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Management (USMPD)**

TRAINING PROGRAMME AND CURRICULUM

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TABLE OF CONTENTS

1. Overview of the programme	3
1.1 Rationale of the proposed programme	3
1.2 Admissions policy and access criteria	3
1.3 Availability of the accreditation of prior learning	4
1.4 Structure of the programme.....	4
1.4.1 Length of the programme	6
1.4.2 Exit points and ECVET equivalence	6
1.5 Assessment strategy	8
2. Structure of the Curriculum	9
2.1 Learning Unit 1	9
2.2 Learning Unit 2.....	11
2.3 Learning Unit 3.....	13
2.4 Learning Unit 4.....	15
2.5 Learning Unit 5.....	17
2.6 Learning Unit 6.....	19
2.7 Learning Units 7 and 8	21
2.8 Learning Units 9	22



1. Overview of the programme

1.1 Rationale of the proposed programme

This proposal stems from a careful consideration of, and research into, educational and vocational needs in the professional area of urban security policy-making and delivery.

In particular the key findings of the URBIS initial research identified 7 core problems of urban security and 4 key policy approaches which do have a familiarity across Europe and in relation to which there is a substantial amount of practice (obviously in criminal justice and risk management but also in the restorative justice movement and social and economic policy responses).

The point of the USMPD curriculum would thus be to 'join-up' thinking across these areas of practice to recognise tensions but also complementarities in their use within a broadly construed 'problem-oriented practice'.

More broadly, the policy-making agencies and professions have seen enormous change in recent years particularly in the structures of service planning, delivery and practice, involving statutory, private and voluntary sectors (and increasingly with more recent reforms, the informal sector).

The 'new public management' and the related advance of the 'evidence-based' problem-solving movement have profound implications for training and educational requirements amongst public policy actors. The proposal seeks to provide the opportunity to explore key processes (the vocations of administration, science and politics in public policy etc.) and realities of the modern context (new problems of urban insecurity, policy responses based on partnerships and multi-agency working etc.). It also responds to specific areas of knowledge – equal opportunities and diversity, human rights etc - that workers in this area will need to negotiate regardless of their responsibilities and location in their employing organisation.

The USMPD is designed to deploy the expertise in this emergent inter-disciplinary professional field and to provide a developmental opportunity for policy makers and managers at middle and senior levels in both the public and independent sectors. Specifically, the proposed programme responds to the developmental needs and interests of those employed within Local Authorities/Municipal Government.

Public policy managers need to be well versed in models of, and developments within, contemporary policy and also to be equipped to draw critically and reflexively upon relevant research. The USMPD provides for these needs and creates an important vehicle for engagement with new research, as well as the skills to generate relevant research evidence, through the opportunity to undertake a doctoral thesis.

The need for a higher level degree such as a Professional Doctorate to provide research, analytical and theoretical skills for policymakers, managers and practitioners in urban security and crime prevention has never been more pressing. It is towards this echelon of experienced and qualified staff in the statutory, voluntary and private sectors that the degree is aimed. As key players in a fast moving occupational world these professionals require the intellectual and technical capacities that the doctorate will provide in order to tackle the challenges and opportunities arising.

1.2 Admissions policy and access criteria

The basic entry requirements for the Professional Doctorate programme are that candidates should possess a good first degree and normally a Masters degree; they should also have two or more years' professional experience in a field related to their chosen programme.



As some of the assessments will require practice and evaluation in a workplace, it will normally be a condition of entry that applicants have access to professional settings in an appropriate professional field.

The programme is committed to promoting equality and diversity in all of its practices and activities, including those relating to student recruitment, selection and admission. It aims to establish an inclusive culture which welcomes and ensures equality of opportunity for applicants of all ages, ethnicities, disabilities, family structures, genders, nationalities, sexual orientations, 'races', religious or other beliefs, and socio-economic backgrounds.

The target group for the proposed programme is broadly defined because the scope for recruitment is so large. As social policy, crime control policy and public policy have evolved in practical policy terms, so too has the academic field of criminal, social and public policy. Thus all those involved in the planning, management and delivery of criminal justice, social and public policy will be targeted, including the following areas of the public sector:

- Urban Security, Crime Prevention and Community Safety
- Policing
- Criminal Justice
- Housing
- Social Welfare
- Environmental Planning
- Health
- Education
- Urban Planning

However, increasingly reflecting the mixed economy of security and justice and related policy areas there will be more opportunities to recruit students from the private and third sectors. One of the attractions for this particular sub-section of the target population will be the research opportunities that promise service and process improvements for their employing organisations.

1.3 Availability of the accreditation of prior learning

Professional Doctorate students may apply for exemption from a maximum of two specific modules on the basis of previous study, undertaken within three years prior to admission to the Professional Doctorate programme, which has met the learning outcomes of the exempt module(s). Exemptions may be made on the basis of accreditation of prior learning (APL).

In applying for APL, students must provide the module outline, including list of required reading, the assessment task(s) and their submission(s) in response to these from their previous study. Students will not normally be exempt from any of the core research training modules.

Where APL is granted, the student shall be awarded the appropriate number of credits

1.4 Structure of the programme

The USMPD is designed to encourage lifelong learning by opening the possibility for doctoral level qualifications for people who may not otherwise be able to undertake this level of study and in the process enabling the development of essential skills in their professional area of work. Ultimately, the programme targets the attainment of new skills by professionals working in the field of urban security in order to improve the operations of their organisations for the benefit of their service communities.

The course will prepare holders of the USMPD to make informed judgements on complex issues such as the successful construction and operation of partnership and/or multi-agency working, strategic problem-solving initiatives and such like in public policy settings. Particular emphasis will



be placed on helping individuals to communicate the findings of their work on urban security management to specialist and non-specialist audiences. Also of central importance will be the capacity to contribute to the improvement of policy planning, making and delivery in the wider fields of urban, social and public policy making.

The Urban Security Management Doctorate will demand the acquisition of high order professional knowledge and skills within a distinct pedagogical framework of learning and assessment.

By the end of the programme, entrants will have acquired research skills and theoretical capacities and will have experience of deploying them in a manner appropriate to their professional context both in policy-making and delivery terms:

Research

- A systematic grasp of the mainstream research methods in the social sciences including research design, sampling strategies, experimental and quasi-experimental design, systematic observation, questionnaire design, interviewing techniques, participant observation, action research, policy oriented research;
- A systematic grasp of a variety of techniques for interpreting and analysing data, emphasis being placed upon computer-aided methods;
- An appreciation of different ways in which these methods and techniques are typically utilised within their own and other related fields of professional activity;
- Experience in linking these methods and techniques to substantive areas of occupational interest for individual students;
- Proven capacity to apply research skills, design, collection and analyses of data in their work setting for a variety of purposes.

Theory

- Be able to demonstrate extensive knowledge of theoretical models, methods, policies and law in their chosen area and show a capacity to evaluate critically their uses;
- Have skilled use of a wide repertoire of theoretical models relevant to their professional field;
- Able to demonstrate awareness of material on institutions and practice within a European or international context and its relevance for theory in their professional field;
- Able to use theory to review and critically evaluate the value base of their work in the light of social and political change and be able to demonstrate how values are integrated into practice;
- Able to use theory to define and develop policies and practices that seek to achieve appropriate values in their professional field;
- Able to recognise, theorise and understand the ways in which all of the above may be relevant in a range of different professional fields.

Transferable skills

- Excellent written and/or oral skills;
- Able to use specialist vocabulary with confidence;
- Able to contribute confidently to discussions, group work assignments and practical activities;
- Able to use ICT to a high level of competence;
- Effective at accessing a wide range of information sources (electronic, library, public archives, data bases etc.)



- Have a well-developed ability to interpret and/or present data in a variety of forms and in a critical and constructive way.
- Able to make logical, coherent, creative and innovative presentations appropriate for specialist and non-specialist audiences.

The Professional Doctorate degree consists of two major elements:

- Part One - Eight taught modules
- Part Two - Thesis

Part One – Taught Modules:

Students are required to take eight taught modules (four modules each year). There are three different types of modules – compulsory, generic options and compulsory specialist options.

Four compulsory specialist modules:

- Module 1. Researching Urban Security, Crime and Justice
- Module 2. Responding to Urban Security, Crime and Justice
- Module 3. New Public Management
- Module 4. Partnerships and Multi-agency Working: Theory and Practice

Two compulsory generic modules (potentially shared with other professional doctorate students):

- Module 5. Principles of Research Design and Practice
- Module 6. Research and Evidence-Based Policy and Practice

Two optional specialist modules (to be decided on by the specific country/region/city in terms of its specific contextual issues and challenges)

Part two – Thesis

- Once a student has completed Part One a thesis research contract will be negotiated with the student.

1.4.1 Length of the programme

Students are expected to complete the whole programme in five years, finishing the taught modular stage in two years. The maximum period of candidature is seven years, but this longer period is regarded as only necessary in exceptional circumstances, with five years being the norm.

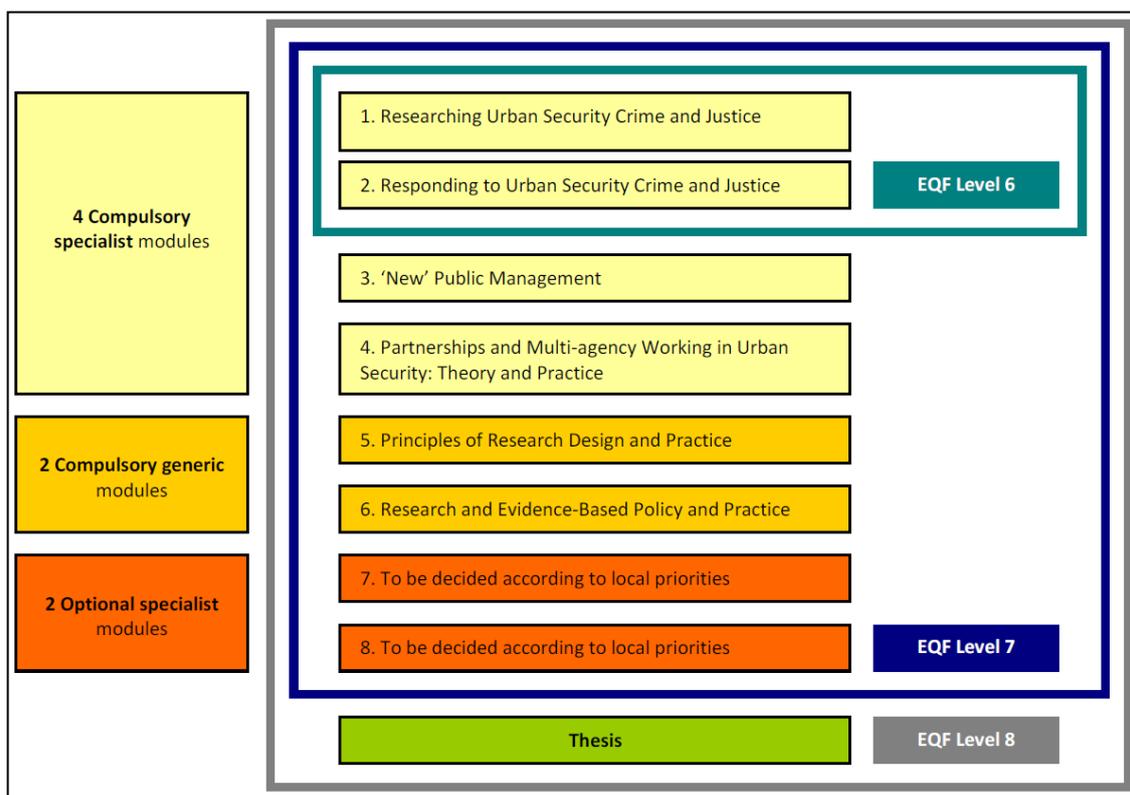
1.4.2 Exit points and ECVET equivalence

The programme has been designed to be flexible and to allow students to achieve different exit points. The chance to have different exit points allows the programme to be implemented both by VET providers and by universities which in this case will be able to deliver the programme up to the Level 8 of the European Qualification Framework.

The following table and scheme illustrate the referentiation to the exit points and to the EQF levels.

Modules	Exit points	EQF Level
Module 1+2	Postgraduate Certificate in USM	Level 6*
Module 1+2+3+4+5+6+7+8	Postgraduate Diploma in USM	Level 7
Module 1+2+3+4+5+6+7+8+9	Masters in USM	Level 8

** We decided to allocate EQF Level 6 to the Postgraduate Certificate since Postgraduate Certificate is normally 60 ECVET points¹. In this case the 2 modules will allow to get only 40 credits/points. For more details on credits equivalence see the following paragraphs.*



As mentioned earlier, the allocation of ECVET points has been determined assuming that 60 points are achievable in one year and than 1 point is equal to 25 hours.
For the allocation of the ECVET points we have given to each module the value of Learning Unit setting also the weight of each unit and obtaining the number of hours as shown in the following table.

¹ The European Credit System for Vocational Education and Training ECVET - Get to know ECVET better, Questions and Answers, page 53 paragraph 6.



Having used 60 points per year, the program is immediately adaptable to the ECTS system in force in the academic system, thus ensuring recognition of the program between the two systems.

Units	ECVET Points	Weight %	Hours
Learning Unit 1	20	7%	500
Learning Unit 2	20	7%	500
Learning Unit 3	20	7%	500
Learning Unit 4	20	7%	500
Learning Unit 5	15	5%	375
Learning Unit 6	15	5%	375
Learning Unit 7	5	2%	125
Learning Unit 8	5	2%	125
Learning Unit 9	180	60%	4500
Total	300	100%	7500

1.5 Assessment strategy

The assessment strategy for the proposed degree of USMPD requires students to engage with a 4,000 word written assignment – or equivalent – for each of the eight taught modules. For some modules, assessment will be by means of a single written assignment whilst for others equivalence will be achieved through the use of two assessment events thus not only creating a range and variety of forms of assessment, but also ensuring that assessment tasks respond immediately to the intended learning outcomes of the different modules.

The proposed modules provide examples of such different tasks. Common to all modules, however, is the requirement for a substantial piece of written work that will enable students to hone their skills in critical and analytic writing and, equally, will enable the assessment of student capacity for doctoral level writing skills.

The thesis is central to the course as a whole; as in the PhD it is through the thesis that students will demonstrate their achievement of originality, the central criteria for doctoral level work. It is also where they most fully achieve the integration and application of disciplinary and formal knowledge. Because of its centrality, the taught part of the programme is closely related to the thesis. As part of ensuring coherence and progression, students will be encouraged to use the assignments for their individual modules to prepare for their thesis – reviewing literature, trialling research methods etc. As they complete Part One they will have already therefore substantially laid the groundwork for their thesis.

The pass mark for each module assessment is 50%. In order to progress from Part One to Part Two, thesis stage, students must achieve an overall average module mark of not less than 60%.



2. Structure of the Curriculum

2.1 Learning Unit 1

Title: Researching Urban Security, Crime and Justice

Aims of the Unit

The Unit equips students with an understanding of what sources of data are available to social researchers from secondary and primary sources, including the internet and the increasing importance of social media communications, and what analytical approaches can be used to interpret these sources.

LEARNING OUTCOMES		
Knowledge	Competences	Skills
K1.1 Describe how problems of urban security, crime and justice can be investigated or 'scanned'.	C1.1 Report different theoretical and disciplinary approaches to the study of urban security, crime and justice.	S1.1 Critically evaluate how different theoretical and methodological perspectives have contributed to the understanding of urban security, crime and justice and hence how they influence contemporary understandings.
K1.2 Outline what research strategies, designs and methods of investigation can be used to evidence problems of urban security, crime and justice.	C1.2 Critically discuss and evaluate the contribution of empirical research to the study of urban security, crime and justice.	S1.2 Demonstrate critical awareness of key issues and debates in society and the media that influence understanding of urban security, crime and justice.
K1.3 Explain how evidence about problems of urban security, crime and justice can be analysed, interpreted, communicated and criticised.	C1.3 Critically analyse and discuss research studies and reports with reference to theoretical approaches covered in the Unit.	S1.3 Demonstrate critical awareness of how theory, method and data shape official constructions of urban security, crime and justice.
/	/	S1.4 Demonstrate critical awareness of contemporary debates in urban security, crime and justice.

Contents:

1. Problems of urban security in Europe: an overview; The problem-orientation in criminology: Scanning and analysis.
2. Analysing official data sets (part 1): police recorded crime, sentencing decisions and prison data.
3. Analysing official data sets (part 2): victim surveys and self-report studies.
4. Analysing official data sets (part 3): crime-relevant social and economic datasets, including medical data.
5. Analysing qualitative data archives: mass media reportage, law databases and other open sources.
6. Undertaking primary data collection and analysis (part 1): experiments, local victim surveys and self-report studies.



7. Undertaking primary data collection and analysis (part 2): interviewing and focus groups.
8. Undertaking primary data collection and analysis (part 3): ethnography, including participant-observations of professional practice.
9. Analysing social networks, including on-line social media communications.
10. Linking on-line and off-line data in criminological research.
11. Deliberative methods: Delphi rounds and deliberative conferencing.

Training methodologies: lectures, group discussions, student presentations and critical reading.

Assessment method: formative and summative assessment, including essay assessment, individual student presentations, group discussions and feedback, and critical research review.

Type of assessment		Duration (if applicable)
Analytical exercise	Analysis of an empirical data set on urban security problems.	3.000 words
Critical review	Critical appraisal of an empirical research study.	1.000 words

Indicative training materials:

- Bullock, K. and Tilley, N. (Eds) (2003) *Crime Reduction and Problem-Oriented Policing*, Devon, Willan.
- Crow, I. and Semmens, N. (2008) *Researching Criminology*, London, McGraw-Hill.
- Edwards, A, Hughes, G and Lord, N (2013) 'Crime prevention and public safety in Europe, in S Body Gendrot et al (eds) *Routledge Handbook of European Criminology*, London, Routledge.
- Edwards, A et.al (2013) 'Digital research, social media and the sociological imagination', *International Journal of Social Science Research* 16 (3) Methodology.
- Finch, E. and Fafinski, S. (2012) *Criminology Skills*, Oxford, Oxford University Press.
- Housley, W et.al (forthcoming) *Digital society: theory, method and data*.
- King, R. D. and Wincup, E. (Eds.) (2008) *Doing Research on Crime and Justice*, 2nd Ed., Oxford, Oxford University Press.



2.2 Learning Unit 2

Title: Responding to Urban Security, Crime and Justice

Aims of the Unit

This unit builds on material considered in the Unit on 'Researching Urban Security, Crime, and Justice' and is also premised on the overall aim and distinctive quality of the curriculum which will be to produce postgraduates capable of 'problem-solving'. This Unit focuses on the responses implied by the scanning and analysis of problems of urban security, crime, and justice and debates over the appropriate assessment of these responses in outcome and process evaluations.

LEARNING OUTCOMES		
Knowledge	Competences	Skills
K2.1 Describe evidence-based approaches to the formulation, implementation and evaluation of responses to urban security, crime and justice.	C2.1 Compare and contrast different theoretical and disciplinary approaches to the study of urban security, crime and justice.	S2.1 Use empirical evidence in the formulation and justification of responses to problems of urban security, crime and justice.
K2.2 Explain policing, punishment and prevention strategies for responding to problems of urban security, crime and justice.	C2.2 Critically discuss and evaluate the contribution of empirical research to the study of urban security, crime and justice.	S2.2 Analyse and evaluate the theoretical concepts and empirical research.
K2.3 Understand social environments for problem-solving, including tensions between the scientific and political drivers of responses to problems of urban security, crime and justice.	C2.3 Discuss the different evaluative methodologies that are available for assessing the process and outcomes of responses to problems of US, crime and justice.	S2.3 Demonstrate critical awareness of how theory, method and data shape official constructions of urban security, crime and justice.
K2.4 Recognise any political and ethical dimensions to the formulation and justification of responses to problems of urban security, crime and justice.	/	S2.4 Demonstrate critical awareness of contemporary debates in urban security, crime and justice.

Contents:

1. The problem-orientation in criminology: responses and evaluative approaches.
2. Evaluating criminal justice responses (part 1): developments in the evaluation of policing
3. Evaluating criminal justice responses (part 2): developments in the evaluation of penal and sentencing policies.
4. Evaluating restorative justice responses (part 1): developments in the evaluation of victim – offender reparations.
5. Evaluating restorative justice responses (part 2): developments in the evaluation of community justice schemes.
6. Evaluating risk management responses (part 1): developments in the evaluation of situational crime prevention.
7. Evaluating risk management responses (part 2): developments in the evaluation of work with 'at risk' groups.



8. Evaluating social justice responses (part 1): developments in the evaluation of primary crime prevention.
9. Evaluating social justice responses (part 2): developments in the evaluation of strategic crime prevention.
10. Learning from elsewhere: the role of comparison in policy formulation, implementation and evaluation.
11. Deliberative approaches to the evaluation of responses to problems of urban security.

Training methodologies: lectures, group discussions, group problem-based learning (methodological issues and techniques) and student presentations of preparatory and classroom based work.

Assessment method: formative and summative assessment, including essay assessment, individual student presentations, group discussions and feedback, and critical research review.

Type of assessment		Duration (if applicable)
Evaluation design	An exercise in designing an evaluation of a response to a problem of urban security.	3.000 words
Critical review	Critical appraisal of an empirical research study.	1.000 words

Indicative training materials:

- Bullock, K. and Tilley, N. (Eds) (2003) *Crime Reduction and Problem-Oriented Policing*, Devon, Willan.
- Edwards, A, Hughes, G and Lord, N (2013) 'Crime prevention and public safety in Europe, in S Body Gendrot
- et al (eds) *Routledge Handbook of European Criminology*, London, Routledge.
- Edwards, A and Hughes, G (2012) 'Public safety regimes, negotiated orders and political analysis in Criminology', *Criminology and Criminal Justice*.
- Hughes, G (1998) *Understanding Crime Prevention*, Buckingham, OUP.
- Hughes, G. (2007) *The Politics of Crime and Community*, London, Palgrave.
- Pawson, R. (2006) *Evidence-based Policy*, London, Sage.
- Pawson, R. and Tilley, N. (1997) *Realistic Evaluation*, London, Sage.



2.3 Learning Unit 3

Title: 'New' Public Management

Aims of the Unit

In relation to research within their own professional field and within social science more generally the aims of the Unit are to:

- introduce students to the rich theoretical background that informs Public Policy Administration as a real world practical activity;
- allow students to explore the complex, dynamic and contested nature of policy making, implementation, analysis and evaluation;
- provide students with the opportunity to develop a critical understanding of the key concepts, such as freedom, equality, rights and needs that populate the ideological battleground of Public Policy Administration in action;
- set the global context of Public Policy Administration.

LEARNING OUTCOMES		
Knowledge	Competences	Skills
K3.1 Know theories that provide the basis for effective policy-making, implementation and evaluation.	C3.1 Negotiate general and specific equality duties in constructing a policy suitable for their own or a similar organisation.	S3.1 Identify, use and interpret diverse information sources and policy relevant data.
K3.2 Develop an advanced understanding of the ideological context in which public policy and administration is conducted.	C3.2 Align practical policy knowledge and skills to the relevant theories and legislative requirements in policy analysis	S3.2 Distinguish the specific challenges and policy requirements.
K3.3 Develop a solid understanding, on the basis of the best available evidence, of the most appropriate policy models taking into account the underlying professional value base.	C3.3 Design and execute research in the area.	S3.3 Critically evaluate the relationship between relevant policies and legislation.
K3.4 Have a sound understanding of the history and development of public policy and administration.	/	/
K3.5 Understand the comparative context in which law and policy is made, particularly the impact of the EU.	/	/

Contents:

1. Theories of the Policy Process.
2. Public Policy Analysis.
3. Law and Regulation.
4. Public Management: Theory to practice.
5. Governance.
6. Comparative Political Economy.
7. Political Philosophy: Rights, obligations and citizenship.
8. Political Philosophy: Social Justice, equality and diversity.



9. Environmental Rights: Theory, Policy and Practice.
10. Europeanisation, Globalisation and the State.
11. Global Public Policy.
12. Making Policy Work.

Training methodologies: traditional lectures, seminar and workshop activity.

Assessment method:

Type of assessment		Duration (if applicable)
Critical essay	Explore a key development in the area of Public Policy Administration.	2.000 words
Analytical exercise	Undertake an agreed policy analysis exercise.	2.000 words

Indicative training materials:

- Alford, J. and O’Flynn, J. (2009) ‘Making Sense of Public Value: Concepts, Critiques and Emergent Meanings’, *International Journal of Public Administration*, 32: 171-209
- Barzelay, M. (2001) *The New Public Management*, Berkeley: University of California Press.
- Christensen, T. and Lægreid, P. (eds.) (2007) *Transcending New Public Management*, Aldershot: Ashgate.
- Clarke, J. and Newman, J. (1997) *The Managerial State*, London: Sage.
- Donahue, J. and Nye, J. (eds.) (2002) *Market-based Governance*, Washington DC: Brookings.
- Kamarck, E. (2007) *The End of Government as We Know It. Making Public Policy Work*, Boulders: Lynn Rienner.
- Hughes, G and Lewis, G (eds.) (2008) *Unsettling Welfare*, London, Sage.
- Newman, J. and Clarke, J. (2009) *Publics, Politics and Power*, London: Sage.
- OECD. (2005) *Modernising Government*, Paris: OECD.
- OECD. (2010) *Public Administration after “New Public Management*, Paris: OECD
- Osborne, D. and Gaebler, T. (1993) *Reinventing Government*, New York: Plume.
- Osborne, S. (ed.) (2010) *The New Public Governance?*, London: Routledge.
- Pollitt, C. (1993) *Managerialism in the Public Services*, Oxford: Blackwell.
- Pollitt, C. (2003) *The Essential Public Manager*, Buckingham: Open University Press.
- Van Dooren, W., Bouckaert, G. and Halligan, J. (2010) *Performance Management in the Public Sector*, London: Routledge.
- Van Thiel, S. and Pollitt, C. (2007) *The New Public Management in Europe*, London: MacMillan.



2.4 Learning Unit 4

Title: Partnerships and Multi-agency Working in Urban Security: Theory and Practice

Aims of the Unit

In relation to research within their own professional field and within social science more generally the aims of the Unit are to:

- introduce students to the evolution of partnership and multi-agency working;
- allow students to explore the complex, dynamic and challenging nature of policy making, implementation, analysis and evaluation in partnership and multi-agency contexts;
- provide students with the opportunity to develop a critical understanding of the key theories and concepts and challenges that impact upon partnership and multi-agency working in crime prevention and urban security and social and public policy environments more broadly;
- set the global context of partnership and multi-agency working in the 'preventive turn' broadly conceived.

LEARNING OUTCOMES		
Knowledge	Competences	Skills
K4.1 Have a developed knowledge of the complexity that informs the development and maintenance of partnership, interagency and multi-agency working, in the context of the existing typologies which inform this policy context .	C4.1 Use and interpret relevant research data.	S4.1 Identify the opportunities and threats of community and user participation in complex multi-agency settings.
K4.2 Develop a solid understanding, on the basis of the best available evidence, of the most appropriate models of partnership and multi-agency working.	C4.2 Apply leadership and management models applicable to complex settings.	S4.2 Recognise barriers that might hamper partnership working in their own or a similar organisation.
K4.3 Have a sound understanding of the history and development of partnership and multiagency working with particular reference to crime prevention and urban security.	C4.3 Design and execute research in the area.	/
K4.4 Understand the comparative context in which law and policy is made, particularly the impact of the EU.	/	/

Contents:

1. Foundations of partnership and multi-agency working.
2. Multi-level governance in theory and practice.
3. Management and leadership in partnership settings.
4. Research practice in inter-related settings.
5. Partnership working.
6. Barriers to successful partnership development and implementation.



7. Ethical practice.
8. Organisational diversity.
9. Community and user participation.
10. Multi-level governance in a comparative context.

Training methodologies: traditional lectures, seminar and workshop activity.

Assessment method:

Type of assessment		Duration (if applicable)
Critical essay	Explore a key development in the area of partnership and multi-agency working.	2.000 words
Analytical exercise	Construct a partnership agreement.	2.000 words

Indicative training materials:

- Crawford, A (ed) (2009) *Crime Prevention in Comparative Perspective*, Cullompton, Willan Publishing.
- Edwards, A and Hughes, G (eds) (2013) 'Urban Security in Europe', *Special Issue, European Journal of Criminology*.
- Hughes, G (2007) *The Politics of Crime and Community*, Basingstoke, Plagrave.
- Hughes, G (1998) *Understanding Crime Prevention: Social Control, Risk and Late Modernity*, Buckingham, OUP.
- Lawrence A.T., Webber J. and Post J.E. (2004) *Business and Society: Stakeholders, Ethics, Public Policy*, New York: McGraw-Hill Irwin.
- Murphy D.F. (1996) 'In the Company of Partners: Business, NGOs and Sustainable Development: Towards a Global Perspective', in R. Aspinwall and J. Smith (eds.), *Environmentalist and Business Partnerships: A Sustainable Model? A Critical Assessment of the WWF UK 1995 Group*, Cambridge: White Press Group.
- Tennyson R (1998) *Managing Partnerships: Tools for Mobilizing the Public Sector, Business and Civil Society as Partners in Development*, London: The Prince of Wales Business Leaders Forum.
- Warner, M. and Sullivan, R. (2004) *Putting Partnerships to Work. Strategic Alliances for Development between Government, the Private Sector and Civil Society*, Sheffield: Greenleaf Publishing.



2.5 Learning Unit 5

Title: Principles of Research Design and Practice

Aims of the Unit

This Unit provides a systematic introduction to the principles and practice of research design. Students will be introduced to the main data collection methods used in the social sciences and the philosophical approaches that underpin them. The Unit is designed to provide students with the knowledge and skills needed to critically evaluate the research of others and make appropriate choices when designing their own research projects.

LEARNING OUTCOMES		
Knowledge	Competences	Skills
K5.1 Outline the comparative strengths and weaknesses of the main research methods used in the social sciences and in their own professional fields.	C5.1 Critically appraise the research designs used in social science research, making appropriate judgements about the possible ways in which this research may be improved.	S5.1 Illustrate the implications of key philosophies for research practice in the social sciences.
K5.2 Describe the key philosophies of science that underpin social science research.	C5.2 Prepare a proposal for research using appropriate research methods to meet a specified brief.	/

Contents:

1. Developing Research Questions.
2. Research Design.
3. Philosophies of Science and Research designs.
4. Conceptualisation and Measurement in a Mixed Methods Study.
5. Undertaking qualitative research.
6. Undertaking quantitative research.
7. Using Secondary Data.
8. Ethical Guidelines, Dilemmas and Politics.
9. Preparation of Student Presentations.

Training methodologies: small group teaching and discussion.

Assessment method:

Type of assessment		Duration (if applicable)
Critical essay	Evaluate the research design in a piece of published research,	2.000 words
Analytical exercise	Prepare a research proposal for the dissertation.	2.000 words

Indicative training materials:

- Beals, R. (2006) *Politics of Social Research*, New Brunswick, NJ: Aldine Transaction.



- Bell, J. (1999) *Doing Your Research Project. (3rd edition)* Buckingham: Open University Press.
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2.6 Learning Unit 6

Title: Research and Evidence-Based Policy and Practice

Aims of the Unit

The Unit aims to equip students working in public and private sector services in social care, education and health, with doctoral level knowledge, understanding and skills in order that they may appreciate the following in relation to their own and other professional fields:

- current critiques of the role and effectiveness of applied social research;
- a range of contemporary debates concerning the role played by social research in the development of professional policy and practice;
- the complex ways in which research may come to influence professional policy and practice in health, education and social work;
- the variety of different contexts in which research based knowledge is produced and utilised.

LEARNING OUTCOMES		
Knowledge	Competences	Skills
K6.1 Know the range of different types of social research and the different roles they may play in relation to policy and practice.	C6.1 Discriminate current critiques of applied social research.	S6.1 Search appropriate literature.
K6.2 Define different ways in which applied social research may or may not come to influence professional policy and practice.	C6.2 Show the different ways in which research may come to influence professional policy and practice within their own and other professional fields.	S6.2 Reflect on the role of research in relation to policy and practice within their own field.
K6.3 Understand complexities involved in notions of 'dissemination' and 'implementation'.	C6.3 Write analytically and debate effectively the issues raised within the Unit.	/

Contents:

1. The changing role of research in the policy process.
2. The critique of applied social research.
3. New rules for social research. The evidence based policy debate.
4. Research in the Policy Cycle – from blue skies to evaluation.
5. Dissemination and Implementation.

Training methodologies: traditional lectures, seminar and workshop activity.

Assessment method:

Type of assessment		Duration (if applicable)
Critical essay	Provide a critical assessment of evidence based policy and practice.	3.000 words
Analytical exercise	Outline and justify an intervention or strategic change to enhance the use of research evidence.	1.000 words

Indicative training materials:

URBIS_D5.1 5.2, 5.3, 5.4, 5.5, 6.1, 6.2_v1.0_10032014_P2_GH/AE



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2.7 Learning Units 7 and 8

Since Units 7 and 8 are to be decided on by the specific country/region/city in terms of its specific contextual issues and challenges, the structure of that Units couldn't be defined.



2.8 Learning Units 9

Aims of the Unit

The Unit is aimed at enabling students to start to explore relevant literature, theoretical frameworks, research methods and policy issues that will facilitate them in developing their thesis outline.

Learning outcomes: the present Unit can be considered as the final sum of all the preceding Units in terms of knowledge, competences and skills.

Contents: not applicable.

Training methodologies: once a student has completed Part One, two thesis supervisors will be confirmed and a thesis research contract will be negotiated between the student and their supervisors. This will include the proposed pattern of work on the thesis, the minimum frequency of contact with the thesis supervisors and any other arrangements.

The typical division of labour between the two supervisors is 80%-20% with the 80% supervisor having principal (though not sole) responsibility for academic guidance and personal development planning and the 20% supervisor giving additional and complementary academic advice.

Students' need for supervision will vary according to their progress with reading, data collection, analysis and writing up. Indicatively, a student might expect to see their supervisor(s) for one hour's supervision per month. Students are expected, in turn, to undertake reading, research and writing tasks as instructed by their supervisors, and to submit written material at least one week before a supervision where it is to be discussed, and even earlier if the material is extensive.

Assessment method:

Type of assessment	Duration (if applicable)
Research based thesis	40,000 – 60,000 words
Oral examination	To be decided by the competent examiners.

Indicative training materials: not applicable.