

# Programme specification

## 1. Overview/ factual information

<b>Programme/award title(s)</b>	BA (Hons) Social Sciences: Sociology, Politics & Economics
<b>Teaching Institution</b>	Ruskin College Oxford
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of latest OU validation</b>	7 <sup>th</sup> March 2012
<b>Next revalidation</b>	2016-17
<b>Credit points for the award</b>	360
<b>UCAS Code</b>	L001
<b>Programme start date</b>	September 2012
<b>Underpinning QAA subject benchmark(s)</b>	Sociology, Politics & Economics
<b>Other external and internal reference points used to inform programme outcomes</b>	QAA Employability Guidance SEEC Level Descriptors
<b>Professional/statutory recognition</b>	N/A
<b>Duration of the programme for each mode of study (P/T, FT,DL)</b>	PT – 6 years FT – 3 years
<b>Dual accreditation (if applicable)</b>	N/A
<b>Date of production/revision of this specification</b>	12 <sup>th</sup> January 2012

## 2.1 Educational aims and objectives

### 2.1.1 Overall aims of the BA (Hons) are to:

- develop students' depth of knowledge and analytical skills appropriate to each level of study, building progressively from level four through to level six. The end of each level of study provides a 'stepping off' point for students, namely the CertHE at level 4, the DipHE at level 5 and the BA (Hons) at level 6.
- equip students with the personal and professional skills, knowledge and confidence to succeed in graduate employment or at post-graduate study.
- develop students' capacity for independent judgement, particularly in undertaking independent study and research.
- develop students' comprehension and capacity to analyse social, political and economic issues and to appreciate the relationship between theory and practice in research, policymaking and social/political activism.
- enable students to apply different theoretical perspectives critically to the analysis of social, political and economic problems and debate in widely different contexts.
- empower students with the motivation and independent thinking and learning skills to enable them to become lifelong autonomous learners and active citizens.

**2.1.2** The programme provides two further exit points: a Certificate of Higher Education (CertHE) in Social Science: Sociology, Politics and Economics at Level Four to be awarded to all students who successfully complete the first year of the programme and an intermediate Diploma of Higher Education (DipHE) in Social Science: Sociology, Politics and Economics at Level Five to be awarded to students who successfully complete the second year, but choose to interrupt their studies or complete them elsewhere. The separate outcomes for all three Higher Education Qualifications are set out under 3.0 below.

## 2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

### 2.2.1

- Students can study the Level 4 programme and achieve a Certificate of Higher Education in Social Sciences: Sociology, Politics & Economics.
- Completion of Cert HE in Social Science, in International Labour Relations and Trade Union Studies, in Law, in History or other cognisant subjects at Ruskin enables application to progress onto the BA programme (L5).
- Similarly students who achieve the Cert HE in Social Science can apply to progress onto the BA International Labour and Trade Union Studies and BA History with Social Science programmes at Ruskin or other subjects at other institutions.
- Students who have 120 credits at L4 in a cognisant subject from another institution can apply to enter directly onto the BA Programme at L5.
- Shared modules at L5 (with BA History with Social Sciences) are subject to specific induction sessions and shared marking arrangements.
- Students who complete L5 successfully but do not progress to L6 receive an exit award of a Diploma in Higher Education in Social Sciences: Sociology, Politics & Economics.
- Completion of the programme enables application to progress onto MA level programmes at Ruskin and elsewhere.

## Teaching & Learning Strategy

**2.2.2** Students on each module meet as a whole group for five hours per week (terms are 10 weeks long with a Reading Week in the middle), with teaching typically being split over two days (into 2- and 3-hour sessions). Full-time students will take two modules per term; part-time students will take one module only. While the teaching methods employed vary according to the content and aims of the session, a typical session will make use of a mix of different methods – e.g. mini-lecture, pair- or group-work, learning checks, tutor- or student-led discussion – in order to accommodate different learning styles. At level four, the modules delivered in the Autumn- and Spring-term incorporate an hour of explicit (Skills for Social Science & Intro to Sociology) and implicit (Food for Thought & Intro to Economics) study skills training. While the explicit study skills strand is geared towards the formative and summative assessment tasks ahead (e.g. reading, note-taking, essay-writing, referencing, exam techniques), the second – implicit – ‘seminar’ strand aims to develop presentation skills, group-work, independent learning and student-led discussion in a non-assessed format.

**2.2.3** The integration of dedicated study-skills elements at level four is crucial to easing our students' return to formal education. In addition to skills teaching and development built into the curriculum, our students – like all students – are encouraged to make use of the additional learning support available to them at Ruskin. At levels two and three, students are expected and encouraged to take an increasingly proactive and independent part in their learning, with tutor-led delivery being scaled down in relation to student-centred activities.

**2.2.4** In line with the College's Learning and Teaching Strategy, students at level four have one-hour tutorials in groups of three with a designated tutor to discuss their work and any issues relating to it on a weekly basis. Students are set work that they bring to each tutorial for wider discussion and formative assessment. The work discussed in tutorials might include, for example, essay plans, an annotated bibliography, a draft data-response or notes on a set reading. Students are grouped in tutorials to allow some peer- as well as tutor-feedback on their work in a small supportive environment. At levels five and six, only the Independent Studies and Dissertation modules are accompanied by scheduled individual tutorials. Here students are increasingly required to initiate the content and subject of tutorials. At level six much of the discussion and learning will centre on the student's individual plan of work.

**2.2.5** Beyond the timetabled formal teaching sessions, students are positively encouraged to form and attend formal and informal study groups in which they can discuss course content, ideas and the wider process of studying. Students are also able to attend Oxford University lectures (where these don't clash with their teaching in College) and many attend lectures more widely including at Birkbeck, LSE and Birmingham.

**2.2.6** In summary, the main teaching and learning methods adopted across the modules are:

- Tutor-led mini-lectures introducing theoretical, conceptual and methodological issues and debates
- Tutor-led seminars allowing students to engage with, contextualise and examine social scientific sources (texts and/or data) individually and in small groups. These sessions become increasingly student led as the course progresses to levels 2 and 3
- Tutorials, initially tutor-led but becoming increasingly student-led as the course progresses to levels five and six
- Student-centred activities (defined individual, pair- and group-work tasks; presentations)
- Student-led discussion and (at levels five and six) delivery of content

**2.2.7** Within these methods a range of strategies are adopted including:

- Critical engagement with written sources and data
- Structured discussion exercises
- Session summaries and feedback
- Mini-tests and learning checks
- Library- and web-based research exercises
- Guest lectures as part of the tutor-delivered content

- Group and peer critiques and marking exercises
- Student-led individual and group presentations
- Guides to study skills (e.g. self-directed study, giving and receiving critical feedback, reviewing, editing and proofing work, summarising, time management, research and presentation skills)

**2.2.8** Teaching aids and materials vary according to the aims and content of each session, but may include a range of the following: handouts on the delivered content (theories and models), set readings with guiding questions, short stimulus materials (e.g. short audio- and visual materials, news-clips, data, articles), longer background videos/DVDs on specific topics. All teaching rooms are equipped with teaching aids such as interactive whiteboards and wireless access to the internet.

**2.2.9** The College has a formal system of peer Observation of Teaching and Learning under which tutors can expect to be observed at least once every three years. One member of the current team is a peer observer, Dr Louise Livesey (as was Wolfgang Deicke who has now left). The OTL scheme aims to be a developmental programme which feeds into staff's professional formation processes and which ensures the quality of the teaching against a framework of criteria. The OTL Annual Reports and observation forms are moderated by an external assessor from another specialist designated institution, namely at the current time Northern College.

**2.2.10** The overall Assessment Strategy for the programme aims to facilitate (formative) and assess (summative) the students' progress towards achieving the stated learning outcomes (at module and programme –level). It provides a framework for assessment which ensures that all modules have comparable amounts of assessment while allowing for different methods of assessment on different modules. It also seeks to ensure that assessment is equitable across modules within the course. Innovative assessments (such as the groupwork exercise on L6 Sociology of Time and Space or the Portfolios on both L4 Skills for Social Science and L6 Contemporary Political Theory) are used not for their novelty factor but to elicit and demonstrate different parts of students' learning and achievement

The assessment strategy is designed to:

- assess the development of the whole range of the students' cognitive and subject-specific skills, knowledge and ability ensuring that assessment reflects an increase in the breadth and depth of knowledge and understanding, and a more developed ability to apply learning.
- provide a framework for assessment which ensures that all modules have comparable amounts of assessment while allowing for different methods of assessment on different modules and that to ensure that assessment is equitable across modules whilst also providing a variety of assessment methods appropriate for a diverse range of adult learners.
- thought is given to ensure that students with learning difficulties or disabilities are assessed equitably
- ensure that assessment aids decisions about progression.

The ability to structure their thoughts and communicate their ideas clearly in writing is one of the key skills prospective employers expect graduates of HE courses to have. At a subject-specific level, essays allow students to showcase their understanding of the given

topic and their wider engagement with the subject they are studying. Marking is on the basis of the way in which social scientific terms and concepts are used, how sources and data are used to back up arguments and whether/how the overall argument is grounded in social theory.

### **3.6.1. Formative Assessment**

Our assessment strategy employs embedded formative assessment to aid student development and to allow students to develop an awareness of what markers are looking for and develop their ability to judge their own work and how to improve it. Throughout the year, students are expected to prepare and submit formative work either for weekly tutorials (Level Four) or, less often, for module tutors (Levels Five and Six). While formative pieces are not given a mark, they are an important developmental tool in preparing you for marked (summative) work. Students receive feedback on all formative work and are expected to make use of this in preparing assessed (marked) work. The formative exercises relate closely to what students are doing in class and what skills they need to develop in preparation for the next piece of assessed work. The range of formative assessment tasks for which the students can receive feedback over the course of the year includes:

- essay plans
- formative essays and data response exercises
- presentations (group and individual)
- structured debates
- critical thinking and problem-solving exercises
- note-taking exercises
- copy-editing and proofing exercises
- mock exams (unseen and seen)
- role-play

### **3.6.2. Summative assessment**

The range of summative assessment methods on this programme consists of:

**Essays** - The ability to structure thoughts and communicate ideas clearly in writing is one of the key skills prospective employers expect graduates of HE courses to have. At a subject-specific level, essays allow students to showcase their understanding of the given topic and their wider engagement with the subject they are studying. Here markers will look for the way in which social scientific terms and concepts are used, how sources and data are used to back up arguments and whether/how the overall argument is grounded in social theory. The strong essay component of the assessment strategy reflects our awareness that many Ruskin students, due to their limited levels of formal education, and having only returned to education after many years, possess on average, lower levels of literacy and study skills than other students. Essays therefore provide an important means of bringing them up to the standard required to prepare them for graduate employment.

**Exams** – Exams are a way of testing knowledge of a given subject and ability to construct a coherent and informed argument in a limited amount of time. They are therefore a test of ability to perform under pressure and a way of assessing grasp of the topics examined and ability to adapt and make knowledge relevant to a an unexpected (number of) question(s). In times of the increasing availability of ready-made essay materials and essay writing services, exams have become an important tool for checking that the learning and achievement going on at Ruskin is actually the students'. Exams are used in a variety of formats (seen and unseen, one hour, two hour and 24 hour basis) to engage students not in simple fact recall (although this is some of the

skill in the European Politics exam) but to demonstrate their skills. The Campaigning on Race, Class and Gender (24 hour seen exam), for example, involves students having source material to analyse and an extended timeframe in which to research, organise and review their work before writing a final examination essay in the exam room. The 2 hour unseen Introduction to Sociology exam, by contrast, seeks to get students to both clearly present different theoretical perspectives and to make links across text and theories.

**Portfolios** – Portfolios are used two for different reasons on the Programme. For Skills for Social Science it is a way of embedding the requirement to work regularly and to reflect on the learning journey. As such students will be amassing evidence towards their Portfolio from Induction Week onwards and will then write a reflection essay around their skills, development and action plans. For Contemporary Political Theory the Portfolio is both a way of improving employability skills such as Chairing meetings and taking minutes (introduced on L4 Introduction to Sociology), develop critical and reflexive engagement with high level scholarship and work as a team to review minutes and give peer feedback to presentations. Both Portfolios demand students collate and review material, engage with both materials tutors disseminate and also with their peers and assess their own development and competencies.

**Presentations** – summative assessment is used in the Campaigning on Race, Class and Gender module to develop students' abilities to present to an audience verbally whilst also still engaging in critical work.

**Data Response Exercise** – The Data Response Exercise in Work, Employment and Economic Change tests students ability to relate given source materials in a structured and focussed way. A Data Response Exercise, unlike a Critical Analysis, does not require students to read extensively around the subject but instead is about the skills of relating materials to each other systematically and consistently.

**Critical Analysis** – Critical Analysis is a form of writing which demands students focus on their skills as critical readers. Its use in the Research Methods module solicits students engagement with a journal article using criteria previously established as valid and reliable for judging research. A critical analysis acquaints students with the style and format of research write up and encourages them to systematically apply evaluative concepts to a piece of existing research. It encourages students to use and consult the Journals Collection at a much earlier stage than most currently do which will benefit their later empirical work in the Independent Studies Module. Students are expected to get tutor approval of their chosen article. Students must then fairly evaluate the research methods and findings. This exercise was designed to foreground the need for students to be critical readers who can justify their critiques through close analysis. The Critical Analysis for the Social Change in a Globalising World module then develops this close analysis as it asks students to engage with a provided text and to draw in and apply other relevant theories and material to review its content to a provided framework of understanding material. This tests students abilities to both apply frameworks appropriately, to read critically and for depth and to make links across materials and subjects to explain and evaluate approaches. This assessment mode requires students to use the skills of comprehension, interpretation, and critical analysis. It will also draw on students' existing breadth and depth of sociological knowledge and understanding by requiring contextualisation of the text within wider sociological perspectives and debates. Lastly, it will give students' an opportunity to use their 'sociological imagination' by asking them to apply the ideas/concepts/theories manifest in the text to other/new areas.

**Research Proposal:** This task to produce a research proposal for the *empirical* study of any topic of the students' choice foregrounds students' professional formation as social scientists in training. Students are encouraged to think about topics which they may wish to develop in the Independent Study module in the final term of their level 5 programme. They must show an understanding of quantitative and qualitative methods and select an appropriate research

methodology including being able to justify that decision based on research method literature. Students must demonstrate their research in relation to *both* research methods and the chosen topic and some understanding of the theoretical and conceptual bases of social science and an ability to apply these to the construction of a viable research proposal.

**Case Study** – Case Study is used in Development Studies to assess students' abilities to apply concepts, frameworks and knowledge to given real-life situations. It enables a more policy directed assessment which priorities ideas around decision making and critical evaluation.

**Groupwork Exercise** – the groupwork exercise in Sociology of Time and Space is designed to give credit to the collaborative learning space (rather than other assessments which may be seen as valorising the competitive aspects of assessment). The exercise, to provide a pack of learning materials on a topic relevant to the module, also values students' own abilities to relate their topic to an audience in creative as well as academic ways. The assessment also requires students to honestly and critically evaluate their own performance within the group as a means of developing their independence and demonstrate their ability to take responsibility for projects which is a useful skill for tutors to be able to comment on in reference requests.

**Annotated Bibliography** – the annotated bibliography assesses students' criticality and their ability to select and present material for a given purpose. It also helps Dissertation students to remain focussed on a double module where it might be tempting to delay work until the second term. As such it is also helping students develop time management skills.

**Extended Essays** – the Independent Studies and Dissertation modules are a key part of the Ruskin experience and allow students to develop their own specialist interests within the programme. Writing clearly and coherently at length is a demanding task, particularly by the Level 6 Dissertation which is 10,000 words. All three modules also develop students' familiarity with, independence in and ability to successfully negotiate supervisory relationships which are again core employability skills.

### 3.6.3 Assignment Submission

All assignments which are of a suitable format are submitted using the electronic submission system *turnitinUK*.

*turnitinUK* provides a range of useful elements including the ability for students to formatively check their work for issues around originality, electronic submission (including remote submission if required), mapping of progress on assignments via *Gradebook*, electronic marking of assignments (through *Grademark*) and summative originality checking for the marking tutor. The originality checking element of the software compares the work against a number of sources and produces a report indicating the extent to which the essay matches these sources. Initially students and then marking tutors then consider the matches indicated to ensure that, where the work of others has been used, it has been appropriately referenced.

Training is given to students in the use of *turnitinUK*; through the IT drop-in sessions. Once students know how to use the software, they can use it to check their own work before submission in order to detect any inadvertent plagiarism. This helps students to learn good academic practice, to avoid mistakes and to maximise your performance in assessment.

### 3a. Programme outcomes – Level 4 (Cert HE) Social Sciences: Sociology, Politics & Economics

Intended learning outcomes are listed below.

<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Summative Assessment methods</b>
<p>By the end of the qualification, successful students will be able to demonstrate knowledge and understanding of:</p> <p>A1 a range of key concepts and theoretical approaches social science, with an emphasis on sociology, politics and economics.</p> <p>A2 different economic, social and political structures, systems, institutions and action/agency within them (at micro- and macro-level) as a means of understanding policies, decision-making and societies and the place of different individuals within them</p> <p>A3 different political, economic and social systems, the nature and distribution of power within them and the historical and cultural contexts within which they operate.</p> <p>A4 different interpretations of issues, events and ideas and the ability to evaluate the reliability of the evidence base for these interpretations, with guidance or within pre-determined frameworks.</p> <p>A5 different economic, social and political theories with regard to social change and continuity and an appreciation of the history and development of these theories</p>	<p>Essays (Food for Thought, Introduction to Politics, Introduction to Economics), Exam (Introduction to Sociology)</p> <p>Exam (Introduction to Sociology), Essays (Food for Thought, Introduction to Politics, Introduction to Economics), Independent Study</p> <p>Skills for Social Science Portfolio, Essays (Food for Thought, Introduction to Politics, Introduction to Economics), Exam (Introduction to Sociology)</p> <p>Exam (Introduction to Sociology), Essays (Food for Thought, Introduction to Politics, Introduction to Economics)</p> <p>Exam (Introduction to Sociology), Essays (Food for Thought, Introduction to Politics, Introduction to Economics)</p>



A6	diverse theoretical frameworks from which to address inequality, social change and political, economic and sociological problems, including their use in creating social action.	Exam (Introduction to Sociology), Essays (Food for Thought, Introduction to Politics, Introduction to Economics)
A7	appropriate awareness and appreciation of the complexity and diversity of social science problems and solutions.	Independent Study

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
By the end of the qualification, successful students will be able to demonstrate their ability to:	
B1 Recognise and examine the nature of social relationships between individuals, groups, institutions and systems.	Essay (Food for Thought, Introduction to Politics, Introduction to Economics), Exam (Introduction to Sociology)
B2 Synthesise and, with guidance, analyse accounts of social diversity and inequality and their effects, including evaluating the reliability of data using defined techniques, within interdisciplinary social justice frameworks.	Skills for Social Science Portfolio, Exam (Introduction to Sociology), Essays (Food for Thought, Introduction to Politics, Introduction to Economics), Independent Study
B3 apply concepts and ideas to well-defined problems and to make decisions based on this.	Essays (Food for Thought, Introduction to Politics, Introduction to Economics), Exam (Introduction to Sociology), Independent Study
B4 with support apply ideas or tools, analyse problems using given classifications/ principals, interpret and evaluating information, evidence and texts and communicate these ideas coherently and logically.	Exam (Introduction to Sociology), Essays (Food for Thought, Introduction to Politics, Introduction to Economics)

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>By the end of the qualification, successful students will be able to demonstrate their ability to:</p> <p>C1 retrieve and organise information and data from a variety of secondary sources and to evaluate the sources of information/materials and issues in its generation.</p> <p>C2 recognise the importance of ethical requirements of study including referencing, use of information and communications technologies and the practical ethics involved in research.</p> <p>C3 evaluate their own strengths and weaknesses, and seek and make use of constructive feedback from a range of sources and self-critically taking responsibility for their own learning with appropriate support.</p>	<p>Essays (Food for Thought, Introduction to Politics, Introduction to Economics), Exam (Introduction to Sociology)</p> <p>Independent Study</p> <p>Skills for Social Science Portfolio</p>

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>By the end of the qualification, successful students will be able to demonstrate their ability to:</p> <p>D1 communicate effectively in speech and writing to appropriate standards.</p> <p>D2 use communication and information technology, including audiovisual technology, for the retrieval and presentation of information.</p>	<p>Essays (Food for Thought, Introduction to Politics, Introduction to Economics), Exam (introduction to Sociology), Skills for Social Science Portfolio, Independent Study</p> <p>Skills for Social Science Portfolio, Essays (Food for Thought, Introduction to Politics, Introduction to Economics), Independent Study</p>

**3D. Key/transferable skills**

D3 work with reasonable autonomy, using organisational, time planning and self-management skills, to achieve specific tasks to well defined guidelines.

Skills for Social Science Portfolio, Independent Study

D4 use a range of cognitive and social skills relevant to their intellectual, vocational and personal development which have helped them progress through the degree programme to become a mature, independent learner.

Skills for Social Science Portfolio, Independent Study

### 3b. Programme outcomes - Level 5 Social Science: Sociology, Politics & Economics

Intended learning outcomes are listed below.

3A. Knowledge and understanding	
Learning outcomes:	Summative Assessment Methods
By the end of the qualification, successful students will be able to demonstrate detailed knowledge and understanding of:	
A1 a variety of key concepts and theoretical approaches within social science, with an emphasis on sociology, politics and economics.	Essays (Work, Employment and Economic Change, European Politics, Social Change in a Globalising World), Research Proposal (Research Methods), Critical Analysis (Research Methods, Social Change in a Globalising World)
A2 economic, social and political structures, systems, institutions and action/agency within them (at micro- and macro-level) as a means of understanding policies, decision-making and societies and the place of different individuals within them	Exam (European Politics, Campaigning on Race, Class and Gender), Presentation (Campaigning on Race, Class and Gender), Data Response Exercise (Work, Employment and Economic Change), Essays (Work, Employment and Economic Change, European Politics, Social Change in a Globalising World), Critical Analysis (Social Change in a Globalising World)
A3 analytical accounts of social diversity and inequality and their effects within both critical and/or interdisciplinary social justice frameworks.	Essays (Work, Employment and Economic Change, European Politics, Social Change in a Globalising World), Presentation (Campaigning on Race, Class and Gender), Data Response Exercise (Work, Employment and Economic Change), Independent Study
A4 different political, economic and social systems, the nature and distribution of power within them and the historical and cultural contexts within which they operate	Exam (Campaigning on Race, Class and Gender, European Politics), Presentation (Campaigning on Race, Class and Gender), Essays (Work, Employment and Economic Change, European Politics, Social Change in a Globalising World), Data Response Exercise (Work, Employment and Economic Change), Critical Analysis (Social Change in a Globalising World)
A5 different interpretations of social, political and economic systems, issues, events and ideas and the ability to engage with and evaluate the detailed evidence base for these	Data Response Exercise (Work, Employment and Economic Change), Exam (Campaigning on Race, Class and Gender, European Politics), Research Proposal (Research Methods), Critical Analysis (Research

<b>3A. Knowledge and understanding</b>	
interpretations including an appreciation of the contested nature and problematic character of inquiry within the social sciences.	Methods, Social Change in a Globalising World), essays (Work, Employment and Economic Change, European Politics, Social Change in a Globalising World)
A6 key principles, in detail, of a variety of economic, social and political theories with regard to social change and an appreciation of the history and development of these theories and ideas.	Exam (Campaigning on Race, Class and Gender, European Politics), essays (Work, Employment and Economic Change, European Politics, Social Change in a Globalising World), Critical Analysis (Social Change in a Globalising world)
A7 a diversity of theoretical frameworks from which to address inequality, social change and political, economic and sociological problems	Essays (Work, Employment and Economic Change, European Politics, Social Change in a Globalising World), exam (Campaigning on Race, Class and Gender, European Politics)
A8 a critical understanding of the similarities and differences in the ways in which the three disciplines approach issues relating to social change.	Independent study, Critical Analysis (Social Change in a Globalising World)

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
By the end of the qualification, successful students will be able to demonstrate their ability to:	
B1 appreciate the complexity and diversity of social, political and economic problems and solutions, including recognition of the contrasting interpretations of phenomena, and evaluate the usefulness of a range of key concepts to such problems.	Exam (Campaigning on Race, Class and Gender, European Politics), essays (Work, Employment and Economic Change, European Politics, Social Change in a Globalising World), Independent Study, Critical Analysis (Social Change in a Globalising World; Research Methods)
B2 gather, retrieve and organise evidence, data and information from a variety of sources and examine and interpret empirical evidence on which claims about the social world are made, including evidence base and usefulness in creating social action.	Presentation (Campaigning on Race, Class and Gender), exam (Campaigning on Race, Class and Gender, European Politics), research proposal (Research Methods), essays (Work, Employment and Economic Change, European Politics, Social Change in a Globalising World), Independent Study, Critical Analysis (Research Methods, Social Change in a Globalising World)

<b>3B. Cognitive skills</b>	
B3 identify key elements of problems and questions of relevance to social, political and economic problems or decisions and investigate them using appropriate methods for their solution.	Research proposal (Research Methods), Critical Analysis (Research Methods, Social Change in a Globalising World), Independent Study
B4 think coherently and logically to solve problems, make decisions and develop and elaborate social scientifically informed arguments and to draw reasoned conclusions.	Independent Study
B5 select appropriate techniques of evaluation based on external criteria to assess the data, perspective, theory or explanation and its' application to social, political and economic problems.	Critical Analysis (Research Methods, Social Change in a Globalising World), Independent Study

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
By the end of the qualification, successful students will be able to demonstrate their ability to:	
C1 plan primary research to an appropriate standard including identifying a range of qualitative and quantitative research methods and ability to consider and discuss their advantages and disadvantages	Independent Study
C2 recognise the importance of all ethical requirements of study including referencing, use of information and communications technologies and the practical ethics involved in research.	Exam (Campaigning on Race, Class and Gender, European Politics), data response exercise (Work, Employment and Economic Change), essays (Work, Employment and Economic Change, European Politics, Social Change in a Globalising World), Critical Analysis (Research Methods, Social Change in a Globalising World)
C3 Can evaluate own strengths and weaknesses, seek and make use of constructive feedback from a range of sources and develop own criteria and judgement in the setting and achievement of their goals.	Independent Study

### 3D. Key/transferrable skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>By the end of the qualification, successful students will be able to demonstrate their ability to:</p>	
<p>D1 communicate effectively and fluently in speech and writing to appropriate scholarly or other relevant standards.</p>	<p>Presentation (Campaigning on Race, Class and Gender), Exam (Campaigning on Race, Class and Gender, European Politics), data response exercise (Work, Employment and Economic Change), essays (Work, Employment and Economic Change, European Politics, Social Change in a Globalising World), Critical Analysis (Research Methods, Social Change in a Globalising World) Independent Study</p>
<p>D2 use communication and information technology, including audiovisual technology, for the retrieval and presentation of information, including, where appropriate, statistical or numerical information,</p>	<p>Data response exercise (Work, Employment and Economic Change), essays (Work, Employment and Economic Change, European Politics, Social Change in a Globalising World), exam (Campaigning on Race, Class and Gender), Critical Analysis (Research Methods, Social Change in a Globalising World), Independent Study</p>
<p>D3 take responsibility for own work using organisational, time planning and self-management skills with minimal direction.</p>	<p>Critical Analysis (Research Methods), essays (Work, Employment and Economic Change, European Politics, Social Change in a Globalising World), Independent Study</p>
<p>D4 effectively use group work skills to collaborate with others to achieve common goals through, for example, group work, group projects, group presentations including sharing of information and collaborative development of ideas.</p>	<p>Presentation (Campaigning on Race, Class and Gender), Exam (Campaigning on Race, Class and Gender, European Politics), Data response exercise (Work Employment and Economic Change), essays (Work, Employment and Economic Change, European Politics, Social Change in a Globalising World), Critical Analysis (Research Methods, Social Change in a Globalising World)</p>
<p>D5 use learning and study skills including information retrieval skills, analysis, critical thinking and communicative strategies.</p>	<p>All</p>

3c. Programme outcomes – **Level 6 Social Science: Sociology, Politics & Economics**

Intended learning outcomes are listed below.

<b>3c.A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
By the end of the qualification, successful students will be able to demonstrate systematic and critical knowledge and understanding of:	
A1 key concepts and theoretical approaches within social science, with an emphasis on sociology, politics and economics, and be able to critically evaluate their application to specific problems or issues.	Essays (Sociology of Time and Space, Contemporary Political Theory, Radical Political Economy, Development Studies), Case Study (Development Studies), Dissertation, Groupwork Project (Sociology of Time and Space)
A2 economic, social and political structures, systems, institutions and action/agency within them (at micro- and macro-level) as a means of understanding policies, decision-making and societies and the place of different individuals within them	Essays (Sociology of Time and Space, Contemporary Political Theory, Radical Political Economy, Development Studies), Case Study (Development Studies)
A3 different political, economic and social systems, the nature and distribution of power within them and the historical and cultural contexts within which they operate and the relationships between these elements.	Essays (Sociology of Time and Space, Contemporary Political Theory, Radical Political Economy, Development Studies)
A4 key principles of different economic, social and political theories with regard analysis of social change and continuity and critical evaluation of such principles and their application.	Portfolio (Contemporary Political Theory), Essays (Sociology of Time and Space, Contemporary Political Theory, Radical Political Economy, Development Studies), Case Study (Development Studies), Annotated Bibliography (Dissertation), Dissertation
A5 diverse theoretical frameworks from which to address	Essays (Sociology of Time and Space, Contemporary Political Theory,



<b>3c.A. Knowledge and understanding</b>	
inequality, social change and political, economic and sociological problems, including evaluating their evidence bases and their use and useful in creating social action.	Radical Political Economy, Development Studies), Dissertation, Groupwork Project (Sociology of Time and Space)
A6 the complexity and diversity of social, political and economic problems and the contested nature and the problematic character of inquiry in the social sciences	Portfolio (Contemporary Political Theory), Essays (Sociology of Time and Space, Contemporary Political Theory, Radical Political Economy, Development Studies), Case Study (Development Studies), Dissertation

<b>B3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
By the end of the qualification, successful students will be able to demonstrate their ability to:	
B1 frame questions of relevance to social science investigate them using appropriate skills and to critically evaluate evidence for different interpretations to draw reasoned conclusions.	Dissertation, Groupwork Project (Sociology of Time and Space), Case Study (Development Studies)
B2 critically evaluate key concepts and theoretical approaches and their application to specific problems or issues including the evidence base for these interpretations.	Essays (Sociology of Time and Space, Contemporary Political Theory, Radical Political Economy, Development Studies), Annotated Bibliography (Dissertation), Dissertation
B3 systematically, cogently and critically engage with accounts of social diversity and inequality and their effects within both critical and/or interdisciplinary social justice frameworks including an appreciation of the contested nature and problematic character of inquiry within the social sciences.	Portfolio (Contemporary Political Theory), Essays (Sociology of Time and Space, Contemporary Political Theory, Radical Political Economy, Development Studies), Dissertation,
B4 recognise, analyse and critically evaluate the nature of social relationships between individuals, groups, institutions and systems.	Essays (Sociology of Time and Space, Contemporary Political Theory, Radical Political Economy, Development Studies, Dissertation, Groupwork Project (Sociology of Time and Space), Case Study

<b>B3B. Cognitive skills</b>	
B5 synthesise, analyse, interpret and evaluate information, evidence and texts with a high degree of autonomy.	(Development Studies)  Annotated Bibliography (Dissertation), Dissertation, Essays (Sociology of Time and Space, Contemporary Political Theory, Radical Political Economy, Development Studies), Groupwork Project (Sociology of Time and Space)
B6 conduct research with a high degree of autonomy to an appropriate standard with appropriate supervision.	Annotated Bibliography (Dissertation), Dissertation, Groupwork Project (Sociology of Time and Space)
B7 think through problems and decisions confidently, coherently and logically, apply a variety of ideas, theories and methods to them and critically evaluate the results.	Essays (Sociology of Time and Space, Contemporary Political Theory, Radical Political Economy, Development Studies), Dissertation, Groupwork Project (Sociology of Time and Space), Case Study (Development Studies)

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
By the end of the qualification, successful students will be able to demonstrate their ability to:	
C1 gather, retrieve and organise evidence, data and information from a variety of sources and critically evaluate it with minimal guidance/tutor prompting.	Essays (Sociology of Time and Space, Contemporary Political Theory, Radical Political Economy, Development Studies), Annotated Bibliography (Dissertation), Dissertation, Case Study (Development Studies)
C2 make critical judgements based both on external criteria and on detailed analysis to assess the merits of competing perspectives, theories and explanations and their application to social, political and economic problems.	Essays (Sociology of Time and Space, Contemporary Political Theory, Radical Political Economy, Development Studies), Annotated Bibliography (Dissertation), Dissertation, Case Study (Development Studies)

<b>3C. Practical and professional skills</b>	
C3 Recognise of the importance of all ethical requirements of study including referencing, use of information and communications technologies and the practical ethics involved in research.	Portfolio (Contemporary Political Theory), Essays (Sociology of Time and Space, Contemporary Political Theory, Radical Political Economy, Development Studies), Case Study (Development Studies), Annotated Bibliography (Dissertation), Dissertation, Groupwork Project (Sociology of Time and Space)
C4 reflect on and evaluate their own learning, and seek and make use of constructive feedback from a range of sources and self-critically manage their own learning including setting and achieving goals.	Annotated Bibliography (Dissertation), Dissertation
C5 critically engage with advanced and contemporary scholarship in defined fields of study	Portfolio (Contemporary Political Theory), Essays (Sociology of Time and Space, Contemporary Political Theory, Radical Political Economy, Development Studies), Case Study (Development Studies), Annotated Bibliography (Dissertation), Dissertation

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
By the end of the qualification, successful students will be able to demonstrate their ability to: D1 communicate effectively, appropriately and fluently in speech and to relevant scholarly or other standards.	Essays (Sociology of Time and Space, Contemporary Political Theory, Radical Political Economy, Development Studies), Case Study (Development Studies), Annotated Bibliography (Dissertation), Dissertation, Groupwork Project (Sociology of Time and Space)
D2 confidently use communication and information technology, including audiovisual technology, for the retrieval and presentation of information, including, where appropriate, statistical or numerical information,	Essays (Sociology of Time and Space, Contemporary Political Theory, Radical Political Economy, Development Studies), Case Study (Development Studies), Annotated Bibliography (Dissertation), Dissertation, Groupwork Project (Sociology of Time and Space)

### 3D. Key/transerable skills

D3 interact effectively and collaborate with others to achieve common goals through, for example, group work, group projects, group presentations using a mixture of leadership and supporting skills as well as conflict resolution skills if required.

Groupwork Project (Sociology of Time and Space)

D4 autonomously use learning and study skills including information retrieval and selection, analysis, critical thinking and communicative strategies.

Essays (Sociology of Time and Space, Contemporary Political Theory, Radical Political Economy, Development Studies), Annotated Bibliography (Dissertation), Dissertation, Groupwork Project (Sociology of Time and Space), Case Study (Development Studies)

D5 Ability to work autonomously using organisational, time planning and self-management skills including on extended projects

Portfolio (Contemporary Political Theory), Annotated Bibliography (Dissertation), Dissertation, Essays (Sociology of Time and Space, Contemporary Political Theory, Radical Political Economy, Development Studies)

## 4. Programme Structure

<b>Programme Structure - LEVEL 4</b>	
<b>Compulsory modules</b>	<b>Credit points</b>
Skills for Social Science*	20
Food for Thought	20
Introduction to Sociology*	20
Introduction to Economics	20
Introduction to Politics*	20
Independent Study I	20

[upon successful completion of the above 6 Level 4 modules, a student is awarded with a Certificate of Higher Education in Social Science: Sociology, Politics & Economics (120 credits at Level 4); modules marked \* are taken in the first year of part time L4 study]

<b>Programme Structure - LEVEL 5</b>	
<b>Compulsory modules</b>	<b>Credit points</b>
Campaigning on race class and gender*	20
Work, Employment and Economic Change	20
European Politics in a Changing World*	20
Research Methods	20
Social Change in a Globalising World*	20
Independent Study II	20

[upon successful completion of the above 12 Levels 4 and 5 modules, a student may exit with an award of a Diploma of Higher Education in Social Science: Sociology, Politics & Economics (120 credits at Level 4 and 120 credits at Level 5); modules marked \* are taken in the first year of part time L5 study]

<b>Programme Structure - LEVEL 6</b>	
<b>Compulsory modules</b>	<b>Credit points</b>
Sociology of Time and Space*	20
Contemporary Political Theory	20
Radical Political Economy*	20
Dissertation	40
Development Studies*	20

[upon successful completion of the above 17 Levels 4, 5 and 6 modules, a student is awarded a Bachelor of Arts Degree with honours (BA[Hons]) in Social Science: Sociology, Politics & Economics (120 credits at Level 4, 120 credits at Level 5 and 120 credits at Level 6); modules marked \* are taken in the first year of part time L6 study]

## 5. Distinctive features of the programme structure

- Where applicable, this section provides details on distinctive features such as:
- where in the structure above a professional/placement year fits in and how it may affect progression
- any restrictions regarding the availability of elective modules
- where in the programme structure students must make a choice of pathway/route

5.1 The students we attract, in the main, would not normally be applying to university. They are typically suffering from a serious lack of confidence in their intellectual and academic abilities.

5.2 In adopting a consciously critical, interdisciplinary approach, the programme stands in the long tradition of social science teaching at Ruskin committed to progressive social change and widening the involvement of working class students in higher education.

5.3 As such the programme is designed to gradually build their skills and confidence, in particular through the use of tutorials during the first year/CertHE course, such that they feel able to see themselves as potential undergraduates.

5.4 The curriculum is interdisciplinary in its intentions and progressively geared towards encouraging students to think across and beyond the disciplinary boundaries of its constituent subjects. Whilst L4 aims to provide foundational skills and knowledge in each of the core subjects (Sociology, Politics and Economics), L5 and L6 increasingly focus on the interdisciplinary links, overlaps and sequences within and between the disciplines.

5.5 Whilst there is no optionality between modules in the programme, the assessment methods allow for in-built specialisation for students wishing to pursue a particular topic. In terms of content, both European Politics and Social Change in a Globalising World has elements of student specialisation (in European Politics students choose their two “specialist” countries to discuss in workshop sessions and in SCGW students help design the curriculum based on the Learning Outcomes so the module is geared towards the groups interest each year). At L5 some modules give students the control over their assessment topics for example the article for their Critical Analysis and the topic of their Research Proposals on Research Methods; essay topics can be written with Module Leader for Social Change in a Globalising World), and at L6 most modules allow self-written questions approved by the module leader in advance. Also students choose their Independent Study topic at each level, in negotiation with their Supervisor.

5.6 Additionally inclusion of a student-led research project in each of the three years (Independent Studies/Dissertation) which aims to help the students appreciate the interrelation of the three subjects and to develop their work as autonomous learners and thinkers. Additionally the introduction at Y2/DipHE of the ability to complete a work-related Independent Study or some commissioned small-scale research for community based groups embeds employability and social science outcomes for students.

## 6. Support for students and their learning

**6.1** Teaching on the programme is delivered in classes of normally no more than 20 students supported by tutorials with normally 3 or 4 students in a group. Additionally, every student at Ruskin is allocated a personal tutor from the course team monitoring the progress of students, providing advice and guidance and suggest other forms of support as appropriate.

**6.2** Learning support and study skills, encompassing study support for disabled students is an area of undoubted strength at Ruskin, with the Ruskin tutorial system and specialist learning support services adding up to comprehensive and highly individualised support for students. The Learning Support Team has been expanded to include a Learning Support and Dyslexia Co-ordinator, a Study Skills Tutor and an Adult Literacy and Numeracy Tutor. Every HE student at Ruskin undergoes an initial assessment of their basic skills and learning needs. This is particularly important in view of the lack of formal educational qualifications and prevalence of past underachievement. Where a student is diagnosed as dyslexic, or as having another disability need, tutors are informed of the ways they can help support the student better (with their students consent). This dedicated and whole-College approach to support explains the success of some disabled students at Ruskin who had previously not achieved elsewhere.

**6.3** The College Counsellor has an office at each of the main sites. The confidential support offered encompasses short-term, focused individual work, as well as longer-term personal support. During their time at Ruskin, many students access the service to assist them to cope with the challenges of studying or of living in College, or with problems impinging from their outside or earlier lives. The College Counsellor meets students in their first term. The counselling service that the College provides has been taken up by older learners in the past and has provided an invaluable service in providing them with strategies for managing stress and coping with living communally.

**6.4** The Academic Registrar at Ruskin is undertaking formal IAG training with College support. She offers advice to applicants and current students about financing their studies, meeting their accommodation and childcare needs, and coping with personal and social issues. Older learners may face additional funding difficulties when considering higher education beyond the CertHE level and the Academic Registrar is a valuable resource for advice and guidance, alongside *Head Start*, the adult careers advice service.

## 7. Criteria for admission

**7.1** All candidates must be able to satisfy the general admissions requirements for Ruskin College. These are:

- Candidates must attend an interview with two academic or academic-related staff members
- Candidates must demonstrate commitment to the ethos and vocation of Ruskin College
- Candidates must have the ability to benefit from study at this level, fulfil the learning outcomes of the programme and achieve the standard required for the award. The ability to benefit focuses on the students

being at the right stage in their lives to study successfully and ensuring that students are applying to the right programme (students who are on programmes which are not their interest area are far more likely to fail to achieve than motivated, prepared students). Ruskin is committed to the fact that achieving qualifications at this level can, and does, improve individual students lives and the wellbeing of communities which it serves.

The admissions process is as follows:

- Students enquire about the programme or the College and receive information and are invited to our Higher Education Advice Days and/or Subject Taster Days
- Students' apply and are called for interview with two academic or academic-related staff members (depending on availability)
- Students are either offered a place or are given detailed guidance on how to develop and encouraged to reapply at a future point.
- Students accept the offered place and are called for a literacy assessment. Students with declared disabilities are also given information and advice on applying for provision to support their needs.
- Students attend induction week which introduces Ruskin systems and people and in which students have their first tutorial.

Additionally:

**7.2** Students wishing to progress to L5 of the BA (Hons) programme are subject to the College's internal application process.

**7.3** The quality of the student experience is captured in the College's feedback mechanisms. The College also holds both a Frank Buttle Award for its provision for care leavers (including guaranteeing accommodation) and the Association of Colleges 2011 award for Widening Participation in Lifelong Learning for it's work with marginalised groups such as those who have experienced homeless, sexual and domestic violence and substance misuse issues. Students who identify specific or additional needs at the application or interview stage are encouraged to talk through support mechanisms, anxieties and barriers with interviewers and with their personal tutor, if accepted onto the programme. Where appropriate the College will also engage with other support networks such as addiction key workers or homelessness key workers to ensure the student is supported and able to achieve.

## 8. Language of study

### 8.1 English

## 9. Information about assessment regulations

### 9.1 Assessment Regulations can be found in the Regulatory Framework.

## 10. Methods for evaluating and improving the quality and standards of teaching and learning.

### 10.1

-End of year meetings to compile the annual monitoring report



- Meeting/s with the external examiner at examination board
- Drawing up action points arising both from annual report, external examiners' report and discrete modules that are monitored at the Humanities and Social Sciences Board.
- Input of academic reviewer installed by the OUVS, as appropriate
- Tutor attendance at best practice sessions and other CPD events organised internally
- Tutors' participation in external CPD especially conferences, writing of papers /books, attendance at seminars, reviewing articles for journals etc.
- Tutors bringing critical self reflection gained from their work as external examiners in other institutions / experience of teaching in other institutions
- Monitoring of above through annual staff development report drafted by the Dean and discussed at AQSC with action points for implementation in following year

## Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	Programme outcomes																	
		A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4
4	Skills for Social Science			✓															
	Food for Thought	✓		✓	✓	✓	✓		✓	✓						✓	✓	✓	✓
	Introduction to Sociology	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓			✓			
	Introduction to Economics	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓			✓	✓		
	Introduction to Politics	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓			✓	✓		
	Independent Study		✓					✓		✓	✓		✓	✓		✓	✓	✓	✓

Level	Study module/unit	Programme outcomes																				
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	C1	C2	C3	D1	D2	D3	D4	D5
5	Campaigning on race class and gender	✓	✓	✓	✓	✓	✓				✓					✓		✓				✓
	Work, Employment and Economic Change	✓	✓	✓	✓	✓	✓	✓								✓		✓	✓			✓
	European Politics in a Changing World		✓		✓	✓	✓	✓		✓						✓		✓	✓			✓
	Research Methods	✓				✓					✓	✓	✓	✓	✓	✓	✓	✓	✓			✓
	Social Change in a Globalising World	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					✓		✓		✓		✓
	Independent Study			✓					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Level	Study module/unit	Programme outcomes																						
		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
6	Sociology of Time and Space	✓	✓		✓	✓		✓			✓	✓	✓	✓			✓		✓	✓	✓	✓	✓	
	Contemporary Political Theory	✓	✓	✓	✓	✓	✓		✓	✓							✓		✓				✓	
	Radical Political Economy	✓	✓	✓	✓	✓	✓		✓	✓							✓		✓	✓	✓	✓	✓	
	Development Studies	✓	✓	✓	✓		✓	✓		✓	✓			✓	✓	✓	✓		✓	✓	✓	✓	✓	
	Dissertation	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓