

Course Handbook

BA (Hons) Social Policy and Sociology
2018

Course Leader: Dr Steve Cunningham
School of Social Work, Care and Community



Please read this Handbook in conjunction with the University's Student Handbook.

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1. Welcome to the course

Welcome to the University of Central Lancashire, and more specifically, our *BA (Hons) Social Policy and Sociology* programme within the *School of Social Work, Care and Community*.

As you familiarise yourselves with your new surroundings and the course, we appreciate that the first few months of your studies has the potential to be quite a frantic experience for you. Hence, we have pulled together some information here just to help you familiarise yourself with the content of the course.

You will also find other information in here, relating to attendance, teaching styles, assessment, student support, the submission of work, as well as some handy study skills hints. We also signpost you to other important sources of information, such as the School's Assessment Handbook. We also provide you with guidance on the range of support services that are available to you, such as WISER.

Obviously we do not expect you to read through the handbook from cover to cover straight away, and we will not be testing you on its contents at the end of the first week! However, it does provide some very useful information that you will find helpful, and if you have any questions there is a good chance that you will find the answers to many of them in these pages.

Once again, welcome to the course.

1.1 Rationale, aims and learning outcomes of the course



The academic disciplines of Social Policy and Sociology have very strong national historic and academic links. At an institutional level, both subjects have been taught alongside each other at the University of Central Lancashire for many years. This degree programme will provide you with an opportunity to study the ways in which societies operate, the similarities and differences across societies and how inequality persists, whilst also studying the efforts of policy makers to effect change. It is therefore concerned with an evaluation of societal responses to national

and international economic and social problems such as poverty, social exclusion, social and economic inequality, discrimination, unemployment, homelessness and health and education inequalities.

Course Summary

As well as assessing the historical and theoretical debates and developments that have influenced economic and social wellbeing, the programme examines the challenges that will determine the shape of human welfare in the future, such as globalisation, ageing populations, environmental issues and immigration.

In this sense, it is a dynamic and constantly moving programme, at the cutting edge of national and global debates which ultimately determine government and non-governmental responses to national and international economic and social problems. Hence, you will develop an understanding of the 'very real' policy issues and debates that affect people's life chances and opportunities in the UK and elsewhere.

You will also be given the opportunity to link your academic work to a significant piece of practical voluntary, work, or research experience. You will therefore acquire not only subject knowledge directly relevant to a whole range of careers, but also a range of transferable

skills of analysis, communication and synthesis, which are essential in a rapidly changing labour market

The initial stages of your studies will be devoted to gaining an understanding of the interests and forces that have historically shaped responses to social problems in 'developed' countries, such as the UK, and 'developing' countries. This will give you an appreciation of the historical, political and economic imperatives that have shaped national and global responses to social and economic problems.

From this foundation, you will move on to examine key issues and debates that continue to influence the trajectory of societal responses to economic and social problems. Hence, our students study a wide range of modules relating to, for example, housing, health, criminal justice, poverty, social security, substance misuse and social work provision. Students can also focus on specific areas of social divisions, by completing modules which examine the interaction between, for instance, childhood, 'race', gender, sexuality, religion, disability and social inequality.

Successful completion of the course will lead to the award, BA (Hons) Social Policy and Sociology.

Aims

The specific aims and learning outcomes can be summarised as follows:

<ul style="list-style-type: none">• To enable students to critically analyse the contribution of a range of methodological, theoretical and political concepts to social policy and sociology.
<ul style="list-style-type: none">• To enable students to have knowledge of the relevance of social scientific enquiry for areas of social, political and civil life
<ul style="list-style-type: none">• To examine the social significance of social class, culture and identity and explore social divisions and inequalities that characterise different societies both nationally and internationally
<ul style="list-style-type: none">• To enable students to critically review social policy through the provision of a range of challenging modules and learning experiences that are relevant to the future needs of students considering employment or further study in the areas of social policy
<ul style="list-style-type: none">• To provide students with a knowledge and understanding of the role of comparative analysis in social policy and sociology, through an examination of social divisions, inequalities and welfare systems in other national societies and of the role of national and supra-national institutions in the shaping of welfare policy
<ul style="list-style-type: none">• Provide students with the opportunity to study particular areas and themes in social policy and sociology in depth, promoting opportunities for the critical analysis of social processes
<ul style="list-style-type: none">• To provide students with an opportunity to experience the delivery of social provision from within a local social welfare organisation/setting

Below, we have provided a more detailed summary of the learning outcomes in each of the three key areas of the course;

- (a) The teaching, learning and assessment methods;**
- (b) Subject Specific Skills, and**
- (c) Other skills relevant to employability and personal development.**

(a) Teaching, Learning and Assessment Methods

Students will be able to:

- Identify and outline and recognise the interests and forces that have historically shaped social policy provision in the UK.
- Describe and interpret the main theoretical debates and concepts relevant to the study of social policy and sociology.
- Acknowledge and interpret the contribution made by a range of disciplines to the study of social policy and sociology.
- Recognise the role of comparative analysis in social policy and sociology, and its application in the study of selected societies
- Identify and interpret selected themes and issues in social policy and sociology.
- Examine the social processes underpinning social change.
- Critically evaluate social research methods and methodologies and identify a range of research issues related to understanding social policy and sociological issues.
- Develop a critical awareness of social inequalities, social diversity and social divisions
- Appreciate the role of culture and identity in shaping social life
- Examine the relationship between individuals, groups and social institutions
- Demonstrate an understanding of the operation and impact of non-governmental sources of welfare including the informal, voluntary and private sectors, and of how these interact within mixed economies of welfare.

(b) Subject Specific Skills:

Students will be able to:

- Locate and utilise material and information appropriate for the analysis of social policy and sociological issues
- Analyse particular national and international policy problems and sociological issues, using appropriate, competing theories and concepts from social policy, sociology and other social sciences
- Undertake either on their own, or in collaboration with others, investigations of social questions, issues and problems. This will involve skills in problem identification; the collection, storage management and manipulation of data, including secondary data, and other information; the use of archival sources; the construction of coherent and reasoned arguments; and the presentation of clear conclusions and recommendations.
- Benefit from a work placement in a specific welfare organisation/setting, thus working within multidisciplinary and multi organizational teams, networks, and systems (this applies to students who choose to undertake the relevant work experience options).
- Seek out, use and evaluate qualitative and quantitative data derived from social surveys and other research publications.
- Evaluate and assess the fitness for purpose of particular methodological approaches, recognising the ethical dimensions of social research.

(c) Other skills relevant to employability and personal development

- Students will be able to:
- Obtain, summarise and synthesis material from a range of sources to analysis issues in social policy and sociology
- Assess the merits of competing explanations and interpretations of social questions, issues and problems, using appropriate conceptual and theoretical perspectives and relevant evidence.
- Produce reasoned arguments, justifying conclusions and recommendations by reference to appropriate analytical frameworks and supporting evidence

- Plan, conduct and report on a programme of original research.
- Appreciate the distinction between social policy and sociology ‘in the books’ and ‘on the streets’ in creative and critical ways and thus enhance their understanding of the relationships between the ‘academic’ and ‘practical’ worlds of collaborative social provision and research (this applies to students who choose to undertake the relevant work experience options).
- Convey ideas and arguments effectively to others, using a variety of media, to a range of audiences. This includes the ability to write, discuss and present arguments and ideas using appropriate academic conventions.
- Develop the interpersonal skills that allow them to collaborate with others in research and problem solving.
- Use information technology and software to word process, store, retrieve and analyse data, and conduct various forms of computer-based analysis. They will use email and other communications technologies, and know how to obtain and evaluate information relevant to their studies from the internet, conduct online electronic database searches, and use interactive learning and teaching software.

1.2 Course Team

The course leader for the *BA (Hons) Social Policy and Sociology* is Dr Steve Cunningham. He is the academic lead for the course, and more specifically, the Social Policy element of your studies. The other ‘key’ contact for the Social Policy is Jonathan Pratt. Megan Todd is the academic lead for the Sociology elements of the course.

The contact details of these and other staff can be found below:

SCHOOL OF SOCIAL WORK, CARE AND COMMUNITY - STAFF CONTACT LIST					
Blackmon	Mike	Senior Lecturer	3466	Ha336	MOBlackmon@uclan.ac.uk
Bramwell	Susan	Senior Lecturer	4363	HA312	Sbramwell@uclan.ac.uk
Briggs	Shelley	Senior Lecturer	3467	Ha303	SBriggs2@uclan.ac.uk
Charfe	Lewis	Senior Lecturer	5406	HA344	LCharfe@uclan.ac.uk
Cunningham	Jo	Head of School	3459	Ha327	JECunningham@uclan.ac.uk
Cunningham	Steve	Senior Lecturer	3476	Ha318	SCunningham2@uclan.ac.uk
Drummond	Mary	Lecturer	3405	HA305	MFDrummond2@uclan.ac.uk
Field	Pam	Practice Learning Coordinator	2729	Ha305	PField@uclan.ac.uk
Foord	Mark	Principal Lecturer	3469	Ha316	MFoord@uclan.ac.uk
Gethin-Jones	Steve	Senior Lecturer	5464	HA344	Sgethin-jones@uclan.ac.uk
Harbin	Fiona	Senior Lecturer	3479	HA312	Fharbin@uclan.ac.uk
Hemmington	Jill	Senior Lecturer	5460	Ha342	JHemmington@uclan.ac.uk
James	Mike	Lecturer	3471	HA340	mpjames@uclan.ac.uk

Karolia	Ismail	Lecturer	3415	HA243	IAKarolia@uclan.ac.uk
Lloyd	Jane	Senior Lecturer	3475	HA310	JLloyd1@uclan.ac.uk
Martin	Katie	Lecturer	5467	HA343	KMartin@uclan.ac.uk
O'Hare	Phil	Senior Lecturer	3414	Ha342	PO-Hare@uclan.ac.uk
O'Sullivan	Alice	Senior Lecturer	4360	HA314	AO-Sullivan@uclan.ac.uk
Parkes	Ruth	Associate Lecturer	5407	HA305	Rparkes@uclan.ac.uk
Pratt	Jonathan	Senior Lecturer	3455	Ha318	JPratt1@uclan.ac.uk
Taylor	Amanda	Senior Lecturer	3468	HA304	AMLTaylor@uclan.ac.uk
Wainwright	John	Senior Lecturer	3460	HA303	JPWainwright@uclan.ac.uk

Staff leading the Sociology modules are located in Livesey House and are;

- Jessica Marshall – Lecturer in Social Science jmarshall@uclan.ac.uk Tel: extn 2716 LH108
- Zachari Duncalf, Lecturer in Social Science zduncalf@uclan.ac.uk
- Megan Todd – Lecturer in Social Science MTodd2@uclan.ac.uk Tel: extn 2259 LH310
- Dave Orr – Senior Lecturer in Criminology DOrr@uclan.ac.uk Tel: extn 3976 LH118

1.3 Expertise of staff

Staff contributing to the delivery of Social Policy and Sociology at UCLAN have many years experience of teaching and researching the disciplines. Detailed summaries of the teaching and research interests of each member of staff can be found on the [School of Social Work, Care and Community](#) and the [School of Humanities](#) homepages:

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.



1.5 Administration details

Course Administration Service provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Allen Building

Medicine
Dentistry

telephone: 01772 895566
email: AllenHub@uclan.ac.uk

Harris Building

Lancashire Law School
Humanities and the Social Sciences
Centre for Excellence in Learning and Teaching
telephone: 01772 891996/891997
email: HarrisHub@uclan.ac.uk

Foster Building

Forensic and Applied Sciences
Pharmacy and Biomedical Sciences
Psychology
Physical Sciences
telephone: 01772 891990/891991
email: FosterHub@uclan.ac.uk

Computing and Technology Building

Art, Design and Fashion
Computing
Journalism, Media and Performance
Engineering
telephone: 01772 891994/891995
email: CandTHub@uclan.ac.uk

Greenbank Building

Sport and Wellbeing
Management
Business
telephone: 01772 891992/891993
email: GreenbankHub@uclan.ac.uk

Brook Building

Community, Health and Midwifery
Nursing
Health Sciences
Social Work, Care and Community
telephone: 01772 891992/891993
email: BrookHub@uclan.ac.uk

1.6 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

E-mail and Blackboard are the usual means of mutual communication. As students on this course you may be working for substantial periods away from the university, communication via e-mail will be the usual method of contact. It will therefore be important to contact tutors or the course team should you be having any problems associated with the course. The Administrative Hub will maintain basic contact information which must be updated when changes occur.

Good communication is a core principle of all social care practice and it is important that this underpins relationships in the School of Social Work, Care and Community between students and members of staff. The School has developed principles to guide students when communicating with staff members to achieve the most effective outcomes.

1.6.1 General points

- It is important to remember that academic staff are involved in a range of activities, including teaching across a number of different courses; attending placement visits all over the North West; attending meetings inside and outside the University; and undertaking scholarly research. Consequently, although student emails and telephone messages are afforded a high level of priority, responses are unlikely to be instant, as staff are often not at their desk.
- The School has a large and diverse student body with a range of different needs. At times, some student's needs are particularly pressing. In such instances, staff will prioritise responding to those students, as in any other workplace.
- School staff are committed to supporting students with their studies; however there is also an emphasis upon independent learning within the Higher Education environment. Where students run into difficulty, they are strongly encouraged to seek help.
- Academic and Administrative staff are not permitted to give out marks via email or on the telephone, as stated in the Academic regulations. Students can access their results via 'MyUCLan' and/or Blackboard, and will be shown how to do this.
- Administrative staff will always do their best to help students. Students are asked to communicate with courtesy at all times. There is normally a member of administrative staff on reception at the Hub (Office hours are 8.45am-5.15pm Monday to Thursday and 8.45am-4pm on Fridays), if this is not the case, please ring the bell and someone will respond.
- Communication is a two way process and it is important that students and staff work together to constantly improve communication, so that it is mutually beneficial. This will be discussed at Staff/Student liaison meetings with feedback sought from all.

1.6.2 E-mails

- Students should take care to use appropriate language in emails and are reminded of the importance of being courteous at all times. Where inappropriate language is used, for example 'text language', members of staff will politely point this out to students.
- Where staff are away from University, they will routinely use their automated email response facility, which clearly states a return date. Similarly, staff will use their voicemail message to advise when they are away from the University on annual leave. This is important for students so that they understand when staff are on leave or working away from the University.
- Staff will aim to respond to emails from students within 3 working days (unless they are on annual leave), by providing an acknowledgement of the email, even if the matter cannot immediately be resolved. However, students are politely reminded that the answer to very many queries lies in module or course handbooks and they should consult these first to try and find an answer. This helps to ensure that students who are in genuine need of assistance will receive a prompt response.
- If students do not get a response in 3 working days, they should email the member of staff again. If there is still no response and the matter remains unresolved, students should bring this to the attention of another member of staff, such as their course leader, or the designated principal lecturer for an 'action request'. This colleague will then address the matter with the original member of staff.
- CC-ing in emails - Students are encouraged to send emails directly to the person from whom they want a response. Students should avoid needless copying in many staff members, as this decreases the likelihood of an efficient response and increases work for academic staff. Where other staff are cc'd into the email, it should be made clear why. eg. *I am copying in my course leader so that they are also aware of this situation.*

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below:

Dr Michael Richards
Edge Hill University

If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically via the course's Blackboard site.

The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the

course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.



2. Structure of the course

2.1 Overall structure

There is a foundation entry programme available to students before beginning this course. The programme specification is provided in section 8 of this handbook.

YEAR 1	YEAR 2
<p>Compulsory Modules</p> <ul style="list-style-type: none"> • SW 1804 Contextualising Welfare 1: The Development of British Social Policy • SW 1805 Contextualising Welfare 2: Theories, Concepts and Issues • SO 1116 Sociological Ways of Thinking • SO 1114 Doing Social Research <p>Optional Modules</p> <ul style="list-style-type: none"> • SW 1801 Society in Focus: A Sociological Understanding • SO 1004 Media, and Culture • SO 1115 Youth Identity and Difference • SW 1729 Student Initiated Module <p>As an alternative, you may want to choose a module from the Electives Catalogue</p>	<p>Compulsory Modules</p> <ul style="list-style-type: none"> • SW 2802 Management, Markets and Delivering Welfare • SW 2041 Comparative Social Welfare • SO 2214 Contemporary Thinkers • SO 2015 Innovative Research <p>Optional Modules</p> <ul style="list-style-type: none"> • SW 2803 Power, Oppression and Society • SW 2800 Working in Community Practice: Research and Development • SW 2720 Health, Ageing and Social Care • SW 2801 Social Care: Theory and Practice • SW 2005 Drugs and Society • SW 2018 'Race', Racism and Ethnicity • CI 2008 Diversity and Inclusive Practice With Children and Adults • SO 2002 Sociology of Religion • SO 2103 Sociology of Social Movements • CJ 2007 Understanding Interpersonal Violence • SW 2729 Student Initiated Module (Social Policy)

YEAR 3

Compulsory Modules

- SW 3723 Social Theory: A Textual Analysis

Optional Modules

- SW 3802 Critical Social Policy
- SW 3105 Disability Studies
- SW 3017 Crime and Society
- SW3728 Gender Issues
- SW3721 Poverty, Homelessness and Supported Housing
- SW3100 Mental Health and Social Care
- SW3012 Racism and Social Welfare
- SW3726 Youth Matters
- SW3720 Social Enterprise and Community Management
- SW3800 Applied Community Practice: Research and Development
- SO3003 Understanding Security and Policing in the Twenty-First Century
- SO3020 Sociology of Childhood
- SO3004 Sexy Bodies: Sexuality and the Body
- SO3110 The Sociology of Disability
- SW3739 Student Initiated Module (Social Policy)
- ET3981 Student Initiated Module (Sociology)

Students must also opt to take one of the following dissertation options:

- SP 3990 Social Policy Dissertation Full Year (single), or
 - SP 3991 Social Policy Dissertation Full Year (double),
- or
- SO 3990 Sociology Dissertation Full Year (single), or
 - SO 3991 Sociology Dissertation Full Year (double),
- or
- SW 3801 Community Research Project

More details about these are provided below in the section, *Are there opportunities for work-based experience?*

Many of our students want to take up opportunities to gain work experience. In the second and third years you can choose modules which entail spending a significant amount of time working as a volunteer in a community setting. These are SW 2800, SW 3800, SW 3720 and SW 3801. *Again, these are options and not a compulsory part of the course.*

The intention of these modules is to develop key skills, draw the links between theory and practice and increase student employability. You will be given help to find a voluntary project, but the responsibility to find a place is ultimately down to you.

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

Please note: whether options run in any particular year will depend both on staff availability and the level of student demand. As you will appreciate, for an optional module to be made available there must be sufficient student numbers choosing the module to make it viable. As a general rule, if we have ten students or more signed up for a module it will take place. If the module you are interested in taking is not able to take place we will endeavour to help you find a suitable replacement. Detailed module descriptors for each of the modules listed above can be obtained by request from the course leader.



2.3 Course requirements

The course requirements were explained earlier in the handbook, where we looked at the structure of the course and the progression requirements for the subject.

2.4 Progression Information

When you have complete stage one you move on to stage two and your second year of study. This section deals with progression - the choices and routes that you can take as you enter your second year. Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you

The first thing you need to do is to decide which optional modules you are interested in. You can do this by looking at the titles, and by reading the short descriptions that will be provided. It is a good idea to follow this up by talking to the member of staff offering the modules that seem to be the best for you. Staff will also be able to tell you about detail of content, such as the major topics covered. They can also give you other details, such as the form of assessment (including seminar presentations, course-work and examinations). It is also a good idea to talk to your Personal Tutor about your choice of modules.

When looking at your timetable, examine the timetable slots for the modules. Check that they do not clash with the other modules that you wish to do. We have avoided clashes between compulsory modules on the course, but given the wide choice of optional modules available on the course some clashes between these are inevitable. Where there is a module with *several* seminar times it is safe to assume that you can belong to one particular one if it avoids a clash, so long as the lecture for that module does not clash.

So in your second year, you must undertake **6** modules (and you will need a further 6 in the third year). It is probably best to do 3 modules in each of the two semesters. It is possible to do 4 in one and 2 in the other, but obviously it creates an uneven workload. (You cannot do 5 and 1 and still count as a full time student.)

Progression Talk

If all this seems initially a little confusing, don't panic! Feel free to make an appointment to chat to one of the subject team about your different options. In addition, we will organise a progression talk in February of the first year, where we will explain the options available in more detail.

2.5 Study Time

2.5.1 Weekly timetable

Your weekly timetable will be available online for you to consult.

2.5.2 Expected hours of study

20 credits is a standard module size and equals 200 notional learning hours. The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per week per single module – this includes attendance at UCLan and time spent in private study. A full-time course requires around 30 hours a week study, though this may vary when it comes to assignment or examination time. Of course, if you choose to undertake one of our work experience-related modules, then there is an expectation that you complete the required number of placement hours, as set out in the relevant module descriptor.



2.5.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to the course leader:

Dr Steve Cunningham, 01772 893476; scunningham2@uclan.ac.uk.

There are clear links between attendance at University and academic success. **All students are expected to attend 100% of the course.** The University uses the SAM system and monitors attendance carefully. Where student's attendance falls below the 100% requirement, this may be taken into consideration by the Assessment Board (and may affect student progression and the award of marks).

It is very important if you are absent for any reason that you maintain contact with the University and **inform the Hub of any absences:**

Brook Building

Social Work, Care and Community

telephone: 01772 891992/891993

email: BrookHub Attendance BrookHubAttendance@uclan.ac.uk

If you are an international student, under the Visas and Immigration (UKVI) Points Based System (PBS) - you **MUST** attend your course of study regularly; under PBS, UCLan is obliged to tell UKVI if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

Finally, it is worth bearing in mind that you can check your attendance record through myUCLan.

3. Approaches to teaching and learning

3.1 Learning and teaching methods

Most modules will be taught via a combination of lectures and seminars.

Lectures

Lectures will be a new experience for many of you and a few handy hints will allow you to make the most of them.

First, do not try to write down everything the lecturer says. Rather note the key points and terms which you can expand on later by follow-up reading. The important thing is not to be intimidated by the lecture setting or worried if the person next to you has 15 pages of notes and you only one or two. Quality not quantity is what matters! In any event, many lecturers will provide you with copies of their lecture notes either before or during the lecture, and these may also be available on Blackboard for you to download.

Second, **be courteous in lectures. Do not talk, use mobile phones or come in late as this disturbs other students and the lecturer.**

Finally, if you do not understand a point then feel free to ask in the lecture. If time permits, the lecturer will deal with your point there and then, otherwise there is always time at the end of the lecture for you to approach whoever has taken the class.

Seminars

A seminar is a small class for discussion and debate, providing opportunities to question points made in lectures, to examine some of the different ways in which writers and researchers have tackled a topic, to raise issues which puzzle you, and to learn from the challenges to your own views posed by other students. Where modules make use of seminars, each student is expected to participate in the discussion of seminar topics.

In some modules you may be required to submit and deliver a seminar paper. The seminar paper should form the basis for an oral presentation lasting not more than the time allotted. What is required is an attempted answer to the relevant question. This is not expected to be the last word on the topic, but should evaluate what the sources consulted had to say and should suggest how the presenter would structure her/his own answer.

Although the prospect of presenting a seminar paper may be daunting, most students soon learn how useful the exercise is. Seminar sessions are often designed around essay questions and sometimes they can be linked directly with your choice of essay or examination question. Careful work for a seminar can thus have direct benefits in terms of essay and exam marks.

Do not worry about "making mistakes" or "looking foolish" in front of other students. First, everyone has to present a topic, so their turn will come. Second, the purpose is not to show everyone how clever you are, but to raise points for discussion by the group. It is sometimes easier to raise a question than to provide an answer. Third, only by airing problems can one overcome them.

Group discussions can also be intellectually stimulating in their own right. Whether or not this is true this year rests with you and your peers! This means trying to read at the very least one or two of the items referred to on the reading list for each teaching session, thinking enough to develop your own ideas or queries, and coming prepared for discussion. You should also

make brief notes during the introduction and discussion, so that you do not forget points when your chance comes to raise them.

Reading

Lectures and seminars can only introduce and outline the subject matter of the course. In higher education and especially in the social sciences you are expected to read widely and critically, and you should plan to spend at least three hours reading for each hour of class contact. Plan this to make effective use of your week, including the odd hours between classes, and plan to complete a task in each study session. It is not enough to rely only on lecture notes.

Suggested reading is recommended on the reading list in relation to specific topics. You should buy the recommended textbooks, but they should be supplemented by wider reading. You should use the Library catalogue, bibliographies in the Library, and the reading often recommended in text books to find further relevant material. Part of the interest in our subject lies in its relevance to current affairs

Quality newspapers (The Independent, The Times, The Guardian, The Daily Telegraph, The Scotsman), the weeklies (The Sunday Times, The Observer, The Economist, New Statesman), monthlies - Prospect, etc, and the Social Policy and Sociology journals (especially, *Critical Social Policy* *The Journal of Social Policy*, *Social Policy and Administration*, *the International Journal of Sociology and Social Policy*, *Current Sociology*, *Sociology and the British Journal of Sociology*) provide valuable material, more up-to-date than a textbook. The Library takes a good selection of these and also holds back numbers. It is also worth bearing in mind that newspapers and academic journals can now often be accessed online with your library password. See *The Internet as a Source of Information* (below) for more details.

But there is also much to be learnt from papers such as *The Sun* or *Daily Mail* and their presentation of issues such as asylum and immigration, poverty and social security, pensions and crime. 'Tabloid' newspapers can help to shape public opinion and their portrayal of particular social groups, such as asylum seekers, disabled people, older people and people with mental health difficulties, and hence are also worthy of study. You can access current and past editions (going back to the early 1980s) of all national newspaper online now, via the NEXIS database, which you can access through UCLAN's edatabase system.

3.2 Study skills

Attending a University can be a very daunting experience. Many of you will have been well prepared for coming to UCLAN by the colleges and courses you have previously attended, but it might at first, seem rather perplexing. That said, this is an important transition in your studies and the University recognises this by offering a range of study skills services, including these:

WISER <http://www.uclan.ac.uk/students/study/wiser/index.php>

WISER are also on hand to provide you will study skills advice. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study:

There will, In fact, be many opportunities to develop study skills. Assignment advice and study skills sessions are built into a number of modules, and these are designed to help you

get to grips with the requirements of studying at higher education level. Below, we provide you with some basic advice on how to construct an essay.

- **Constructing an essay**

Essays form a major, though not exclusive, part of the assessment of the course. Essay topics and deadlines are set with ample notice in relation to each module and it is your responsibility to plan your work to meet these deadlines. If you have several essay due dates at the same time, you need to plan in advance so that you avoid bunching at the end.

Essay writing - some general guidance

- Persuade the reader. An essay should have the form of a reasoned argument: the writer should attempt to persuade the reader that the line of argument adopted is justified. The success of a piece of work depends on the persuasiveness of the argument to what the writer must expect to be a sceptical reader.
- Argue clearly. A clear argument is not only easier to understand, it also demonstrates a clear understanding on the part of the writer. Both factors enhance the persuasiveness of the work.
- Introduce your standpoint. A clear argument requires an initial statement of the stance that is to be adopted. In practice, this may involve some comment on how the question is to be interpreted, what kind of information is pertinent, and why it is relevant. An introductory statement of this kind provides a clearer answer than one that immediately launches into the subject matter without an obvious starting point.
- Develop your reasoning. A clear argument will normally involve some development in the reasoning, the clarity and significance of one point relying on the establishment of a previous point. An essay therefore requires planning. If there is no clear theme, or if the theme is disjointed, the reader may find the writing confused.
- Keep to the point. Avoid straying from the theme or including irrelevant material. Make sure that what you include is relevant, and that its relevance is explained.
- The 'facts' cannot be assumed to speak for themselves. An essay cannot depend for its success on stating 'facts', but must also show the relevance of the facts to the argument.
- Relate your argument to established work. In academic writing the persuasiveness of an argument will largely depend on the extent to which it can be supported with reference to established texts or studies within the field, whether you wish to support or refute them.
- Unless you are writing a reflective piece of work, avoid using 'I'. It is conventional not to use the first person in academic writing. Since the status of your work depends largely on how far the ideas expressed can be related to 'authorities' on the subject, the task for the writer is to present the preferred line of argument not as the personal 'I think' but as an integration of the authoritative ideas in the field, for example, 'The conclusion is clear'.
- Conclude by summarising your argument and relating it to the original question or topic.

Clear language communicates your ideas with precision. Ultimately, the ability to handle concepts and language with clarity will be valuable in whatever career you follow. Learn to use words accurately, check meaning and spelling first if you are unsure. Cultivate a concise style which avoids padding and slang. Use punctuation to clarify sentence structure and to help the reader understand your meaning.



3.3 Learning resources

3.3.1 Learning Information Services (LIS)

Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study

3.3.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.

You are also encouraged to make use of the wealth of web-based Social Policy and Sociology material in your preparation for teaching sessions and in the composition of your assignments. The course Blackboard space provides some useful links to relevant material.

However, when using web-based material in assignments you must always ensure that it is appropriately referenced. See the comments in the School of Social Work, Care and Community's Assessment handbook for referencing material obtained from the Internet.

Online Journals

Almost all the journals included in the module reading lists below can be accessed free of charge via various databases that are available via the library's web pages. These include DISCOVERY, EBSCO and SCOPUS, both of which provide full-text access to journal articles.

Accessing journals online from home

You can also access the academic journal databases, as well as ebooks from your computers at home, but in order to do so you may need to use your University username and password

3.4 Personal development planning

You will be encouraged to consider your personal development planning throughout the course. At the start the course you will be given the opportunities to consider your strengths and skills as well as areas for improvement for both your academic study and your career development. You will be supported in your development by module teams, personal tutors and personal advisors.



3.5 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is.

The School of Social Work, Care and Community often organises a “Volunteer Fair Day” so that students who want to arrange work-based experience can learn about the opportunities available and make direct contact with a number of agencies who actively recruit students as volunteers. Also, as noted earlier, in the second and third years you can choose modules

which entail spending a significant amount of time working as a volunteer in a community setting. The intention of these modules is to develop key skills, draw the links between theory and practice and increase student employability. You will be given help to find a voluntary project, but the responsibility to find a place is ultimately down to you.

The dissertation, the Social Enterprise, the Applied Community Practice and the Community Research Project in particular, have been designed with the aim of developing and enhancing your career progression. However, throughout the degree we will be working to provide you with the theoretical and key skills you need to work in a wide variety of 'people related' fields such as social care, community development, housing, community regeneration, community work, local government and many others. Previous Social Policy and Sociology graduates have also progressed onto further postgraduate study (for example, in housing management, social work, teaching and lecturing) and research in the social sciences

4. Student Support

Your course leader, Steve Cunningham, is available to provide general course related advice and guidance. Your personal tutor is available to offer you pastoral support and advice and guidance on your studies. Module tutors will give you more detailed advice on particular assignments and tasks relating to specific modules



4.1 Academic Advisors

In your first week, we will assign you to an Academic Advisor whose role is to guide your learning and generally advise on academic work. You will be invited to meet with your Academic Advisor twice during semester 1 and once during semester 2, either individually or in a small tutor group.

However, you can arrange to see your Academic Advisor at other times as well. The purpose of such meetings is to enable you to meet course deadlines for submission of assessed work and progress effectively in your studies.

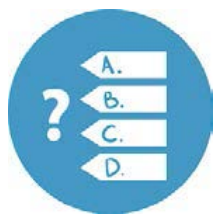
4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

4.3 Students' Union One Stop Shop

The Opportunities Centre is the Union's One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.

5. Assessment



5.1 Assessment Strategy

The course uses a range of assessments to test your knowledge of the key themes covered by the programme, including essays, other written assignments, group work, oral presentations, poster presentations, and work-based assessment. A detailed summary of the School's Assessment Strategy can be found in the School of Social Work, Care and Community's Assessment Handbook, a copy of which can be found on the

course's Blackboard page.

5.2 Notification of assignments and examination arrangements

The School of Social Work, Care and Community has a policy of anonymous marking. Exceptions to this rule may be some 'SO' modules, dissertations or assignments linked to work-based learning. In such cases, further information will be given to you by module tutors.

Most of your assignments will be submitted online. When submitting your assignments **it is important that you do not write your name** on the assignments themselves. The system that we use – Turnitin – will recognize your student id and enable us to identify you after your assignments have been marked.

Under no circumstances should work ever be given or emailed directly to individual members of staff, as this will not be regarded as received. Students must keep a copy of their work. Very occasionally essays may be misplaced and it is important that we can get a replacement from you if needed.

Students are asked to submit their work word-processed, double-spaced, typed on single sheets, stapled and completed with a word-count. As already stated, most modules now use online submission of assignments, though where this is not the case submission information will be provided by the module tutor.

Please ensure that you submit all your work in accordance with the set deadlines, including the dates and the times (these will vary by module).

More detailed advice on the marking of your work and the types of feedback you can expect can be found in the School of Social Work, Care and Community's Assessment handbook.

5.3 Referencing

As Social Policy and Sociology students, you will be expected to use the Harvard referencing systems. As with your other subjects, it is crucial that you reference the source of all the material you use in your essay. For guidance on this, see the School of Social Work, Care and Community's Assessment Handbook.

5.4 Confidential material

As part of some of your modules, you may be expected to engage with service users, or undertake sensitive research, and in such instances you will be expected to abide by the University's ethical and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations.

5.5 Cheating, plagiarism, collusion or re-presentation

You are required to sign a declaration indicating that individual work submitted for an assessment is your own.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the [Academic Regulations](#) and the [Assessment Handbook](#) .

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the [Assessment Handbook](#).
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes,

ideas, opinions, music and images should be acknowledged and referenced within your assignments.

- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student's work - this includes with the other student's consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another's answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
- Re-presentation is an attempt to gain credit twice for the same piece of work.

The process of investigation and penalties which will be applied can be reviewed in the [Assessment Handbook](#). If an allegation is found to be proven then the appropriate penalty will be implemented.

The University uses an online Assessment Tool called Turnitin, which can help you assess the originality of your work. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow you to check as many drafts as the system allows before your final submission to the 'official' Turnitin assignment. You are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission.

Please be aware that Turnitin is also used by staff to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.



7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning, including tutorials, module evaluation questionnaires and staff student liaison committees.

We aim to respond to your feedback and let you know of our plans for improvement. Student feedback has contributed to a number of positive changes to the course in the past, including changes to the content and assessment of modules, the provision of greater work-based options and the expansion of extracurricular activities.

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means,

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Your School President will facilitate the meetings and provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. The minutes of these meetings will be made available to all students. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting, alongside the following common themes:

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner's report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme 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.

Sources of information on the programme can be found in Section 17

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution	University of Central Lancashire
3. University Department/Centre	School of Social Work, Care and Community
4. External Accreditation	University of Central Lancashire
5. Title of Final Award	BA (Hons) Social Policy and Sociology
6. Modes of Attendance offered	Part time and full time

7. UCAS Code	L3L4
8. Relevant Subject Benchmarking Group(s)	Social Policy and Administration, Sociology
9. Other external influences	
10. Date of production/revision of this form	14 June 2013
11. Aims of the Programme	
<ul style="list-style-type: none"> • To enable students to critically analyse the contribution of a range of methodological, theoretical and political concepts to social policy and sociology. • To enable students to have knowledge of the relevance of social scientific enquiry for areas of social, political and civil life • To examine the social significance of social class, culture and identity and explore social divisions and inequalities that characterise different societies both nationally and internationally • To enable students to critically review social policy through the provision of a range of challenging modules and learning experiences that are relevant to the future needs of students considering employment or further study in the areas of social policy • To provide students with a knowledge and understanding of the role of comparative analysis in social policy and sociology, through an examination of social divisions, inequalities and welfare systems in other national societies and of the role of national and supra-national institutions in the shaping of welfare policy • Provide students with the opportunity to study particular areas and themes in social policy and sociology in depth, promoting opportunities for the critical analysis of social processes • To provide students with an opportunity to experience the delivery of social provision from within a local social welfare organisation/setting 	

12. Learning Outcomes, Teaching, Learning and Assessment Methods
A. Knowledge and Understanding
<p>Students will be able to:</p> <p>A1. Identify and outline and recognise the interests and forces that have historically shaped social policy provision in the UK.</p> <p>A2. Describe and interpret the main theoretical debates and concepts relevant to the study of social policy and sociology.</p>

- A3. Acknowledge and interpret the contribution made by a range of disciplines to the study of social policy and sociology
- A4. Recognise the role of comparative analysis in social policy and sociology, and its application in the study of selected societies
- A5. Identify and interpret selected themes and issues in social policy and sociology.
- A6. Examine the social processes underpinning social change.
- A7. Critically evaluate social research methods and methodologies and identify a range of research issues related to understanding social policy and sociological issues.
- A8. Develop a critical awareness of social inequalities, social diversity and social divisions
- A9. Appreciate the role of culture and identity in shaping social life
- A10. Examine the relationship between individuals, groups and social institutions
- A11. Demonstrate an understanding of the operation and impact of non-governmental sources of welfare including the informal, voluntary and private sectors, and of how these interact within mixed economies of welfare.

Teaching and Learning Methods

A range of teaching and learning methods are used to enable students to acquire and apply the knowledge, awareness and skills expressed in the course and module learning outcomes. Lectures, supported by paper-based, audio-visual and web-based materials, are used to provide essential information, analysis of theories, concepts and methods, guidance for further work and a framework and stimulus for learning. Lectures also involve students in learning through the provision of opportunities for questioning, participation and interaction.

Seminars enable students to evaluate, integrate and apply knowledge, theories and concepts to historical and current policies and practice, discuss issues and arguments and share ideas and experience in an atmosphere of constructive dialogue and mutual respect. Group activities, workshops, discussions and interactions facilitate the development of interpersonal skills and peer support and learning, and are used to stimulate discussion, application and sharing of information, ideas, values and experience.

In years two and three, opportunities are also provided for students to be able to gain experience in a voluntary or work based setting; these opportunities aim to 'embed' issues of social theory into day to day practice, and enable the students to gain valuable experience in a work based setting, extend their employability and gain access to potential employers.

A system of one-to-one tutorials operates to provide support and regular feedback to those Joint and Major students completing dissertations in Social Policy, as well as those undertaking work experience options.

As part of their study of comparative welfare regimes, Joint and Major students are offered the opportunity to participate in an international student exchange programmes which has been developed by staff here in the School of Social Work.

Assessment methods

Throughout the programme there is a combination of formative and summative assessment. Formative assessment takes the form of feedback on student presentations and group project work. Summative assessment is through a combination of 'standard' essays, extended essays and short pieces of assessed coursework; individual and group presentations; group reports; dissertation. . Exams – seen and unseen, are also integrated into some modules

B. Subject-specific skills

Students will be able to:

- B1. Locate and utilise material and information appropriate for the analysis of social policy and sociological issues
- B2. Analyse particular national and international policy problems and sociological issues, using appropriate, competing theories and concepts from social policy, sociology and other social sciences
- B3. Undertake either on their own, or in collaboration with others, investigations of social questions, issues and problems. This will involve skills in problem identification; the collection, storage management and manipulation of data, including secondary data, and other information; the use of archival sources; the construction of coherent and reasoned arguments; and the presentation of clear conclusions and recommendations.
- B4. Benefit from a work placement in a specific welfare organisation/setting, thus working within multidisciplinary and multi organizational teams, networks, and systems (this applies to students who choose to undertake the relevant work experience options).
- B5. Seek out, use and evaluate qualitative and quantitative data derived from social surveys and other research publications.
- B6. Evaluate and assess the fitness for purpose of particular methodological approaches, recognising the ethical dimensions of social research.

Teaching and Learning Methods

Case studies, primary source analysis and problem solving exercises are used to facilitate the development and application of skills and knowledge. Individual independent inquiry and analysis, with tutorial support, voluntary/work experience, guided reading and supervision, including preparation for assignments, seminars, projects and dissertations enable students to develop and apply academic knowledge, skills and methodologies, and personal study, organisational and problem solving skills. Personal and skills development is integrated into the core modules, supported by web-based materials and timetabled tutorials.

Assessment methods

A range of assessment methods is used to extend and demonstrate students' learning, including essays, literature reviews, critiques, reports, lecture logs, exercises, research plans, case studies, portfolios, workbooks, projects, individual and group oral presentations.

C. Thinking Skills

Students will be able to:

- C1. Obtain, summarise and synthesis material from a range of sources to analysis issues in social policy and sociology
- C2. Assess the merits of competing explanations and interpretations of social questions, issues and problems, using appropriate conceptual and theoretical perspectives and relevant evidence.
- C3. Produce reasoned arguments, justifying conclusions and recommendations by reference to appropriate analytical frameworks and supporting evidence
- C4. Plan, conduct and report on a programme of original research.
- C5. Appreciate the distinction between social policy and sociology 'in the books' and 'on the streets' in creative and critical ways thus enhancing understanding of the relationships between the 'academic' and 'practical' worlds of collaborative social provision and research (this applies to students who choose to undertake the relevant work experience options).
- C6. Convey ideas and arguments effectively to others, using a variety of media, to a range of audiences. This includes the ability to write, discuss and present arguments and ideas using appropriate academic conventions.
- C7. Develop the interpersonal skills that allow them to collaborate with others in research and problem solving.
- C8. Use information technology and software to word process, store, retrieve and analyse data, and conduct various forms of computer-based analysis. They will use email and other communications technologies, and know how to obtain and evaluate information relevant to their studies from the internet, conduct online electronic database searches, and use interactive learning and teaching software.

Teaching and Learning Methods

Case studies, primary source analysis and problem solving exercises are used to facilitate the development and application of skills and knowledge. Individual independent inquiry and analysis, with tutorial support, guided reading and supervision, including preparation for assignments, seminars, projects and dissertations enable students to develop and apply academic knowledge, skills and methodologies, and personal study, organisational and problem solving skills. Personal and skills development is integrated into the core modules, supported by web-based materials and timetabled group tutorials. Skill C5 is acquired through participation on the optional modules that provide students with work experience opportunities. These modules offer students the opportunity of work or research experience, which can be used for personal development.

Assessment methods

Throughout the programme there is a combination of formative and summative assessment. Formative assessment takes the form of feedback on student presentations and group project work. Summative assessment is through a combination of 'standard' essays, extended essays and short pieces of assessed coursework; individual and group presentations; group reports; dissertation

D. Other skills relevant to employability and personal development

Students will be able to:

- D1. Develop the ability to communicate ideas in a variety of written and oral formats, providing accurate descriptive and critical summaries of arguments, reports, documents and other written and verbal data
- D2. Develop an ability to understand the core theories, concepts and approaches in social policy and sociology and a clear ability to distinguish among them. They should show an understanding, and ability to reflect upon, the underlying value base of many policy proposals and distinguish clearly between normative and empirical arguments
- D3. Develop the ability to identify select and draw upon a range of printed, electronic and other material as a means to the development and presentation of arguments and evidence
- D4. Develop the ability to work with others in the investigation of problems, and in the presentation of arguments and evidence
- D5. Develop the ability to work independently, set goals, plan a work programme and manage time effectively
- D6. Have acquired some of the necessary personal and practical skills associated with successful work experience in a welfare agency setting
- D7. Demonstrate an ability to appraise research, evaluating data gathered from social surveys and other research publications.
- D8. Develop a sufficient grasp of research methods and their application to enable them to comment on research evidence

D9 Demonstrate sensitivity to the values and interests of others, through an enhanced ability to identify and understand different normative and moral positions

Teaching and Learning Methods

Case studies, primary source analysis and problem solving exercises are used to facilitate the development and application of skills and knowledge. Individual independent inquiry and analysis, with tutorial support, work/voluntary experience, participation in research projects, guided reading and supervision, including preparation for assignments, seminars, projects and dissertations enable students to develop and apply academic knowledge, skills and methodologies, and personal study, organisational and problem solving skills. Personal and skills development is integrated into the core modules, supported by web-based materials and timetabled tutorials.

Assessment methods

Throughout the programme there is a combination of formative and summative assessment. Formative assessment takes the form of feedback on student presentations and group project work. Summative assessment is through a combination of 'standard' essays, extended essays and short pieces of assessed coursework; individual and group presentations; group reports; dissertation

13. Programme Structures				14. Awards and Credits
Level	Module Code	Module Title	Credit rating	
Level 6	SW3723	<p><i>Third year students are required to take the following compulsory module:</i></p> <p>Social Theory: Textual Analysis</p> <p><i>They are also required to take four of the following optional modules (students opting to undertake a double dissertation need not take an optional module)</i></p> <p>Disability Studies</p> <p>Crime and Society</p> <p>Gender Issues</p>	20	<p>Bachelor Honours Degree</p> <p>Requires 360 credits including a minimum of 240 at levels 4 and 5 and a minimum of 100 at level 6, HE Diploma requires 240 credits including a minimum of 100 at Level 5.</p>

		Poverty, Homelessness and Supported Housing		
	SW3105	Mental Health and Social Care		
	SW3017	Racism and Social Welfare	20	
	SW3728	Youth Matters	20	
	SW3721	Social Enterprise and Community Management	20	
	SW3100	Applied Community Practice: Research and Development	20	
	SW3012	Suspect Populations and Insecure Places	20	
	SW3726	Sociology of Childhood	20	
	SW3720	Sexy Bodies: Sexuality and the Body	20	
	SW3800	Sociology of Disability	20	
		Student Initiated Module		
	SO3003	Understanding Security and Policing in the Twenty-First Century	20	
			20	
	SO3020	<i>Students must also opt to undertake ONE of the following types of dissertation:</i>	20	
	SO3004		20	
	SO3110	Social Policy Dissertation Full Year (single), or	20	
	SW3739		20	
	SW3802	Social Policy Dissertation Full Year (double),	20	
		or		
		Sociology Dissertation Full Year (single or double), or		
		Sociology Dissertation Full Year (double), or		
			20	
	SP3990			

	SP3991	Community Research Project	40	
			20	
	SO3990		40	
	SO3991		20	
	SW3801			
Level 5		<p><i>Year 2 students are required to take the following four compulsory modules:</i></p> <p>SW2802 Management, Markets and Delivering Welfare</p> <p>SW2041 Comparative Social Welfare</p> <p>SO2214 Contemporary Thinkers</p> <p>SO2015 Innovative Research</p> <p><i>They are also required to take two of the following optional modules:</i></p> <p>Power, Oppression and Society</p>	20 20 20 20	<p>HE Diploma</p> <p>Requires 240 credits including a minimum of 6 at Level 5</p>

	SW2803	Working in Community Practice: Research and Development	20	
	SW2800	Health, Ageing and Social Care	20	
	SW2720	Social Care: Theory and Practice	20	
	SW2801	Drugs and Society	20	
	SW2005	'Race', Racism and Ethnicity	20	
	SW2018	Sociology of Religion	20	
	SO2002	Diversity and Inclusive Practice With Children and Adults	20	
	CI2008	Sociology of Social Movements		
	SO2103	Understanding Interpersonal Violence	20	
	CJ2007	Student Initiated Module	20	
	SW2729	<i>Students participating in the Exchange Programme with partner institutions abroad may want to choose the following as their optional module:</i>	20	
	SW2728	International Social Policy: Studying Abroad	20	
Level 4		<i>Students are required to take the following four compulsory modules</i>		HE Certificate Requires 120 credits

	SW1804	Contextualising Welfare 1: The Development of British Social Policy	20	
	SW1805	Contextualising Welfare 2: Theories, Concepts and Issues	20	
	SO1116	Sociological Ways of Thinking	20	
	SO1114	Doing Social Research	20	
		<i>Students must undertake at least one of the following optional modules:</i>		
	SW1801	Society in Focus: A Sociological Understanding	20	
		Media and Culture		
	SO1004	Youth, Identity and Difference	20	
	SO1115	Student Initiated Module	20	
	SW1729	<i>Students only undertaking one of the above optional modules must complete the 120 credit requirement for Level 4 by choosing a module from the university's elective catalogue.</i>	20	

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15. Personal Development Planning

Personal Development Planning (PDP) is intended to provide a process by which students can reflect on their learning and plan for their personal and career development. The primary objective of PDP is to improve each student's capacity to understand what and how they are learning, and to review, plan and take responsibility for their own learning. The programme has developed a structured approach to PDP for a student, which is set out below.

All students will graduate with a Progress File, which should contain:

- A student transcript setting out details of academic learning, which is generated by the university and will be provided at the end of the course.
- A Personal Development Record (PDR) summarising personal learning, which includes plans and goals for continuing learning and development. Students will forward this to their personal tutor who will sign it off. The signed and stamped copy will be returned to students by administrative staff with their institutional transcript.
- PDP material in evidence and support of the PDR.

It is the student's responsibility to produce the PDR, which will draw on their PDP. Although the PDR won't be required until the final year students will be encouraged to make sure they collect and reflect on PDP material from the beginning of their course.

16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.

ADMISSION CRITERIA

The University's minimum standard entry requirements for degree level study is a 12 unit profile, made up from one of the following:

At least two A2 level subjects including:

One A2 level subject plus one single award Advanced

VCE

One double or two single award(s) Advanced VCE

GCSE Maths and/or English at Grade C or above are required.

Other acceptable qualifications include:

Scottish Certificate of Education Higher Grade

Irish Leaving Certificate Higher Grade

International Baccalaureate

Kite marked Access Course

Applications from individuals with non-standard qualifications, relevant work or life experience and who can demonstrate the ability to cope with and benefit from degree level studies are welcome. If you have not studied recently you may need to undertake an Access programme first. For details of those offered by the University please contact Enquiry Management, tel. 01772 892400.

17. Key sources of information about the programme

- School of Social Work's Web Pages

18. Curriculum Skills Map

				Programme Learning Outcomes																
LEVEL 6	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Knowledge and understanding											Subject-specific Skills					
				A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	B1	B2	B3	B4	B5	B6
				SW3723	Social Theory: Textual Analysis	Comp	X	X	X	X	X	X		X	X	X	X	X		
SP3990	Dissertation (Single)	Comp	X	X	X	X	X	X	X	X	X	X		X	X	X		X	X	
SP 3991	Dissertation (Double)	Comp	X	X	X	X	X	X	X	X	X	X		X	X	X		X	X	
SW3801	Community Research Project	Comp		X			X	X	X	X	X	X		X	X	X	X	X	X	
SO3990	Sociology Dissertation (single)	Comp		X		X	X	X	X	X	X	X		X	X			X	X	
SO3991	Sociology Dissertation (double)	Comp		X		X	X	X	X	X	X	X		X	X			X	X	
SW3721	Poverty, Homelessness and Supported Housing	O	X	X		X	X	X		X	X	X	X	X				X		
SW3012	Racism and Social Welfare	O	X	X	X	X	X	X		X	X	X	X	X				X		
SW3017	Crime and Society	O	X	X	X	X	X	X		X	X	X	X	X				X		

	SW3105	Disability Studies	O	X	X	X	X	X		X	X	X	X	X				X	
	SW3720	Social Enterprise and Community Management	O		X		X	X		X	X	X	X	X	X	X	X	X	
	SW3726	Youth Matters	O	X	X	X	X	X		X	X	X	X	X				X	
	SW3100	Mental Health and Social Care	O	X	X	X		X	X		X	X	X	X				X	
	SW3728	Gender Issues	O	X	X	X	X	X		X	X	X	X	X				X	
	SW3800	Applied Community Practice: Research and Development	O					X	X	X	X	X	X	X	X	X	X	X	X
	SO3003	Understanding Security and Policing in the Twenty-First Century	O	X	X		X	X		X	X	X		X				X	
	SO3020	Sociology of Childhood	O	X	X	X	X	X		X	X	X	X	X				X	
	SO3110	Sociology of Disability	O	X	X	X			X	X	X		X	X	X		X		X
	SO3004	Sexy Bodies: Sexuality and the Body	O	X	X	X			X	X	X		X	X	X		X		X
	SW3739	Student Initiated Module	O		X			X	X		X	X	X		X			X	
Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Thinking Skills								Other skills relevant to employability and personal development							
				C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	D8
LEV EL 6	SW3723	Social Theory: Textual Analysis	Comp	X	X	X			X	X	X	X	X	X	X		X		X

SP3990	Dissertation (Single)	Comp	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	
SP 3991	Dissertation (Double)	Comp	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	
SW3801	Community Research Project	Comp	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
SO3990	Sociology Dissertation (single)	Comp	X	X	X	X		X	X	X	X	X	X	X	X					
SO3991	Sociology Dissertation (double)	Comp	X	X	X	X		X	X	X	X	X	X	X	X		X	X	X	
SW3721	Poverty, Homelessness and Supported Housing	O	X	X	X			X	X	X	X	X	X	X	X		X		X	
SW3012	Racism and Social Welfare	O	X	X	X			X	X	X	X	X	X	X	X		X		X	
SW3017	Crime and Society	O	X	X	X			X	X	X	X	X	X	X	X		X		X	
SW3105	Disability Studies	O	X	X	X			X	X	X	X	X	X	X	X		X		X	
SW3720	Social Enterprise and Community Management	O	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X
SW3726	Youth Matters	O	X	X	X			X	X	X	X	X	X	X	X		X		X	
SW3100	Mental Health and Social Care	O	X	X	X			X	X	X	X	X	X	X	X		X		X	
SW3728	Gender Issues	O	X	X	X			X	X	X	X	X	X	X	X		X		X	
SW3800	Applied Community Practice: Research and Development	O	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	

SO3003	Understanding Security and Policing in the Twenty-First Century	O	X	X	X			X	X	X	X	X	X	X	X	X	X	X
SO3020	Sociology of Childhood	O	X	X	X			X	X	X	X	X	X	X	X	X	X	X
SO3004	Sexy Bodies: Sexuality and the Body	O	X	X	X			X	X	X		X	X	X	X		X	X
SO3110	Sociology of Disability	O	X	X	X			X	X	X		X	X	X	X		X	X
SW3802	Critical Social Policy	Opt	X	X	X			X	X	X	X	X	X	X	X		X	X
SW3739	Student Initiated Module	O	X	X	X		X	X		X	X	X	X		X		X	X

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Knowledge and understanding											Subject-specific Skills						
				A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	B1	B2	B3	B4	B5	B6	
LEVEL 5	SW2041	Comparative Social Welfare	Comp	X	X		X	X	X	X	X	X	X	X	X	X			X		
	SW2802	Management, Markets and Delivering Welfare	Comp	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	
	SO2214	Contemporary Thinkers	Comp	X	X	X		X	X	X						X			X		
	SO2015	Innovative Research	Comp		X			X	X	X					X	X			X	X	
	SW2801	Social Care: Theory and Practice	O	X				X	X	X		X	X	X	X	X			X		
	SW2720	Health, Ageing and Social Care	O	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	
	SW2005	Drugs and Society	O	X	X		X	X	X	X	X	X	X	X	X	X			X		
	SW2018	'Race', Racism and Ethnicity	O	X	X	X		X	X	X	X	X	X	X	X	X			X		
	SW2803	Power, Oppression and Society	O		X	X	X	X	X	X				X	X	X			X		
	SW2800	Working in Community Practice: Research and Development	O		X			X	X	X		X	X	X	X	X	X	X	X	X	
CI2008	Diversity and Inclusive Practice With Children and Adults	O		X	X	X	X	X	X	X	X	X	X	X	X			X			

	CJ2007	Understanding Interpersonal Violence	O	X	X	X	X	X	X	X	X	X	X	X	X	X			X	
	SO2002	Sociology of Religion	O	X	X	X		X	X	X	X	X	X		X	X			X	
	SO2103	Sociology of Social Movements	O	X	X	X	X	X	X	X	X	X	X	X	X	X			X	
	SW2728	International Social Policy: Studying Abroad	O		X	X	X	X	X						X	X			X	
	SW2729	Student Initiated Module	O		X			X		X					X	X			X	

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Thinking Skills								Other skills relevant to employability and personal development									
				C1	C2	C3	C4	C5	C6	C7	C8		D1	D2	D3	D4	D5	D6	D7	D8	D9
└ ▯	SW2041	Comparative Social Welfare	Comp	X	X	X			X	X	X		X	X	X	X	X	X		X	

SW2802	Management, Markets and Delivering Welfare	Comp	X	X	X			X	X	X		X	X	X	X	X	X	X		X
SO2214	Contemporary Thinkers	Comp	X	X	X			X	X	X		X	X	X	X		X	X		X
SO2015	Innovative Research	Comp	X	X	X			X	X	X		X	X	X	X		X	X	X	X
SW2801	Social Care: Theory and Practice	O	X	X	X			X	X	X		X	X	X	X	X	X	X		X
SW2720	Health, Ageing and Social Care	O	X	X	X			X	X	X		X	X	X	X	X	X	X		X
SW2005	Drugs and Society	O	X	X	X			X	X	X		X	X	X	X	X	X	X		X
SW2018	'Race', Racism and Ethnicity	O	X	X	X			X	X	X		X	X	X	X	X	X	X		X
SW2803	Power, Oppression and Society	O	X	X	X			X	X	X		X	X	X	X	X	X	X		X
SW2800	Working in Community Practice: Research and Development	O	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
CI2008	Diversity and Inclusive Practice With Children and Adults	O	X	X	X			X	X	X		X	X	X	X	X	X	X		X
CJ2007	Understanding Interpersonal Violence	O	X	X	X			X	X	X		X	X	X	X	X	X	X		X
SO2002	Sociology of Religion	O	X	X	X			X	X	X		X	X	X	X		X	X		X

	SO2103	Sociology of Social Movements	O	X	X	X			X	X	X		X	X	X	X		X	X		X	
	SW2728	International Social Policy: Studying Abroad	O	X	X	X			X	X	X		X	X	X	X	X	X	X		X	
	SW2729	Student Initiated Module	O	X	X	X			X		X		X	X	X		X	X	X		X	

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Knowledge and understanding											Subject-specific Skills										
				A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	B1	B2	B3	B4	B5	B6					
LEVEL 4	SW1804	Contextualising Welfare 1: The Development of British Social Policy	Comp	X	X			X	X		X	X	X	X	X	X					X				
	SW1805	Contextualising Welfare 2: Theories, Concepts and Issues	Comp	X	X	X	X	X	X		X	X	X	X	X	X					X				
	SO1116	Sociological Ways of Thinking	Comp						X	X	X	X	X		X	X					X	X			
	SO1114	Doing Social Research	Comp						X		X	X	X		X	X					X				
	SW1801	Society in Focus: A Sociological Understanding	O	X	X	X	X	X	X	X	X	X	X		X	X					X	X			
	SO1004	Media and Culture	O	X	X	X	X	X	X	X	X	X	X		X	X					X	X			
	SO1115	Youth, Identity and Difference	O	X	X	X	X	X	X	X	X	X	X		X	X					X	X			
	SW1729	Student Initiated Module	O		X			X								X	X				X				
Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Thinking Skills											Other skills relevant to employability and personal development										
				C1	C2	C3	C4	C5	C6	C7	C8					D1	D2	D3	D4	D5	D6	D7	D8	D9	

LEVEL 4	SW1804	Contextualising Welfare 1: The Development of British Social Policy	Comp	X	X	X			X	X	X			X	X	X	X	X		X		X
	SW1805	Contextualising Welfare 2: Theories, Concepts and Issues	Comp	X	X	X			X	X	X			X	X	X	X	X		X		X
	SO1116	Sociological Ways of Thinking	Comp	X	X	X			X	X	X			X	X	X	X	X		X	X	X
	SO1114	Doing Social Research	Comp	X	X	X			X	X	X			X	X	X	X	X		X		X
	SW1801	Society in Focus: A Sociological Understanding	O	X	X	X			X	X	X			X	X	X	X	X		X	X	X
	SO1004	Media and Culture	O	X	X	X			X	X	X			X	X	X	X	X		X		X
	SO1115	Youth, Identity and Difference	O	X	X	X			X	X	X			X	X	X	X	X		X		X
	SW1729	Student Initiated Module	O	X	X	X					X			X	X	X		X		X		X

Note: Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme 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.

Sources of information on the programme can be found in Section 17

13. Awarding Institution / Body	University of Central Lancashire
14. Teaching Institution	University of Central Lancashire Runshaw College Burnley College
15. University School/Centre	School of Social Work
16. External Accreditation	
17. Title of Final Award	BA (Hons) Community and Social Care: Policy and Practice (Foundation Entry)
18. Modes of Attendance offered	Full time/Part time
19. UCAS Code	LLH5

20. Relevant Subject Benchmarking Group(s)	Social Work and Social Policy and Administration
21. Other external influences	None
22. Date of production/revision of this form	June 2012 Update May 2014 Updated May 2015
23. Aims of the Programme	
<ul style="list-style-type: none"> • To prepare students for progression into BA Community and Social Care: Policy and Practice; Social Policy; BA Children, Families and Schools; Social Work and related other Degree and Diploma courses • To encourage students to recognise their own skills and potential and to build self confidence • To encourage non-traditional learners, and those from under represented groups to enter Higher Education • To develop students skills in written and oral communication • To develop students employability • To introduce students to the multi-disciplinary nature of working with people in community and social care settings 	

24. Learning Outcomes, Teaching, Learning and Assessment Methods
A. Knowledge and Understanding
<p>Students will be able to:</p> <p>A1. Explain the contribution made by a range of disciplines to the study of social work, social welfare, social care, early years provision and other forms of community based practice</p> <p>A2. Explore selected themes and issues relating to Social Care and Social Welfare from an interdisciplinary perspective, drawing upon ideas from Sociology, Social Policy, Human Growth and Development and Social Welfare</p>
Teaching and Learning Methods
<p>Teaching and learning on the programme combines a range of student centred learning methods which includes group work, presentations, projects, seminars, videos, etc.</p> <p>Students are encouraged to engage in appropriate reading throughout the course and to reflect on the process of their own learning, and to identify learning needs.</p> <p>A system of one to one tutorials, group tutorials and PDP workshops is in operation to provide support and regular feedback to students throughout the course.</p>
Assessment methods
<p>Assessment takes the form of formative and summative assessments for example, worksheets, case studies, student projects and written assignments.</p>
B. Subject-specific skills
<p>Students will be able to:</p> <p>B1. Work in collaboration with other learners to present arguments, assimilate ideas and evaluate material relating to course themes.</p> <p>B2. Locate, summarise and use information appropriate for the analysis of social work, social justice, and community development and welfare issues.</p>
Teaching and Learning Methods
<p>Subject specific skills are developed via the teaching and learning programme outlined above. In addition to this, learners are encouraged to work in small groups and to present work to the whole group, and evaluate their own performance as part of the overall assessment strategy.</p>
Assessment methods
<p>Assessment takes the form of formative and summative assessments for example, worksheets, case studies, student projects and written assignments.</p>

C. Thinking Skills
Students will be able to: C1. Obtain, collate and utilise material from a range of sources to analyse issues in social work, community and welfare studies C2. Develop an inter-disciplinary approach to a variety of social issues C3. Reflect on values, skills and a developing knowledge base
Teaching and Learning Methods
Cognitive skills are promoted via group discussions and debates, tutorial discussion and planning for assessed work.
Assessment methods
Assessment takes the form of formative and summative assessments for example, worksheets, case studies, student projects and written assignments.
D. Other skills relevant to employability and personal development
Students will be able to: D1. Communicate effectively in writing, verbally and with groups D2. Use information technology competently, including email facilities. D3. Enhance employability through the accumulation of academic, asset-based community practice and computer based skills and knowledge D4. Manage time effectively and plan workload.
Teaching and Learning Methods
Employability and personal development are enhanced via the Asset-based Community Development learning module. This utilises learning strategies of project- and placement-based learning, student initiated group work and seminars.
Assessment methods
Students are assessed on their ability to work individually and collaboratively in groups, through a portfolio in which they are assessed by themselves, peers, participants and supervisor.

13. Programme Structures				14. Awards and Credits
Level	Module Code	Module Title	Credit rating	

Level 0	SWC040	Study Skills	10	Progression onto Year one of Bachelor Honours Degree Requires 120 credits.
	SWC025	Information Management	10	
	SWC030	Understanding Individuals, Families and Communities	40	
	SWC031	Working with Individuals, Families and Communities	40	
	SWC035	Asset-based Community Development	20	
	SWC099	Student Initiated Module (SIM) (Can be taken in place of SWC035 for students who may not be able to undertake that module)	20	

15. Personal Development Planning

Personal Development Planning is embedded within modules SWC040, SWC030, SWC031, in which students engage in reflective assignments, group work and a structured piece of autobiographical writing. The Asset-based Community Development module has been added to further provide students with an opportunity to link asset-based community development theory with practice and to develop personal and professional skills that will serve as a foundation for promoting citizen participation in communities while enhancing student employability. A central thrust of the programmatic design is an emphasis on student involvement with their own learning. This means that students will be actively engaged in reflecting upon their values and life and career paths, as well as their learning, inter-personal and communication styles. It also means that students will be required to complete formally assessed assignments that, while corresponding with areas of interest, will also challenge students not only to become more competent learners and practitioners, but to also reflect in writing upon their experience of meeting learning outcomes. Students will be expected to maintain and update a personal development plan that will include individual and tutor responses to classroom, field, and written work that both the student and tutor will have discussed in tutorials.

16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.

Age 18 or above. Evidence of ability to write in English. No other specific entry requirements although students hoping to later progress for social work training will need GCSEs at grade C in English and Maths or equivalent (Key Skills Level 2).

Applications from people with relevant work or life experience or non-standard qualifications are welcome.

17. Key sources of information about the programme

- Lynn Shorter, Senior Lecturer / Course Leader
- University website

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

				Programme Learning Outcomes												
Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Knowledge and understanding		Subject-specific Skills		Thinking Skills					Other skills relevant to employability and personal development			
				A1	A2	B1	B2	C1	C2	C3	D1	D2	D3	D4		
LEVEL 0	SWC030	Understanding individuals, families and communities	COMP	√	√	√	√	√	√	√	√	√	√	√	√	
	SWC031	Working with individuals, families and communities	COMP	√	√	√	√	√	√	√	√	√	√	√	√	
	SWC035	Asset-based Community Development	COMP	√	√	√	√	√	√	√	√	√	√	√	√	
	SWC040	Study Skills	COMP	√	√	√	√	√				√	√	√	√	
	SWC025	Information Management	COMP	√	√	√	√					√	√	√	√	