



<b>GENERAL INFORMATION</b>	
<i>Awarding Institution//Body</i>	University of Bath
<i>Teaching Institution</i>	University of Bath
<i>Validated/Franchised (if appropriate)</i>	Not applicable
<i>Programme accredited by (including date of accreditation)</i>	Not applicable
<i>Programme approved by (including date &amp; minute number of Senate)</i>	Senate approval 6 December 1989 (S8001) for BSc Social Policy and Administration. Faculty Board of Studies 20/11/2002;
<i>Final award</i>	BSc (Hons)  Students leaving an undergraduate programme prematurely may be eligible for a Certificate of Higher Education ( <a href="http://www.bath.ac.uk/quality/documents/certhe.pdf">www.bath.ac.uk/quality/documents/certhe.pdf</a> ) or a Diploma of Higher Education ( <a href="http://www.bath.ac.uk/quality/documents/diplhe.pdf">www.bath.ac.uk/quality/documents/diplhe.pdf</a> )
<i>Programme title</i>	Social Policy
<i>UCAS code (if applicable)</i>	L404 (3 year) L405 (4 year)
<i>Subject Benchmark Statement</i>	<a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/SocialPolicy07.pdf">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/SocialPolicy07.pdf</a>
<i>Intended level of completed programme (in line with FHEQ)</i>	6
<i>Duration of programme &amp; mode of study*</i>	3 year full time taught programme or 4 year full time taught programme with one year placement in year 3
<i>Date of Specification preparation/revision</i>	October 2014
<i>Applicable to cohorts</i>	2014/15

**\*Synopsis and academic coherence of programme**

The programme is designed to enable students to understand, analyse and evaluate the developments that are transforming the welfare state, and creating a more diverse system of welfare, and to relate these changes to societal, technological and economic changes in

Britain and elsewhere. In the first year students study social policy, sociology and research methods. The core social policy units then provide more advanced analysis of particular policy areas or topics, and students have the opportunity to study options from the related disciplines of sociology, economics, psychology and politics. The final year units include a strong cross-national comparative element, placing the UK in context of welfare state change in other countries. The four-year programme includes a placement (minimum of 30 weeks) in which students undertake research, policy-related, or other appropriate work for relevant agencies.

**\*Educational aims of the programme**

- To develop student’s knowledge and understanding in social policy and administration, as set out in the intended learning outcomes, listed below.
- To develop the general critical and analytical powers of the student.
- To develop critical, analytical problem-based learning skills and the transferable skills to prepare the student for graduate employment or further study.
- To enhance the development of the students’ interpersonal skills.
- To develop research skills with particular reference to those skills relating to investigation and analysis.
- To provide the student with opportunities for collaborative learning with others.
- To assist the student to develop the skills required for both autonomous and team work.

*Teaching learning and assessment methods used to enable outcomes to be achieved and demonstrated:*

Lead lectures, tutor-led seminars and tutorials, student-led seminars, IT practical sessions, practical workshops and problem-based learning scenarios.

*Assessment:* written unseen examinations, coursework, practical presentations (group and individual), research reports, dissertation.

**\*Intended learning outcomes** (including teaching, learning and assessment methods, specifying those applicable for interim awards where appropriate)

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>➤ Knowledge &amp; Understanding:</li> </ul> | <ul style="list-style-type: none"> <li>➤ Knowledge of the origins and development of UK welfare institutions (public, private and voluntary).</li> <li>➤ Knowledge of issues of human needs and social welfare – poverty, inequality, exclusion, diversity and differences</li> <li>➤ Knowledge of theories of welfare state development.</li> <li>➤ Knowledge of the policy process both in the UK and in other countries.</li> <li>➤ Knowledge of the relationship between political values and social policy.</li> <li>➤ Knowledge of techniques for the evaluation of policy outcomes.</li> <li>➤ Knowledge of the main sources of data about social welfare and a critical approach to the use of these.</li> <li>➤ Knowledge of policy and institutions across a range of policy areas (but with a specific focus on health and social security).</li> <li>➤ Knowledge of comparative social policy analysis and of supra-national policy.</li> <li>➤ For placement programmes: to understand how these knowledge outcomes apply in work based situations.</li> </ul> |
|--|---|

<p>➤ Intellectual Skills:</p>	<ul style="list-style-type: none"> <li>➤ To think creatively and analytically.</li> <li>➤ To communicate an argument.</li> <li>➤ To evaluate others' arguments and research.</li> <li>➤ To learn independently and be able to assess own learning needs (i.e. identify strengths and improve weaknesses in methods of learning and studying).</li> <li>➤ To critically evaluate and assess research and evidence as well as a variety of other information.</li> <li>➤ To gather information, data, research and literature from a number of different sources (i.e. library, web-based, archives etc.).</li> <li>➤ To select appropriate and relevant information from a wide source and large body of knowledge.</li> <li>➤ To synthesise information from a number of sources in order to gain a coherent understanding.</li> <li>➤ To utilise problem solving skills.</li> <li>➤ To analyse and evaluate innovative practices in students' relevant degree discipline.</li> <li>➤ To explore a variety of relationships and environments relevant to learning and practising within the context of the students' degree discipline.</li> </ul>
<p>➤ Professional Practical Skills:</p>	<ul style="list-style-type: none"> <li>➤ To reflect upon new technology and innovation within social sciences and to make decisions regarding legitimacy, reliability and effectiveness.</li> <li>➤ To effectively and efficiently apply principles of sociological/social policy analysis within a variety of environments.</li> <li>➤ To develop sensitivity to the values and interests of others</li> </ul>
<p>➤ Transferable/Key Skills:</p>	<ul style="list-style-type: none"> <li>➤ Study &amp; learning skills (note taking, avoiding plagiarism, using the library, gathering and using information, constructing a bibliography, referencing)</li> <li>➤ Basic information and computing technology skills (word processing, email, using the web to search for information)</li> <li>➤ To be aware of ethical issues in carrying out research.</li> <li>➤ Inter-personal and communication skills</li> <li>➤ Essay research, preparation and writing skills</li> <li>➤ To construct a bibliography of varying complexity</li> <li>➤ Revision and examination skills</li> <li>➤ Time-management and administrative skills</li> <li>➤ Presentation skills and verbal communication (i.e. oral presentations, seminar and tutorial contributions)</li> <li>➤ Advanced information and computing technology skills (i.e. SPSS and other forms of computer based data analysis programmes, producing tables, spreadsheets, graphs and charts, Powerpoint, using IT to support presentations)</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Team and group working skills</li> <li>➤ To lead others confidently and competently</li> <li>➤ To reflect upon his/her own academic and professional performance and take responsibility for personal and professional learning and development.</li> <li>➤ To solve problems in a variety of situations.</li> <li>➤ To manage time effectively and respond to changing demands.</li> <li>➤ To prioritise workloads, and utilise long- and short-term planning skills.</li> <li>➤ To understand career opportunities and challenges ahead and begin to plan a career path</li> </ul>
--	---

**Structure and content of the programme** (including potential stopping off points)

*(Append the relevant programme description (PD) form(s) and cross reference below)*

The degree is studied as a three-year full-time programme, or as a four-year programme with placement. 100% of the full-time programme will be University-based and study is undertaken at three levels (one for each year of study for the three-year programme). The programme is arranged on a semester basis (6 x 15 weeks). The programme is divided into study modules called units. Each unit has a credit value of 3 - 12, depending on the length of study and academic content, and according to subject and nature of learning. Each 6 credit unit represents 100 hours of student learning made up of lectures, tutorials, seminars, practical classes and workshops. Each level has an equivalent of 60 credits. The 4 year programme adds a one year placement (minimum 30 weeks) to be taken in the third year of study.

The study units within the programme, the levels at which they are studied, the credit ratings of the units for the award of BSc (Hons) Social Policy are detailed in the programme description, Appendix A.

**Details of work placements / work-based learning / industrial training / study abroad requirements**

In the four-year programme the placement is intended to provide practical experience in the application and usefulness of knowledge gained at the University. It enables students to develop personal skills in communication, planning and time management, problem solving and analytical skills, decision-making skills, and team working skills. It may also provide data for the final year dissertation and help students develop career plans. The placement is assessed in various ways (including placement visits, a ten-week placement report, a paper presented to the mid-year placement conference, a final placement report). These are required for the successful completion of the placement but do not contribute to the final degree classification.

**Details of support available to students** (e.g. induction programmes, programme information, resources)

University of Bath students attending programmes of study at the Claverton Campus are usually encouraged to stay in University halls of residence during their first year and will be supported in their transition into University life and study by Resident Tutors. These are postgraduate students or staff who live in the halls of residence and are responsible for the general welfare, health and safety and discipline of student residents.

Undergraduate students will be allocated a Personal Tutor, postgraduate taught students a course manager and postgraduate research students a supervisor who are responsible for monitoring and supporting the academic progress and general welfare of their students.

Staff in these roles will be able to respond to many of the questions and concerns raised by their students. However, there is also a range of specialist student support services that will offer both information and advice to support these staff working with their students, as well as take referrals to work more directly with the students. Students can also self-refer to these services.

These services can provide information, advice and support in relation to accommodation, emotional difficulties, assessment of needs and provision of support relating to disability, student funding, general welfare, academic problems, student discipline and complaints, careers, international students, spiritual matters, part time work, security and personal safety. The Students' Union can also provide advocacy for students. More information about these services can be accessed via: <http://www.bath.ac.uk/students/support/>.

There are also Medical and Dental Centres, and a Chaplaincy on campus that are very experienced in meeting the needs of a student population, as well as a University nursery and vacation play scheme to provide childcare for older children during the school holidays.

### **Admissions criteria**

GCSE (or equivalent qualifications) requirements:

- GCSE English Language and Mathematics at Grade C or above

GCE (or equivalent qualifications) requirements:

- Typical Offer: AAB

Applicants with equivalent qualifications including the Access to Higher Education Diploma, relevant BTECs and many overseas qualifications are welcomed.

Detailed information at:

<http://www.bath.ac.uk/study/ug/prospectus/subject/social-policy/entry-requirements>

### **English Language Qualifications:**

We would normally require all applicants whose first language is not English to provide evidence of English language proficiency and applicants may be asked to take an English language test. The minimum requirement is: IELTS 7.0 with no subject less than 7.0

Further information at:

<http://www.bath.ac.uk/study/ug/apply/englishlanguage/>

### **Summary of assessment and progression regulations**

The Social Policy programme is fully compliant with the University's New Framework for

Assessment: Assessment Regulations (NFAAR). The NFAAR describes the rules for progression from one stage of the programme to the next (including supplementary assessment, and the extent of failure that can be condoned) as well as for the award of degrees. Students taking the Social Policy programme will be assessed according to these rules; further information about the NFAAR is available at <http://www.bath.ac.uk/registry/nfaar-ug.pdf>.

The Designated Alternative Programme for this degree is the Social Science programme. Consideration of transfer to the Social Science programme as a DAP will be given according to Appendix 33 of the Assessment Regulations (NFAAR).

### Indicators of quality and standards

**To assure continuing excellence in its quality and standards, the University of Bath has a quality management framework including:**

***For more general information on each part of the framework, click on the links.***

1. A Quality Assurance Code of Practice, and associated regulations and policies : <http://www.bath.ac.uk/learningandteaching/cop/index.php>
2. A learning, teaching and quality [committee structure](#) which [monitors quality and standards](#) and instigates action for enhancement.
3. [Staff development](#) arrangements that assist staff in enhancing their own performance as educators, as researchers or as professional support services staff.

Students are involved in many of these processes, whereby their key perspectives and participation as citizens in the academic community are engaged in the '[informed Student Voice](#)'.

For a fuller overview of the University's Quality Management framework see this [summary document](#).

**The Quality Assurance Agency (QAA) periodically reviews the quality of the University of Bath's Learning and Teaching performance.**

At the last review by the QAA in November 2008, the University was given the highest grading available, that of 'Confidence', in the soundness of the University's current and likely future management of both the academic standards of its awards and the quality of learning opportunities available to students. The QAA's report can be seen at <http://www.qaa.ac.uk/InstitutionReports/Reports/Pages/inst-audit-University-of-Bath-08.aspx>

**Professional or industrial placements** for a year are particularly supported at Bath by specialised staff.

### Sources of other information

<http://www.bath.ac.uk/study/ug/prospectus/subject/social-policy>

### Appendix:

**Programme Description is available in a separate document.**