



BA (Hons) Social Science Programme Handbook

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V9

Introduction to the Programme

Welcome to the BA (Hons) Social Science programme. This handbook provides you with information about the structure of your programme and a description of each of the modules that you will study. The programme is made up of the core modules listed in the tables below.

Social Science Modules

Level 4

Module Code	Module Title	Credits	Module Type (Core/Option)
SKI4002	Effective Interdisciplinary Study	20	C
LLBQLD006 (DL) LAW4004 (BL)	Law & Ethics	20	C
PSY4002	Introduction to Social and Developmental Psychology	20	C
SOC4001	Introduction to Sociology	20	C
SOC4002	Medicalisation of the Self	20	C
CRI4001	Crime & Society	20	C

Level 5

Module Code	Module Title	Credits	Module Type (Core/Option)
RES5001	Research and Ethics in Action	20	C
LLBQLD009 (DL) LAW5001 (BL)	Civil Liberties & Human Rights	20	C
PSY5003	Personality & Intelligence	20	C
PSY5004	Social Psychology	20	C
CRI5001	Contemporary Debates in Criminology	20	C
SOC5001	Cyber Communities & Social Networks	20	C

Level 6

Module Code	Module Title	Credits	Module Type (Core/Option)
RES6004	Research Planning & Project	40	C
CRI6001	Cybercrime	20	C
CRI6003	Crime Prevention	20	C
CRI6002	Cross-Cultural Psychology	20	C
SOC6001	Consumer Society & the Commodification of Beings	20	C

Please note that modules may not be delivered in this order; please refer to your course timetable.

Arden University Assessment Regulations

Students will be assessed in accordance with the standard Arden University assessment regulations which can be found on the Arden University website <http://arden.ac.uk/>

Programme Specification Form

1. Target Award	BA (Hons) Social Science
2. Programme Title	BA (Hons) Social Science
3. Exit Awards	Certificate of Higher Education in Social Science (120 credits) Diploma of Higher Education in Social Science (240 credits) BA Social Science (300 credits).
4. Programme Leader(s)	Kimberley Marsh
5. Delivery Model	Blended Learning Online Learning
6. Start date	January 2017
7. Programme Accredited by <i>(PSRB or other, if applicable)</i>	N/A
8. UCAS Code <i>(If applicable)</i>	
9. Relevant QAA subject benchmark statement	Sociology (2007); Criminology (2014); Law (2015); Psychology (2010)

10. Programme Aims
<p>The BA (Hons) Social Science enables students to study the linked and well-established fields of Sociology, Criminology, Psychology and Law. Students approach the subjects through separate and interdisciplinary study and gain an understanding of the foundations of society and the social world which encompasses social practices, human behaviours and regulation. The complexities of social science are explored through analysis of social policies, formal and informal social practices, culture and policy making, human behaviours including decision making, ethics and political effect and legal concepts, proportionality and regulation. The overall aim of the programme is to instil a way of thinking and transferable skills which enable effective interdisciplinary analysis, synthesis and application of the fundamental disciplines which taken together form the Social Sciences degree.</p> <p>Students are to acquire knowledge, understanding and a range of practical skills relating to Psychology, Sociology, Criminology and Law. At the same time, students will develop a range of transferrable skills that will aid them as they pursue social science related and other careers or further relevant study. More specifically it will:</p> <ul style="list-style-type: none"> • Provide a study of the foundations and theory of social science through consideration of Sociology, Criminology, Psychology and Law and a firm grounding in related studies. • Provide the students with a sound educational experience that will enable them to acquire a solid grounding in principles, theories and methods, which will embrace all the subject specific abilities, transferable intellectual skills and key skills set down in the current Sociology, Psychology Criminology and Law Subject Benchmarks for England, Wales and Northern Ireland. • Stimulate students into adopting an enquiring and critical appreciation of Social Science as well as developing an appreciation of the national and international contexts in which it operates. • Stimulate students into a critical and scientific minded social scientist who can competently handle sociological, criminological, psychological and legal issues. • Encourage students to accept responsibility for their own learning, as well as to support them to learn independently using initiative and self-discipline. • Provide students with the support they require in order to enhance their eventual employability through taught skills, teaching methods and assessment, our values and the Arden Graduate Attributes within the programmes. • To provide opportunities for development of personal and other key skills appropriate for graduate employment in different areas including industry, commerce and related professions or further postgraduate studies.

11. Intended programme learning outcomes and the means by which they are achieved and demonstrated		
11a. Knowledge and understanding	The means by which these outcomes are achieved	The means by which these outcomes are demonstrated
<p>A1 Demonstrate factual and conceptual knowledge of the nature of social relationships and change.</p> <p>A2 Evaluate the issues and problems involved in the use of comparison in the social sciences whilst showing an awareness of contexts and frameworks.</p> <p>A3 Demonstrate a comprehensive and detailed knowledge of a range of key concepts and theories within the social sciences.</p> <p>A4 Demonstrate an awareness of commercial, political, social, environmental, ethical considerations evident in complex problems and show how this underpins theory.</p> <p>A5 Demonstrate knowledge and understanding of the disciplines of Law, Psychology, Criminology and Sociology set within the broader context of the social sciences, the effects of social diversity and inequality and responses to crime and deviance.</p>	<p>Acquisition of knowledge and understanding is facilitated through a combination of seminars, workshops and tutorials; group discussions and independent and directed study, supported throughout by comprehensive online teaching materials and broader resources. We achieve this through a pedagogy that includes project work, group forums and project-based activities.</p> <p>That is:</p> <p>Asynchronous</p> <ul style="list-style-type: none"> • Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accessed through our VLE • Guided group / project based work • Discussion forums where students discuss and critically engage with themes emerging from the materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves • Podcasts and narrated PowerPoints <p>Synchronous</p> <ul style="list-style-type: none"> • Face to face or Adobe Connect seminars where theory and practice are integrated. • Independent and directed student study, supported throughout by comprehensive teaching materials and resources. • Guided group / project based work 	<p>Assessment methods and strategies:</p> <p>Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essay, self-reflection, portfolios of evidence, sector report production, preparation of a subject-specific plan, etc.</p>

<p>A6 Demonstrate knowledge and understanding of a range of research paradigms, methodological approaches and basic measurement and analytical techniques. Provide students with a range of methodological and data analysis skills and as a means of analysing and evaluating competing views.</p> <p>A7 Demonstrate knowledge and a critical understanding of a range of skills and knowledge which would make students suitable candidates for employment in a wide range of occupations or for postgraduate study.</p> <p>A8 Show knowledge and critical understanding of several specialised areas and applications, some of which are at the cutting edge of the discipline.</p> <p>A9 An awareness of the distinctive character of social science in relation to other forms of understanding, such as the relation to other disciplines and to everyday explanations.</p>	<p>Throughout, the learner is encouraged to undertake independent study to both supplement and consolidate what is being learnt and to broaden their individual knowledge and understanding of the subject. Learning is facilitated largely by set tasks with regular tutor support including small group forums. This allows students to not only discuss with staff their own work and progress, but to also see other students' work and to engage in the discussions that relate to the work of their peers.</p> <p>There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans, time constrained set work, etc. Our assessment policy informs how feedback is supplied by tutors at the formative and summative assessment phases. Developing critical analysis through a structured taxonomy is encouraged as students progress through levels 4 - 5 levels culminating in a dissertation.</p> <p>All students complete an induction module prior to starting on subject discipline units of work. The induction module requires students to undertake a range of tasks that both test and develop subject specific and online pedagogical knowledge, understanding and skills.</p>	
<p>11b. Intellectual Skills</p>	<p>The means by which these outcomes are achieved</p>	<p>The means by which these outcomes are demonstrated</p>

<p>B1 Demonstrate the ability to apply knowledge to a situation of limited complexity in order to provide well-reasoned conclusions to problems.</p> <p>B2 Conduct accurate and efficient searches of credible websites and databases and demonstrate insight in presenting materials and data drawn from a variety of appropriate primary and secondary sources including academic journals.</p> <p>B3 Analyse conceptual and doctrinal difficulties within the study of social science and present solutions to contentious debates.</p> <p>B4 Recognise different and competing perspectives on social science issues and that these disciplines involve a range of research methods, theories, evidence and applications.</p> <p>B5 Synthesise ideas and findings across different perspectives in social science, recognising distinctive approaches to relevant issues.</p> <p>B6</p>	<p>Intellectual skills are developed throughout the programme by the methods and strategies outlined in section A, above. Intellectual development is further encouraged via formative assessment tasks including set briefs, in-module activities, self-initiated briefs, and discussion with tutors and peers both face to face and online.</p> <p>Specific modules support the development self-reflective skills and this is the focus of the Effective Interdisciplinary Study module. In addition, the student's thinking skills will be evident in a summative assessment process which requires and rewards learners for the demonstration of creative thinking and problem solving, analysis, judgement and self-reflection in the development of solutions.</p>	<p>Assessment methods and strategies:</p> <p>Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essay, self-reflection, portfolios of evidence, sector report production, preparation of a targeted plan, etc.</p>
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<p>Identify general patterns in theoretical approaches which have been developed in relation to social science problems.</p>		
<p>11c. Practical Skills</p>	<p>The means by which these outcomes are achieved</p>	<p>The means by which these outcomes are demonstrated</p>
<p>C1 Engage in academic debate in a professional manner.</p> <p>C2 Work productively and independently both within and between disciplines to produce work in a variety of formats as specified.</p> <p>C3 Present information clearly and coherently in an appropriate form using subject specific terminology.</p> <p>C4 Show an ability to read a range of complex academic works suitable for study at undergraduate level, summarising the arguments accurately and ranking in accordance of merit and substance.</p> <p>C5 Examine practical, theoretical and ethical issues associated with the use of different methodologies, paradigms and methods of analysis.</p>	<p>Practical skills are employed in the production of ethical solutions to real life situations developed through set briefs and are a particular focus in Research and Ethics in Action, Research Planning and Project and Effective Interdisciplinary Study. The important modern-day skills of engaging in academic debate, working independently and presenting ideas clearly using appropriate terminology pervade all modules and forms of assessment on the programme.</p> <p>Practical skills are further developed and integrated through a series of in-course and online activities and projects intended to test skills acquired. Group discussion forums provide opportunities for peer to peer discussion of ideas, progress, the work of others and the strengths and weakness in the work and ideas presented and particularly support the development of flexibility and adaptation. Activities are provided so that students can work independently to consolidate their knowledge and grasp of practical skills.</p>	<p>To support the development of practical skills, students must supply worked materials and evidence in completion of their assignments. Sound reasoning, good presentation and evidence trails in all assignments are rewarded. Assessment briefs include a variety of commercial and geographical contextual settings. Students receive formative feedback on all tasks, activities and assessment which includes practical examples towards improvement.</p>

<p>C6 Construct discipline-specific and informed questions and, deploy appropriate research methodologies and data collection methods and evaluate research findings examining practical, ethical and theoretical constraints associated with the chosen methodology and paradigm.</p> <p>C7 Demonstrate a confident understanding of interdisciplinary themes and skills and comment on the value of this work with regard to policy issues.</p>		
<p>11d. Transferable skills</p>	<p>The means by which these outcomes are achieved and demonstrated</p>	<p>The means by which these outcomes are demonstrated</p>
<p>D1 Communicate succinctly in written and oral forms at a level suitable for an undergraduate student.</p> <p>D2 Reflect upon working supportively and effectively in collaboration with others and evaluate own strengths and weaknesses in engaging in critical reflection and acting on feedback.</p> <p>D3 Take responsibility for own learning, acting independently in planning and managing tasks with limited guidance.</p>	<p>Transferable skills are developed throughout the programme. The skills of communication, critical use and acknowledgement of source material especially the internet, and research informing practice are integral to coursework at all levels.</p> <p>All modules promote practical application and employability that a student may develop further in their dissertation topic at level 6 if they wish.</p> <p>As work becomes more progressively more complex at levels 5 and 6, students are required to draw upon their skill sets to manage increasingly large workloads. Students are required to complete a number of assignments and a dissertation in level 6 that demonstrate independence and originality, and critical enquiry, and which further enhance communication and self-reflective skills.</p>	<p>To embed transferable skills all assignments must meet time deadlines and word count guidelines as guided by our policies All assessed work must be submitted independently even where group activity has been an element of the process. Students must take responsibility for their own work. All assignments require students to engage in critical enquiry and self-reflection which is rewarded in marking guides. These guides, in line with good practice are available to students and are included with every assignment brief.</p>

Social Science Exit Awards: Programme Outcomes

Students will be required to meet the credit thresholds set out in the AU Assessment Regulations. It is therefore not possible to map precisely which outcomes will be met for each exit award as this will depend across which modules the credits have been achieved. However, the table below provides an indication which Programme Outcomes will typically be achieved for each exit award.

Exit Award	Knowledge & Understanding	Intellectual Skills	Practical Skills	Transferrable Skills
BA (Ordinary) (300 credits)	A1, A2, A3, A4, A5, A7, A8, A9	B1, B2, B3, B6	C1, C2, C3, C4, C6	D1, D2, D3
Diploma of Higher Education (240 credits)	A1, A3, A5	B1, B2,	C1, C2, C3, C5	D1, D3
Certificate of Higher Education (120 credits)	A3	B1	C1, C2, C3	D1, D3

12. Graduate Attributes and the means by which they are achieved and demonstrated

Graduate Attributes

The concept of the Arden Graduate, based upon the definition of 'graduate attribute' by Bowden et al (2000) has been developed around 6 attributes

- E1 –Discipline Expertise
- E2 – Effective Communication
- E3 – Responsible Global Citizenship
- E4 - Professional Skills
- E5 - Reflective Practitioner
- E6 - Lifelong Learning

The means by which these outcomes are achieved and demonstrated

All six attributes are relevant to this programme but will be developed through levels 4-6 of the undergraduate award where they are integrated into all programmes of study curriculum, unit study tasks (individual and group work) and through summative assessment tasks.

13. Learning and teaching methods and strategies

Learning and teaching methods and strategies are delivered through an integrated learning and teaching pedagogy that includes both asynchronous and synchronous activity. That is:

Asynchronous

- Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accessed through our Virtual Learning Environment
- Guided group / project based work
- Research tasks

- Discussion forums where students discuss and critically engage with themes emerging from the online materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves
- Podcasts and narrated PowerPoints

Synchronous

- Face to face or Adobe Connect seminars where theory and practice are integrated.
- Independent and directed student study, supported throughout by comprehensive teaching materials and resources.
- Guided group / project based work

Based upon our typical student profile, our strategy enables students to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal circumstances.

Independent study is the cornerstone of the learner experience, supported by peer engagement and engagement with the tutor.

There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans, timed examinations, portfolios of work etc., and our assessment policy informs how feedback is supplied by tutors at the formative and summative assessment stage.

14. Assessment methods and strategies

Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essay, critical self-reflection, portfolios of evidence, sector report production, preparation of a targeted sector plan, time constrained tests, etc. All students will have the opportunity to engage in an activity and receive formative feedback from the tutor before the summative assessment.

15. Employability

Our approach pays due regard to the UKCES report 'The Employability Challenge' (2009a) definition of employability, 'the skills almost everyone needs to do almost any job. They are the skills that must be present to enable an individual to use the more specific knowledge and technical skills that their particular workplaces will require.'

16. Entry Requirements

Two Subjects at GCE A level or equivalent, plus passes at grade C or above in three subjects at GCSE level or equivalent; or

Completion of a recognised Access Programme or equivalent.

IELTS 6.0 (no less than 5.5 in any element) or equivalent for students whose medium of prior learning was not English.

Candidates who demonstrate an ability to study the programme as evidenced through previous a personal statement (of between 350-500 words) that addresses their motivation for undertaking the programme; including their references, relevant prior experience and qualifications.

Exemptions may be granted in respect of other qualifications subject to Arden University's APL regulations.

17. Programme Structure**Level 4**

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
SKI4002	Effective Interdisciplinary Study	20	C	Portfolio of Tasks
LLBQLD006 (DL) LAW4004 (BL)	Law & Ethics	20	C	Portfolio of Tasks
PSY4002	Introduction to Social and Developmental Psychology	20	C	Coursework
SOC4001	Introduction to Sociology	20	C	Coursework
SOC4002	Medicalisation of the Self	20	C	Project
CRI4001	Crime & Society	20	C	Essay

Level 5

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
RES5001	Research and Ethics in Action	20	C	Report and Reflective Learning Statement
LLBQLD009 (DL) LAW5001 (BL)	Civil Liberties & Human Rights	20	C	Problem Question and Analysis
PSY5003	Personality & Intelligence	20	C	2 x Coursework
PSY5004	Social Psychology	20	C	Time Constrained Assignment
CRI5001	Contemporary Debates in Criminology	20	C	2 x 2,000 Word Newspaper Article
SOC5001	Cyber Communities & Social Networks	20	C	Online Forum Debate with Evaluative Report

Level 6

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
RES6004	Research Planning & Project	40	C	Interdisciplinary Research Project
CRI6001	Cybercrime	20	C	Assignment 1 Essay and Assignment 2 PowerPoint or Video Presentation
CRI6003	Crime Prevention	20	C	Portfolio
CRI6002	Cross-Cultural Psychology	20	C	Extended Essay
SOC6001	Consumer Society & the Commodification of Beings	20	C	Consumerism Portfolio

18. Subject:**Select from:**<https://www.hesa.ac.uk/component/content/article?id=1787>

Annex – Mapping of Programme Learning Outcomes and Modules

Programme Learning Outcomes		A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3
		Modules																								
Level 4	Effective Interdisciplinary Study		✓			✓		✓		✓	✓	✓					✓		✓	✓			✓	✓	✓	
	Law & Ethics		✓		✓	✓					✓		✓				✓			✓		✓	✓	✓		✓
	Introduction to Social and Developmental Psychology	✓			✓			✓			✓	✓	✓				✓	✓		✓			✓	✓		
	Introduction to Sociology	✓	✓	✓				✓	✓		✓	✓	✓		✓	✓				✓			✓	✓	✓	
	Medicalisation of the Self	✓	✓	✓					✓		✓							✓		✓			✓		✓	✓
	Crime & Society				✓	✓			✓					✓				✓	✓	✓				✓	✓	
Level 5	Research and Ethics in Action		✓	✓	✓		✓	✓		✓	✓	✓		✓			✓			✓	✓	✓	✓		✓	✓
	Civil Liberties & Human Rights				✓	✓		✓			✓								✓					✓		
	Personality & Intelligence	✓							✓					✓					✓	✓				✓		
	Social Psychology	✓			✓						✓					✓							✓		✓	
	Contemporary Debates in Criminology	✓	✓	✓		✓			✓	✓			✓		✓	✓		✓		✓			✓			✓
	Cyber Communities & Social Networks	✓	✓	✓					✓	✓						✓		✓	✓				✓		✓	✓
Level 6	Research Planning & Project		✓	✓	✓		✓	✓	✓	✓		✓	✓					✓	✓	✓	✓	✓	✓	✓		✓
	Cybercrime				✓	✓		✓				✓	✓									✓		✓		
	Crime Prevention			✓	✓	✓							✓	✓				✓		✓		✓			✓	
	Cross-Cultural Psychology	✓			✓				✓				✓	✓		✓		✓		✓		✓		✓		
	Consumer Society & The Commodification of Beings	✓		✓	✓				✓	✓			✓	✓		✓		✓		✓		✓		✓		✓