Programme Specification

Section 1: Basic Data

Awarding institution/body	UWE
Teaching institution	UWE
Faculty responsible for programme	Humanities, Languages and Social Sciences
Programme accredited by	Not Applicable
Highest award title	BA (Hons) Social Policy and …. (another half award)
Default award title	BA (Hons) Social Science
Interim award title	Certificate in Higher Education - Social Science; Diploma in Higher Education - Social Science
Modular Scheme title (if different)	Social Science Undergraduate Modular Programme
UCAS code (or other coding system if relevant)	
Relevant QAA subject benchmarking group(s)	Social Policy and Administration and Social Work
On-going/valid until* (*delete as appropriate/insert end date)	Ongoing
Valid from (insert date if appropriate)	September 2000

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 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 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 in order to meet their particular educational needs and interests, 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 impart a broad range of skills: specific to social policy and associated disciplines etc.

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. interdisciplinary approaches to social policy topics and issues; 2. key concepts and theories of human needs and welfare, including comparative analysis; 3. the origins, development and contemporary activities of UK welfare institutions in areas such as social security, education, health and social care, housing; 4. the framework, financing and operating of the policy process in its state and non governmental forms; 5. patterns of social division and its impact on the organisation and delivery of welfare services	**Teaching/learning methods and strategies:** 1-5 are achieved through the compulsory modules at levels 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 modules these are assessed through coursework and examinations. **Assessment:** Modules are assessed through a range of methods including essays, seminar presentations, article and book reviews, long essays and projects.

B Intellectual Skills

B Intellectual Skills	Teaching/learning methods and strategies
On successful completion of this award students will be able to demonstrate the following skills:	Skills 1and 5 are achieved through modules at level 1 and through compulsory modules at levels 2 and 3. Skills 2-4 are the basis for the assessment criteria in compulsory and other modules. These criteria are set out in detail in module booklets and in classes.
1. ability to appreciate the complexity of human behaviour, social situations and events and assess;	
2. ability to gather, retrieve and synthesise information;	
3. ability to review and evaluate evidence;	
4. ability to develop a reasoned argument and critically interpret evidence;	
5. sensitivity to the values and interests of others.	

C Subject, Professional and Practical Skills

C Subject/Professional/Practical Skills	Teaching/learning methods and strategies
On successful completion of this award students will be able to demonstrate the following skills:	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 student's programme. Skills 3 and 4 are developed through core modules and assessed through coursework and examinations.
1. the use of established theories and concepts of Social Policy and other social sciences to analyse social needs and particular policy problems and issues within a national and international context;	
2. ability to seek out and report empirical findings;	
3. ability to investigate social policy issues and to present findings;	
4. ability to distinguish between normative and empirical questions.	

D Transferable Skills and other attributes

D Transferable skills and other attributes	Teaching/learning methods and strategies
On successful completion of this award students will be able to demonstrate the following skills: 1. ability to communicate ideas and arguments effectively; 2. ability to self manage their learning; 3. interpersonal and teamwork skills; 4. ability to use current information technology software.	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. .

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
↓

	Compulsory modules	Optional modules	Interim Awards:
level 1	**Compulsory modules** There are no compulsory modules at this stage of the half award. **Core modules** There are no core modules at this stage of the half award.	**Optional modules** Student must take one 30 credit module from at least two of the following: Economics, Politics or Sociology. (A full list of modules is available from the Faculty Administration Team).	**Interim Awards:** • Credit requirements: 120 – Certification in Higher Education • Other requirements None
level 2	**Compulsory modules** • UZV211C2 **Core modules** There are no core modules at this stage of the award.	**Optional modules** Students must take one 30 credit module from the Social Policy list. (A full list is available from the Faculty Administration team).	**Interim Awards:** • Credit requirements: 240 – Diploma in Higher Education • Other requirements None
Year out	*Use this space to describe optional/compulsory year abroad/placement/clinical placement*		
level 3	**Compulsory modules** • UZV211C3 **Core modules** There are no core modules at this stage of the award.	**Optional modules** Students must take one 30 credit module from the Social Policy list. (A full list is available from the Faculty Administration team).	**Prerequisite requirements** • Minimum credit/module requirements – 120 • other – None **Awards:** • Target/highest BA(hons) • Default title - BA **Credit requirements** 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
- Access to academic tutors and student advisors: dedicated office hours for all staff, 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.
- Conferencing/Blackboard.

Section 8 Reference points/benchmarks

- QAA subject 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.