

APPENDIX 1

Programme Specification Pro-forma (PSP)

Programme Title:	BA (Hons) Social Sciences
Final Award:	Bachelor of Arts (Honours) Social Sciences (480 credits) Bachelor of Arts (Honours) Social Sciences (480 Credits) <ul style="list-style-type: none"> • Criminology with Policing • Criminology with Sociology • History with Criminology • History with Politics • Politics with History • Politics with Sociology • Sociology with Criminology • Sociology with Politics
Exit Awards:	Certificate of Higher Education Social Sciences (120 Credits) Diploma of Higher Education Social Sciences (240 Credits) Bachelor of Arts Social Sciences (360 Credits)
Awarding Body:	Glasgow Caledonian University
Approval Date:	13 th December 2016
School:	Glasgow School <i>for</i> Business and Society
Host Division/Dept:	Department of Social Sciences, Media and Journalism
UCAS Code:	L340
PSB Involvement:	None
Place of Delivery:	Glasgow Caledonian University
Subject Benchmark Statement:	Criminology, History, Politics, Sociology, Economics
Dates of PSP preparation/revision:	Sept-November 2016
Programme Leader	Dr James Smith

2. EDUCATIONAL AIMS OF THE PROGRAMME

The Social Sciences programme's basic rationale and intellectual mission is to prepare students for responsible leadership; global employability; critical citizenship; and life-long learning. Its distinctive strength lies in combining a range of social science disciplines in a broad educational framework. An applied aspect of social sciences education at GCU is embedded throughout the curriculum both in the delivery of modules and in the provision of modules which have a specific applied focus. It also parallels our existing employability spine 'Careers *for* BASS' which already operates as a 'programme within a programme'. The ultimate educational goal of the programme is to create 'civic-minded, employable graduates' committed to The Common Good. With this in mind, we seek the following student attributes.

- Knowledge and understanding of the social relationships, values, processes and institutions that constitute society and social relations;
- The intellectual capacity to think sensitively and critically about different values, cultures and perspectives, and to engage positively with real world problems at a local, national and global level;
- Practical skills vital to enhancing employability, building careers in a flexible labour market and contributing to the critical development of the global knowledge economy;
- An understanding of the national and international environmental contexts of social organisations, and of the impact of business on society at a local and global level, in line with the Principles of Responsible Management Education (PRME);
- An understanding of role of creativity, innovation and enterprise in society at both national and international levels.

- An enduring self-confidence and spirit of enquiry that encourages and fosters a life-long interest in continued learning in an independent, reflective and fulfilling way;
- Excellent communication, teamwork, presentation and information gathering skills geared towards enhancing graduate employability;
- The ability to utilise learning and other technologies to the social, cultural and economic advantage of others;
- The skills and confidence to apply conceptual and empirical research that advances an understanding of society and the student's employability;
- The ability to transfer skills and knowledge from the classroom to the workplace.
- Active and global citizenship and an entrepreneurial mindset.

In order to ensure the integrated development of knowledge and the progressive building of capacities, educational profiles have been developed for each level of the programme.

Level 1: The focus at this level is on building a comprehensive knowledge base. Students will be expected to demonstrate an understanding of fundamental social science concepts and theories. They will be able grasp the nature of change through time and across different societies, through identifying key social, economic and political processes shaping individual and group behaviour. Student employability will be enhanced as they gain skills in information retrieval and analysis, and in the presentation of reasoned arguments. They will have developed personal learning strategies in a structured and managed environment, communicating effectively in oral and written forms, and using ICT appropriately.

Level 2: Knowledge and comprehension are further developed at this level. Students will have deepen their subject knowledge and be able to apply this to a broader range of social, historical, political and economic questions. They will be able to engage with more complex issues of society and human behaviour, while demonstrating a growing awareness of comparative, cross-cultural dimensions of social change. Their capacities for interpretation, evaluation and analysis will be consolidated and developed. They will have built confidence in their personal ability through self -reflection, while being also able to work constructively with others, all of which are central to employability.

Level 3: The emphasis at this level is on promoting the synthesis of knowledge across a range of disciplines. Students are offered opportunities to apply and articulate that knowledge to analyse increasingly complex and creative social structures, social trends, and individual and group behaviour. Student employability will be enhanced notably through research methods teaching, which contains both generic and specialist elements. The student's capacity for self-directed, experiential learning will also have increased, and they will display adaptability in a range of educational contexts, such as study abroad and in the workplace.

Level 4: The priority for Level 4 lies in promoting independent learning and personal responsibility, thus continuing to attune students to the demands of the global labour market and/or further study. They will typically display a deep and critical knowledge of their academic field, and be able to engage with advanced resources and techniques in a systematic and comprehensive manner. Their intellectual capacity and confidence will have grown, enabling them to formulate and present evidence-based solutions and arguments, with a minimum of supervision. They will be able to articulate their personal strengths and perceived areas of future development, demonstrating self-awareness related to well-considered career aspirations. Employability will be further enhanced by applying research skills developed at level 3 to dissertation projects, which encourage a critical engagement with theory and its application to a range of economic, social and cultural institutions, relations and processes.

3. INTENDED LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas: [cross refer to the appropriate benchmark statement]

3A Knowledge and understanding;

- A1 Key concepts and theories across a range of social science disciplines
- A2 Social, economic, historical, political and criminological processes as work in society
- A3 Individual and group behaviour in the social context
- A4 Key social and institutional trends that shape the context for international relations
- A5 The social structure of the UK and other societies and how these change over time
- A6 The role of the social scientist in society

3B Practice: Applied knowledge, skills and understanding;

- B1 Present coherent, logical arguments using social science knowledge and understanding
- B2 Develop a critical and culturally sensitive approach to data, theories and social processes
- B3 Display originality and creativity in formulating evidence based solutions/arguments
- B4 Display the ability to evaluate evidence based solutions
- B5 Select and use international materials related to the academic task
- B6 Apply social science principles systematically to social, historical, criminological and economic problems

3C Generic cognitive skills;

- C1 Reflexivity with respect to subject knowledge and self
- C2 Critique, evaluate and interpret concepts, theories and perspectives
- C3 Synthesis knowledge from a range of disciplines
- C4 Comparative approach to evidence based solutions
- C5 Evaluate knowledge from a range of disciplines
- C6 Critical Thinking

3D Communication, numeracy and ICT skills

- D1 Written, oral and visual communication skills.
- D2 Information retrieval and collection.
- D3 Data analysis and synthesis
- D4 Locate and evaluate digital resources in relevant and effective manner
- D5 Develop a critical and culturally sensitive approach to data and theories
- D6 Communicate complex arguments in an accessible manner

3E Autonomy, accountability and working with others.

- E1 Creativity, innovation and independence
- E2 Social Responsibility
- E3 Sensitivity towards other cultures and perspectives, while remaining aware of ones own.
- E4 Analyse the process of change in a local, national and global context
- E5 Reflect independently on personal learning and development
- E6 Develop a critical and culturally sensitive approach to data, theories and social processes

The BA Social Sciences Programme fully embraces the key goals of GCU's new *Strategy for Learning 2013-2020*, which seeks to develop graduates who will be, 'proficient in their discipline, enterprising, responsible, and capable of filling leadership roles in different educational and cultural contexts'. Curriculum design also reflects the University's commitment to the United Nation's initiative Principles for Responsible Management Education.

The overarching aim of its curriculum remains to develop critical, socially responsible self-directed learners, who are equipped to meet the challenges of an increasingly globalised, knowledge-based economy. Against this background, the BA Social Sciences student journey involves clearly defined progression from transition and orientation, through the enhancement of self-directed learning capabilities, to the consolidation of subject knowledge and transferable skills and expertise. Our efforts in promoting student-centred activities and curriculum innovation are also strengthened through the continuing development of our strategies for internationalisation and employability, which will result in enhanced opportunities for students to study abroad and undertake work-based learning. In addition, the inclusive nature of our learning community, attracting students from a diverse range of social and educational backgrounds, places a particular premium on encouraging the ambitions of our students, while helping them develop the social and cultural capital to achieve those ambitions.

As expected from a broad multi-disciplinary programme, learning and teaching resources on the BA Social Sciences programme are characterised by their diversity. The various traditional and technology-enhanced approaches includes: seminars (typically involving oral and written presentations), small group and plenary discussions, debates, group work, the use of on-line materials and problem solving exercises; workshops and laboratory sessions; primary source-based exercises; directed reading and reading based exercises; independent reading; lectures; voluntary and social enterprise sector placement opportunities interactive lectures; podcasts; GCU Learn-based discussion boards; research workshops to support the dissertation experience; fieldwork; dissertation 'conferences'; research design projects; study abroad opportunities (IP module and student exchange programme). In addition, staff provide scheduled office hours that offer students the opportunity for 'one-to-one' tutorial time, while the studies advice system gives students the opportunity to explore strategies for planning progression through their programme of study and for making module choices that match personal academic ambitions.

Research-led Teaching

The teaching undertaken in the core disciplines of the BA Social Sciences curriculum is shaped by significant research strengths in contributing disciplines. In History, for example, these include health history, military history and social history.. In Politics the key research themes are deliberative and participative democracy, European and UK politics and policy and governance. Sociology and Social Policy colleagues also pursue significant research in areas such as social cohesion and inclusion, with a focus on human rights, poverty, equality, gender, disabilities, unemployment, and migration. Staff also publish on and research various aspects of sport and society, including studies on fan communities, and the lived experiences of older athletes and physical activity in later life. In addition, Criminology and Sociology staff have research expertise in violence, crime and justice with interests ranging across alcohol, gendered violence and risk assessment; juries, expert testimony and expert evidence; young people and environmental approaches to crime reduction; and criminal justice, policing and regulation.

In terms of assessment strategies, the aim for all disciplines contributing to the programme is not only to gauge achievement, but also to underpin students' personal and educational development. With this in mind an extensive range of techniques are employed including: literature reviews; critical analyses; seminar presentations (individual and group); essays of varying lengths; group projects; student-led projects problem solving exercises; computer-based data analysis; research dissertations; unseen and seen examinations; class tests; poster presentations; short book reviews; 'conference-style' presentations; and short-note answers.

In line with the SfL, the unifying pedagogic emphasis of the BA Social Sciences Programme is on growing student participation and active engagement in the learning process with an emphasis upon autonomy and responsibility.

4. PROGRAMME STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS		
Programme Structures And Requirements, Levels, Modules*, Credits And Awards		
<p>SHEH Level 4</p> <p>Students choose four modules in a maximum of two disciplines:</p> <p>Criminology (from 3 modules)</p> <p>MHL423120 Globalisation & Crime MHL324400 Forensic Identification and Criminal Justice MHL323044 Victimology, Trauma & Social Harm</p> <p>Sociology (from 3 modules)</p> <p>MHM224398 Crime, Media and Culture MHL324195 Body, Identity and Society MHL324407 Race, Difference and Migration</p> <p>History (from 3 modules)</p> <p>MHV124399 Hitler’s War: The Third Reich, German Society and the Second World War MHV324416 From Lunatic to Citizen? Madness and Society since 1900 MHV324406 The American Century: 20th Century American Popular Culture</p> <p>Politics (from 3 modules)</p> <p>MHL224418 Democratic Challenges: Ideas and Issues MHL221421 Environmental Political Thought MHL224414 Making and Managing Public Policy</p>		<p>SSMJ</p> <p>Dissertation / Placement Module</p>
Exit Award – Bachelor of Arts (Honours) (480 Credits)		
<p>SHE3 Level 3</p> <p>Students choose five modules from:</p> <p>Criminology (from 3 modules)</p> <p>M3L323122 Theories of Crime & Punishment M3L424396 Policing & Society M3L424411 Comparative Youth, Crime & Justice</p> <p>Law (from 1 module)</p> <p>M3L324417 Evidence and Justice</p> <p>Sociology (from 3 modules)</p> <p>M3L322120 Sociology of Deviance M3L324397 Gender & Society M3L324405 Poverty, Inequality and Policy</p> <p>History (from 3 modules)</p> <p>M3V324393 Good Times Hard Times: America in the 1920s and 1930s M3V324394 Lion vs Eagle: Britain, Germany and the First World War 1914-1918 M3V324412 Famine to Independence: Ireland 1845-192</p> <p>Politics (from 3 modules)</p> <p>M3L223084 Contemporary Ideologies</p>		<p>SSMJ</p> <p>Research Methods: Theory and Practice</p>

M3L223081	Politics of the European Union					
M3L224415	Scottish Politics and Policy					
M3L324156	Students may choose the module: Work Placement: Caledonian Club Research and Evaluation Unit (A or B) instead of one of the disciplinary modules. OR					
M3L324410	Work placement: Special Constabulary module instead of one of the disciplinary modules if accepted by Police Scotland.					
Exit Award – Bachelor of Arts (360 Credits)						
SHE2 Level 2*	Criminology 2: Crime, Law & Society M2L423032	Economics 2: Economics of the EU M2L122530	History 2: Making Contemporary Western World M2V324402	Politics 2: Concepts, Ideas and Issues M2L223109	Sociology 2: Culture & Society M2L324413	Understanding Justice in Practice M2L324403
Exit Award – Diploma of Higher Education (240 Credits)						
SHE1 Level 1*	Criminology 1: Criminology & Criminal Justice M1L323011	Economics 1: International Economic Issues and Challenges M1L122526	History 1: Rise of Industrial West M1V324401	Politics 1: Structures and Institutions M1L223079	Sociology 1 M1L324408	Social Sciences an Interdisciplinary Introduction M1L324409
Exit Award – Certificate of Higher Education (120 Credits)						
* Students may opt to take a language at level 1 and 2 instead of one of the core modules						
<p> 'Spine' of applied modules & Core Optional </p>						

5. SUPPORT FOR STUDENTS AND THEIR LEARNING

The goal of the programme's dedicated student support is to allow *all* students to improve their academic performance on the programme, while equipping them as reflective, self-directed learners for the future.

General support includes:

- Student Induction and Transition programmes
- Programme Handbook
- Module Handbooks and Module Descriptors
- Library with access to other local and national library resources
- Learning Development Centre– study skills and support groups/ tutorials (including e-support)
- Academic Advisers (PPACT)
- Student E-mail
- Open access to IT facilities
- Student Services which provides assistance and guidance
- Counselling Service and Disability Service
- International Student Advisors
- Visiting lecturer/ expert presentations
- Employer visits

- Student Staff Consultative Group
- Student representatives on the Programme Board
- Student representation on School Board, Senate and its Standing Committees
- Web-based Learning including GCU Learn (VLE)
- Access to on-line discussion groups and other forms of e-communication
- GCU Student Association
- GCU Alumni Association

Specific support includes:

Support for Disabled Students: We are committed to providing a flexible and inclusive degree programme that can be accessed by all students. The Programme Team actively encourage disclosure at all stages of the students' academic careers and strive to ensure that this is a positive experience for students allowing rapid access to appropriate support. The Department of Social Sciences, Media and Journalism Disability Coordinator works very closely with colleagues in the School's Learning Development Centre (LDC) to ensure that students can have a programme of support that is tailored to their learning styles and requirements. This involves one-to-one support and regular meetings with the Academic Development Tutor (ADT) and Disability Coordinator. The latter acts as a first point of contact for students and works closely with the disability team to ensure students are appropriately supported in their studies. This also involves pre-entry work with students to ease the transition into university studies. Students Needs Assessments Records are also regularly reviewed to ensure that students are supported to meet their full potential.

The BA Social Sciences Programme implements a wide range of reasonable adjustments in the delivery of the programme. These include: flexibility in deadlines and mode of submission of coursework; alternative assessments where appropriate; personalised timetabling; regular timetabled meetings with disability coordinator and ADT; alternative modes of participation in class; alternative arrangements for class tests and examinations; provision of course materials in alternative formats.

Level Tutors: Level Tutors are responsible for the day-to-day running of the degree at each level of the Programme. Their role includes: coordinating students' subject choice for the coming year; managing level induction and transition arrangements; overall monitoring student attendance and progress. They have an important coordinating role in assisting students who have major problems during the course of their academic year.

Module Leaders and Tutors: Module leaders and tutors constitute the front line of student support. Module leaders assume academic responsibility for the continuous improvement of the modules that they lead, and act as first point of contact for the relevant level tutor and subject leader. They are also responsible for granting student extensions, making reasonable adjustments to ensure the inclusion of disabled students and for preparing continuous assessment material and examination papers. They are responsible under university regulations for the planning, delivery, monitoring, standards and academic development of the modules that they lead and for the annual formal evaluation of their modules. Module leaders are also responsible for the preparation, maintenance and updating of module handbooks which are key texts that play an important role in supporting student learning. For their part, module tutors are responsible for teaching and assessing those students assigned to them in seminars and for the monitoring academic development.

6. CRITERIA FOR ADMISSION

Candidates must be able to satisfy the general admissions requirements of Glasgow Caledonian University

Programme Admission Requirements:

Year 1 Entry

- SQA HIGHER AABBB including English plus NAT 5 Maths at C
- A Level BBB plus GCSE Maths at C and English at B
- ICL Higher A1 B1 B3 B3 Including English plus Ordinary Level Maths at B1
- IB Diploma 26 points must include Maths
- BTEC Level 3 Extended Diploma DDM plus GCSE requirements

Year 2 Entry

- A Level ABB including at least 2 from Economics/History/Sociology/Politics/Criminology

Flexible Entry - Credit Transfer and RPL:

There is the possibility of gaining advanced entry or singular modular exemptions based on previous study or experiential learning

Entry with Advanced Standing:

Level 3 HND in Social Sciences BB graded unit and FE tutor recommendation.

7. METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING**Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards:**

- Annual Programme Monitoring Process
- Annual Module Monitoring Process
- Module Feedback Questionnaire
- External Examiners' Reports
- Annual monitoring (required by Professional and/or Statutory Bodies)
- Enhancement-led Internal Subject Review (ELISR)
- Enhancement-led Institutional Review (ELIR)

Committees with responsibility for monitoring and evaluating quality and standards:

- Student-Staff Consultative Group (SSCG)
- Programme Board (PB)
- School Board
- Assessment Board (AB)
- University Learning and Teaching Sub-Committee (LTSC)
- University Academic Policy Committee (APC)
- University Senate

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:

- Student-Staff Consultative Group (SSCG)
- Student representation on Programme Board (PB)
- Student representation on School Board
- Module Evaluation Questionnaire
- GCU Learn

- Open access to members of Programme Team e.g. Module Leaders, Programme Leader, Academic Advisor, Year Tutor

Staff development priorities include:

- Postgraduate Certificate in Learning and Teaching
- Continuous Professional Development (CPD)
- Performance and Development Annual Review (PDAR)
- Peer support for teaching
- Mentoring scheme for new teaching staff
- Conference and seminar attendance and presentation
- Research Excellence Framework (REF) submission
- Membership of Higher Education Academy (HEA)
- Membership of and involvement with Professional Bodies

8. ASSESSMENT REGULATIONS

Students should expect to complete their programme of study under the Regulations that were in place at the commencement of their studies on that programme, unless proposed changes to University Regulations are advantageous to students.

The Glasgow Caledonian University Assessment Regulations which apply to this programme, dependent on year of entry can be found at: [GCU Assessment Regulations](#)

9. INDICATORS OF QUALITY AND STANDARDS

- Student progression rates
- Student Staff Consultative Meetings
- External Examiner Reports considered at Programme Boards
- Annual Module Monitoring Report of modules to the Programme Board for sharing of good practice and proposed modules enhancements
- Annual Programme Analysis
- The outcome of any Cognate Area Reviews organised by the School and /or University
- The outcome of any University internal quality audit of the programme
- The outcome of any QAA HE subject/institutional review
- Application rates
- Applications through 'word of mouth' recommendations
- Annual student satisfaction questionnaire
- Research publication: conference papers, journal articles, chapters in textbooks
- Consultancy income

10. INFORMATION ABOUT THE PROGRAMME

Key information about the programme can be found in:

- Approved Programme Document
- Programme Handbook
- Student Handbook
- Module Handbook
- University Website <http://www.gcu.ac.uk>

- School Website
- GCU Learn
- University Module Catalogue
- University Prospectus

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning assessment methods of each module can be found in the University Module catalogue which can be accessed from the University website. The accuracy of the information in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

A curriculum map is attached showing how the outcomes are being developed and assessed within the programme. This relates the modules from Section 4 to the outcomes in Section 3.

DATE: December 2016