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**Academic Partnerships**

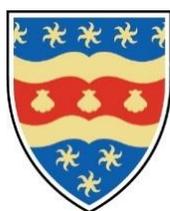
**Bicton College**

**Programme Specification**

**BSc (Hons) Emergency Sector  
Management and Interoperability**

**(Top Up)**

**Academic Year 2020-2021**



**UNIVERSITY OF  
PLYMOUTH**

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# PROGRAMME SPECIFICATION



# UNIVERSITY OF PLYMOUTH

**Programme Title:** BSc (Hons) Emergency Sector Management and Interoperability

**Internal Programme Code:** 6062 (Full Time), 6063 (Part Time)

**Partner Delivering Institution:** Cornwall College

**Start Date:** September 2019-20

**First Award Date:** July 2020-22

**Date(s) of Revision(s) to this Document:** 24/01/17 & 20/2/17 & 02/03/17 – 11/04/17 – 07/06/17

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## PS1. Programme Details

<b>Awarding Institution:</b>	University of Plymouth
<b>Partner Institution and delivery site (s):</b>	Cornwall College, Bicton.
<b>Accrediting Body:</b>	N/A
<b>Language of Study:</b>	English
<b>Mode of Study:</b>	Full time and part time
<b>Final Award:</b>	BSc (Hons) Emergency Sector Management and Interoperability
<b>Intermediate Award:</b>	N/A
<b>Programme Title:</b>	BSc (Hons) Emergency Sector Management and Interoperability (Top Up)
<b>UCAS Code:</b>	20C8
<b>HECOS Code:</b>	100502, 101040, 100823
<b>Benchmarks:</b>	Bachelor QAA Subject Benchmark. Social Policy SBS (2016) General Business and Management (GBM) (2015).
<b>Date of Programme Approval:</b>	28 March 2017

## PS2. Brief Description of the Programme

The Emergency Sector Management and Interoperability BSc top up would be a distinctive, unique and innovative offering to past, current and future students, as well as students from other institutions or professional background that can meet application criteria. The concept of the services responsible for working together is not new but it is now a requirement under the Civil Contingencies Act 2004 with much of the interoperable planning processes being undertaken within the Local Resilience Forum. This Forum of the emergency services and other responding agencies is where the interoperability process is planned, discussed and then implemented during operational activities.

Furthermore, the Government is driving joint working within the emergency sector forward through the Joint Emergency Services Protocol (JESIP) which is defining the way the relevant services work together in the future.

The difficult economic climate since 2008 and the budgetary difficulties faced by all public services is also driving the process of merging functions such as control rooms and some response roles.

This programme would offer students an opportunity to continue their studies within a workplace setting in any public sector area ranging from Ambulance, Police and Fire Service, County Councils, Health/nursing, civil contingency/emergency planning offices, Local Resilience Forums, Armed Forces, private consultancy work, voluntary Search and Rescue sector, RNLI, Coastguard, Mountain Rescue and work within the utility companies in terms of risk management and collaboration.

This BSc top up links with Plymouth University's strategy 2020 in terms of their mission statement but also within the university's values in particular connected, pioneering and empowering. It not only delivers the objectives of working within the local community and in forming new local

partnerships, but offers a wider appeal to students from across the UK and elsewhere. As a result of a partnership approach to research, students will seek and achieve innovative solutions for agencies and industry.

### **PS3. Details of Accreditation by a Professional/Statutory Body (If Appropriate)**

This proposed programme is not accredited by any professional bodies but students will be encouraged to join professional bodies such as the *Emergency Planning Society* (low cost) and affiliate to the *Journal of Search and Rescue* (free service).

The Emergency Planning Society (EPS) is an industry body consisting of local and national emergency sector workers. Students would be able to participate in free web-based seminars and other free or low-cost conference-type events. In addition students would be able to begin to form their own networks of industry contacts. The programme manager for the proposed course is a full and assessed member of the EPS

The Journal of Search and Rescue (JSAR) is a free international web-based academic source of articles intended for the use by members of the emergency sector involved in search and rescue and emergency response. It is also an opportunity for students to publish their own work at the end of their course. The programme manager for the proposed course is a member of the Journal's editorial board.

### **PS4. Exceptions to Plymouth University Regulations**

(Note: Plymouth University's Academic Regulations are available internally on the intranet: <https://staff.plymouth.ac.uk//extexam/academicregs/intranet.htm>)

None

## PS5. Programme Aims

### This programme will:

1. Meet the College's and Plymouth University's mission statements and core values.
2. Provide an innovative programme of education focusing on preparing future members of the emergency and public sectors with the ability to work seamlessly together in support of Government aims and direction.
3. Prepare students for continuing education and future employment in these industries by providing them with subject specific and generic skills.
4. Produce students who can demonstrate a range of generic academic and study skills to a level commensurate with that required to equip them with the professional standards and skills demanded by the emergency sector and to enable them to complete relevant continuing Higher Education courses or industry specific application requirements.
5. Develop students who can demonstrate knowledge and understanding of a wide range of personal and practical/vocational/transferable skills, which will enable them to be effective in seeking employment within the emergency and public sector. This will be achieved by linking theory to industry practice and experience.
6. Ensure the concept of interoperability and multi-agency work is embedded within all relevant elements of the programme to support likely outcomes of the Joint Emergency Services Interoperability Programme.

## PS6. Programme Intended Learning Outcomes (ILO)

### By the end of this programme the student will be able to:

#### Knowledge and Understanding

1. Demonstrate detailed knowledge of several specialised areas and/or applications in relation to joint emergency sector operations and activity, some of which are at the cutting edge of research in the discipline.
2. Demonstrate knowledge and understanding of emergency sector organisations, the external environment in which they operate and how they are managed.

#### Cognitive and Intellectual Skills

3. Effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively in the context of emergency sector management and in a work context.

4. Undertake creative and independent reasoning with the ability to develop a reasoned argument and synthesise appropriate evidence.

### **Transferable Skills**

5. Demonstrate qualities and transferable skills necessary for employment and progression to other qualifications requiring the exercise of personal responsibility and decision-making in order to maximise opportunities for lifelong learning.
6. Demonstrate the ability to critically analyse theory and to apply it into practice.

### **Employment Related Skills**

7. Identify current challenges of tackling terrorism in the 21<sup>st</sup> Century, identifying risks and solutions to deal effectively with the physical and human reactions to and from acts of terrorism
8. Identify knowledge of the main methods of enquiry within emergency sector management with the ability to evaluate critically the appropriateness of different approaches to solving problems in their field of study and apply these in a work context in relation to the interoperable methods of management.

### **Practical Skills**

9. Critically demonstrate and apply well-established principles in the field of emergency sector interoperability, risk management and people and workforce management, including moral and ethical considerations utilised by the public sector within the community.

## **PS7. Distinctive Features**

1. The BSc (Hons) Emergency Sector Management and Interoperability programme is unique in the South West and the rest of the UK.
2. The programme has a clear focus on multi-agency working in line with the Civil Contingencies Act 2004 and the Joint Emergency Services Interoperability Programmes. It has been noted by JESIP itself that the course will provide more all-rounded individuals into the emergency sector in line with current training and that the breadth of cross-agency knowledge is a key factor in their support for the course and provision of employment or continuing education possibilities. JESIP have agreed that the programme may utilise training material provided for the actual emergency services.
3. The programme is at the forefront of the Government drive to raise the academic threshold of applicants to the emergency sector and to ensure they are capable of working together more effectively through implementation of joint working programmes.

4. Cornwall College has strong links with local and regional emergency sectors and the programme has been developed in close collaboration with and in response to their needs.
5. The BSc (Hons) Emergency Sector Management and Interoperability programme provides a valuable and distinctive course for serving members of the emergency sector.
6. Modules are designed to be delivered flexibly, integrating relevant theory and current best practice, in order to enable students to lead their own development, in a learning environment that affords opportunities to network and utilise the resources of industry.
7. The BSc (Hons) Emergency Sector Management and Interoperability programme utilises a wide network of key contacts and specialists across the emergency sector to participate in real industry events to ensure currency and relevance of the programme.
8. The programme is designed to meet the requirements of responding organisations as described and required within the Civil Contingencies Act 2004 and includes that Act's requirement for the statutory emergency responders to work with the voluntary sector to assist in the resolution of an emergency situation.
9. The course teaches key transferrable skills such as decision making, leadership, management, team working and problem solving across the course which are key employability skills.

## **PS8. Student Numbers**

*Minimum student numbers = 14 (Cornwall College declared average class size)*

*Target student numbers = 16*

*Maximum student numbers =25*

## **PS9. Progression Route(s)**

There are currently no formal progression routes associated with this programme.

The contribution of marks from prior levels of study to the progression award is governed by University regulations.

## PS10. Admissions Criteria

Applications for this programme are possible from individuals with limited mobility or other physical disabilities.

Qualification(s) Required for Entry to this Programme:	Details:
<p><b>Level 4 or 5: at least one of the following:</b></p> <ul style="list-style-type: none"> <li>- <b>HND (relevant subject areas)</b></li> <li>- <b>Foundation Degree (relevant subject areas)</b></li> </ul>	<p>Relevant Foundation Degree or HND qualification or equivalent</p> <p>(Applicants will be interviewed prior to acceptance and where appropriate may be invited to an extended induction to ensure a basic entry-level awareness of the role of the emergency sector)</p>
<p><b>Work Experience:</b></p>	<p>Considered on individual merit</p>
<p><b>APEL / APCL<sup>1</sup> possibilities:</b></p>	<p>APL will be considered as per Plymouth University Regulations</p>
<p><b>Interview / Portfolio requirements:</b></p>	<p>Mature students will have to demonstrate at interview the necessary motivation, potential, experience and/or knowledge. Disabilities – the course welcomes applications from students with disabilities and is committed to its inclusive policy. In order to be more learner-centred, the college requests that all applications be considered individually and in consultation with the programme manager.</p>
<p><b>Independent Safeguarding Agency (ISA) / Disclosure and Barring Service (DBS) clearance required:</b></p>	<p>No but prospective students should be aware of the requirement of some agencies within the sector in relation to DBS and other criminal record or similar checks.</p>
<p><b>Capability Statement</b></p>	<p>The College is very supportive of students with disabilities, and year-on-year we are making adjustments to assist these students throughout their studies. On notification of any registered disability or need for learning support, the Admissions Officer will notify the Programme Manager and Student Services to ensure that applicants are aware of the support available. Student Services will contact students about how to apply for support and guide them through the process to ensure that support is in place at the start of the academic year. The Programme Manager should check prior to commencement of the programme and ensure that appropriate adjustments are undertaken</p>

<sup>1</sup> Accredited Prior Experiential Learning and Accredited Prior Certificated Learning

## **PS11. Academic Standards and Quality Enhancement**

*The Programme Leader/Manager (or the descriptor) leads the Programme Committee in the Plymouth University's annual programme monitoring process (APM), as titled at the time of approval. APM culminates in the production, maintenance and employment of a programme level Action Plan, which evidences appropriate management of the programme in terms of quality and standards. Any formally agreed changes to this process will continue to be followed by the Programme Leader/Manager (or other descriptor) and their Programme Committee.*

*Elements of this process include engaging with stakeholders. For this definitive document it is important to define:*

### **Subject External Examiner(s)**

An External Examiner will be appointed.

### **Additional stakeholders specific to this programme:**

Students have the opportunity to discuss the programme independently, twice a year in the Student Review. This forms part of the discussion for the annual programme monitoring in the autumn and spring of each academic year.

The Student perception questionnaire (SPQ) is administered at level 6.

Annual Programme Monitoring (APM) review is contributed to by student representatives, Module Leaders, Programme Manager and Academic administrator to monitor module delivery and the course provision.

An Interim visit by the External Examiner (EE) (usually between January and February) will review work that has been marked, consult students and feed back to the programme manager and module leaders and course team.

Subject Assessment Panel (SAP) reviews the assessment marking and is scrutinised by the subject EE. Representatives of the team review and present their module marks for each student on the programme.

The annual Award Assessment Board (AAB) takes place with Programme Manager, the awarding body's partnership member and the External to receive the students work and confer progression or award.

The programme will build links with industry and JESIP in particular to enable students to carry out real world research projects/dissertations. Links with the Local Resilience Forum and local charities such as Groundwork South are being forged to allow students further access to industry research opportunities.

The programme has links to all ex TCCG public services HE students through an alumni forum to share best practice and industry contacts and employment opportunities.

## PS12. Programme Structure

<b>College:</b>	<b>Cornwall College, Bicton</b>	<b>Programme Title:</b>	<b>BSc (Hons) Emergency Sector Management and Interoperability (Top Up)</b>
<b>Academic Year:</b>	<b>2020-2021</b>	<b>Mode of Attendance Course Duration:</b>	<b>Full Time Over 1 Year</b>
<b>Plymouth Programme Code:</b>	<b>6062</b>	<b>Total Credits:</b>	<b>120 Credits At Level 6</b>

<b>FHEQ level: 6 For: Full Time BSc (Hons) Emergency Sector Management and Interoperability (Full Time 6062)</b>				
<b>F/T Route Year</b>	<b>When in Year? (i.e. Autumn, Spring etc.)</b>	<b>Core or Option Module</b>	<b>Credits</b>	<b>Module</b>
F/T Year 1	All	Core	40	CORB300 Honours Project
F/T Year 1	All	Core	20	CORD329 Counter Terrorism in the 21st Century
F/T Year 1	All	Core	20	CORD330 Interoperability
F/T Year 1	All	Core	20	CORD331 People and Workforce Management
F/T Year 1	All	Core	20	CORD332 Risk, Threats and Health and Safety

<b>College:</b>	<b>Cornwall College, Bicton</b>	<b>Programme Title:</b>	<b>BSc (Hons) Emergency Sector Management and Interoperability (Top Up)</b>
<b>Academic Year:</b>	<b>2020-2021</b>	<b>Mode of Attendance Course Duration:</b>	<b>Part Time Over 2 Years</b>
<b>Plymouth Programme Code:</b>	<b>6063</b>	<b>Total Credits:</b>	<b>120 Credits At Level 6</b>

<b>FHEQ level: 6 For: Part Time BSc (Hons) Emergency Sector Management and Interoperability (Indicative) (Part Time 6063)</b>				
<b>P/T Route Year</b>	<b>When in Year? (i.e. Autumn, Spring etc.)</b>	<b>Core or Option Module</b>	<b>Credits</b>	<b>Module</b>
P/T Year 1	All	Core	20	CORD330 Interoperability
P/T Year 1	All	Core	20	CORD329 Counter Terrorism in the 21 <sup>st</sup> Century
P/T Year 1	All	Core	20	CORD331 People and Workforce Management
P/T Year 2	All	Core	40	CORB300 Honours Project
P/T Year 2	All	Core	20	CORD332 Risk, Threats and Health and Safety

## PS13. Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment

Developing graduate attributed and skills, at any level of HE, is dependent on the clarity of strategies and methods for identifying the attributes and skills relevant to the programme and where and how these are operationalised. The interrelated factors of Teaching, Learning and Assessment and how these are inclusive in nature, are fundamentally significant to these strategies and methods, as are where and how these are specifically distributed within the programme.

Ordered by graduate attributes and skills, the following table provides a map of the above, plus an exposition to describe and explain the ideas and strategy of each. Therefore, subsequent to the initial completion for approval, maintenance of this table as and when programme structure changes occur is also important:

FHEQ level: 6 BSc (Hons) Emergency Sector Management and Interoperability					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
<p><b>Knowledge / Understanding:</b></p> <p>Social Policy SBS 2016 General Business and Management (GBM) 2015</p> <p><b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b></p> <ul style="list-style-type: none"> <li>• General knowledge, understanding and awareness of key aspects of social policy.</li> <li>• Distinguish, describe and illustrate core social policy issues as well as different theories, concepts, perspectives and methods presented in teaching and relevant literature.</li> <li>• Demonstrate sensitivity to the values and interests of others and appreciate the</li> </ul>	<p><b>Primary:</b> A wide range of student centred approaches are used including lectures, seminars, practical and theoretical workshops, group work, Web based and directed study.</p> <p><b>Secondary/Supplementary:</b> Critical incident analysis and reflection on practice are used To enable theory/practice</p>	1,2,3,4, 5,6	1, 2	<p>A variety of assessment methods are used that emphasise theory/practice links throughout the programme. These include essays, practice-focused assignments and project reports.</p> <p>The use of IT skills in the form of audio, visual</p>	<p>CORB300 CORD329 CORD330 CORD331. CORD332</p>

**FHEQ level: 6 BSc (Hons) Emergency Sector Management and Interoperability**

Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
<p>diversity of human needs and how they can be addressed.</p> <ul style="list-style-type: none"> <li>• The leadership, management and development of people and organisations</li> <li>• Organisational behaviour: design, development of organisations, including cross-cultural issues, change, diversity and values.</li> <li>• The framework, operation and financing of the processes of policy making and implementation</li> <li>• The main features of the interrelationships between social policies and differently placed communities, families and individuals</li> <li>• The well-established principles underpinning their field of study and the way in which those principles have developed;</li> <li>• The main methods of enquiry in their subject;</li> <li>• The limits of their knowledge, and how this influences analysis and interpretations based on that knowledge;</li> <li>• The skills necessary to enable employees to be versatile and adaptable in progressing to and within work;</li> <li>• The values that underpin anti-</li> </ul>	<p>links. Inter-professional learning is emphasised in practice.</p> <p>Feedback from industry contacts and networks following visits, guest lectures and after participating within multi-agency exercises.</p>			<p>and publishing media and communication skills will also be included in the range of assessments.</p> <p>Communication and presentational skills to both industry and a wider audience will also be assessed during some assignments.</p> <p>Theory and practice is summatively assessed against criteria that measure academic and practice levels of performance.</p>	

**FHEQ level: 6 BSc (Hons) Emergency Sector Management and Interoperability**

Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core Modules</u>
discriminatory working practices; <ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of organisations, the external environment in which they operate and how they are managed.</li> </ul>					
<p><b>An explanation for embedding Knowledge and Understanding through Teaching &amp; Learning and Assessment at this level of the programme:</b>                      Learners will have demonstrated an ability to acquire new knowledge and understanding skills developed within the course to enable them to apply this to a wide variety of industry applications and will be required to complete a range of assessments throughout this unit.                      Students participate in activities with industry specialists, organisations in the form of guest speakers and lecturers, taking part in live exercises and visiting local organisations. All students receive formative feedback during and after these events to establish understanding and in the case of exercises whether exercise outcomes were achieved.</p>					
<p><b>Cognitive and Intellectual Skills:</b></p> <p>Social Policy SBS 2016                      General Business and Management (GBM) 2015.</p> <p><b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b></p> <ul style="list-style-type: none"> <li>Apply the skills needed for academic study and enquiry;</li> <li>Creative and independent reasoning with the ability to develop a reasoned argument and synthesise appropriate evidence.</li> <li>Critique and analyse the theory and</li> </ul>	<p><b>Primary:</b></p> <ul style="list-style-type: none"> <li>Class exercises</li> <li>Tutorial/seminar discussions</li> <li>Feedback via coursework assessment process (essays, reports)</li> </ul> <p><b>Secondary/Supplementary:</b></p> <ul style="list-style-type: none"> <li>Policy and practice analysis in tutorials</li> <li>Computer-based practicals on data and measurement problems</li> <li>Classroom discussion and feedback.</li> </ul>	1, 3, 4	3, 4	Cognitive and intellectual skills are assessed via; <ul style="list-style-type: none"> <li>Essays/projects/dissertations</li> <li>Informal tests</li> <li>Coursework/group work on practical application questions</li> <li>Formatively assessed presentations</li> <li>of IT skills in the form of audio, visual and publishing</li> </ul>	CORB300 CORD329 CORD331 CORD332

**FHEQ level: 6 BSc (Hons) Emergency Sector Management and Interoperability**

Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
<p>evidence underpinning practice;</p> <ul style="list-style-type: none"> <li>• Demonstrate advanced problem solving skill in order to make sustainable judgements in the context of practice and provide evidence of an ability to propose alternative solutions to social problems.</li> <li>• Successful application in the workplace of the range of skills learnt throughout the programme</li> <li>• Ability to apply underlying concepts and principles outside the context in which they were first studied, and the application of those principles in a work context</li> <li>• Ability to evaluate critically the appropriateness of different approaches to solving problems in their field of study and apply these in a work context</li> <li>• Transfer knowledge and skills to a variety of settings and unexpected situations</li> <li>• Demonstrate a range of cognitive and intellectual skills together with techniques specific to business and management.</li> </ul>				<p>media</p> <ul style="list-style-type: none"> <li>• communication skills to a variety of audiences, both industry focussed and the wider public or community</li> </ul>	
<p><b>An explanation for embedding Cognitive and Intellectual Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b></p> <p>Learners will have demonstrated an ability to learn and apply cognitive and intellectual skills developed within the course to a wide variety of industry applications and for continued learning, studies and employability.</p>					

**FHEQ level: 6 BSc (Hons) Emergency Sector Management and Interoperability**

Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
<p><b>Key Transferable Skills:</b></p> <p>Social Policy SBS 2016 General Business and Management (GBM) 2015</p> <p><b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b></p> <ul style="list-style-type: none"> <li>• Self-management of learning and personal resilience: the ability to work independently, within deadlines, supported only by broad guidance as to sources and objectives. Graduates are able to organise their learning in terms of effective planning, time-management and presentation. Furthermore, they are able to reflect on their learning in ways that enhance their personal and professional development.</li> <li>• Articulating and effectively explaining information.</li> <li>• Conceptual and critical thinking, analysis, synthesis and evaluation.</li> <li>• Self-analysis and an awareness/sensitivity to diversity in terms of people and cultures. This includes a continuing appetite for development.</li> </ul>	<p><b>Primary:</b></p> <ul style="list-style-type: none"> <li>• Group work awareness and practice</li> <li>• Practical sessions</li> <li>• Reflection sessions</li> <li>• Feedback via coursework assessment process (essays, reports)</li> <li>• Lecture</li> <li>• Visiting speakers from industry</li> </ul> <p><b>Secondary/Supplementary:</b></p> <ul style="list-style-type: none"> <li>• Employer engagement and feedback</li> <li>• Student feedback upon employment</li> </ul>	<p>3, 4, 5</p>	<p>5, 6</p>	<p>A variety of assessment methods are used that include elements of transferable skills throughout the programme.</p> <p>These include essays, reports, practice-focused assignments, and project reports.</p> <p>Key IT skills such as audio visual and publishing skills.</p> <p>Presentation and communication skills to selected and varied audiences.</p> <p>Transferrable skills are</p>	<p>CORB300 CORD329 CORD331 CORD332</p>

**FHEQ level: 6 BSc (Hons) Emergency Sector Management and Interoperability**

Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
<ul style="list-style-type: none"> <li>• Self-management: a readiness to accept responsibility and flexibility, to be resilient, self-starting and appropriately assertive, to plan, organise and manage time.</li> <li>• Encourages problem-based learning, imagination and flexibility in seeking and evaluating alternative solutions, through critical reflection, to social problems</li> </ul>				summatively assessed against criteria that measure academic and practice levels of performance.	
<p><b>An explanation for embedding Key Transferable Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b>                      Learners will have demonstrated an ability to acquire and learn generic skills including transferable skills developed within the course to a wide variety of industry related and employability applications and will be required to complete a range of assessments throughout this unit.</p>					
<p><b>Employment Related Skills:</b></p> <p>Social Policy SBS 2016                      General Business and Management (GBM) 2015</p> <p><b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b></p> <ul style="list-style-type: none"> <li>• Use established theories and concepts of Social Policy and other social sciences to analyse how social needs, social problems and policies themselves are constructed, reconstructed and understood in national, international and global contexts</li> <li>• Distinguish between, critically reflect on</li> </ul>	<p><b>Primary:</b></p> <ul style="list-style-type: none"> <li>• Critical incident analysis and reflection on practice are used to enable theory/practice links. Inter-professional learning is emphasised and engagement in practice provides an</li> </ul>	2,3,5,6	7, 8	A variety of assessment methods are used that emphasise theory/practice links throughout the programme.  These include essays, reports, practice-focused assignments	CORD329 CORD331

**FHEQ level: 6 BSc (Hons) Emergency Sector Management and Interoperability**

Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
<p>and evaluate different theoretical, empirical, normative, moral and political approaches to social problems and issues</p> <ul style="list-style-type: none"> <li>• Communication skills with an ability to communicate understanding and critical awareness of key aspects of social policy.</li> <li>• Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis in their field of study and in a work context;</li> <li>• Identify and work towards targets for personal, career and academic development</li> <li>• Develop the skills necessary for self-managed and lifelong learning (that is, independent study, time management, organisational skills)</li> <li>• Recognise and respect the views of others and reflect on performance as an individual and team member</li> </ul>	<p>opportunity for students to demonstrate many of these skills and presenting opportunities to be evidenced in the practice area.</p> <ul style="list-style-type: none"> <li>• Feedback via coursework assessment process (essays, reports)</li> </ul> <p><b>Secondary/Supplementary:</b></p> <ul style="list-style-type: none"> <li>• A wide range of student centred approaches are used including lectures, seminars, practical and theoretical workshops, group work, Web based CT and directed study.</li> <li>• Feedback from industry experts after visits, lectures and participation in</li> </ul>			<p>and project reports.</p> <p>Key IT skills such as audio visual and publishing skills.</p> <p>Presentation and communication skills to selected and varied audiences.</p> <p>Theory and practice are summatively assessed against criteria that measure academic and practice levels of performance.</p>	

**FHEQ level: 6 BSc (Hons) Emergency Sector Management and Interoperability**

Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core Modules</u>
	exercises				
<p><b>An explanation for embedding Employment Related Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b></p>					
<p>Learners will have demonstrated an ability to acquire and learn employment related skills within the course and apply to a wide variety of industry related and employability applications and will be required to complete a range of assessments throughout this unit. Students, during participation in activities with industry specialists, organisations in the form of guest speakers and lecturers, taking part in live exercises and visiting local organisations will receive formative feedback after these events to establish understanding</p>					
<p><b>Practical Skills:</b> Social Policy SBS 2016 General Business and Management (GBM) 2015</p>					
<p><b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b></p> <ul style="list-style-type: none"> <li>• Problem solving and critical analysis: analysing facts and circumstances to determine the cause of a problem and identifying and selecting appropriate solutions</li> <li>• Numeracy: the use of quantitative skills to manipulate data, evaluate, estimate and model business problems, functions and phenomena.</li> <li>• Networking: an awareness of the interpersonal skills of effective listening, negotiating, persuasion and presentation and their use in generating business contacts.</li> </ul>	<p><b>Primary:</b></p> <ul style="list-style-type: none"> <li>• Group work awareness and practice</li> <li>• Practical sessions</li> <li>• Reflection sessions</li> <li>• Feedback via coursework assessment process (essays, reports)</li> </ul> <p><b>Secondary/Supplementary:</b></p> <ul style="list-style-type: none"> <li>• Employer and manager feedback</li> <li>• Feedback from industry contacts and networks following visits, guest lectures and after</li> </ul>	5,6	9	<p>Vocational assessments, Essays and reports, such as writing emergency or organisational plans and policies</p> <p>Key IT skills such as audio visual and publishing skills.</p>	CORB300 CORD329 CORD330 CORD331.

**FHEQ level: 6 BSc (Hons) Emergency Sector Management and Interoperability**

Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
<ul style="list-style-type: none"> <li>• Ability to work with people from a range of cultures</li> <li>• Demonstrate interpersonal and team work skills</li> <li>• Organise a team effectively and contribute effectively to team work through the identification of individual and collective goals</li> </ul>	<p>participating within multi-agency exercises.</p>				
<p><b>An explanation for embedding Practical Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b></p> <p>Learners will have demonstrated an ability to learn and acquire practical skills developed within the course to a wide variety of industry related applications which will ensure continuing and improved employability skills and further study skills are possible and will be required to complete a range of assessments throughout this unit.</p> <p>Formative assessment and feedback is provided by industry practitioners during guest lectures, visits and participation in multi-agency exercises.</p>					