UNIVERSITY OF BATH

Programme Specification

(please see the notes at the end of this document for a summary of uses of programme specifications)

Guidancenotes to assist in completing the specification are available at:
http://www.bath.ac.uk/quality/documents/QA3-prog-spec-guidance.pdf

*Fields marked with * must be completed for the initial submission for Stage One approval to the Board of Studies and to the Academic Programmes Committee*

GENERAL INFORMATION	
Awarding Institution//Body	University of Bath
*Teaching Institution**	University of Bath
Validated/Franchised/Licensed (if appropriate)	N/A
*Programme accredited by (including date of accreditation)**	N/A
Programme approved by (including date & minute number of Senate)	Senate 18.2.98 Minute S10535
Final award	BSc (Hons) Students leaving an undergraduate programme prematurely may be eligible for a Certificate of Higher Education (www.bath.ac.uk/quality/documents/certhe.pdf) or a Diploma of Higher Education (www.bath.ac.uk/quality/documents/diplhe.pdf)
Programme title	Applied Social Studies
UCAS code (if applicable)	L310(3 year)
*Subject Benchmark Statement**	http://www.qaa.ac.uk/Publications/Information AndGuidance/Pages/Subject-benchmark-statement-Sociology.aspx http://www.qaa.ac.uk/Publications/Information AndGuidance/Pages/Subject-benchmark-statement-Social-work.aspx
*Intended level of completed programme (in line with FHEQ e.g. 5, 6, 7,)**	FHEQ 6
*Duration of programme & mode of study**	3 years taught programme – no direct entry but available as an alternative programme /DAP for BSc Social Work and Applied Social Studies
*Date of Specification preparation/revision**	3/12/2014
Applicable to cohorts (e.g.. for students	2015/2016

*commencing in September 2014 or 2014/15-2015/16)**	

Synopsis and academic coherence of programme*

The department does not recruit directly onto this programme but it is available for SWASS students to transfer into. The BSc in Applied Social Studies is designed to enable students to understand, analyse, and evaluate the knowledge, the skills and the values of social work and social care in its theoretical, organisational and practice contexts. They receive a grounding in social policy, research methods, sociology and psychology in their first year. Years 2 and 3 enable students to continue to study units in separate disciplines as well as focusing on professional social work units including some choice of professional social work options in the final year.

This degree offers no placements in social work and accordingly, is not accredited by the HCPC. Graduates cannot apply for admission onto the HCPC social work register.

Educational aims of the programme*

1   To develop critical and analytical powers of the student in general as well as in the context of the specified discipline.
2   To develop students' knowledge of the values of social work and social care in their theoretical, organisational and practice contexts including the skills of research and critical evaluation.
3   To develop critical, analytical problem-based learning skills and the transferable skills to prepare the student for graduate employment or further study.
4   To enhance the development of the students' interpersonal skills.
5   To develop research skills with particular reference to those skills relating to investigation and analysis.
6   To provide the student with opportunities for collaborative learning with others.
7   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: Lectures, tutor-led seminars and tutorials, student-led seminars, IT practical sessions, practical workshops, problem-based learning scenarios.

Assessment through: written unseen examinations, coursework, practical presentations, research reports, dissertation.

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

➢ Knowledge & Understanding:	➢ Knowledge of social processes (e.g. poverty, unemployment, poor health) that impinge on service users, and which contribute to social differences and experience of exclusion. ➢ Knowledge of the nature of social work services and practices that can respond to diversity and tackle discrimination

	➢ Knowledge of services, in their contemporary and historical contexts and the complex relationship between statutory, voluntary and private sectors within which they reside. ➢ The significance of legislative and policy frameworks and the effects on social work practice. ➢ Knowledge of organisational processes such as policy implementation, management, use of information technology, and the pursuit of quality in service delivery. ➢ Knowledge of the moral concepts of rights, responsibilities, freedom, authority and power and the influence on the relationship between justice, care and control in the delivery of social work services.
➢ Intellectual Skills:	➢ To think creatively and analytically. ➢ To communicate an argument. ➢ To evaluate others' arguments and research. ➢ To learn independently and be able to assess own learning needs (i.e. identify strengths and improve weaknesses in methods of learning and studying). ➢ To critically evaluate and assess research and evidence as well as a variety of other information. ➢ To gather information, data, research and literature from a number of different sources (i.e. library, web-based, archives etc.). ➢ To select appropriate and relevant information from a wide source and large body of knowledge. ➢ To synthesise information from a number of sources in order to gain a coherent understanding. ➢ To utilise problem solving skills. ➢ To analyse and evaluate innovative practices in students' relevant degree discipline. ➢ To explore a variety of relationships and environments relevant to learning and practising within the context of the students' degree discipline
➢ Professional Practical Skills:	➢ To develop sensitivity to the values and interests of others ➢ To reflect upon new technology and innovation within social sciences and to make decisions regarding legitimacy, reliability and effectiveness. ➢ To effectively and efficiently apply principles of sociological/social policy analysis within a variety of environments.
➢ Transferable/Key Skills:	➢ To communicate effectively with a wide range of individuals. ➢ To communicate effectively at all levels and using different means (i.e. written, verbal, visual). ➢ To construct a bibliography of varying complexity ➢ To develop information management skills (ie information and computing technology) ➢ To lead others confidently and competently, and work effectively as part of a team ➢ To reflect upon his/her own academic and professional performance and take responsibility for personal and

	professional learning and development ➢ To solve problems in a variety of situations ➢ To manage time effectively and respond to changing demands. ➢ To prioritise workloads and utilise long- and short-term planning skills. ➢ To understand career opportunities and challenges ahead and begin to plan a career path.

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 full-time programme. The programme is University-based and study is available and can be undertaken at three levels, being 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 6 - 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 study units within the programme, the levels at which they are studied, the credit ratings of the units for the award of BSc (Hons) Applied Social Studies are detailed in the Programme Description (attached).

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

There are no placements for this Degree.

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.

All taught students will be allocated a Personal Tutor 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 sports schemes are sometimes available for older children during the school holidays.

Admissions criteria (including arrangements for APL/APEL)

There is no direct entry to this degree programme, but, as the DAP for BSc Social Work and Applied Social Studies, there is a requirement that students transferring in to BSc Applied Social Studies will be required to demonstrate that they have the requisite number of credits to achieve transfer.

Summary of assessment and progression regulations

In addition, please refer to the Programme Regulations attached to the Programme Description for details of the circumstances in which a student may transfer to a Designated Alternative Programme (DAP).

Indicators of quality and standards (e.g. professional accreditation)

Indicators of Quality and Standards

(For more general information on each part of the framework, click on the link)

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

1. A Quality Assurance Code of Practice, and associated regulations and policies: http://www.bath.ac.uk/quality/cop/statements.html

2. A learning, teaching and quality committee structure which monitors quality and standards and instigates action for enhancement. For further information:
Governance:
http://www.bath.ac.uk/quality/documents/QA03PSGuidQSGov.doc
Review and Monitoring:
http://www.bath.ac.uk/quality/documents/QA03PSGuidQSRevMon.doc

3. Staff development arrangements that assist staff in enhancing their own performance as educators, as researchers or as professional support services staff. Further information: http://www.bath.ac.uk/quality/documents/QA03PSGuidQSASD.doc

   Students are involved in many of these processes. The emphasis here is upon the *informed* student voice - engaging with students as academic citizens to ensure they have opportunities to take an active part in shaping their own learning.

   http://www.bath.ac.uk/quality/documents/QA03PSGuidQSStuVoice.doc

A more detailed overview of the University's Quality Management framework is set out in this

summary document:
http://www.bath.ac.uk/quality/documents/approach-to-quality-management.pdf

The University's management of its academic standards and quality is subject to external institutional review by the Quality Assurance Agency on a six year cycle. In its 2013 Institutional Review, the QAA confirmed that the University met its expectations for the management of standards, the quality of learning opportunities, and the enhancement of learning opportunities. The University was commended on its provision of information.

Sources of other information

http://www.bath.ac.uk/prospectusstatic/www.bath.ac.uk/study/ug/prospectus/subject/social-work-applied-social-studies/

………………………………………….. Dean/Head LPO…………………………………… Date

The programme specification, and revised versions must be signed by the Dean of Faculty/School/ Head of Learning Partnerships

NOTES

Programme Specifications are **definitive**, **formal and concise** descriptions of programmes that are comprehensible to a general audience and are intended to support external accountability. The University has committed to using programme specifications in the following ways:

Approval, Amendment and Review of Programmes

The University uses programme specifications in programme approval, amendment and review processes to ensure that the aims and intended learning outcomes of programmes are clear, and that the learning outcomes can be achieved and demonstrated. Further guidance on the development of programme specifications is available from the Learning and Teaching Enhancement Office or from the LTEO website: http://www.bath.ac.uk/quality/documents/QA3-prog-spec-guidance.pdf

- **Programme approval:** Further information about the role of programme specifications in the process of programme approval is provided in QA3 Approval of New Programmes of Study Annex A. A draft programme specification setting out the title, level, learning outcomes, diet of core and key optional units, and any partnership arrangements or professional accreditation is submitted as part of the documentation for first stage strategic approval to Board of Studies and Academic Programmes Committee. The draft programme proposal and specification should also be forwarded to the Registry at this stage. It is good practice to submit the draft document to the Faculty/School Learning, Teaching and Quality Committee after first stage strategic approval and before second stage final approval is sought so that feedback may guide development of the final documentation. The completed programme specification including the programme description, which should be fully differentiated in respect of any exit awards, is submitted to the Faculty/School Learning Teaching and Quality Committee and to the Programmes Approval and Partnerships Committee as part of the documentation for second stage (full) approval. Once final approval has been granted by Senate the programme specification should be published on the University website
- **Amendment of programmes:** When an intermediate or major amendment to a programme is made, an updated programme specification should be submitted as part of the approval process (see QA4 Amendments to Programmes of Study para 6.4). Amended versions of the programme specification must be signed by the Dean of Faculty/School. Once approved, the revised programme specification should be published on the University website.
- **Degree Scheme Review:** The programme specification forms part of the evidence for the periodic review of the aims and learning outcomes of a programme of study (see QA13 Degree Scheme Reviews).

Provision of Information to Students

Programme specifications are multi-stakeholder documents, which form one of the sources of programme information available to current and prospective students (For further information, see QA44 Programme Handbooks and Programme Specifications, Section 5). Directors of Studies are responsible for ensuring that the programme specification is up to date and coherent with the detailed programme information provided in the prospectus and programme handbooks, and for ensuring that current programme specifications are published on the University website.

Programme descriptions should be appended to programme specifications and are intended to provide precise information for students and others on the stages of the programme, as required for the 'Structure and content of the programme' section of the main document. (PD forms for NFAAR for UG, PG, and non-NFA are available.)

August 2014