

**University of Plymouth
Academic Partnerships**

Truro & Penwith College

Programme Quality Handbook

BSc (Hons) Applied Social Science

2024 – 25

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WELCOME AND INTRODUCTION

Welcome and Introduction to BSc (Hons) Applied Social Science

Welcome to the BSc (Hons) Applied Social Science course. This third year top-up offers a double approach to the Social Sciences, looking at both the theoretical underpinnings and the practice and practical applications of social science theory. It is an exciting and dynamic course opening up a vista of possibilities, suitable for those who want to move on to further, higher level study and also those who wish to make themselves more appealing as job candidates.

The programme leader responsible for the course will be Tom Sugg.

This Programme Quality Handbook contains important information including:

- The approved programme specification
- Module Records

Note: the information in this handbook should be read in conjunction with: the [University Centre Student Handbook](#) (on SharePoint) which contains information on issues such as finance, student support, careers, learning resources and studying at University Centre Truro and Penwith; the University of Plymouth Student Handbook <https://www.plymouth.ac.uk/your-university/governance/student-handbook>; and your Teaching, Learning and Assessment Handbook available on SharePoint.

Programme Specification

1. Award

Final Award Title:

BSc (Hons) Applied Social Science

UCAS Code:

HECoS Code: 101307 applied social science

100483 criminal justice

100476 health and social care

2. Awarding Institution: University of Plymouth

Teaching Institution: Truro and Penwith College

3. Accrediting Body(ies)

None

4. Distinctive Features of the Programme and the Student Experience

As a student on the course, you will benefit from Truro and Penwith College's Higher Education delivery over the last 25 years, which has and will continue to focus on quality of education. Results from the National Student Survey (2022) indicated that Higher Education Students from Truro and Penwith College scored the highest level of student satisfaction with their course of any university college in Cornwall, Devon and Somerset. Students studying with us benefit from first class teaching alongside the benefits of studying within the beautiful and culturally rich county of Cornwall. Often students on our courses utilise aspects of Cornish culture and communities to complete assessment and undertake primary research. This connection between place, people and study is clear within our HE offer, students are encouraged to link module assessments to both local and national/global issues. We have a long established and clear relationship with the University of Plymouth, which we utilise to ensure that the quality of our offer is matching standards out of county at larger institutions. We offer a smaller, student focused approach to our higher education offer, than within larger institutions, with smaller class sizes fostering close

relationships between subject specialists and students, and excellent pastoral support. Our university centre is a welcoming environment which is specifically for higher education students studying at Truro and Penwith College. The University Centre building “Fal” creates an authentic higher education environment where students experience a HE specific building, library, lecture theatres and classrooms, while maintaining the smaller, student focused feel of our ethos. Student choice and autonomy is a key theme within our approach, students on the BSc (Hons) Applied Social Science will study the core 80 credits of modules alongside 40 credits of subject specialism modules. This feature encourages students' independence and creativity, aligning with their career interests. 100% coursework/practical model which includes authentic, and real-world assessment, with no exams. This is supported by student and staff feedback, to increase practical and employment related skills.

A clear distinctive feature of this course is the practical, problem-solving approaches nurtured in specific modules. Students develop these employability skills through campaigns in relation to crime and social justice in rural and coastal communities, data management and manipulation in the dissertation module, and critical analysis of policy interventions in the application of social science.

Inclusion of the importance of research informed practice.

Personal and professional development is focused on within core modules and the tutorial, to aid the overall development of the student, both academically and professionally.

Regular individual tutorial support and guidance is a strong feature of this course and are provided in the HE building.

5. Relevant QAA Subject Benchmark Group(s)

the programme development was informed by the following:-

[Framework for Higher Education \(FHEQ\) programmes at level 6](#)

[Subject Benchmark Statement: Social Policy \(qaa.ac.uk\)](#)

[Subject Benchmark Statement: Sociology \(qaa.ac.uk\)](#)

6. Programme Structure

6.1. Full-time Route

YEAR 1 (LEVEL 6)				
Module Code	Module Title	Credits	Core / Optional	Term / Semester
TRUR3113	Dissertation	40	Core	1 & 2
TRUR3114	The Philosophical Foundations of Social Science	20	Core	1
TRUR3115	The Contemporary Application of Social Science	20	Core	2
TRUR3116	Crimes of Harm: Investigations into State and Corporate Harm	20	Optional (pathway 1)	1 & 2
TRUR3117	Crime in Rural and Coastal Communities	20	Optional (pathway 1)	1 & 2
TRUR3118	Social Justice in Rural and Coastal Communities	20	Optional (pathway 2)	1 & 2
TRUR3119	Trauma Informed Practice with Children, Young People and Families	20	Optional (pathway 2)	1 & 2

6.2. Part-time Indicative Route

YEAR 1 (LEVEL 6)				
Module Code	Module Title	Credits	Core / Optional	Term / Semester
TRUR3114	The Philosophical Foundations of Social Science	20	Core	1
TRUR3115	The Contemporary Application of Social Science	20	Core	2
TRUR3116	Crimes of Harm: Investigations into State and Corporate Harm	20	Optional (pathway 1)	1 & 2

TRUR3119	Trauma Informed Practice with Children, Young People and Families	20	Optional (pathway 2)	1 & 2
YEAR 2 (LEVEL 6)				
Module Code	Module Title	Credits	Core / Optional	Term / Semester
TRUR3113	Dissertation	40	Core	1 & 2
TRUR3117	Crime in rural and Coastal Communities	20	Optional (pathway 1)	1 & 2
TRUR3118	Social Justice in Rural and Coastal Communities	20	Optional (pathway 2)	1 & 2

7. Programme Aims

- A1. a systematic knowledge and understanding of key theories and applications of social science in contemporary UK
- A2. the means to acquire and develop the cognitive and intellectual skills of social science research and applications of social science to contemporary society.
- A3. opportunities to develop key transferable skills of writing in a discipline specific manner, appropriate to the social sciences.
- A4. the qualities and transferable skills to ensure enhanced employability in the wider social arena.
- A5. focused practical skills of initiative, personal responsibility and the learning ability needed to undertake appropriate further training or enter the field of employment.

8. Programme Intended Learning Outcomes

8.1. Knowledge and understanding

On successful completion graduates should be able to:

- 8.1.1. provide a critical account of social inequality addressing key dimensions and sites of power, inequality and stratification
- 8.1.2. Critically analyse social processes shaping individuals, groups, social practices, social institutions and social structures

- 8.1.3. distinguish, describe and critically analyse core social policy issues as well as recognising different theories, concepts, perspectives and methods presented in teaching and relevant literature
- 8.1.4. Critically examine the processes that underpin social change, conflict and social stability

8.2. Cognitive and intellectual skills

On successful completion graduates should be able to:

- 8.2.1. demonstrate an ability to synthesise bodies of evidence and arguments
- 8.2.2. evaluate competing explanations and draw reasoned conclusions
- 8.2.3. demonstrate skills in information gathering, analysis, communication and presentation
- 8.2.4. work independently and manage their time

8.3. Key and transferable skills

On successful completion graduates should have developed the ability to:

- 8.3.1. communicate ideas both verbally and in writing, and, where appropriate, use technical aids to develop and deliver simple presentations to an audience
- 8.3.2. use a limited range of technologies to retrieve and present information
- 8.3.3. undertake the planning, time management and organisation of work with guidance and support

8.4. Employment related skills

On successful completion graduates should have developed the skills needed to:

- 8.4.1. evaluate different ways of working in groups, teams and institutions and to work with the existing structures
- 8.4.2. assist with developing institutional change, including the creation of innovative and equitable forms of organisational collaboration, linking creativity, justice and productivity in the workplace
- 8.4.3. innovate and constructively question existing assumptions about how things are done

8.5. Practical skills

On successful completion graduates should be able to:

- 8.5.1. Demonstrate understanding and application of the main methods of research ensuring ethical principles are upheld, analyse data and apply this knowledge to an identified research problem.
- 8.5.2. Communicate effectively and professionally both orally and in written format.

- 8.5.3. Adhere to the academic conventions of referencing and presentation to convey critical understanding
- 8.5.4. Use appropriate digital tools for academic and professional development

9. Admissions Criteria, including APCL, APEL and Disability Service arrangements

All applicants must have GCSE (or equivalent will be considered) Maths and English at Grade 4/C or above plus a relevant level 3 qualification. Applicants will be interviewed to assess the experience/capabilities for successful entry and completion of the course.

Entry Requirements for BSc (Hons) Applied Social Science	
HND/Foundation degree or equivalent level 5 qualification in a relevant subject'	Pass or above at level 5 Other relevant level 5 qualifications may require APCL.
Work Experience	Considered on an individual basis through an interview process.
Other HE qualifications / non-standard awards or experiences	Considered on an individual basis through an interview process.
APEL / APCL possibilities	APEL/APCL will be considered as per University of Plymouth Regulations
Interview / Portfolio requirements	All students will be interviewed
Independent Safeguarding Agency (ISA) / Disclosure and Barring Service (DBS) clearance required	Students are expected to purchase a current DBS, if required for placement.

Apply online at www.ucas.com. For further information on the admissions process contact heEnquiry@truro-penwith.ac.uk or 01872 305746.

10. Progression criteria for Final and Intermediate Awards

Students undertaking the BSc (Hons) Applied Social Science may apply to a number of postgraduate qualifications, including taught and research based Master's provision. Further to this, students may also be suitable for progression onto a range of teaching qualifications, depending on experience and previous qualifications.

Examples of postgraduate routes from this course are:

- MSc Criminology (University of Plymouth)

- MA Education (University of Plymouth)
- MSc Psychology (Conversion) (University of Plymouth)
- MSc Environment and Human Health (University of Exeter)

Upon completion of the BSc (Hons) Applied Social Science, students may be suited to work in a variety of settings and these opportunities include, but are not limited to working in the following sectors:

- Education
- Health Care
- Public Services
- Social Care

11. Non Standard Regulations

N/A

12. Transitional Arrangements

Transitional arrangements will be in place for any students requiring repeat years on the BSc (Hons) Applied Social Science to either transition onto the revalidated BSc (Hons) Applied Social Science programme, or continue within their existing course. Students making this choice will be supported to complete previous modules by the current team.

Appendix A: Programme Specification Mapping

Module contribution to the meeting of Programme Learning Outcomes

CORE MODULES: tick those Programme Learning Outcomes the module contributes to through its assessed learning outcomes.

Core Modules		Programme Learning Outcomes contributed to (for more information see Section 8)																Compensation Y/N	Assessment Element(s) and weightings C1- coursework O1 - Online Assessment P1 - practical		
		8.1 Knowledge & understanding				8.2 Cognitive & intellectual skills				8.3 Key & transferable skills			8.4 Employment related skills			8.5 Practical skills					
		8.1.1	8.1.2	8.1.3	8.1.4	8.2.1	8.2.2	8.2.3	8.2.4	8.3.1	8.3.2	8.3.3	8.4.1	8.4.2	8.4.3	8.5.1	8.5.2			8.5.3	8.5.4
Level 6	TRUR3113 Dissertation	✓				✓		✓	✓	✓	✓	✓				✓				N	C1 – 80% P1 – 20%
	TRUR3114 The Philosophical Foundations of Social Science		✓	✓	✓	✓			✓		✓					✓		✓		Y	C1 – 50% O1 – 50%
	TRUR3115 The Contemporary Application of Social Science	✓	✓	✓	✓		✓				✓	✓					✓			Y	C1 – 70% P1 – 30%
Level 6 Los		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓			

OPTIONAL MODULES: tick those Programme Learning Outcomes the module contributes to through its assessed learning outcomes.

Optional Modules		Programme Learning Outcomes contributed to (for more information see Section 8)																Compensation Y/N	Assessment Element(s) and weightings C1- coursework O1 - Online Assessment P1 - practical		
		8.1 Knowledge & understanding				8.2 Cognitive & intellectual skills				8.3 Key & transferable skills			8.4 Employment related skills			8.5 Practical skills					
		8.1.1	8.1.2	8.1.3	8.1.4	8.2.1	8.2.2	8.2.3	8.2.4	8.3.1	8.3.2	8.3.3	8.4.1	8.4.2	8.4.3	8.5.1	8.5.2			8.5.3	8.5.4
Level 6	TRUR3116 Crimes of Harm: Investigations into State and Corporate Harm	✓		✓	✓	✓	✓	✓					✓	✓	✓		✓	✓	✓	Y	C1 – 70% P1 – 30%
	TRUR3117 Crime in rural and Coastal Communities	✓	✓	✓	✓	✓	✓	✓		✓					✓		✓	✓		Y	C1 – 70% P1 – 30%
	TRUR3118 Social Justice in Rural and Coastal Communities	✓	✓	✓	✓	✓	✓			✓			✓	✓	✓		✓	✓		Y	C1 – 70% P1 – 30%
	TRUR3119 Trauma Informed Practice with Children, Young People and Families	✓		✓	✓	✓	✓	✓					✓	✓	✓		✓	✓	✓	Y	C1 – 70% P1 – 30%
Level 6 Los		✓	✓	✓	✓	✓	✓	✓		✓			✓	✓	✓		✓	✓	✓		
Confirmed Programme LOs		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		

LEVEL 6 MODULE RECORDS

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: TRUR3113 **MODULE TITLE: Dissertation**
CREDITS: 40 **FHEQ LEVEL: 6** **HECoS CODE: 101307 applied social science**
PRE-REQUISITES: None **CO-REQUISITES: None** **COMPENSATABLE: No**

SHORT MODULE DESCRIPTOR:

This module will require students to develop a research question based on their own area of interest and develop a research strategy in order to test the question. Data collected will be analysed and the findings of the research will be reported in a way relevant to the discipline.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
C1 (Coursework)	80%	E1 (Examination)		P1 (Practical)	20%
T1 (In-Class Test)		O1 (Online Open Book Assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: Social Science

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To allow students to undertake an in-depth critical examination of a topic of interest through critical consideration of current literature.
- To construct and implement effective research strategies in order to answer the research question within the ethical guidelines.
- To critically analyse data appropriately interpreting findings with respect to the research question posed.
- To effectively communicate the process and findings of the research

ASSESSED LEARNING OUTCOMES: (refer to Programme Specification for relevant Programme Intended Learning Outcomes)

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

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. Critically reflect on established research techniques in the social science discipline.	PILO 8.1.1, 8.2.1, 8.2.3, 8.5.1
2. Critically analyse, in detail, an appropriate research question which is ethically approved.	PILO 8.1.1, 8.2.1, 8.2.3, 8.3.2, 8.3.3, 8.5.1
3. Devise and sustain theoretical and contemporary commentary upon aspects of current research or advanced scholarship in the social science discipline.	PILO 8.1.1, 8.2.1, 8.2.3, 8.2.4, 8.3.3, 8.5.1
4. Present the findings of the dissertation in an academically rigorous style which adheres to conventions.	PILO 8.2.1, 8.2.3, 8.3.1, 8.3.2, 8.3.3, 8.5.1

DATE OF APPROVAL: 3rd March 2023

DATE OF IMPLEMENTATION: Sep-23

DATE(S) OF APPROVED CHANGE: N/A

FACULTY/OFFICE: Academic Partnerships

SCHOOL/PARTNER: Truro and Penwith College

SEMESTER: 1 & 2

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes

ACADEMIC YEAR: 2024-25	NATIONAL COST CENTRE: 105
MODULE LEADER: Tom Sugg	OTHER MODULE STAFF: Alicia James, Kevin Ostapenko Denton
SUMMARY OF MODULE CONTENT: This module offers an opportunity to conceive, plan, research, reflect upon and write a substantial intellectual project about an issue of individual interest from an area of Social Science. Each student will be allocated a Dissertation Supervisor who will support through the stages of selecting an appropriate topic, designing the research project, reviewing the timeline, and completing the final report. All students will also attend Dissertation Lead Lectures where the Module Leader will provide general guidance on the demands of the module.	

SUMMARY OF TEACHING AND LEARNING (<i>Refer to HESA KIS definitions</i>)		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	45	Lead lectures will be focused on the design, implementation, analysis, and presentation of a primary research project. Lectures will be ordered as to guide students on a week-by-week basis on the theory and practical skills required to carry out a piece or primary research.
Tutorial	25	Tutorials will enable learners to focus on specific skills required within the module assessment
Guided Independent Study	330	Formative hand in throughout the year, reading, study and carrying out own piece of primary research
Total	400	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Coursework 1: Research Proposal (ALO 2)	10%
	Coursework 2: Dissertation (ALO 1,2,3,4)	90%
		100%
Practical	Practical 1: Individual Research Presentation (ALO4)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Coursework 1: Dissertation (ALO 1,2,3,4)	100%
Practical	Practical 1: Individual Research Presentation (ALO 4)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Tom Sugg Date: Jan-23	Approved by: Date:

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: TRUR3114 **MODULE TITLE: The Philosophical Foundations of Social Science**
CREDITS: 20 **FHEQ LEVEL: 6** **HECoS CODE: 101307 applied social science**
PRE-REQUISITES: None **CO-REQUISITES: None** **COMPENSATABLE: Yes**

SHORT MODULE DESCRIPTOR:

This module affords students the opportunity to critically explore the philosophical foundations of social science, questioning the grand narratives of the scientific enlightenment and their impact on modernity and beyond. By critically examining the foundations of social science, students will consider contemporary theories of psychology, sociology and social policy and their place within the broader field of social science.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
C1 (Coursework)	50%	E1 (Examination)		P1 (Practical)	
T1 (In-Class Test)		O1 (Online Open Book Assessment)	50%		

SUBJECT ASSESSMENT PANEL to which module should be linked: Social Science

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To identify and critically analyse the grand narratives of the scientific enlightenment.
- To critically review theories in a variety of social science disciplines
- To consider the subject matter of theoretical social science in the wider contexts of contemporary society
- To critically evaluate the contribution of contemporary social science to the wider social arena.

ASSESSED LEARNING OUTCOMES: (refer to Programme Specification for relevant Programme Intended Learning Outcomes)

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

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. Critically evaluate the grand narratives of the scientific enlightenment.	PILO: 8.1.2, 8.2.1, 8.5.1, 8.5.3
2. Critically analyse theories in a variety of social science disciplines	PILO: 8.2.1, 8.5.1, 8.5.3, 8.2.4
3. Critically reflect on theories and concepts of social science in relation to the wider contexts of contemporary society.	PILO: 8.1.2, 8.1.3, 8.1.4, 8.2.1, 8.3.2, 8.5.1, 8.5.3
4. Critically evaluate the contribution of the theoretical social science to the wider social arena.	PILO: 8.1.2, 8.2.1, 8.5.1, 8.5.3

DATE OF APPROVAL: 3rd March 2023

DATE OF IMPLEMENTATION: Sep-23

DATE(S) OF APPROVED CHANGE: N/A

FACULTY/OFFICE: Academic Partnerships

SCHOOL/PARTNER: Truro and Penwith College

SEMESTER: 1

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes

ACADEMIC YEAR: 2024-25	NATIONAL COST CENTRE: 105
MODULE LEADER: Tom Sugg	OTHER MODULE STAFF: N/A

SUMMARY OF MODULE CONTENT:

This module will consider the philosophical foundations of social science in the broader context of society and look at the impact of the scientific enlightenment on Anglo/American laws and statutes. Through this analysis this module will cover both formative and contemporary theories of social science, including a consideration of current and contemporary thinking in the fields of psychology, sociology, social policy, and politics. Moving in a chronological order, this module requires students to critically analyse the aims, narratives, and legacy of the scientific enlightenment, considering the grand narratives of modernity and their impact on features of contemporary society. This module concludes by questioning the issues of a 'post-truth' society, and the response of authors such as Pinker who suggest returning to the aims of the enlightenment may offer a solution to these problems.

SUMMARY OF TEACHING AND LEARNING (*Refer to HESA KIS definitions*)

Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	36	Lectures will carry a theme which may cross over consecutive weeks. Lectures will be specifically focussed on an assessed learning outcome, clearly guiding students towards the overall module aims. Lectures may contain formative assessment opportunities including in class tests, short written tasks, and group work
Seminar	6	Seminars will be conducted on specific themes in relevance to the assessment guidance for Task A and B. This will allow students to consider contemporary research in relation to key lectures.
Tutorial	12	Tutorials will enable learners to focus on specific skills required within the module assessment
Guided Independent Study	146	Formative submission of assignment. Guided reading, independent study, study groups based on cognate discipline.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Coursework 1: Report (ALO 1,2)	100%
Online Open Book Assessment	Online Open Book Assessment 1: Timed Essay (ALO 3,4)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Coursework 1: Report (ALO 1,2)	100%
Online Open Book Assessment	Online Open Book Assessment 1: Timed Essay (ALO 3,4)	100%

To be completed when presented for Minor Change approval and/or annually updated

Updated by: Tom Sugg Date: Sep 24	Approved by: Date: V.Wood
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UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: TRUR3115 **MODULE TITLE:** The Contemporary Application of Social Science
CREDITS: 20 **FHEQ LEVEL:** 6 **HECoS CODE:** 101307 applied social science
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR:

This module asks students to apply theories of contemporary social science to a context of their choice, considering the usefulness of theory in bringing about change. Utilising the contemporary field of implementation science, students will critically engage with the issues surrounding the implementation of empirically backed interventions in the wider social arena.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
C1 (Coursework)	70%	E1 (Examination)		P1 (Practical)	30%
T1 (In-Class Test)		O1 (Online Open Book Assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: Social Science

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To identify and critically analyse issues in the implementation of empirically backed interventions.
- To critically review applications of theory in a variety of social science disciplines
- To consider the application of theoretical social science in the wider contexts of contemporary society
- To critically evaluate the contribution of application of contemporary social science to the wider social arena.

ASSESSED LEARNING OUTCOMES: (refer to Programme Specification for relevant Programme Intended Learning Outcomes)

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

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. Critically evaluate the relationship between contemporary social science theory and evidenced based practice.	PILO: 8.1.3, 8.1.4, 8.1.2, 8.2.2
2. Critically analyse the implementation of social science theory in the context of behaviour change.	PILO; 8.1.3, 8.1.2, 8.1.1, 8.3.2
3. Make use of scholarly reviews and primary resources to critically analyse theory in practice	PILO: 8.1.3, 8.3.3, 8.5.2
4. Critically evaluate the impact of social science within the wider social arena	PILO: 8.1.3, 8.1.4, 8.1.2

DATE OF APPROVAL: 3rd March 2023

DATE OF IMPLEMENTATION: Sep-23

DATE(S) OF APPROVED CHANGE: N/A

FACULTY/OFFICE: Academic Partnerships

SCHOOL/PARTNER: Truro and Penwith College

SEMESTER: 2

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes

ACADEMIC YEAR: 2024-25	NATIONAL COST CENTRE: 105
MODULE LEADER: Tom Sugg	OTHER MODULE STAFF: Jane Lloyd
SUMMARY OF MODULE CONTENT: This module asks students to consider and apply the principles and models of implementation science in the broader context of society. Considering both theory and practice, students will examine a number of different implementation frameworks and real-life case studies. Students will consider the relationships between current and contemporary thinking in the fields of psychology, sociology, social policy and politics and implementation science-informed behaviour change. In doing so, students will provide critical consideration of both effective and ineffective intervention research.	

SUMMARY OF TEACHING AND LEARNING (<i>Refer to HESA KIS definitions</i>)		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	36	Lectures will carry a theme which may cross over consecutive weeks. Lectures will be specifically focussed on an assessed learning outcome, clearly guiding students towards the overall module aims. Lectures may contain formative assessment opportunities including in class tests, short written tasks, and group work
Seminar	6	Seminars will be conducted on specific themes in relevance to the assessment guidance for Task A and B. This will allow students to consider contemporary research in relation to key lectures.
Tutorial	12	Tutorials will enable learners to focus on specific skills required within the module assessment
Guided Independent Study	146	Formative submission of assignment. Guided reading, independent study, study groups based on cognate discipline.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Coursework 1: Academic Report (ALO 2,3,4)	100%
Practical	Practical 1: Individual Poster Presentation (ALO 1)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Coursework 1: Academic Report (ALO 2,3,4)	100%
Practical	Practical 1: Individual Poster Presentation (ALO 1)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Tom Sugg Date: Sep 24	Approved by: Date: V.Wood

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: TRUR3116 **MODULE TITLE:** Crimes of Harm: Investigations into State and Corporate Harm
CREDITS: 20 **FHEQ LEVEL:** 6 **HECoS CODE:** 100484 criminology; 100483 criminal justice
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR:

This module considers the complex nature of defining and measuring crime outside of normal definitional boundaries. It will examine harms perpetrated by those who hold significant social, economic, or political power, analysing examples of corporate crime, state crime, state-corporate crime, as well as an examination of power, organised crime networks and financial institutions. It will also examine how harms perpetuated by these groups are enforced or regulated, if at all.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
C1 (Coursework)	70%	E1 (Examination)		P1 (Practical)	30%
T1 (In-Class Test)		O1 (Online Open Book Assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: Social Science

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To develop student’s ability to critically evaluate theoretical understandings of crimes of harm including research methodologies.
- To encourage students to critically evaluate the role of corporate, state, and international financial institutions in perpetuating crimes of harm through case studies.
- To promote critical understanding of the ways corporate criminality is regulated and enforced including the associated problems and restraints.

ASSESSED LEARNING OUTCOMES: (refer to Programme Specification for relevant Programme Intended Learning Outcomes)

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

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. Critically evaluate criminological theory and how it is applied within practical criminal justice issues	PILO: 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.4.1, 8.4.2
2. Show a critical appreciation of the ambiguity inherent in the concept of state crime	PILO: 8.1.1, 8.1.4, 8.4.3, 8.5.2
3. Critically analyse the nature of corporate criminality, in particular the complexities in defining and measuring it	PILO: 8.1.4, 8.4.3, 8.5.3, 8.5.4
4. Critically evaluate research in the field of corporate crime, using evidence from a range of disciplines such as criminology, law, and leadership.	PILO: 8.2.1, 8.2.2, 8.2.3

DATE OF APPROVAL: 3rd March 2023

DATE OF IMPLEMENTATION: Sep-23

DATE(S) OF APPROVED CHANGE: N/A

FACULTY/OFFICE: Academic Partnerships

SCHOOL/PARTNER: Truro and Penwith College

SEMESTER: 1 & 2

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes

ACADEMIC YEAR: 2024-25	NATIONAL COST CENTRE: 105
MODULE LEADER: Kevin Ostapenko Denton	OTHER MODULE STAFF:

SUMMARY OF MODULE CONTENT:

Students will explore an introduction to crimes of harm including how these are recognised and perceived by society including influences of culture and the media. They will then proceed to examine theoretical approaches including how research in this area has focused on qualitative methodology. They will examine examples of corporate crime, state crime, state-corporate crime, power organised crime networks and the elite, crimes of financial institutions as well as an examination of the victims of crimes of the powerful. An examination of ethical notions follows, including the ethics of harm, leadership, and corporate social responsibility. The module will conclude with an examination of how the powerful are controlled, if at all, including regulation and sanctions.

SUMMARY OF TEACHING AND LEARNING *(Refer to HESA KIS definitions)*

Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	36	Lectures will carry a theme which may cross over consecutive weeks. Lectures will be specifically focussed on an assessed learning outcome, clearly guiding students towards the overall module aims. Lectures may contain formative assessment opportunities including in class tests, short written tasks, and group work
Seminar	6	Seminars will be conducted on specific themes in relevance to the assessment guidance for Task A and B. This will allow students to consider contemporary research in relation to key lectures.
Tutorial	12	Tutorials will enable learners to focus on specific skills required within the module assessment
Guided Independent Study	146	Formative submission of assignment. Guided reading, independent study, study groups based on cognate discipline.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Coursework 1: Literature Review (ALO 3,4)	100%
Practical	Practical 1: Individual Presentation (ALO 1,2)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Coursework 1: Literature Review (ALO 3,4)	100%
Practical	Practical 1: Individual Presentation (ALO 1,2)	100%

To be completed when presented for Minor Change approval and/or annually updated

Updated by: Tom Sugg Date: Sep 24	Approved by: Date: V.Wood
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UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: TRUR3117 **MODULE TITLE:** Crime in Rural and Coastal Communities
CREDITS: 20 **FHEQ LEVEL:** 6 **HECoS CODE:** 100502 social policy; 100483 criminal justice
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR:

This module will enable students to critically evaluate the various ways of defining rural and coastal crime, exploring contemporary theoretical approaches to understanding the impact of rural and coastal crime on individuals, communities, and businesses.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
C1 (Coursework)	70%	E1 (Examination)		P1 (Practical)	30%
T1 (In-Class Test)		O1 (Online Open Book Assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: Social Science

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- Develop a critical perspective on the causes and nature of rural and coastal crime
- Enable students to critically evaluate response strategies and to develop innovative means of tackling rural and coastal crime
- Equip students with an advanced understanding of the legislative and regulatory frameworks pertaining to rural and coastal crime

ASSESSED LEARNING OUTCOMES: (refer to Programme Specification for relevant Programme Intended Learning Outcomes)

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

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. Critically evaluate the various ways of defining rural and coastal crime	PILO: 8.1.2, 8.2.2, 8.2.3, 8.1.3, 8.4.3
2. Critically evaluate contemporary theoretical approaches to understanding the causes of rural and coastal crime	PILO: 8.1.1, 8.1.3, 8.2.1, 8.5.2
3. Critically respond to the impact of rural and coastal crime on individuals, communities, and businesses	PILO: 8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.3.1, 8.4.1
4. Demonstrate a critical understanding of victimological theory in relation to rural and coastal enforcement and compliance	PILO: 8.1.1, 8.1.3, 8.4.3, 8.5.3

DATE OF APPROVAL: 3rd March 2023

FACULTY/OFFICE: Academic Partnerships

DATE OF IMPLEMENTATION: Sep-23

SCHOOL/PARTNER: Truro and Penwith College

DATE(S) OF APPROVED CHANGE: N/A

SEMESTER: 1 & 2

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes

ACADEMIC YEAR: 2024-25	NATIONAL COST CENTRE: 105
MODULE LEADER: Kevin Ostapenko Denton	OTHER MODULE STAFF: Alicia James
SUMMARY OF MODULE CONTENT: The module starts by assessing the different approaches used for defining rural and coastal crime. This then leads to an in-depth evaluation of contemporary theoretical methodologies aimed at understanding the underlying causes of such crimes. The module then requires analysis of the impact of rural and coastal crime on individuals, communities, and businesses. The module concludes with a critical examination of victimological theory in relation to rural and coastal enforcement and compliance.	

SUMMARY OF TEACHING AND LEARNING (<i>Refer to HESA KIS definitions</i>)		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	36	Lectures will carry a theme which may cross over consecutive weeks. Lectures will be specifically focussed on an assessed learning outcome, clearly guiding students towards the overall module aims. Lectures may contain formative assessment opportunities including in class tests, short written tasks, and group work
Seminar	6	Seminars will be conducted on specific themes in relevance to the assessment guidance for Task A and B. This will allow students to consider contemporary research in relation to key lectures.
Tutorial	12	Tutorials will enable learners to focus on specific skills required within the module assessment
Guided Independent Study	146	Formative submission of assignment. Guided reading, independent study, study groups based on cognate discipline.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Coursework 1: Report (ALO 1,2,4)	100%
Practical	Practical 1: Individual Presentation (ALO 3)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Coursework 1: Report (ALO 1,2,4)	100%
Practical	Practical 1: Individual Presentation (ALO 3)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Tom Sugg Date: Jan-23	Approved by: Date:

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: TRUR3118 **MODULE TITLE:** Social Justice in Rural and Coastal Communities
CREDITS: 20 **FHEQ LEVEL:** 6 **HECoS CODE:** 101307 applied social science; 100502 social policy
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR:

This module will enable students to critically evaluate the various ways of defining social justice in rural and coastal communities, exploring contemporary theoretical approaches to understanding the impact of social inequality and deprivation in rural and coastal communities.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
C1 (Coursework)	70%	E1 (Examination)		P1 (Practical)	30%
T1 (In-Class Test)		O1 (Online Open Book Assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: Social Science

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- Develop a critical perspective on issues in relation to social justice within rural and coastal communities
- Enable students to critically evaluate response strategies and to develop innovative means of tackling social justice issues in rural and coastal communities
- Equip students with an advanced understanding of contemporary social policy pertaining to rural and coastal social justice

ASSESSED LEARNING OUTCOMES: (refer to Programme Specification for relevant Programme Intended Learning Outcomes)

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

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. Critically evaluate the various ways of identifying social justice issues in rural and coastal communities	PILO: 8.1.1, 8.1.3, 8.2.1, 8.2.2, 8.4.3,
2. Critically evaluate contemporary theoretical approaches to understanding social justice issues in rural and coastal communities	PILO: 8.1.1, 8.1.2, 8.1.3, 8.4.1, 8.5.2
3. Critically analyse the specific challenges rural and coastal communities face in relation to vulnerable groups and social justice issues	PILO: 8.1.1, 8.1.4, 8.3.1, 8.4.2, 8.5.3
4. Demonstrate a critical understanding of social justice advocacy theory in relation to rural and coastal communities	PILO: 8.1.1, 8.4.1, 8.5.2, 8.5.3

DATE OF APPROVAL: 3rd March 2023

FACULTY/OFFICE: Academic Partnerships

DATE OF IMPLEMENTATION: Sep-23

SCHOOL/PARTNER: Truro and Penwith College

DATE(S) OF APPROVED CHANGE: N/A

SEMESTER: 1 & 2

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes

ACADEMIC YEAR: 2024-25	NATIONAL COST CENTRE: 105
MODULE LEADER: Emma Clifton	OTHER MODULE STAFF:
SUMMARY OF MODULE CONTENT: This module will start with an evaluation of the various ways of defining social justice issues in rural and coastal communities, leading to a critical evaluation of contemporary theoretical approaches to understanding the causes of social justice issues in rural and coastal communities. Following the critical analysis of the causes of social justice issues, students will investigate the specific challenges rural and coastal communities face in relation to vulnerable groups and social justice issues, concluding with a critical examination of advocacy theory in relation to rural and coastal communities.	

SUMMARY OF TEACHING AND LEARNING (<i>Refer to HESA KIS definitions</i>)		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	36	Lectures will carry a theme which may cross over consecutive weeks. Lectures will be specifically focussed on an assessed learning outcome, clearly guiding students towards the overall module aims. Lectures may contain formative assessment opportunities including in class tests, short written tasks, and group work
Seminar	6	Seminars will be conducted on specific themes in relevance to the assessment guidance for Task A and B. This will allow students to consider contemporary research in relation to key lectures.
Tutorial	12	Tutorials will enable learners to focus on specific skills required within the module assessment
Guided Independent Study	146	Formative submission of assignment. Guided reading, independent study, study groups based on cognate discipline.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Coursework 1 Report (ALO 1,2,4)	100%
Practical	Practical 1: Individual Presentation (ALO 3)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Coursework 1: Report (ALO 1,2,4)	100%
Practical	Practical 1: Individual Presentation (ALO 3)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Tom Sugg Date: Sep 24	Approved by: Date: V.Wood

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: TRUR3119	MODULE TITLE: Trauma Informed Practice with Children, Young People and Families	
CREDITS: 20	FHEQ LEVEL: 6	HECoS CODE: 100455 childhood and youth studies 100476 health and social care
PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
SHORT MODULE DESCRIPTOR:		
This module will enable students to critically examine the various causes of trauma and their impact upon wellbeing, everyday living, and education. Students will then synthesise this knowledge to develop strategies which meet the needs of children, young people, and families.		

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
C1 (Coursework)	70%	E1 (Examination)		P1 (Practical)	30%
T1 (In-Class Test)		O1 (Online Open Book Assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: Social Science

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- Critically consider the barriers affecting individual development and the wider societal issues that surround them
- Critically analyse the effectiveness of trauma informed approaches in the lives of children, young people, and families
- Critically examine the approaches needed to support and empower families, and the range of skills and therapeutic interventions needed

ASSESSED LEARNING OUTCOMES: (refer to Programme Specification for relevant Programme Intended Learning Outcomes)

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

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. Critically examine contemporary research on the topic of trauma both in terms of its impact and what makes events traumatic.	PILO: 8.1.1, 8.2.1, 8.2.2, 8.2.3, 8.5.2
2. Critically analyse current debates on the implementation of trauma-informed practices when working with children, young people, and families.	PILO: 8.1.3, 8.2.1, 8.4.1, 8.4.2, 8.5.3
3. Applying relevant theory, show a critical appreciation of how to develop a safe environment, reframing behaviours in the context of trauma.	PILO: 8.1.4, 8.4.2, 8.4.3
4. Provide a critical examination of the theoretical base for the practice of trauma-informed practice	PILO: 8.2.1, 8.2.2, 8.4.1, 8.5.4

DATE OF APPROVAL: 3rd March 2023

DATE OF IMPLEMENTATION: Sep-23

DATE(S) OF APPROVED CHANGE: N/A

FACULTY/OFFICE: Academic Partnerships

SCHOOL/PARTNER: Truro and Penwith College

SEMESTER: 1 & 2

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes

ACADEMIC YEAR: 2024-25	NATIONAL COST CENTRE: 105
MODULE LEADER: Jane Lloyd	OTHER MODULE STAFF: Kevin Ostapenko Denton

SUMMARY OF MODULE CONTENT:

This module examines the theoretical base of the practice of trauma-informed practice, with reference to attachment, the stress response system, mentalising, and resiliency theories. Students will begin by critically examining the topic of trauma both in terms of its impact and what makes events traumatic. Students will then critically evaluate contemporary theoretical notions, analysing the current debates about the implementation of trauma-informed practices when working with children, young people, and families. These debates will include the topics of developing a safe environment, reframing behaviours in the context of trauma, and considering attachment within teams.

SUMMARY OF TEACHING AND LEARNING *(Refer to HESA KIS definitions)*

Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	36	Lectures will carry a theme which may cross over consecutive weeks. Lectures will be specifically focussed on an assessed learning outcome, clearly guiding students towards the overall module aims. Lectures may contain formative assessment opportunities including in class tests, short written tasks, and group work
Seminar	6	Seminars will be conducted on specific themes in relevance to the assessment guidance for Task A and B. This will allow students to consider contemporary research in relation to key lectures.
Tutorial	12	Tutorials will enable learners to focus on specific skills required within the module assessment
Guided Independent Study	146	Formative submission of assignment. Guided reading, independent study, study groups based on cognate discipline.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Coursework 1:Academic Report (ALO 1,2,4)	100%
Practical	Practical 1: Individual Narrated Presentation (ALO 3)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Coursework 1: Academic Report (ALO 1,2,4)	100%
Practical	Practical 1: Individual Narrated Presentation (ALO 3)	100%

To be completed when presented for Minor Change approval and/or annually updated

Updated by: Tom Sugg Date: Sep 24	Approved by: Date: V.Wood
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