

## Programme Specification

### Section 1: Basic Data

<b>Awarding institution/body</b>	UWE
<b>Teaching institution</b>	UWE
<b>Faculty responsible for programme</b>	Social Sciences and Humanities
<b>Programme accredited by</b>	Not Applicable
<b>Highest award title</b>	BA (Hons) Social Science
<b>Default award title</b>	Not Applicable
<b>Interim award title</b>	BA Social Science; Diploma in Higher Education – Social Science; Certificate in Higher Education – Social Science
<b>Modular Scheme title (if different)</b>	HLSS Integrated Undergraduate Scheme
<b>UCAS code (or other coding system if relevant)</b>	L000
<b>Relevant QAA subject benchmarking group(s)</b>	
<b>On-going/valid until* (*delete as appropriate/insert end date)</b>	Ongoing
<b>Valid from (insert date if appropriate)</b>	September 2008 Updated 23 January 2009 Updated February 2011

**Authorised by...**

**Date:...**

**Version Code**

2.1

*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 in Economics, Politics, Sociology and other allied disciplines, which will provide students with an understanding of the economic, political and 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.

## 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:**

Students, at the end of their period of study, should be able to demonstrate that they have acquired:

1. Extensive knowledge of their chosen discipline(s).
2. Substantial factual and theoretical awareness of the social world.
3. A deep understanding of social scientific concepts.
4. A critical awareness of the main issues in their chosen fields of study.
5. Some awareness of the diversity of social scientific perspectives.
6. The ability to think independently.
7. A proficiency in the key skills.
8. The ability to communicate their findings in a variety of ways.
9. The ability to manage their time effectively, balancing competing demands from their academic, domestic and working lives.

#### **Teaching/learning methods and strategies:**

*Students acquire knowledge and understanding through a variety of learning and teaching methods and strategies, including lectures, seminar discussion groups, workshops, written and oral presentations and e-learning.*

*Students' development as learners is supported and enhanced through guidance from tutors in lectures, seminars, module handbooks and coursework assessment feedback.*

*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:**

*Knowledge and skills are assessed across a range of assessment methods*

**B Intellectual Skills**

<p><b>B Intellectual Skills</b></p> <p>Students should develop the capacity to:</p>	<p><b>Teaching/learning methods and strategies</b>  <i>Intellectual skills are developed through ...</i></p> <p><b>Assessment</b>  <i>A variety of assessment methods is employed. Some/all test a learner's ability to demonstrate skills 1-5 etc through ...</i></p>
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**C Subject, Professional and Practical Skills**

<p><b>C Subject/Professional/Practical Skills</b></p> <p>On successful completion of this award students will be able to demonstrate the following skills:</p> <p>1.</p>	<p><b>Teaching/learning methods and strategies</b>        ...        ...        ...</p> <p><b>Assessment</b>  <i>Skills 1, 2 and 4 are primarily assessed ...</i>  <i>Additionally, skill 4 is assessed in ...</i></p>
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**D Transferable Skills and other attributes**

<p><b>D Transferable skills and other attributes</b></p> <p>On successful completion of this award students will be able to demonstrate the ability to:</p> <ol style="list-style-type: none"> <li>1. communicate;</li> <li>2. use numeracy;</li> <li>3. use information technology;</li> <li>4. learn to learn;</li> <li>5. work as a team;</li> <li>6. self-manage.</li> </ol>	<p><b>Teaching/learning methods and strategies</b>  <i>Skills 1,2 etc ...</i></p> <p><b>Assessment</b>  <i>Skills 1, 2 etc. ...</i></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

<b>ENTRY</b> ↓	<b>level 1</b>	<b>Compulsory modules</b> There are no compulsory modules at this stage of the award.	<b>Optional modules</b> (Full list available from the Faculty Administration team)  Students must take four 30 credit modules, three of which must be History, Politics or Sociology.	<b>Interim Awards:</b> <ul style="list-style-type: none"> <li>• Credit requirements: 120 – Certificate in Higher Education.</li> <li>• Other requirements: None</li> </ul>
		<b>Core modules</b> There are no core modules for this stage of the award.		
	<b>level 2</b>	<b>Compulsory modules</b> There are no compulsory modules at this stage of the award.	<b>Optional modules</b> (Full list available from the Faculty Administration team)  Students must take four 30 credit modules, three of which must be History, Politics or Sociology.	<b>Interim Awards:</b> <ul style="list-style-type: none"> <li>• Credit requirements: 240 – Diploma in Higher Education.</li> <li>• Other requirements: None</li> </ul>
		<b>Core modules</b> There are no core modules for this stage of the 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> There are no compulsory modules at this stage of the award.	<b>Optional modules</b> (Full list available from the Faculty Administration team)  Students must take four 30 credit modules, three of which must be History, Politics or Sociology.	<b>Prerequisite requirements</b> <ul style="list-style-type: none"> <li>• Minimum credit/module requirements: 120</li> <li>• Other: None</li> </ul>
		<b>Core modules</b> There are no core modules for this stage of the award.		<b>Awards:</b> <ul style="list-style-type: none"> <li>• Target/highest: 360</li> <li>• Default title BA</li> </ul> <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  
Tariff points as appropriate for the year of entry.

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 and instructing staff.
- 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

- 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.