



BA(Hons)

With exit points at:

***BA
Certificate of Higher Education
Diploma of Higher Education***

Social Policy

Programme Specification

May 2008

Marketing Summary The social policy single honours is designed to provide a broad background to the study of its key subject areas, to meet the requirements of the QAA benchmark in the subject and to appropriately develop and test the abilities of students. The BA (Hons) Social Policy examines social policy developments in the United Kingdom, while setting them within the context of an understanding of European and international developments. The programme is designed to provide students with a grasp of the breadth of topics encompassed under the social policy agenda, as well as providing the conceptual and theoretical tools necessary for them to critically analyse the scope and efficacy of different welfare strategies. Policy is examined within the social, political and economic environment. In addition to providing a sound introduction to the subject of social policy, both as an area of study and as an area of government policy making, the programme draws on the research expertise of staff to ensure that students are exposed to new developments and current thinking. The level 1 modules are primarily used to ensure that students have an appropriate introduction to the interdisciplinary nature of social policy. They also perform the function of developing general intellectual and personal attributes such as effective study methods, communication skills and use of information sources. At this level students are able to explore key developments in social policy which currently inform the political debate and which have affected state welfare strategies. At level 2 the modules build upon the material and methods used in Level 1, providing students with the opportunity for an increased emphasis on analysis and criticism. Students explore the foundations of modern social policy in the UK and the way they have developed; different welfare ideologies; diversity and difference; social exclusion and integration. Finally, at level 3, the modules allow students to further develop their critical understanding and analysis through taught units and through the preparation of an Independent Study of their own choosing. Students are offered a choice of modules up to 30 credit points at each level of the degree.

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Section 1: Basic Programme Data

This document describes one of the University of Lincoln's programmes using the protocols required by the UK National Qualifications Framework as defined in the publication *QAA guidelines for preparing programme specifications*

| | |
|---|--|
| Final award(s) | BA (Hons) |
| Programme | Social Policy |
| Other exit awards | BA Certificate of Higher Education Diploma of Higher Education |
| Other awards using modules from this programme | BA (Hons) Criminology Social Issues and Social Justice (a,b) BA (Hons) Social Ideology into Practice (a,b,c) Science (b) Diversity, Difference and Exclusion (a,b,c) BA (Hons) Politics (c) Community and Conflict I and II (a.b.c) |
| Mode of delivery | Full time/Part time |
| UCAS code | (Full-time variant) (Part-time variant) (Any-other variants) |
| Awarding body | University of Lincoln |
| Teaching institution | University of Lincoln |
| Owning department | Department of Policy Studies |
| Programme leader | Professor Carol Walker |
| Relevant QAA Subject Benchmark Statements | Social Policy and Administration |
| Professional, Statutory or Regulatory Body accreditation | N/A |
| Programme start date | September 2008 |
| Introduction of the programme to be phased? | Yes Year 1 September 2008 Year 2 September 2009 Year 3 September 2010 |

Document publication date

Date of confirmation of approval by Faculty

Revision 1

Date of confirmation of approval of revision by Faculty

Change affects another programme? Please specify

Revision 2

Date of confirmation of approval of revision by Faculty

Change affects another programme? Please specify

Revision 3

Date of confirmation of approval of revision by Faculty

Change affects another programme? Please specify

| Subsequent minor modifications to modules within this programme | | |
|--|-------------|---|
| Module(s) | Date | Brief description of change including any affect on other programmes |
| | | |
| | | |
| | | |
| | | |
| | | |

Section 2: Programme Aims and Objectives

2.1 Educational aims of the programme

The Social Policy Degree aims to provide students with an education that:

- Reflects the diversity of social policy and approaches to the subject
- Reflects the interdisciplinary nature of the subject
- Enables them to develop their critical and intellectual abilities and apply these to an understanding of the world in which they live
- Encourages the synergy between research and teaching through integrating research knowledge and experience in forms appropriate to teaching and learning.
- Provides students with transferable skills which supports students' lifelong learning skills

The Social Policy Degree is distinctive in that it:

- Provides opportunities for students to obtain an understanding of present-day social policy, including institutions, processes, ideas and issues
- Integrates research into teaching to demonstrate the dynamic nature of the discipline
- Includes both theoretical and more practical, applied approaches to social policy
- Enables students to develop a critical awareness of social policy and the policy process and to apply this to contemporary debates

2.2 QAA Subject Benchmark Statement(s)

The Social Policy Programme responds to the United Kingdom QAA benchmark statement(s) for the subject of Social Policy and Administration

Appendix III - Benchmarking Analysis provides a detailed specification of the relationship between this programme's curriculum and the relevant QAA benchmark(s).

2.3 Internal contexts

The Social Policy Programme seeks to implement the University mission and strategy by providing students with an education and learning experience which will equip them to compete in the world of work and by providing them with a range of skills, knowledge and abilities which will enable them to build upon their university experience as lifelong learners. It does this by operating within the framework set by University policies and practices and by building on existing strengths in the social sciences.

Academically, the programme has been designed to ensure that students will gain a strong grounding in the theories that underpin the study of social policy and the application of ideas in the real world. The programme also draws upon and reflects staff research and professional expertise.

2.4 External contexts

The Social Policy Programme is part of the University's key social science provision, reflecting strengths in both teaching and research. Staff teaching on the Social Policy degree are active in the wider academic and professional communities with widespread participation in a range of activities associated with these. These include QAA subject assessments, external examining, academic publication, editorial responsibilities, peer review, conference attendance, involvement with relevant professional associations.

Section 3: Programme Outcomes

Programme-level learning outcomes are identified below.

Refer to *Appendix I - Curriculum Map* for details of how outcomes are deployed across the programme.

3.1 Knowledge and understanding

On successful completion of the Social Policy Programme a student will be able to demonstrate an understanding of the:

- A1 theoretical and practical vocabularies of Social Policy
- A2 complex functioning of social policies and provision
- A3 theoretical and philosophical underpinnings of some of the main perspectives within Social Policy
- A4 limitations and strengths of the main approaches to research and analysis into Social Policy
- A5 contestable nature of social enquiry
- A6 major ethical issues relating to Social Policy
- A7 contribution of a range of disciplines to the study of Social Policy

3.2 Subject specific skills and attributes

On successful completion of the Social Policy Programme a student will be able to:

- B1 identify appropriate conceptual frameworks for the structuring of research and analysis of social policy
- B2 identify, access, interpret and evaluate critically a diverse range of relevant information
- B3 undertake simple social research projects into social policy and social problems
- B4 construct, analyse and evaluate different forms of argument and advance these through discussion and negotiation
- B5 suspend personal judgement until appropriate evidence has been gathered, analysed and evaluated
- B6 apply and evaluate a range of different theories, ideologies and explanation that are appropriate to the study of social science and society
- B7 make links between diverse phenomena and issues

3.3 Transferable skills and attributes

On successful completion of the Social Policy Programme a student will be able to demonstrate the following generic skills:

- C1 Apply basic computer skills
- C2 Record and interpret data

- C3 Work, learn and pursue specific objectives in a manner which is both self motivated and responsive to appropriate supervision
- C4 Identify personal strengths and weaknesses and understand the importance of continued reflection on experience, development and education
- C5 Be self disciplined and determined in working under pressure and to deadlines
- C6 Maintain a critical stance with regard to opinion and evidence
- C7 Produce good quality written and oral reports and summaries
- C8 Present different types of materials using a variety of techniques and media
- C9 Take on the role of others
- C10 Respond to, and benefit from, constructive feedback
- C11 Function in a team, take on responsibility and anticipate problems and difficulties.

Section 4: Learning, Teaching and Assessment Strategies

4.1 Learning and Teaching strategy

The teaching and learning strategy adopted within the Social Policy Programme derives from a commitment to student-centred learning, with an emphasis on research and analytical skills. The range of teaching and learning methods is matched by a variety of modes of assessment, as shown in the module outlines.

There are a range of transferable skills that might be expected from Social Policy graduates, including IT skills, analytical and critical abilities, presentation and group work skills, awareness of their own strengths and weaknesses, ability to find and organise information, manage time and debate and negotiate alternative perspectives. These skills, together with the knowledge base provided by the study of Social Policy, are valued by employers. The need to develop transferable skills, critical and theoretical abilities and provide a knowledge base, together, have been taken into account in the development of individual modules, and across the programme as a whole, and are reflected in the learning outcomes. At levels 1 and 2 the programme presents and develops skills in a context clearly applicable to the subject. The teaching programme also draws upon the research strengths of staff to provide an underpinning for teaching and the learning experience, particularly at levels 2 and 3. It is enhanced through the overall commitment of the department to research informed teaching and bears the hallmark of the departments two UoA submissions to the 2008 RAE. It is further enhanced through the departmental policy of researching what we teach, teaching what we research and research into teaching e.g. feedback and active learning/citizenship.

The programme ensures compliance with the Framework for Higher Education Qualifications in the following ways:

- The social policy degree offers a coherent programme of study involving appropriate levels, clear exit points and progression. The teaching, learning and assessment strategy reflects this with a balance between modules and across levels.
- Students studying the certificate level will have a sound knowledge of the basic concepts of social policy and of how to undertake critical analysis. The student will be able to communicate effectively and will have the qualities needed for employment requiring the exercise of some personal responsibility.
- Students studying the Intermediate level will have developed a sound understanding of the principles of social policy and will have learned to apply those principles more widely. Through this, they will have learned to evaluate the appropriateness of different approaches to solving problems.
- An honours graduate will have developed an understanding of a complex body of knowledge, some of it at the boundaries of an academic discipline afforded by the involvement of staff research in the curriculum. Through this, the graduate will have developed analytical techniques and problem solving skills that can be applied in many types of employment. The graduate will be able to evaluate evidence, arguments and assumptions, to reach sound judgements, and to communicate effectively.

4.2 Assessment strategy

The assessment strategy adopted within the Social Policy Programme is designed to test and enhance students' knowledge, skills and abilities as well as to prepare them for the demands of work. Assessments test students' attainments of learning outcomes that demonstrate and encourage not only the knowledge base but also the development of

transferable skills across the programme. Written communication skills are developed through essays and examinations, oral communication skills through presentations; literature searching and review through essays, examinations and presentations, computer literacy skills through word-processing and use of electronic resources. We utilise a broad spectrum of assessment strategies.

Appendix II - Assessment Map gives a top-level indication of the scheduling and distribution of assessment modes within the programme. Details of module assessment strategy are included with each module specification.

Section 5: Programme Structure

The BA (Hons) Social Policy programme adopts the University's standard model for a 360 credit points, 3 year undergraduate programme. Each level must consist of 120 credit points.

Table 1 Programme structure

| | | | | |
|--|--|---|--|--|
| Level 1 (Certificate) Cert. HE | SOP**** 30 * Social Issues and Social Justice | PSU **** 30 Identity and Citizenship | PSU**** 30 Applying Research | CRI****30 Images of Crime and Social Control Or POL**** 30 Who Runs Britain? Power, Politics and Beyond. |
| Level 2 (Intermediate) Dip HE | SOP **** 15 Challenge and Change in Social Policy 1 | SOP**** 15* Ideology into Practice | POL**** 15 Law, Order & Politics Or IST**** 15 Model UN Or CRI**** 15 Criminal Justice | POL**** 15 Law, Order & Politics Or IST**** 15 Model UN Or CRI****15 Criminal Justice |
| | SOP **** 15 Challenge and Change in Social Policy 2 | SOP****15 * Diversity, Difference and Exclusionom | SOP **** 15 Researching in Social Policy | POL**** 15 Comparative Politics and Policy |
| Level 3 (Honours) | SOP**** 15* Understanding the Policy Process | SOP **** 30 IS | SOP**** 15* Community and Conflict 1 15 * | PSU**** 15 Harm Agency and Regulation or PSU**** 15 Human Rights Or Pol**** 30 Anti Politics IST**** 30 Globalisation and Developing Societies |

| | | | | |
|--|---|--|---|--|
| | SOP**** 15* Analysing the Policy Process | | SOP**** 'Community and Conflict 2' * or..... PSU****Body Politics or PSU**** 'War crimes and Genocide' ? | PSU**** 15 Body Politics or PSU**** 15 War Crimes and Genocide or Pol**** 30 Anti Politics or IST**** 30 Globalisation and Developing Societies |
|--|---|--|---|--|

Table 1 Programme structure illustrates the module composition of the BA (Hons) Social Policy.

For details of each module contributing to the programme, please consult the individual module specifications.

Section 6: Regulatory Framework

The Social Policy Programme is operated under the policy and regulatory frameworks of the University of Lincoln. The latest versions of all regulations and policies can be found on the Secretariat area of the Portal.

6.1 Admissions

University Regulations (University of Lincoln, current edition)
Admissions Policy (University of Lincoln, current edition)
Accreditation of Prior Learning Policy (University of Lincoln, current edition)

6.2 Assessment

Undergraduate Progression Regulations (University of Lincoln, current edition)

6.3 Progression

Undergraduate Progression Regulations (University of Lincoln, current edition)

6.4 Placement

Placement Policy (University of Lincoln, current edition)

6.5 Study abroad

International Cooperation Policy (University of Lincoln, current edition)

6.6 Student support and guidance

Student Support and Tutoring Policy (University of Lincoln, current edition)

6.7 Off-campus delivery

Academic Partnerships Policy (University of Lincoln, current edition)

6.8 Ethical Issues

Ethical Guidelines (University of Lincoln, current edition)

6.9 Equal Opportunities

Equality and Diversity Policy (University of Lincoln, current edition)

Appendix II - Assessment Map

This table indicates the modality of module assessment within the Social Policy Programme. Percentages indicate assessment weighting. Shading indicates examination (as opposed to in-course assessment). Where assessment is group based, the entry is decorated with the letter 'G'. Those in italics are where the assessment may be spread across a number of weeks, such as presentations.

| Level | Semester | Module | Week | | | | | | | | | | | | | | |
|-------|----------|--|-----------|-----------|-----------|-----------|------------|------------|------------|-----------|-----------|------------|------------|------------|------------|------------|------------|
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | |
| 1/C | A | Social issues and social justice | | | | | | | | | | | | | | 50 | |
| | A | Identity and citizenship | <i>10</i> | <i>10</i> | <i>10</i> | <i>10</i> | <i>10</i> | <i>10</i> | <i>10</i> | <i>10</i> | <i>10</i> | <i>10</i> | <i>10</i> | <i>10</i> | <i>10</i> | <i>10</i> | 20 |
| | A | Applying research | | | | | | | | G15 | | | | | 45 | | |
| | A | Images of crime and social control | | | | 15 | | | | | | | | | 15 | | |
| | A | Who Runs Britain? Power, Politics and Beyond | | | | | 20 | | | | | | | | 40 | | |
| | B | Social issues and social justice | | | | | | | | | | | | | | | 50 |
| | B | Identity and citizenship | <i>10</i> | <i>10</i> | <i>10</i> | <i>10</i> | <i>10</i> | <i>10</i> | <i>10</i> | <i>10</i> | <i>10</i> | <i>G50</i> | <i>G50</i> | <i>G50</i> | <i>G50</i> | <i>G20</i> | <i>G20</i> |
| | B | Applying research | | | | | | | | | | | | | 40 | | |
| | B | Images of crime and social control | | 15 | | | | | | | | | | 40 | | | 15 |
| | B | Who Runs Britain? Power, Politics and Beyond | | | | | | | | | | | | | 40 | | |
| 2/I | A | Challenge and change in social policy I | | | | | | | | | | | | | 100 | | |
| | A | Ideology into practice | | | | | | | | | | | | | 100 | | |
| | A | Law, order and politics | | | | | <i>G20</i> | <i>G20</i> | <i>G20</i> | | | | | | 80 | | |
| | A | Model UN | | | | 25 | | 25 | | | | | | 35 | | | 15 |
| | A | Criminal justice | | | | | | | | | 40 | | | | | | 60 |
| | B | Challenge and change in social policy II | | | | | | | | | | | | | 100 | | |
| | B | Diversity, difference and exclusion | | | | | | | | | | | | | 100 | | |
| | B | Researching in social policy | | | | | | | | | | | | 100 | | | |
| | B | Comparative politics and policy | | | | | | | | | | | | 20 | | 80 | |

| Level | Semester | Module | Week | | | | | | | | | | | | | | |
|-------|----------|---|------|---|---|---|----|---|---|-----|-----|-----|----|-----|-----|------|-----|
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | |
| 3/H | A | Understanding the policy process | | | | | | | | | | | | 100 | | | |
| | A | Community and conflict I | | | | | | | | | | | | | 100 | | |
| | A | Harm agency and regulation (elective) | | | | | | | | | | | | | | | 100 |
| | A | Human rights (elective) | | | | | 20 | | | | | 30 | | | | | 50 |
| | A | Anti politics (elective) | | | | | | | | | | | | | | | 60 |
| | A | Globalisation and developing societies (elective) | | | | | | | | | | | | 40 | | | |
| | B | Analysing the policy process | | | | | | | | | | | | | | 100G | |
| | B | Independent study | | | | | | | | | | | | 100 | | | |
| | B | Community and conflict II (elective) | | | | | | | | G50 | G50 | G50 | | | | | 50 |
| | B | Body politics (elective) | | | | | | | | | | | 30 | | | | 70 |
| | B | War crimes and genocide (elective) | | | | | | | | | | | | 40 | | | 60 |
| | B | Anti politics (elective) | | | | | | | | | | | | | | | 40 |
| | B | Globalisation and developing societies (elective) | | | | | | | | | | | | | 60 | | |

Appendix III - Benchmarking Analysis

This table summarises the key features of the Social Policy Programme, with the particular aim of demonstrating the mapping between programme learning outcomes and the QAA benchmark statement for the subject of Social Policy and Administration .

| Programme outcome | Aspect of the subject benchmark statement addressed |
|--------------------------|--|
| A1 | 3.2 3.3 |
| A2 | 3.2 3.3 |
| A3 | 3.2 3.3 |
| A4 | 3.2 3.3 |
| A5 | 3.2 3.3 |
| A6 | 3.2 3.3 |
| A7 | 3.2 3.3 |
| B1 | 3.4 |
| B2 | 3.4 |
| B3 | 3.4 |
| B4 | 3.4 |
| B5 | 3.4 |
| B6 | 3.4 |
| B6 | 3.4 |
| C1 | 3.6 3.7 |
| C2 | 3.6 3.7 |
| C3 | 3.6 3.7 |
| C4 | 3.6 3.7 |
| C5 | 3.6 3.7 |
| C6 | 3.6 3.7 |
| C7 | 3.6 3.7 |
| C8 | 3.6 3.7 |
| C9 | 3.6 3.7 |
| C10 | 3.6 3.7 |
| C11 | 3.6 3.7 |

