

## Programme Specification

### Section 1: Basic Data

<b>Awarding institution/body</b>	UWE
<b>Teaching institution</b>	UWE
<b>Faculty responsible for programme</b>	Humanities, Languages and Social Sciences
<b>Programme accredited by</b>	Not Applicable
<b>Highest award title</b>	BA (Hons) Studies in Social Psychology and ... (another half award)
<b>Default award title</b>	BA (Hons) Social Science
<b>Interim award title</b>	BA Studies in Social Psychology and ..... (another half award); Diploma in Higher Education – Social Studies; Certificate in Higher Education – Social Studies.
<b>Modular Scheme title (if different)</b>	Social Science Undergraduate Modular Programme
<b>UCAS code (or other coding system if relevant)</b>	LCC8, RCX8, LCF8, LC28, LCH8
<b>Relevant QAA subject benchmarking group(s)</b>	
<b>On-going/valid until* (*delete as appropriate/insert end date)</b>	On-going
<b>Valid from (insert date if appropriate)</b>	

**Authorised by...**

**Date:...**

**Version Code: 1**

*For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications*

## Section 2: Educational aims of the programme

- To provide a general educational experience in which students might acquire knowledge, skills and those virtues associated with learning and reflection.
- To promote critical, creative and analytical thinking.
- To assist students realise their potential.
- To provide a general foundation for the world of work by equipping students with the broad range of skills, understanding and knowledge employed in a wide range of vocations.
- To teach academically challenging and vocationally relevant modules, which will provide students with an understanding of the social features of the world.
- To teach those same disciplines in combination with each other and in groupings (“pathways”) organised about specific themes, such that students may benefit from diversity of perspective as well as specificity of discipline.
- To impart a broad range of skills: discipline specific, cognitive and general transferable skills, which, together with the points above provide the student with a sound basis for further study.
- To acknowledge the wide diversity of students and their interests through a flexible programme, enabling the student to choose between a variety of modules and disciplines in order to meet their particular educational needs and to foster their individual development.
- To encourage scholarship and to foster the virtues of objectivity, reflection and judgment.
- To foster critical study, collaborative and individual, independent learning. This aim includes the promotion of self-criticism and reflexive awareness.
- To provide an opportunity for international exchange and study abroad.
- To provide a knowledge and understanding of key issues in social psychology.
- To develop an appreciation and understanding of the relationship between social and psychological forms of enquiry.

## Section 3: Learning outcomes of the programme

*The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: ...*

### A Knowledge and understanding

Learning outcomes

Teaching, Learning and Assessment Strategies

#### A Knowledge and understanding of:

1. their chosen discipline(s);
2. substantial factual and theoretical awareness of the social world;
3. social scientific concepts;
4. the main issues in their chosen fields of study;
5. the diversity of social scientific perspectives;

#### Teaching/learning methods and strategies:

1-5 are achieved through the compulsory module at level 1 and the core modules at levels one, two and three. Students are introduced to a range of social science disciplines at level one. Interdisciplinary perspectives are also developed in the compulsory modules. Students develop other disciplinary perspectives at greater depth in the other half of their programme and through optional modules. In the compulsory and core modules these are assessed through coursework and examinations.

*Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject ...*

#### Assessment:

Modules are assessed through a range of methods including essays, seminar presentations, article and book reviews, long essays and projects

**B Intellectual Skills**

<p><b>B Intellectual Skills</b></p> <p>At the end of the course students will be able to:</p> <ol style="list-style-type: none"><li>1. display a thorough grounding in current forms of enquiry in social psychology;</li><li>2. show the ability to apply theory in social psychology to social phenomena;</li><li>3. show the ability to apply theory in social psychology to psychological phenomena;</li><li>4. demonstrate a broad understanding of the relationship between social and psychological phenomena suggested by various approaches in social psychology;</li><li>5. demonstrate an appreciation of key research findings in social psychology.</li></ol>	<p><b>Teaching/learning methods and strategies</b></p> <p>Skill 1 is achieved through the compulsory module at level 1 and through core modules at levels 1, 2 and 3. Skills 2-4 are the basis for the assessment criteria in compulsory, core and other modules. These criteria are set out in detail in module booklets and in classes.</p> <p><b>Assessment</b></p> <p>Modules are assessed through a range of methods including essays, seminar presentations, article and book reviews, long essays and projects.</p>
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### C Subject, Professional and Practical Skills

<p><b>C Subject/Professional/Practical Skills</b> - <i>able to: ...</i></p> <ol style="list-style-type: none"> <li>1. use established theories and concepts of Social Psychology and other social sciences;</li> <li>2. ability to seek out and report empirical findings;</li> <li>3. ability to investigate issues in social psychology and to present findings;</li> <li>4. ability to distinguish between normative and empirical questions.</li> </ol>	<p><b>Teaching/learning methods and strategies</b></p> <p>Students will gain a preliminary understanding of social science methodologies in modules at level 1. These skills are further developed through seminar work and through assessments in the core modules. They will also be developed in other core modules and will form part of the other half of the students programme.</p> <p><b>Assessment</b></p> <p>Modules are assessed through a range of methods including essays, seminar presentations, article and book reviews, long essays and projects.</p>
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### D Transferable Skills and other attributes

<p><b>D Transferable skills and other attributes</b> - <i>able to: ...</i></p> <ol style="list-style-type: none"> <li>1. ability to communicate ideas and arguments effectively;</li> <li>2. ability to self manage their learning;</li> <li>3. interpersonal and teamwork skills;</li> <li>4. ability to use current information technology software.</li> </ol>	<p><b>Teaching/learning methods and strategies</b></p> <p>IT skills are developed from stage 1. Students are introduced to a variety of IT issues in the induction process and have a detailed introduction to library skills. Compulsory modules and many other option modules require the use of conference/ blackboard. All assignments must be word processed. Communication skills are developed through assessment methods such as essays, reviews, seminar presentations and through seminar work. General student study skills are developed through stage 1 and supported by workshops throughout the programme. .</p> <p><b>Assessment</b></p> <p>Students have to work to strict assessment deadlines, requiring skills of organisation, time management and effective use of sources of information</p>
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#### **Section 4: Programme structure**

*Use next page to provide a structural chart of the programme showing:*

- *Level and credit requirements*
- *Interim award requirements*
- *Module diet, including compulsory/core/optional modules*

ENTRY  
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<b>level 1</b>	<b>Compulsory modules</b>	<b>Optional modules</b> (Full list available from the Faculty Administration team)	<b>Interim Awards:</b>
	<ul style="list-style-type: none"> <li>• USP112C1</li> </ul>		
<b>level 2</b>	<b>Core modules</b>	Students are advised to take UNS101C1 but may take UNS100C1 or UNS102C1	
	There are no core modules at this stage of the half award.		
<b>level 2</b>	<b>Compulsory modules</b>	<b>Optional modules</b> (Full list available from the Faculty Administration team)	<b>Interim Awards:</b>
	There are no compulsory modules at this stage of the half award.		
<b>level 2</b>	<b>Core modules</b>	Students must take at least 30 credits from the following list: UNS101C2, USP228S2, USP236S2, UNS221C2, USP218H2, USP237D2, UNS208C2, UNS214C2, UNS223C2	
	There are no core modules at this stage of the half award.		
<b>Year out</b>	<i>Use this space to describe optional/compulsory year abroad/placement/clinical placement</i>		
<b>level 3</b>	<b>Compulsory modules</b>	<b>Optional modules</b>	<b>Prerequisite requirements</b>
	There are no compulsory modules at this stage of the half award.		
<b>level 3</b>	<b>Core modules</b>		<b>Awards:</b>
	There are no core modules at this stage of the half award.		
			<b>Credit requirements</b> BA(Hons) – 360 BA - 300

→ GRADUATION

## Section 5: Entry requirements

Candidates must be able to satisfy the general admissions requirements of the University of the West of England with specific requirements as detailed below:

GCSE levels  
Maths/Statistics, English

A & AS Levels  
Normally Tariff Points within the range of 200 – 240.

BTEC - An appropriate National Diploma with good standing and final year grades within the range 6 Merits – 2 Distinctions and 4 Merits.

Irish Highers – Passes with grades within the following range: BBB – BBBB.

Access Courses – Validated access course in appropriate subjects.

Baccalaureate – European with between 66% and 70%. International with between 24 and 28 points.

## Section 6: Assessment Regulations

- a) **MAR** ✓
- b) **Approved MAR variant (insert variant)**
- c) **Non MAR**

## Section 7: Student learning: distinctive features and support

- Induction Programme for orientation and study skills.
- Detailed Student Handbooks and Module Guides.
- Extensive specialist library
- On-line learning resources, Internet, Intranet and email access
- Dedicated office hours for all staff, student email system, trained counsellors for both pastoral and academic support.
- Specialist equipment, resources, and technical support.
- A wide range of teaching and learning strategies and a varied range of assessment modes.
- A strong emphasis on developing analytical and critical skills.
- A lively relationship between of theory and practice.
- Access to academic tutors and student advisors

## Section 8 Reference points/benchmarks

- University teaching and learning policies.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.