



Faculty of Humanities

Department of Social and Policy Sciences

BSc (Hons) Criminology

BSc (Hons) International Development with Economics

BSc (Hons) Sociology

BSc (Hons) Social Policy

BSc (Hons) Sociology and Social Policy

BSc (Hons) Social Sciences

BSc (Hons) Social Work and Applied Social Studies

Programme Handbook

2023/4

September 2023

This Handbook is available online or in alternative formats.

Please contact hss-socialpolicy@bath.ac.uk or hss-socialwork@bath.ac.uk if required.

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Purpose and scope

Your handbook for academic year 2023/24 comprises the following three documents which should be read alongside each other:

1. University information
2. **Department handbook (this document)**
3. Your course specification

These documents were made available to you as pdf files at the beginning of the academic year. You are expected to familiarise yourself with the contents.

This handbook includes important information about the Department and about your course that you should be aware of whilst studying here.

This handbook is available in alternative formats. Please contact hss-socialpolicy@bath.ac.uk or hss-socialwork@bath.ac.uk

The content of this handbook is accurate at the time of publication, September 2023, but information contained within may sometimes be subject to change after this handbook has been issued. You will be informed of any changes and issued with a revised version, if there are any material changes to the information in this handbook.

Please note that links are embedded in the title of each section or in applicable text.

The Department

Welcome to the 2023/4 academic year.

You have chosen to study a subject that really matters and can make a difference in our world. We are all convinced that the social sciences can shed important light on issues that are important in our lives such as gender, race, poverty, climate change, criminal justice, welfare and social care. The pandemic is another global challenge that has led to major upheavals in all aspects of our lives. Our social sciences expertise is needed more than ever!

You are a member of one of the strongest social sciences department in the country. You are here because you deserve to be, and you should be proud of your achievements so far. We are certainly proud of you all and we hope that the year ahead helps you to grow as learners and as people.

In making plans for the new academic year, our priority has always been safety and wellbeing. We will continue to keep this as a priority throughout the year. This means that we need to look out for each other, keep in contact with each other, and care for each other. I would therefore encourage you all to stay in touch with staff in the department.

Dr Sarah Moore

(Head of Department)

Departmental information including course teams

Who does what?

Head of Department (HoD)

Dr Sarah Moore is the Head of Department. She has overall responsibility for all academic affairs of the Department. **Dr Kate Gooch** is the deputy head of the department and is Chair of the Department's Undergraduate Programme Committee and Board of Examiners.

Director of Teaching (DoT)

The Director of Teaching has responsibility for the strategic development of learning and teaching within the Department. **Dr Jennifer Golan** is the Director of Teaching for undergraduate programmes in DSPS.

Director of Studies (DoS)

The Director of Studies (DoS) has general responsibility for quality management and support to students within your course and oversees the assessment procedures. You should talk to your Director of Studies if you are thinking of taking Director of Studies approved units. Different courses have their own Directors of Studies.

Dr Jordan Tchilingirian – BSc Sociology, Social Sciences, Social Policy & Sociology & Social Policy

Dr Liz Kullmann – BSc Criminology

Dr Meg Robb – BSc Social Work and Applied Social Studies

Dr Yixian Sun – BSc International Development with Economics

Assessment Officer (AO)

Caroline Hickman is the Assessment officer for the Department. The Assessment Officer is responsible for processing all extensions requests and Individual Mitigating Circumstances (IMC) claims from students from all Undergraduate courses in the department.

- Extensions are requested through SAMIS
- IMC Requests should be sent on the correct forms with evidence to support the claim to sps-imc-ext@bath.ac.uk. The forms are available on the SPS Undergraduate Student Information Moodle Page.

DEPARTMENTAL ADMINISTRATORS

Claire Goldie is the programme administrator for the Criminology, Sociology, Social Policy, Social Sciences and International Development with Economics programmes. Her contact details are: hss-socialpolicy@bath.ac.uk or 01225 386245 or via Microsoft teams.

Sarah Harrington is the programme administrator for the Social Work programme, and her contact details are: hss-socialwork@bath.ac.uk or 01225 386253 or via Microsoft teams.

Together Claire and Sarah are responsible for managing the administrative arrangements of your programme, including assessment and examination processes. You can contact them in the Department office (3E 3.17) or via any of the above contact details about any aspect of Departmental or University administration.

The Department of Social and Policy Sciences is primarily located in 3 East.

Communication between you and the Department

The Department office is based at 3E 3.17. You can also contact us on the relevant email address for all queries. The office is open between the following hours:

Monday – Friday 10am – 4pm

Please use our hatch for student enquiries.

We are currently operating ‘hybrid working’ in the team which means that we will work some of our time on campus in the office and some of it from home each week.

How to contact us remotely

You can contact us using our shared mailboxes with your enquiries. We are happy to take your calls on Teams if you would like to talk to us, however we may not be able to answer immediately if, for example, we are in a meeting. You can use our shared mailboxes to email us and book in a time when we can call you back.

Do you have an urgent enquiry?

If your enquiry is urgent, we advise sending an email to the relevant shared mailbox which will be monitored between 9am and 5pm from Monday to Friday.

Programmes	Administrators + Teams call/Phone	Mailbox
All undergraduate BSc Social & Policy Sciences Programmes except Social Work	Claire Goldie: 01225 38 6245 Sarah Harrington: 01225 387479	hss-socialpolicy@bath.ac.uk
BSC Social Work & Applied Social Studies	Sarah Harrington: 01225 387479 Claire Goldie: 01225 38 6245	hss-socialwork@bath.ac.uk
Programmes Officer	Lisa Snowdon-Harris: 01225 386267	Lsh46@bath.ac.uk

We contact you:

- Via your University of Bath email address. Most information is sent this way so please check these regularly (only use this one for University business – not your personal business) as you will miss important information. This is how we let you know about timetable changes, cancellations, re-locations, information about examinations, coursework and meetings. You must always use your university email for all correspondence with us as this is the way that we can identify you.

- **PLEASE MAKE SURE YOU REGULARLY REVIEW AND DELETE EMAILS AS APPROPRIATE SO THAT THERE IS ROOM IN YOUR INBOX.**
- Via Microsoft Teams, where departmental, course, unit and programme information can be found. The Team Page for SPS undergraduate students can be found by the link below, you will be advised about this key resource during your welcome week, [SPS - Undergraduate Students Information Hub](#)
- Using the Departmental website (<http://www.bath.ac.uk/departments/department-of-social-policy-sciences>). This is where you will find news but also get access to a range of important information.

You contact us:

- By e-mail. (email addresses can be found via the contact list in this handbook). You must always use your Bath email to communicate with us.
- Booking an appointment – All academic staff have ‘office hours’ these can be posted on Electronic sign up on Moodle or their signature email strip, but you can see them at other times by arrangement.
- By phone (see contact list in this Handbook).
- By Microsoft teams
- By calling at the Department office during the opening hours
- Note that due to personal circumstances, staff members may not be available on campus. You will find alternative contact details via the ways above.

Communicating with us

Staff will primarily contact you via your Bath email. We expect you to be regularly checking your email and responding if required. Teaching members of staff also have office hours,

These are publicised during their lectures, on Moodle, and on their office doors. Some also have the option of being able to book an appointment online. Please feel free to call staff members by their first name.

Person finder

If you need to find out a staff member or students’ contact details, the best place to start is using the University’s person finder application online, which can be located from the Bath home page. <http://www.bath.ac.uk/contact/?search=advanced>

Email etiquette

We want to be able to reply to emails as promptly as possible. Please do not treat emails as texts or memos. Remember to start the email with Dear XXXX (e.g. Dear Joe), write in full sentences and sign off with your name. Please do not expect an answer outside conventional office hours (usually 9am – 5pm), including weekends.

What to do if you need to raise an issue/complaint

DSPS Staff work hard to ensure that your learning experience is of a very high quality, but even the best units may have problems from time to time. If you have a concern or complaint that is related to DSPS, such as the content and/or delivery of a unit or timing of feedback, please use the follow process:

1. Contact the teaching assistant, teaching fellow, Academic or Personal Tutor (depending on your programme of study), lecturer, unit convenor or Administrator directly responsible to discuss your concerns.
2. If the issue is not resolved after 1, or you feel unable to contact that person, contact the Director of Studies for your programme or your academic representative on SSLC (the latter is your elected student representative).
3. If the issue is not resolved after 1 and 2, contact the Head of Department.
4. If the issue is not resolved after 1, 2 and 3, you wish to take the issue further, and the complaint is not about a mark, please follow the process outlined from stage 2 outlined at [Student Complaints Procedure](#) and given in detail at <http://www.bath.ac.uk/regulations/Appendix1.pdf>. If your complaint is about a mark for your work step 4 of this process would be for the Faculty to undertake an academic review, details of which can be accessed on: [Student appeals process](#)

Personal tutoring

When you join the University, you are assigned a Personal Tutor who is a member of academic staff. They will act as a personalised point of contact within your department, supporting your academic and personal development.

Academic Tutors (for students on all courses except the BSc Social Work and Applied Social Studies)

For first year students in all programmes except Social Work, you will be assigned an Academic Tutor. An Academic Tutor is a member of the Department's teaching staff who will provide you with academic and pastoral support during the first year of your study. Pastoral Support involves having regular discussions about your overall academic progress, giving you general career advice, taking note of any circumstances that may be affecting your ability to study, and signposting you to other sources of support within the University. You will meet your Academic Tutor during the welcome week.

You should always contact your Academic Tutor in the first instance if you wish to change degree programme, this includes changing from a 3 to a 4 year programme or vice versa; if you wish to leave the University or transfer to another Department of the University; or if you have any special circumstances which may affect your study or assessment. They will help you consider your options and whether you need to discuss the issue further with your DoS

Dr Dilara Bural

Dr Liz Kullmann
Polly Winfield
Dr Panagiota Nakou
Dr Katerina Lenner
Dr Touseef Mir

Personal Tutors (Social Work)

For Social Work, instead of having an Academic Tutor, you will have a Personal Tutor. A Personal Tutor is a member of the Department's teaching staff who will provide you with academic and pastoral support during all three years of your study. You will meet your Personal Tutor during the welcome week. S/he is responsible for providing pastoral support. Pastoral Support involves having regular discussions about your overall academic progress, giving you general career advice, taking note of any circumstances that may be affecting your ability to study, and signposting you to other sources of support within the University.

Personal Tutors provide a link to practice and will review your Practice Learning Agreement in the early stages of placement. Personal Tutors will also attend your interim review meetings and are a point of contact for the student, their Practice Educator or Practice Supervisor in the event of any difficulties in placement.

Student Peer Mentoring

All first-year students will be allocated a peer mentor who is either a second or final year student. Student peer mentors provide additional support to first year students.

Peer Assisted Learning (PAL)

Some courses offer PAL sessions run by senior students (PAL Leaders) to help you practice your subject. PAL Leaders do not re-teach you or introduce any new material; instead, they help you to reflect on your lectures and work through recommended readings. PAL Leaders have studied your subject so know the demands of your course. If there is a PAL session for you, you will see it on your timetable.

[Contact information](#)

KEY CONTACTS/STAFF LIST

ALL EXTENSION NUMBERS CAN BE PREFIXED BY '01225 38' FOR AN EXTERNAL DIRECT LINE

<u>Extn</u>	<u>Name</u>	<u>Email address</u>	<u>Room</u>
	ALI , Dr Noaman Lecturer in International Development	na2157@bath.ac.uk	3E 3.13
7879	BARLOW , Dr Aidan Lecturer in International Development	ajb335@bath.ac.uk	3E 2.10a
3857	BLOOMFIELD , Dr Michael Senior Lecturer in International Development	mjb222@bath.ac.uk	1E 2.02

5284	BROWN , Prof Louise Professor of Social Work/Associate Dean (Internationalisation) Faculty of H&SS	hsslb@bath.ac.uk	3E 3.41
	BURAL , Dr Dilara Lecturer in Criminology	db235420@bath.ac.uk	3E 4.21
4685	CARMEL , Prof Emma Professor of Governance and Public Policy	sssek@bath.ac.uk	3E 4.03
4513	CHANNON , Dr Melanie Reader in Social Policy	mdc51@bath.ac.uk	3E 3.02b
6292	CHARLES , Dr Aurelie Senior Lecturer in Global Political Economy	ac697@bath.ac.uk	3E 3.32
7409	CHATTERJEE , Dr Mihika Lecturer in International Development	mc3089@bath.ac.uk	3E 3.31
3859	COPESTAKE , Prof James Professor of International Development	hssjgc@bath.ac.uk	3E 3.39
5813	DAVIS , Mrs Jo Professional Practice Tutor	jd2047@bath.ac.uk	3E 4.09
3539	DEVINE , Prof Joe Professor in Global Development Associate PVC Research (Doctoral)	ecsjd@bath.ac.uk	3E 3.40
6958	DINERSTEIN , Prof Ana Professor in Sociology	sssacd@bath.ac.uk	3E 3.30
4290	DIXON , Dr Jeremy Senior Lecturer in Social Work	jd582@bath.ac.uk	3E 3.23
6846	GEARON , Dr Alinka Lecturer in Social Work	ag290@bath.ac.uk	3E 4.15
5286	GOLAN , Dr Jennifer Senior Lecturer in Development Economics Director of Teaching	jmdg21@bath.ac.uk	3E 3.03
6245	GOLDIE , Ms Claire Undergraduate Programme Administrator	hss-socialpolicy@bath.ac.uk	3E 3.17
xxxx	GOMES FERREIRA , Dr Joana Lecturer in Criminology	jmgf21@bath.ac.uk	3E 3.13
3720	GOOCH , Dr Kate Senior Lecturer in Criminology Deputy Head of Department	kg637@bath.ac.uk	3E 3.38
7479	HARRINGTON , Miss Sarah Undergraduate Programme Administrator	hss-socialwork@bath.ac.uk	3E 3.17
4156	HART , Prof Jason Professor in Humanitarianism Development	jh462@bath.ac.uk	3E 3.31
6812	HICKMAN , Ms Caroline Lecturer in Social Work	clh32@bath.ac.uk	3E 3.35

	Assessments Officer		
3074	HOWARD , Dr Neil Lecturer in International Development	nph28@bath.ac.uk	3E 3.14
6429	JAYNES , Dr Beth Lecturer in Social Policy & Sociology Senior Tutor & Peer Mentor Co-Ordinator	bmj21@bath.ac.uk	3E 3.14
5851	JEWKES , Prof Yvonne Professor of Criminology	yj629@bath.ac.uk	3E 3.13
5824	KANABAR , Dr Ricky Lecturer in Social Policy	rk735@bath.ac.uk	3E 3.02a
7448	KHAN , Dr Omar Lecturer in Criminology	ok433@bath.ac.uk	3E 3.29
5403	KOWALEWSKA , Dr Helen Lecturer in Social Policy	hk775@bath.ac.uk	3E 3.40
TBC	KULLMANN , Dr Elizabeth Lecturer in Criminology Director of Studies - Criminology	ek843@bath.ac.uk	3E 3.38
	LAZARUS , Dr Joel Research Associate	jl3779@bath.ac.uk	3E 3.11
4612	LENNER , Dr Katharina Lecturer in International Development	kl612@bath.ac.uk	3E 2.10a
4524	MACONACHIE , Prof Roy Professor of Natural Resources & Development	rm334@bath.ac.uk	3E 3.28
5804	MAITROT , Dr Mathilde Senior Lecturer in International Development	mm880@bath.ac.uk	3E 3.02c
5285	MANNING , Dr Pete Lecturer in Sociology	pm734@bath.ac.uk	3E 4.02
5087	MIR , Dr Touseef Lecturer in International Development	tm227@bath.ac.uk	3E 3.13
3549	MOORE , Dr Sarah Head of Department Senior Lecturer in Sociology & Criminology	sm2315@bath.ac.uk	3E 3.33
	NAKOU , Dr Panagiota Lecturer in Sociology		
4204	OZIERANSKI , Dr Piotr Reader in Social Policy Dissertation Supervisor	po239@bath.ac.uk	3E 4.35
6831	PAPADOPOULOS , Dr Theo Lecturer in Social Policy	hsstp@bath.ac.uk	3E 3.22
7559	PENDLE , Dr Naomi Lecturer in International Development	nrp36@bath.ac.uk	3E 4.13

5968	RADLEY , Dr Ben Lecturer in International Development	borr20@bath.ac.uk	3E 3.29
5298	ROBB , Ms Megan Lecturer in Social Work Director of Studies – Social Work	mlr40@bath.ac.uk	3E 3.12
6090	ROOM , Prof Graham Professor of European Social Policy	hssgjr@bath.ac.uk	3E 2.18
5838	RUTTER , Prof Harry Professor of Global Public Health	hr526@bath.ac.uk	3E 3.37
6841	SKINNER , Dr Tina Senior Lecturer in Sociology	sssts@bath.ac.uk	3E 3.25
4728	SNOWDON-HARRIS , Miss Lisa Programmes Officer	lsh46@bath.ac.uk	3E 3.17
6107	SPICER , Dr Jack Lecturer in Criminology	jhs77@bath.ac.uk	3E 3.29
6691	SUN , Dr Yixian Lecturer in International Development Director of Studies - IDwE	ys2327@bath.ac.uk	3E 4.18
3643	SWABY , Miss Sandra Programmes Administrative Assistant	hsssjs@bath.ac.uk	3E 3.17
6174	TCHILINGIRIAN , Dr Jordan Lecturer in Sociology Director of Studies – SP Degrees	jst50@bath.ac.uk	3E 3.40
xxxx	TEGGI , Dr Diana Lecturer in Sociology	dt527@bath.ac.uk	3E XXX
3585	TROYER , Dr John Senior Lecturer in Sociology	jt318@bath.ac.uk	3E 3.24
6137	WALTON , Dr Oliver Senior Lecturer in International Development	ow20@bath.ac.uk	3E 3.21
6852	WOODTHORPE , Dr Kate Reader in Sociology	kvw23@bath.ac.uk	3E 3.27
4329	ZIEMANN , Dr Alexandra Lecturer in Public Health	az620@bath.ac.uk	3E 3.36

External Examiners

External Examiners are appointed for a course or set of courses and are important in assuring academic quality and standards. Please note that it is not appropriate for students to contact an External Examiner directly. If you have any queries or concerns, please contact your Director of Studies in the first instance.

Once a year, the External Examiners will provide a written report. University staff, including the Head of Department and Director of Studies, will look at these reports and a response will be made to the External Examiner's comments. External Examiner reports and responses are made available to students. Staff/Student Liaison Committees (SSLCs) also discuss External Examiner reports as part of routine monitoring activity.

The External Examiner(s) for your programme is (are):

Dr Joanna Rawles (University of Dundee) - BSc Social Work & Applied Social Studies

Dr Panagiotis Pentaris (Goldsmiths, University of London) - BSc Social Work & Applied Social Studies

TBC () – BSc International Development with Economics

Dr Simon Weaver (Brunel University London) — BSc Sociology, BSc Sociology and Social Policy

Dr Jonathan Kennedy (Queen Mary University London) — BSc Social Sciences

Dr Matthew Donoghue (University College Dublin) - BSc Social Policy

Dr Leah Moyle – (University of Plymouth) BSc Criminology

The University's expectations of students

[University regulations](#)

When you registered with the University you agreed to abide by the Regulations for Students. These are important documents which set out the roles and responsibilities of both you as a student and the University. **You are expected to familiarise yourself with these.**

[Disclosure and Barring Service \(DBS\) checks](#)

For Social Work and Applied Social Studies **only** you will be required to undergo an enhanced Disclosure and Barring Service (DBS) check at the start of your studies (Semester 1, Year 1). If the results of this check show that you have a spent or unspent criminal conviction, caution, reprimand or warning it will be considered under the University's [Fitness to Practice policy](#), and if it is deemed unacceptable for the Social Work profession you may be required to withdraw from your programme.

Overseas applicants and UK applicants who have lived abroad for a period of six months or more, within the last five years, will also be required to produce a criminal records check, or "certificate of good character" from those countries that they have lived in.

Further information:

www.gov.uk/government/organisations/disclosure-and-barring-service

Attendance expectations

You are expected to be in attendance and participate in all scheduled learning and teaching activities required by your course. If you are ill or are likely to be ill for more than three days, please contact Your Director of Studies for your degree.

We believe that learning is best achieved when everyone is able to benefit from the knowledge, skills and experience that the whole class can bring. Your participation is important to the success of the whole class. On that basis, we expect you to attend tutorials, lectures and seminars in accordance with University Regulations. Failure to maintain regular attendance can result in a student being 'precluded from continuing their studies and, where applicable, their registration [can] be terminated' (Reg. 3.1).

Regulations also require students to notify the Department if they are unwell. Specifically, 'absence due to ill health shall within three days be notified by students to the Head of their Department if the absence extends or is likely to extend beyond the period of three days. Apart from illness students will be granted leave of absence only with the prior permission of the Head of their Department or the person to whom the Head of Department delegates responsibility in this matter.' In the case of DSPS, the person to notify is your Academic or Personal Tutor (depending on your programme of study) or your Director of Studies

Attendance Policy- Social Work and Applied Social Studies

In addition, the general attendance policy of the Department of Social and Policy Sciences (set out above) the social work programme has attendance procedures that apply to all Social Work and Applied Social Studies students. As this course leads to a professional qualification, all teaching is directly applicable to the social work profession and is deemed essential. It is therefore the expectation that social work students attend all lectures unless there is a valid reason for their absence. A register is taken for all social work and applied social studies units and students are expected to email the unit convenor with their apologies and a reason for their absence from a lecture. Students are also expected to make up for the missed session by reviewing lecture notes on Moodle, discussing the lecture with their fellow students and completing the required reading. If a student misses 3 lectures in a unit, the convenor will email the student and their tutor to request that a meeting takes place to discuss their absence and how the student will make up for the lost learning opportunities. If a student misses 5 or more lectures in a unit the convenor will contact the student and the Director of Studies, who will then meet with the student and the unit convenor to discuss the absences, additional work may be set to help the student make up for the missed learning in lectures. Social work students who fail to maintain regular attendance may become subject to regulation 3.1 (discussed above).

Learning and Teaching delivery

Timetables

Using [MyTimetable](#), you can access your personal timetable and download it into an electronic calendar. MyTimetable updates regularly, so should there be a change to your timetable, it will be reflected.

Re:View (Panopto) is a video platform used to record and store video material.

Zoom is a collaborative Webinar tool used for online teaching, tutorials and seminars.

Office 365 gives you access to Office applications like Word, Excel, Powerpoint, Outlook and Teams.

Find out more about your digital skills and capabilities here:

<https://www.bath.ac.uk/campaigns/your-digital-skills-and-capabilities/>

The Academic Skills centre is available to provide academic skills support and enhancement to all students <https://www.bath.ac.uk/professional-services/academic-skills/>

Option choices

If your course has option choice, then information about [how and when to choose your optional units](#) can be found online. If applicable, you will receive an email notification at the relevant point in the year when online unit selection is available. If you want to discuss your option choices, please contact your Director of Studies.

Placements and placement support

The University is committed to enhancing students' vocational outcomes and learning experiences by supporting placements. We have a dedicated placements team to support and guide you through the process of applying for, securing and successfully completing a placement.

As part of the BSc Criminology, BSc Sociology, BSc Sociology and Social Policy, BSc Social Sciences, BSc Social Policy, and BSc International Development with Economics students have the opportunity to take a placement year during the third year of their degree programme. This is voluntary, and students are able to transfer onto (or off) the 4 year programme during their second year of study. Overseas placements are possible, but students pursuing these opportunities usually take the initiative in identifying and liaising with the organisation in question.

The contact details for your Placements Team are SPS-Placements@bath.ac.uk

If you have any queries or concerns then please contact the Placements team.

For some placements, there is a requirement for a Disclosure and Barring Service (DBS) check and you should liaise with the placement support team for further guidance.

Before going on placement you should consult the University Placements Handbook containing generic advice and information for whilst you are on placement. Please refer to **Important Links and Information** in this Handbook. You will receive programme specific information directly from your Department.

If you are on a placement of one semester or longer you can normally expect to be visited by staff, in person or remotely, at least once during your placement.

A re-induction activity will be conducted to welcome you back from placement and update you on any changes that may have occurred at the University during your time away.

Social Work and Applied Social Studies Placements

Social Work and Applied Social Studies students have to complete and pass two periods of assessed practice learning or placements. In Semester 1 of Year 2 and Semester 2 of Year 3, students will spend the semester in a practice learning setting. All practice learning opportunities are full time i.e. 37.5 hours a week. They may take place in a voluntary, private, independent or statutory agency.

The emphasis of practice learning in Year 2 is on broadening student understanding of social work, offering opportunities to experience work with service users and reflecting on strategies to enable work within an anti-racist and anti-discriminatory framework. In Year 3 students are expected to work towards practice at a qualifying level by the end of the period of practice learning.

All the agencies offer ample opportunities to work with service users, learn and develop skills, knowledge and values in social work. Placements offer students opportunities to learn in and from practice. Regular and structured supervision during placement enables students to discuss and critically reflect on practice. Supervision is also the forum where students can explore theories, practice methods and the value base of social work as well as identify and experience strategies for practice. All Social Work placements are found by the placements officer and not by the student for this degree programme.

Alongside the learning is the assessment of practice and students are required to write reflectively about their practice, providing evidence of competence to their practice educator (PE) or off site practice educator (OSPE).

The practice units and value requirements are assessed against the Professional Capabilities Framework (PCF). Students are required to provide written evidence of all applicable domains of the PCF within the Practice Units (see Social Work and Applied Social Studies placement handbook).

Study Abroad and support

Please note that the university does not offer study abroad options for SPS students. Summer schools at partner universities such as East Asia are sometimes organised through the Universities International Mobility Office (IMO). Information regarding these are circulated to students. SPS does not manage this information and interested students should contact the IMO to enquire about such opportunities. SPS does however host visiting exchange students every year, usually from Canada, China and the USA, SPS students are encouraged to make contact with them. Please also note that the placement year offers an opportunity to pursue international interests if you so wish.

Student Representation

Mechanisms for student representation are designed to enable you to be an active partner in continually improving your learning and teaching experience. The main ways in which your feedback will be sought will be through:

- Staff/Student Liaison Committees (SSLCs) ([Academic and Faculty Reps](#))
- surveys and evaluations
- [the Students' Union](#)

You can place yourself forward to become a student rep for your degree and year, elections are held twice a year for these roles. Look out for more information through the student information hub page for when these are available.

Assessment

[Assessment Regulations](#)

The Undergraduate Assessment Regulations (UGAR) set out the rules for your course including how the University governs your outcomes, progression requirements and what happens if you fail, award eligibility and how your classification is calculated. If your course has **any exemptions** to the Undergraduate Assessment Regulations, you will find this information in your course specification. **You are expected to familiarise yourself with these regulations.**

Calculating your degree outcome

Your degree result is based on the calculation of your Overall Course Average (OCA) based on the stages of your course. The contribution of each stage is set out in the Programme and Unit Catalogues.

Supplementary assessment

Supplementary assessment describes the assessment you will be expected to undertake either to retrieve failure in a unit's main assessment or in the case of deferred assessment.

Supplementary assessment takes place during the summer (August) and you can find information on the supplementary assessment period in the [University's academic year chart](#). All students will be expected to return to Bath to sit any in-person supplementary exams.

Exit awards – CertHE and DiplHE

If you leave the University early, without completing your course, you may be eligible for a generic exit award, either a Certificate of Higher Education (CertHE) or a Diploma of Higher Education (DiplHE).

Switching courses

If you are considering transferring to a different course, where this would be permitted, you should speak to your Director of Studies in the first instance. In certain circumstances you may be able to or may be required to transfer onto a specific alternative course, known as a Designated Alternative Course (DAC) if you have not met the criteria to remain on your current course of study.

Additional Information

You will find [further information and guidance on assessment arrangements](#) on our website. This includes a link to the [University's Academic Integrity Training and Test](#). **No student will be able to progress beyond the next progression point in their studies until they pass the test.** The test has a pass mark of 85% but you can take the test as many times as you need to.

[Individual Mitigating Circumstances \(IMCs\)](#)

We acknowledge that you may experience circumstances that disrupt your assessment attempt or performance. Submitting an IMC claim allows you to report any conditions which prevented you from taking assessment or significantly impaired your performance. If accepted, an IMC recognises that your assessment was affected.

You are expected to familiarise yourself with the information available about IMCs including the process for submission, the evidence requirements, how claims are considered and what can (and cannot) happen if a claim is accepted as valid.

Coursework

Assignment briefs, word counts and deadlines

Submission deadlines

Submission deadlines for coursework can be found in Unit Handbooks and on the Moodle page for the Unit. Make sure you read the Unit Handbooks carefully to understand the assessment requirements; each unit has its own requirements. These can vary from online submission to having to hand a hard copy of a particular piece of coursework

It is important that you make sure you have the correct submission information which also includes the correct deadline date and time. Please note that if you are taking units from outside the department, they also may have different requirements to your own department, so it is extremely important to check this.

Word counts

Coursework tasks will normally have a word limit or word range. This, and the penalty for non-compliance, will be confirmed when you receive an assignment. You will be expected to hand in all assessed coursework and dissertations/projects by a specified date and time. This is to ensure fairness to all students.

Feedback on assessment

During your course, you will receive feedback on your assessed work. This feedback may take different forms, depending on the subject and type of assessment. You will be informed of the timing and nature of the feedback you will receive on each assessment, including whether the piece of work itself will be returned to you. For exam-type assessment, you may receive general feedback relevant to all who took the assessment rather than individual feedback. You can discuss feedback you receive on assessments alongside your performance and progress in your studies at meetings with your Personal Tutor.

Anonymous marking applies for most Undergraduate units in the Department of Social and Policy Sciences, with the exception of the final year dissertation, which is double-marked by two members of academic staff. Methods of feedback vary according to assessment type, level of study, and your own individual needs. Written feedback will be provided for all assessed coursework and normally within three working weeks after the final submission deadline. Please note that coursework marks are provisional until they are agreed by the Faculty Board of Studies. Exam marks are also released on SAMIS following the meeting of the Faculty Board of Studies. In addition to this, generic feedback on students' performance in a particular exam is provided via unit Moodle pages. Feedback on your overall academic performance is available from your Personal Tutor. Students are encouraged to seek out this holistic feedback after results for each semester are released on SAMIS.

The Purpose of Feedback

We are committed to providing timely and appropriate feedback to you on your academic progress and achievement. The purpose of feedback is to help you understand (i) the marks or grades you have received for the work submitted, and (ii) how your performance might be improved in future. Feedback therefore enables you to reflect on your progress and plan your academic and skills development effectively. In this respect, feedback, and acting on feedback, is part of the active learning process throughout your programme of study.

Responsibilities of staff

Staff are committed to providing feedback, consistent with the Department's generic marking criteria, which will aid your academic development. The feedback will help you establish what you have done well and where improvement could be made. Unit conveners will provide clear information on the assessment process, the manner in which feedback will be returned to students, and the grading criteria applied to each assessment. The Department's generic marking criteria is available in the Programme Handbook, on Moodle, and in the Appendix to this document. General coursework submission rules can be found in the Programme Handbook. Unit Handbooks and Moodle pages also provide unit-specific information on coursework submission.

Written coursework

Staff are committed to providing written feedback on both formative and summative written assignments within three working weeks of the published submission date. If students require clarification or further feedback, one-to-one sessions can be arranged with the marker.

In-class tests and written examinations

Unit convenors will provide generic feedback on all examinations via the unit Moodle page. There will also be opportunities for one-to-one feedback sessions if required. Generic feedback will outline commonly-made mistakes and the characteristics of especially good answers. If you put in a request to the unit convener, with a specific reason for doing so, you will be able to access your individual examination script, but you will not be allowed to take the script away.

Oral presentations

Staff have a responsibility to explain to students the expected structure and duration of the presentation, as well as the criteria used to assess this form of work. Staff will also explain the form in which students will receive feedback. If the presentation is a summative assessment, written feedback will always be provided. If the presentation is formative, staff might give feedback orally. Feedback will normally be provided within three working weeks of the presentation.

Dissertations

All dissertations are double-marked in DSPS. The markers will provide you with joint feedback on this piece of work. Students can also expect feedback from their supervisor on drafts of some parts of their dissertation. Dissertation handbooks detail the amount of material for which supervisors will provide feedback. Marks for Undergraduate dissertations are released at the end of the examination period in semester two. This is to avoid affecting students' performance in exams.

Student responsibilities

It is in your interest to read and take note of feedback. The feedback does not just explain your mark, but should also guide your further study. As such, you have a responsibility to consider feedback given on your work, to seek to understand it, and to act on it. On receiving your written feedback, if you are unsure of any of the marker's comments, you should take the opportunity to meet with your personal tutor or unit convener to discuss the feedback and ways you can improve your work. It is also your responsibility to locate, understand, and follow the coursework submission rules, including those in other Departments if you are taking a unit outside of DSPS. Finally, students have a responsibility to be familiar with the Department's generic marking criteria (see Appendix 2) and read feedback in a timely manner.

SPS MARKING CRITERIA

	Mark Range	Knowledge and understanding of relevant ideas and methods	Ability to apply relevant ideas and methods to specific problems or issues, and take a critical approach	Clarity of expression, presentation of material and overall structure (including referencing)	
FAIL	0-14	No or very little evidence of any relevant reading.	Superficial, weak or incomplete engagement with any relevant material, Mainly common-sense assertions reproduced uncritically.	Little evidence of any structure, poor organization and expression. No referencing or references lacking basic information.	
	15-34	Little evidence of relevant reading; reading has been misunderstood or misrepresented. Most of the material provided is irrelevant. Major gaps in knowledge and/or understanding of the material. Failure to demonstrate understanding of key concepts.	Poor understanding of the question/title or task set. No connections between reading and the question/title set. No conclusions drawn from material used.	A basic structure to the work is present (e.g. an introduction), but poor use of language. Very little referencing.	

	34-35	Some reading may be relevant, but much is from inappropriate sources (such as non-academic media outlets), lecturer notes, and/or has been misunderstood or misrepresented. Large amounts of irrelevant material. Major gaps in knowledge and/or understanding of the material. Failure to demonstrate understanding of key concepts.	Little understanding of the question/title or task set as demonstrated by limited links between material used and question/title or task set. No, or inappropriate, conclusions drawn from material used.	A basic structure to the work is present (introduction and/or conclusion), but poor use of language. Some points may be references but referring is incomplete.	
3 rd	40-42	Core 3rd class attributes: Evidence of selection of material from a limited range of sources; few if any sources beyond class/lecture notes, limited evidence of research, some appropriate material used but not adequately developed or explained. Key issues may be identified but understanding is partial.	Mostly descriptive, with limited analysis and reflection. Weak sequencing of material and lacking overall coherence. Does not appropriately or explicitly answer the question/title/task.	Some elements of an appropriate structure (introduction and/or conclusion) but no signposting in the text. Main sources referenced, but referencing incomplete.	
	43-46 <i>Core 3rd class attributes plus:</i>	Ability to communicate identifiable facts and concepts but lack of clarity, accuracy and detail.	Little connection between reading and the question set.	Poor use of language and/or referencing.	
	47-49 <i>Core 3rd class attributes plus:</i>	Evidence of the ability to write descriptively about a subject, showing some understanding, but still no attempt to generalise or discuss.	Some attempt at making connections between reading and the question set, but ideas not adequately explored.	Poor use of language and/or referencing.	

	Mark Range	Knowledge and understanding of relevant ideas and methods	Ability to apply relevant ideas and methods to specific problems or issues, and take a critical approach	Clarity of expression, presentation of material and overall structure (including referencing)
2ii	50-52	Core lower 2nd class attributes: The focus of the question/title/task is understood and key issues are identified. Limited reading beyond class/lecture notes, some evidence of independent research. Some key concepts, issues, debate and/or theories explained, but explanations are partial/incomplete.	Some evidence of engagement with material that goes beyond description. Some relevant material is selected and applied to the question/problem/task. Limited attempts to synthesise material into a coherent piece of work. Provides an appropriate answer to the question/title/task.	Appropriate use of language most of the time, broadly appropriate structure. Some evidence that an appropriate argument or line of thinking is being developed with a related conclusion. Main sources correctly referenced.
	53-56 <i>Core lower 2nd class attributes plus:</i>	Some attempt to discuss topics and provide examples, but explanations partial or incomplete.	Some evidence of independent research and ability to identify key areas, but lacking in depth and scope.	Clear structure, with appropriate use of language and constructs throughout.
	57-59 <i>Core lower 2nd class attributes plus:</i>	Good work, which engages with material beyond description, but without effectively drawing on relevant additional materials.	Some demonstration of good ability to integrate information beyond class notes.	Clear structure, appropriate use of language, basic reference section.

2i	60-62	Core Upper 2nd class attributes: Evidence of reading from an appropriate range of recommended sources. Key issues, concepts and debates are identified and explained clearly but there may be some missing elements. No significant weaknesses in knowledge or understanding.	Terms of the question/title/task are understood. Material is synthesized and deployed effectively to address the question/title/task explicitly. Analysis is informed by appropriate theoretical perspectives. Some awareness of competing/alternative ways of analysing key issues and of critical thinking.	Clear structure, including an effective introduction and a conclusion, which is appropriate to the question/title/task. Concise use of language, but argument sometimes lacks coherence. Most material used is correctly referenced.
	63-66 <i>Core upper 2nd class attributes plus:</i>	Well-constructed answer demonstrating understanding of broader reading from recommended sources, addressing all relevant parts of the question.	Demonstration of appropriate wider reading and appropriate use of examples to illustrate points and justify arguments.	Clear structure, with very good use of appropriate technical/conceptual language. All material correctly referenced.
	67-69 <i>Core upper 2nd class attributes plus:</i>	Good links made between evidence and the task set, no significant weaknesses in knowledge or understanding across all parts of the question. Work of very good quality.	Evidence that responses are theoretically informed and one or two very good examples of a critical/analytical approach.	Coherent and concise arguments formed using appropriate technical/conceptual language. Very good range of correctly referenced material.

	Mark Range	Knowledge and understanding of relevant ideas and methods	Ability to apply relevant ideas and methods to specific problems or issues, and take a critical approach	Clarity of expression, presentation of material and overall structure (including referencing)
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Marks over 70% are 'spot' marks of 70%, 74%, 79%, 85%+.

FIRST	70	Core 1st class attributes: Material selected from a wide range of appropriate sources that shows evidence of appropriate independent reading. No significant gaps in knowledge or understanding.	Concepts are defined, explained and applied directly, explicitly and critically to the question/title/task. Material is deployed in a manner that is critically self-aware. Relevant theories are analysed and compared. Evidence used is critically assessed. The author displayed some originality.	The argument is well-organised, coherent and sophisticated. The structure is very clear. Technical and/or theoretical language is used appropriately, skilfully and creatively. Referencing and bibliography are complete.
	74 + 79 <i>Core First class attributes plus:</i>	Consistently uses material drawn from a wide range of sources, including other disciplines where appropriate. Selects appropriate material from sources used, and gives reasons for selections made.	The author demonstrates an excellent grasp of relevant concepts, issues, debates and theories. The author is able to distinguish between primary and secondary issues, and to show why some issues are more important than others.	The author demonstrates an excellent ability to develop an argument. The work is confident, with virtually no errors.

	<p>85+ <i>Above First class attributes plus:</i></p>	<p>The author demonstrates evidence of extensive targeted independent reading. They are also starting to make a contribution to existing debates.</p>	<p>The author was able to engage with and push existing conceptualisations and debates forward, creatively. This work is highly original.</p>	<p>A creative argument, that demonstrates exceptional awareness of the nuance and complexity of the subject, flows throughout the essay. The writing style, presentation and referencing is of an outstanding quality.</p>
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Coursework extensions

If you find you are facing circumstances that are preventing you from submitting on time, you can request an extension to your deadline before the work is due. Short extensions are often granted but occasionally there may be a better measure to support you depending on your individual circumstances and the type of assessment. You will need to give a brief explanation of how your circumstances are impacting on your ability to complete on time. Extension requests require evidence to confirm what has happened and when.

If you are due to submit coursework, you should normally request an extension in advance of the deadline. For all units that you require an extension for you should apply for an extension here: [SAMIS on the Web](#)

General information regarding extensions can be found here <https://www.bath.ac.uk/guides/coursework-extensions/>

When you apply for an extension or submit an IMC form, you should detail the nature of the mitigating circumstances and the impact upon your assessments.

You WILL NEED to submit some kind of evidence other wise your extension request may be rejected. Details about what constitutes sufficient evidence is available [here](#).

- Any Correspondence from University support services/Wellbeing or Staff
- Disability Access Plans (DAPs)
- Statement, correspondence or documents from external, third party professionals or support services.
- Copies of official documentation
- Copies of correspondence with/from family/friends at the time the circumstances occurred

That said, if you are unsure about what evidence to submit or you are not able to submit evidence, you can seek advice by emailing sps-imc-ext@bath.ac.uk.

We cannot normally grant extensions for other coursework such as group presentations and these would usually be covered by an IMC – please email the Assessments Officer at: sps-imc-ext@bath.ac.uk in the first instance.

We cannot grant extension for exams (including 72 exams) and therefore you should apply for an IMC within 3 days of the exam taking place. IMCs should be submitted via an online form which is available here:

Late submission of coursework

To ensure fairness to all students, you will be expected to hand in all assessed coursework and dissertations/projects by a specified date and time. [There are penalties for submitting work after the specified deadline](#). **If you are experiencing difficulties completing work on time, please seek help before the deadline.** If there are valid circumstances preventing you from meeting a deadline, your Assessments Officer may grant you an extension to the specified submission date. You can use SAMIS to request these. To contact the Assessments Officer please use the email sps-imc-ext@bath.ac.uk

Examinations

There are three formal assessment periods during which examinations take place, January, May and June, and August.

Marking and feedback

We have in place processes to ensure that assessment is conducted and marked in a fair and rigorous manner which upholds the academic standards of the University. You can find further [information on such processes, and their purpose, on our website](#).

Marking: Assessments you will complete during your programme are marked according to:

- *marking criteria (or assessment criteria)* - these are the knowledge, understanding and skills that students should demonstrate in the assessment. They are based on the learning outcomes being assessed
- *marking schemes* - these are detailed descriptions of how specific numbers of marks should be assigned against individual components of an answer within the assessment task
- *grade descriptors* - these are descriptions of the levels of achievement required in order to get a result within a given band of marks (e.g. 70% or more).

Anonymous marking: The University has adopted a principle of anonymous marking in order to protect students and staff from bias, and the perception of bias, in the marking process. It applies to all assessment where practicable. It is not possible to mark all coursework anonymously as in some types of assessment the student can be easily identified by the marker (e.g. presentations, group work, laboratory work) or it might not be practical, or in the student interest, to do so. You will be informed when your coursework is to be marked anonymously.

Moderation: Both the setting and the marking of assessments are independently checked through a process known as moderation to ensure that questions test the learning outcomes and are set at the right standard, and that marking is consistent and fair. Moderation is conducted by internal examiners and by your External Examiner (see below).

Boards of Examiners: Assessment decision-making at the University is the responsibility of Boards of Examiners established at three levels: assessment outcomes go first to *Boards of Examiners for Units*, then *Boards of Examiners for Programmes*, then finally to *Boards of Studies*. Boards of Studies confirm decisions relating to student progression, re-assessment, and the final award. **The assessment marks you are given initially by markers are therefore provisional up until the point when they have been confirmed by the Board of Studies**

(BoS) for your programme. An official release date is set when your confirmed results will be made available to you via SAMIS (the University's student records system). An academic appeal can only be made in relation to a confirmed result (see the section in this Handbook on **Academic Appeals**).

Scaling: All marks for a unit are reviewed at a meeting of a Board of Examiners for Units which will verify that the assessment process has been conducted appropriately and that the marks are an accurate reflection of the standards achieved. A Board of Examiners can decide to recommend a change to the provisional marks, based on evidence that there was a problem with the assessment which means the initial marks do not reflect the standards achieved by students. This adjustment is known as scaling and under these circumstances the marks of all affected students will be changed.

Academic integrity

The University has a wide range of resources available to you to help you understand the importance of academic integrity and how you can enhance your academic writing and practice.

All students will be unable to progress beyond the next progression point in their studies until they pass the University's Academic Integrity Test. The test has a pass mark of 85% but you can take the test as many times as you need to.

When you submit your assessment, you will be expected to make a declaration that the work is your own and, where you have re-used your own work and/or used other sources of information, that you have referenced the material appropriately. The University uses a plagiarism detection service (currently Ouriginal), which searches the web and databases of reference material and content submitted by other students, to identify duplicated text. Where practical, all summative assessment is submitted to this service to check for similarities as an initial indicator of whether work has been plagiarised and an assessment offence committed.

Submission of your assessment to the Plagiarism Detection Service - Data Protection statement

The Plagiarism Detection Service complies with European Data Protection legislation. When you registered with the University, you gave it permission to process your personal data for a variety of legitimate purposes. This includes allowing the University to disclose such data to third parties for purposes relating to your studies. The University, at its sole discretion, may submit the work of any student to the Plagiarism Detection Service (in accordance with

Regulation 15.3e) and may make, or authorise third parties to make, copies of any such work for the purposes of:

- 1) assessment of the work
- 2) comparison with databases of earlier work or previously available works to confirm the work is original
- 3) addition to databases of works used to ensure that future works submitted at this institution and others do not contain content from the work submitted.

The University will not make any more copies of your work than are necessary, and will only retain these for so long as remains necessary, for these purposes.

Please note that, if at any time the University submits any of your work to the Plagiarism Detection Service, the service will be provided with, and will retain, certain personal data relating to you – for example, your name, email address, programme details and the work submitted. Such data may be transferred by the Plagiarism Detection Service to countries worldwide (some of which may not be governed by EU data legislation) in order for the work to be checked and an originality report generated in accordance with the proper workings of the Plagiarism Detection Service. Personal data is retained indefinitely by the Plagiarism Detection Service upon submission of work. You may ask for your personal data to be removed by contacting the University's Data Protection Officer.

[Penalties for assessment offences](#)

Academic misconduct can be described as 'the use of unfair means in any examination or assessment procedure'. Any student who is found to have used unfair means and therefore committed an assessment offence will be penalised. Potential types of assessment offence include plagiarism, self-plagiarism, collusion or unauthorised collaboration, contract cheating (including impersonation), fabrication or falsification, or breaching of examination regulations. Penalties for assessment offences depend upon the severity of the offence but may include failure of the assessment, unit or part of a degree, with no provision for reassessment or retrieval of that failure. Severe cases of academic misconduct, for example, contract cheating could lead to an Inquiry Hearing or disciplinary proceedings. Claims of inadvertence or ignorance will not be accepted as a basis for mitigation of a penalty.

If you are accused of an assessment offence, the Students' Union's welfare services are available to support you. You have the right to appeal against the outcome of the investigation.

Important information on academic integrity, the Plagiarism Detection Service, assessment offences and penalties, and support, as well as the Academic Integrity Test itself, is available online.

[If circumstances impact on your assessment attempt](#)

Individual Mitigating Circumstances (IMCs) are the conditions which temporarily prevent you from undertaking assessment or significantly impair your performance in assessment. As such, the measure of their severity is not about impact on you, but the impact on your affected assessment. Full information about IMCs is available online. Please refer to **Important Links and Information** in this Handbook. **It is strongly advised that you become familiar with the available guidance and related regulations.**

Your course

[Professional Body Accreditation](#)

BSc (hons) Social Work and Applied Social Studies degree is approved by the social work regulator, Social Work England.

[Programme and Unit Catalogue](#)

This is where you will find details about individual units for the current academic year. The catalogues also provide links to the relevant assessment regulations.

[Course Specification](#)

Course Specifications set out important key information about your course, including the award title, the intended learning outcomes, the structure of the course, as well as regulations for meeting the requirements for exit awards and any agreed exemptions from the undergraduate assessment regulations (UGAR). You are expected to be familiar with your course specification document and its contents.

[Any other course specification](#)

The Criminology, Sociology, Sociology and Social Policy, Social Policy, Social Sciences, and International Development with Economics degrees last for three years except those with a placement year. If you are doing a four year programme, it will include a placement during the third year. Students on these programmes can choose to do a placement of at least 30 weeks.

The Social Work programme lasts for three years. Social work students must do two placements (80 days in Year 2 Semester 1 and 90 days in Year 3 Semester 2).

While the degree programmes are designed to prepare you for a wide range of careers in the public, private and voluntary sectors, their primary aims are:

- to develop your knowledge and understanding in social sciences
- to develop your critical and analytical powers
- to develop your skills, in particular
- intellectual skills
- research skills
- professional practical skills
- problem-based and collaborative learning skills
- interpersonal skills

BSc (Hons) Criminology

Criminology teaching at Bath is committed to exploring issues and theories of crime, criminal justice policy, and approaches to justice and redress across international contexts and from different disciplinary perspectives. Students will be equipped with the methodological skills required to study crime, while theoretical and topical units in the Department of Social Science will help students situate crime in the wider landscape of social and political life.

BSc (Hons) Sociology

Sociology teaching at Bath is based upon its international and interdisciplinary research strengths in inequality, work and employment, death and dying, international development and political sociology. The core of the sociology degree is made up of units in social theory and research methods and the philosophy of the social sciences. You can make up the rest of your programme from other sociology units, social policy, international development units or units from other departments.

BSc (Hons) Social Policy

Bath is one of the leading UK centres for social policy research and teaching. The programme includes detailed coverage of policy areas such as health care and social security, and the impact these policies have on people's lives. It is embedded in both global and comparative analyses of the dynamic nature of social welfare and systems of governance in the 21st century. Further, it is designed to equip students with the skills to analyse both UK and European social policies and the relationships between political values and social policy based on an understanding of theories of welfare state development and a critical approach to the use of sources of data about a range of policy areas.

BSc (Hons) Sociology and Social Policy

This joint degree provides an opportunity to combine the main features of the sociology and social policy programmes. The programme provides a good example of the Department's approach to social science by linking theoretical and practical approaches to questions of inequality and social justice. It combines an understanding of the theoretical basis of sociological perspectives and fundamental concepts in sociology with knowledge of welfare institutions, theories of welfare state development and an understanding of the relationship between human needs and social welfare.

BSc (Hons) Social Sciences

This is the most flexible programme we offer. There are fewer compulsory units on this degree. Your programme is made up of units you choose from sociology, social policy, psychology, politics and languages. It is especially appropriate for students who, while interested in the social sciences in general, do not wish to specialise in one particular discipline. You will take units in research methods and in at least two of the following areas of social science: sociology, international development, social policy, politics, and psychology.

BSc (Hons) Social Work and Applied Social Studies

The social work degree is the qualification for professional social work and draws on a range of social science subjects. The degree is approved by Social Work England to provide the skills, knowledge and understanding of values required to become a professional social worker. The programme seeks to ensure that the structural causes of disadvantage are addressed and that students become aware of prejudice and discrimination in institutions and individuals, including themselves, in terms of age, class, disability, ethnic or national origin, gender, mental health, race, religion and sexuality. Students must pass all units in all three years.

BSc (Hons) International Development with Economics

The degree is based around four streams. Three streams focus on economic, political, and sociological dimensions; the fourth stream looks at links between these perspectives and the practicalities of working in international development. Therefore, your programme is made up of units from Economics, Politics, Sociology and Anthropology, and International Development. The programme is aimed at giving you an in-depth and critical understanding of the challenges facing our contemporary world—poverty, inequality, climate change—from a range of social science perspectives.