**Programme Specification**

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| **Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education. |

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| **Degree and Programme Title** BA (Hons) Social Policy joint honours |

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| 1. **Awarding Institution/Body** | University of Kent |
| 1. **Teaching Institution** | University of Kent |
| 1. **School responsible for management of the programme** | School of Social Policy, Sociology and Social Research |
| 1. **Teaching Site** | Canterbury |
| 1. **Mode of Delivery** | Full-time  Part-time |
| 1. **Programme accredited by** | N/A |
| 1. **a) Final Award** | BA (Hons) |
| 7. **b) Alternative Exit Awards** | BA (non hons) Social Policy and other subject  Diploma in Social Policy and other subject Certificate in Social Policy and other subject |
| 1. **Programme** | Social Policy and another subject **including**:-  Social Policy and Politics(LL42)  Social Anthropology and Social Policy(LL46) |
| 1. **UCAS Code (or other code)** | LL42, LL46 |
| 1. **Credits/ECTS Value** | 360 Credits / 180 ECTS |
| 1. **Study Level** | Undergraduate |
| 1. **Relevant QAA subject benchmarking group(s)** | Social Policy (QAA 2016) |
| 1. **Date of creation/revision** | January 2006/revised October 2010/Revised May 2016/revised FSO Dec 2017 |
| 1. **Intended Start Date of Delivery of this Programme** | September 2018 |

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| 1. **Educational Aims of the Programme**   The programme aims to: |
| * To produce thoughtful, well-trained and flexible social scientists with an up-to-date knowledge of social welfare provision in industrial societies * To give students the skills and abilities to enable them to become informed citizens, capable of participating in the policy process and equipped for a dynamic labour market * To help students to link theoretical knowledge with empirical enquiry and to identify and understand different ideological positions on welfare provision |

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| **16 Programme Outcomes**  The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.  The programme outcomes have references to the subject benchmarking statement for Social Policy (QAA 2016) referred to as SP in the following pages.*.* |

**A. Knowledge and Understanding of:**

1. the origins and development of UK welfare institutions **SP 3.2**
2. the current sources of welfare in the UK, including health and social services, social security, housing and education **SP 3.2**
3. the operation and financing of the policy process and an understanding of the political economy of welfare **SP 3.2; 3.3**
4. the welfare provided by the private and voluntary sectors, and an understanding of the mixed economy of care **SP 3.2**
5. some of the key concepts used in social policy, such as need, equity, inequality, poverty, exclusion, identity, difference and diversity **SP 3.3**
6. the local, regional, national and supra-national dimensions of social policy and understanding of the links between them **SP 3.2, 5.3**
7. the main sources of data about social welfare and a grasp of the research methods used to collect and analyse data **SP 3.3, 5.4**
8. of inter-disciplinary approaches to issues in social policy and the ability to use ideas from other social sciences **SP 3.3**
9. the key concepts and theories of welfare and the ability to apply these in a comparative approach **SP 3.2; 3.3, 5.3**

**Skills and Other Attributes**

**B. Intellectual Skills:**

1. Problem solving skills and the ability to seek solutions to social problems and individual needs **SP 3.5, 5.5**
2. Research skills, including the ability to identify a research question and to collect and manipulate data to answer that question **SP 3.5, 5.5, 3.4**
3. Evaluative and analytic skills, to assess the outcomes of social policy intervention on individuals and communities **SP 3.5, 5.5**
4. Sensitivity to the values and interests of others and to the dimensions of difference **SP 3.4, 3.5, 5.4, 5.5**

**C. Subject-specific Skills:**

1. Identify and use theories and concepts in social policy to analyse social issues **SP 3.4**
2. Seek out and use statistical data relevant to social issues **SP 3.4**
3. Undertake an investigation of an empirical issue, either on their own or with other students **SP 3.4, 3.6, 5.6**
4. Distinguish between technical, normative, moral and political questions **SP 3.4, 5.4**

**D. Transferable Skills:**

1. Study and learn independently, using library and internet sources **SP 3.6, 5.6**
2. Have an appetite for learning and be reflective, adaptive and collaborative in their approach **SP 3.6, 5.6**
3. Make short presentations to fellow students and staff **SP 3.6, 5.6**
4. Communicate ideas and arguments to others, both in written and spoken form **SP 3.6, 5.6**
5. Prepare essays and reference the material quoted according to conventions in social policy **SP 3.6, 5.6**
6. Use IT to word process, conduct on-line searches, communicate by email and access data sources **SP 3.6, 5.6**
7. Develop skills in time management by delivering academic work on time and to the required standard **SP 3.6, 5.6**
8. Develop interpersonal and team work skills to enable them to work collaboratively, negotiate, listen and deliver results **SP 3.6, 5.6**

**Teaching/learning and assessment methods and strategies used to enable the programme learning outcomes to be achieved and demonstrated**

Intellectual skills are developed through the teaching and learning programme outlined below. Each module, whatever the format of teaching, involves the critical reflection of key themes, verbal discussion and the written analysis and interpretation of the relevant material.

All the learning outcomes are taught and assessed by a mix of methods including: lectures, seminars, assessed and unassessed course work, individual and group presentations, small group work, web searches, student projects, optional dissertation, and unseen end of year exams

All courses require regular written work and regular feedback on this is given to the students to help develop their power of presentation, analysis and communication. Group work, planning and time management are learnt through the management of time to meet deadlines and in planning out projects. IT skills are learnt though course work and developed through individual learning.

All students receive initial guidance on how to identify, locate and use material available in the library and online resources. Comprehensive reading lists are provided for each module at outset, as are guidelines for the production of essays. Discussion of theoretical and conceptual issues are integrated into all modules. And students are encouraged to evaluate a comprehensive sample of sociological perspectives and texts

Effective communication of ideas, problem solving and research skills are continually taken into account in assessing all areas of a student’s work, and regular feedback and the final mark reflects this. Group work skills and skills of time planning and management are not formally assessed.

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| For more information on the skills developed by individual modules and on the specific learning outcomes associated with any Certificate, Diploma or BA/BSc non-honours awards relating to this programme of study, see the module mapping table, located at the end of this specification. |

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| **17 Programme Structures and Requirements, Levels, Modules, Credits and Awards**  This programme is studied over three years full-time or six years part-time.  The programme is divided into three stages, each stage comprising modules to a total of 120 credits. Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all classes and all private study and research). Thus obtaining 120 credits in an academic year requires 1,200 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>  Each module and programme is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html>. To be eligible for the award of an honours degree students must obtain 360 credits, at least 210 of which must be at Level 5 or above, including at least 90 credits at level 6 or above at Stage 3.  Students successfully completing Stage 1 of the programme and meeting credit framework requirements who do not successfully complete Stage 2 will be eligible for the award of the Certificate in Social Policy and another subject. Students successfully completing Stage 1 and Stage 2 of the programme and meeting Credit Framework requirements who do not successfully complete Stage 3 will be eligible for the award of the Diploma in Social Policy and another subject. Students successfully completing Stage 2 of the programme and achieving 300 credits overall including at least 60 credits at level 6 or above in Stage 3 and meeting Credit Framework requirements will be eligible for the award of a BA Social Policy and another subject non-honours degree.  For further information refer to the Credit Framework at <https://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html#exit-awards>.  Compulsory modules are core to the programme and must be taken by all students studying the programme. Optional modules provide a choice of subject areas, from which students will select a stated number of modules.  Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the **programme** learning outcomes. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>.  Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that the student has achieved the **programme** learning outcomes. For further information refer to the Credit Framework.  \*All modules below marked with an asterisk \* cannot be compensated, condoned or trailed. |

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| **KV Code** | **Code** | **Title** | **Level** | **Credits** | **Term(s)** |
| **Stage 1** Students are required to take 120 credits (60 credits in the spring term and 60 credits in the autumn term) | | | | | |
| **Compulsory Modules** Students are required to take the compulsory Social Policy modules **plus any compulsory level 4 modules from the other subject.** | | | | | |
| SAPO3000\* | SA300\* | Social Problems and Social Policy:  Youth, the Family and the State | 4 | 15 | 1 |
| SAPO3010\* | SA301\* | Health, Care and Well-Being | 4 | 15 | 2 |
| SOCI3360 | SO336 | Sociology of Everyday Life | 4 | 15 | 1 |
| SOCI3370 | SO337 | Fundamentals of Sociology | 4 | 15 | 2 |
| **Optional Modules** Any remaining credits can be taken from the Level 4 SSPSSR suite of optional modules, optional modules for the other subject or wild modules. | | | | | |
| **Stage 2** Students are required to take 120 credits (60 credits in the spring term and 60 credits in the autumn term) | | | | | |
| **Compulsory Modules** Students are required to take the compulsory Social Policy module **plus any compulsory modules from the other subject.**  **#SOCI6020 (SO602)** is **not required w**here the other joint honours subject’s compulsory modules include appropriate research | | | | | |
| SOCI6010\* | SO601\* | Welfare in Modern Britain | 5 | 30 | 1 and 2 |
| SOCI6020\*# | SO602 | Social research methods | 5 | 30 | 1 and 2 |
| **Optional Modules** Any remaining credits can be taken from the SSPSSR suite of optional modules, optional modules for the other subject or wild modules. | | | | | |
| **Stage 3** Students are required to take 120 credits (60 credits in the spring term and 60 credits in the autumn term). Students must ensure they have taken at 90 credits at level 6 in stage 3. | | | | | |
| **Compulsory Modules** Students are required to take **any compulsory modules from the other subject.** | | | | | |
| **Optional Modules** Any remaining credits can be taken from the SSPSSR suite of optional modules, optional modules for the other subject or wild modules. | | | | | |

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| **18 Work-Based Learning** |
| Disability statement: "Where disabled students are due to undertake a work placement as part of this programme of study, a representative of the University will meet with the work placement provider in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements." |
| Where relevant to the programme of study, provide details of any work-based learning element, inclusive of employer details, delivery, assessment and support for students. |
| N/A |

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| **19 Support for Students and their Learning** |
| * School and University induction programme * Programme/module handbooks * Library services <http://www.kent.ac.uk/library/> * Student Support <http://www.kent.ac.uk/studentsupport/> * Student Wellbeing [www.kent.ac.uk/studentwellbeing/](http://www.kent.ac.uk/studentwellbeing/) * Centre for English and World Languages <http://www.kent.ac.uk/cewl/index.html> * Student Learning Advisory Service <http://www.kent.ac.uk/uelt/about/slas.html> * PASS system <https://www.kent.ac.uk/teaching/qa/codes/taught/annexg.html> * Academic Adviser system <https://www.kent.ac.uk/teaching/advisers/index.html> * Kent Union [www.kentunion.co.uk/](http://www.kentunion.co.uk/) * Careers and Employability Services [www.kent.ac.uk/ces/](http://www.kent.ac.uk/ces/) * Counselling Service https://www.kent.ac.uk/studentwellbeing/counselling/ * Information Services (computing and library services) [www.kent.ac.uk/is/](http://www.kent.ac.uk/is/) * Undergraduate student representation at School, Faculty and Institutional levels * International Recruitment Office <https://www.kent.ac.uk/internationalstudent/>; International Partnerships Office <https://www.kent.ac.uk/global/partnerships/> * Medical Centre <https://www.kent.ac.uk/studentwellbeing/medicalcentre.html> |

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| **20 Entry Profile**  The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the programme begins. There is no upper age limit. |
| 20.1 **Entry Route**  For fuller information, please refer to the University prospectus |
| * A levels:- grades ABB/BBB in three A levels * International baccalaureate diploma:- Obtain IB diploma with 34 points overall OR 15/16 points at higher level   For students whose first language is not English:- IELTS at 6.5 overall with 6.0 in all four subtests. Further information is available at For students whose first language is not English:- IELTS at 6.5 overall with 6.0 in all four subtests though we could substitute the web address which gives full information:- <https://www.kent.ac.uk/ems/eng-lang-reqs/> |
| 20.2 **What does this programme have to offer?** |
| * An interesting and stimulating degree programme * A chance to acquire knowledge and understanding about a broad range of topics and some of the most controversial issues of today * An opportunity to develop some key skills * A route to a wide range of jobs and careers in the public, private and voluntary sectors |
| 20.3 **Personal Profile** |
| * An interest in the welfare state and in improving the quality of life of individuals, families and communities * A concern with issues such as equality, exclusion, poverty, diversity, identity, risk, citizenship and social justice * A readiness to engage with the issues of the day and to take part in debates about social problems and social policy responses * A desire to work in an occupation which will make a real contribution to the well-being of others |

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| 21 **Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning** |
| 21.1 **Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards** |
| * Student module evaluations * Annual programme and module monitoring reports <http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html> * External Examiners system <http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html> * Periodic programme review <http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html> * Annual staff appraisal * Peer observation * Quality Assurance Framework <http://www.kent.ac.uk/teaching/qa/codes/index.html> * QAA Higher Education Review <http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx> |
| 21.2 **Committees with responsibility for monitoring and evaluating quality and standards** |
| * Staff-Student Liaison Committee * School Education Committee * Faculty Education Committee * Faculty Board * Education Board * Board of Examiners |
| 21.3 **Mechanisms for gaining student feedback on the quality of teaching and their learning experience** |
| * Student module evaluations * Staff-Student Liaison Committee * Student rep system (School, Faculty and Institutional level) * Annual NSS |
| 21.4 **Staff Development priorities include:** |
| * PGCHE requirements * HEA (associate) fellowship membership * Annual appraisals * Institutional Level Staff Development Programme * Academic Practice Provision (PGCHE, other development opportunities) * Professional body membership and requirements * Programme team meetings * Research seminars * Conferences * Study leave * Equality, Diversity and Inclusivity (EDI) awareness |

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| 22 **Indicators of Quality and Standards** |
| * Results of periodic programme review (last PPR December 2017) * QAA Higher Education Review 2015 * Annual External Examiner reports * Annual programme and module monitoring reports |
| 22.1 **The following reference points were used in creating these specifications:** |
| * QAA UK Quality Code for Higher Education http://www.qaa.ac.uk/assuring-standards-and-quality * QAA Benchmarking statement for Social Policy (QAA 2016) * School and Faculty plan * University Plan <https://www.kent.ac.uk/about/plan/> and Learning and Teaching Strategies https://www.kent.ac.uk/uelt/strategies/lta.html * Staff research activities * Kent Inclusive Practices (<https://www.kent.ac.uk/studentsupport/accessibility/inclusive-practice.html>) |

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| 23 **Inclusive Programme Design** |
| The School recognises and has embedded the expectations of current equality legislation, by ensuring that the programme is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services. |

*Template last updated November 2017*

*Module mapping table to be amended as appropriate to the programme specification. Where the programme includes many optional modules, it is acceptable to include only the compulsory modules in the table.*

**Programme Title: Social Policy Joint honours – compulsory modules**

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|  | **Stage 1** | | | | | | | | **Stage 2** | | | | | | | | **Stage 3** | | | | | | | |
|  | SAPO3000 | SAPO3010 | SOCI3360 | SOCI3370 |  |  |  |  | SOCI6010 | SOCI6020 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Programme Learning outcomes**  **Knowledge and Understanding:** | | | | | | | | | | | | | | | | | | | | | | | | |
| A1 |  | X |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A2 | X | X |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A3 |  | X |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A4 |  | X |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A5 | X | X | X | X |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A6 |  | X |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A7 |  | X | X | X |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A8 | X | X | X | X |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A9 | X | X |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Intellectual Skills:** | | | | | | | | | | | | | | | | | | | | | | | | |
| B1 | X | X |  |  |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B2 |  |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B3 | X | X | X | X |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B4 | X | X | X | X |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Subject-specific Skills:** | | | | | | | | | | | | | | | | | | | | | | | | |
| C1 | X | X | X | X |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C2 |  |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C3 | X | X | X | X |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C4 | X | X | X | X |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Transferable Skills:** | | | | | | | | | | | | | | | | | | | | | | | | |
| D1 | X | X | X | X |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D2 | X | X | X | X |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D3 | X | X | X | X |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D4 | X | X | X | X |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D5 | X | X | X | X |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D6 | X | X | X | X |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D7 | X | X | X | X |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D8 | X | X | X | X |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |