# PROGRAMME SPECIFICATION

## Programme Specification

### 1. Programme Title(s) and UCAS Code(s):
BA (Hons) Applied Social Science
UCAS code: L002

### 2. Available Awards:
Bachelor of Arts (Honours) Applied Social Sciences
Certificate of Higher Education Applied Social Sciences (Exit award only)
Diploma of Higher Education Applied Social Sciences (Exit award only)

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. Students register for the full degree on entry.

### 3. Entry Requirements:
Ruskin College is committed to widening participation and has no specific Level 3 academic entry requirements for students to study on its Higher Education programmes. However, students must demonstrate that they have the ability to work at a higher level of study, benefit from studying the programme and fulfil the learning outcomes of the programme. Students must also demonstrate an interest in the field of study they wish to undertake. A condition of an offer may include that the student enrol onto other Ruskin learning programmes prior to entry. Students may be required to undergo an enhanced Disclosure and Barring Service check prior to commencing their programme if they plan to undertake external work experience or placement opportunities offered by that programme.

Students may apply to join level 5 or 6 of the programme directly if they have previously achieved level 4/5 (or equivalent) in another institution in a relevant subject.

Additionally, under the terms of the college's Recognition of Prior Learning policy, applicants who are able to demonstrate that they have already fulfilled some of the learning outcomes of the programme by means other than attendance on the planned programme, and will be able, by completing the remaining requirements, to fulfil the learning outcomes of the programme and attain the standard required for the award, may be admitted exempting them from some modules or stages of the programme. If the applicant's prior learning is not certificated, the College will assess the student's learning directly, either by requiring the applicant to take the normal progression assessments of the programme or by some other appropriate form of assessment. A student admitted on the basis of uncertificated learning and experience or through prior certified learning is subject to the same principles of admission as all other students on that programme.

It is intended that 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.
- Students may be required to complete a free writing test at interview.
- Students are offered a place (which may be conditional on prior enrolment on a college short course) or are given detailed guidance on how to develop (which may include recommendation that they complete a course, at Ruskin or elsewhere, at pre-HE level – level 3 Access for example) and are encouraged to reapply at a future point.
- Students accept the offered place. Students with declared disabilities are also given information and advice on applying for provision to support their needs.

## 4. Aims of the Programme:

The overall aims of the programme are to:

- Enable students to consider and explore how society has developed across a variety of countries and cultures.
- Provide students with the ability to explore patterns of social relationships and to be able to challenge existing social structures.
- Enable students to apply different theoretical perspectives critically to the analysis of real-world social problems and debate in widely different contexts.
- Develop students' capacity for independent judgement and problem-solving, particularly in undertaking independent study and research.
- Equip students with the personal and professional skills, leadership capacity, knowledge and confidence to succeed in graduate employment or at post-graduate study.
- Develop students' critical thinking skills within the social sciences and related professions in order to be able to identify areas for change.
- Offer a programme that is applied to real world experiences, using a mix of academic and vocational practices, to develop confident and forward thinking graduates with the motivation and independent thinking and learning skills to enable them to become lifelong autonomous learners and active citizens.

As an interdisciplinary degree, more than one QAA Subject Benchmark Statement is relevant to this programme. The relevant Subject Benchmark Statements are:

- QAA Subject Benchmark Statement: Economics (2015)
  http://www.qaa.ac.uk/en/Publications/Documents/SBS-Economics-15.pdf

- QAA Subject Benchmark Statement: Politics & International Relations (2015)
  http://www.qaa.ac.uk/en/Publications/Documents/SBS-politics-15.pdf

- QAA Subject Benchmark Statement: Psychology (2016)
  http://www.qaa.ac.uk/en/Publications/Documents/SBS-Psychology-16.pdf

- QAA Subject Benchmark Statement: Social Policy (2016)
  http://www.qaa.ac.uk/en/Publications/Documents/SBS-Social-Policy-16.pdf

- QAA Subject Benchmark Statement: Sociology (2016)
  http://www.qaa.ac.uk/en/Publications/Documents/SBS-Sociology-16.pdf

Some discipline-specific modules, especially at level 4, take as reference points one Subject Benchmark Statement only, while for others – particularly at levels 5 and 6 – more than one Benchmark Statement are relevant. Details of the relevancies between particular modules and particular Subject Benchmark Statements are set out in the accompanying Module Data Sets.

**5. Summary of Programme (for HEAR):**
The BA (Hons) in Applied Social Science is a modular degree that students can study full-time over three years. Level 4 is designed to provide students with a solid foundation in the core social science disciplines underpinning the programme – namely, sociology, politics, political economy and psychology. Each of these core disciplines are taken up at progressively more advanced levels and with more specialised subject matter as the course progresses over the three years of students' study and as such they provide thematic threads running through the programme. The module content at level includes comparative and historical themes. Nevertheless, this is also precisely an *inter*-disciplinary course and as such levels 5 and 6 make links and draw connections across narrow and often artificial disciplinary boundaries, progressively drawing these threads together. In this way levels 5 and 6 encourage students to develop a more holistic perspective on social science and, equally, a more holistic approach to critical thinking, analysis and problem solving.

Running alongside these inter-disciplinary themes are a series of practical skills modules. These begin with a first semester module in level 4 designed to equip students with the basic academic skills and practical 'know-how' they will need to undertake study successfully at HE level. This includes preparation for the work placement the following year and also a short independent studies project (ISP) designed to nurture students' capacity for autonomous learning and preliminary research skills. At level 5, students undertake training in empirical social science research methods in addition to an (optional – they may, if they prefer, choose to produce an ISP on a larger scale than in level 4) work placement module in which students will have the chance to apply their academic knowledge and skills in a concrete, work-based setting which they have organised for themselves locally, nationally or internationally. As part of this placement students undertake a small scale project in an area that is of specific interest to them. At level 6 students undertake a substantial dissertation informed by their research methods training at level 5.

Students studying the BA (Hons) Applied Social Science programme develop both wide subject knowledge and a range of key transferrable skills such as critical thinking skills, analytical and problem solving skills, and communication and

presentation skills. As such, the degree is – in addition to the immediate value of social science knowledge *in itself* in terms of expanding and deepening students' critical understanding of society – designed to provide students with an excellent foundation for further study at postgraduate level should they wish to do this and also to enhance their employability across a range of possible employment destinations from the private to the public and voluntary sectors. The work placement module, for those who choose to undertake it, is designed to further augment student employability in terms of practical experience and, possibly, networking contacts.

## 6. Intended Learning Outcomes and Teaching, Learning and Assessment Methods Used:

| INTENDED LEARNING OUTCOMES | TEACHING METHODS | HOW DEMONSTRATED |
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| **A. Knowledge and Understanding** | | |
| A1. A critical understanding of a range of key concepts and theoretical approaches underpinning the discipline of Applied Social Science with an emphasis on sociology, politics and psychology but also encompassing areas such as economics and social science research methods. | Teaching will be constructed so that students develop an understanding of the key concepts of the core disciplines underpinning the programme. This will begin at level 4 with key introductory modules in Critical Skills for Applied Social Science, sociology, politics, psychology and political economy. These introductory modules will be built upon and underpin further modules in the rest of the course. | All modules will offer students the opportunity to demonstrate their understanding of key concepts. A range of assessments will be employed. The assessments will be designed to demonstrate key skills required in social science employment roles. In line with the subject benchmark statements (QAA 2016), learning opportunities will be adjusted to ensure equality of opportunity for disabled and non-disabled students. |
| A2. Develop as effective practitioners. Critically reflect on practice issues, including personal, professional and organisational impact on society and community. | Teaching methods include models of reflective practice. | A range of assessments will allow the students to demonstrate a developing ability to reflect on practice including work placement based assessment and independent study assessments that will allow students to apply research skills and research methods based knowledge as part of a project of their own choosing. |
| A3. Evaluate relevant theories, policies and philosophy, applying them to society, community and social relationships locally, nationally and internationally. | Teaching methods include models of evaluation and assessment to demonstrate how theory can be applied to practice, and how to assess its application. | A range of assessments will allow the students to demonstrate an understanding of theory and its application to real world situations. |
| A4. Analyse and evaluate research and | A basic introduction to understanding | All assessment will include the |

| other forms of evidence, using this to inform and enhance decision making and practice | social science research methods will be provided in the level 4 Critical Skills for Social Science module. This knowledge will be further developed throughout the programme with, for example, a module focusing on empirical research methods at level 5 and the Dissertation module at level 6. Training will be provided in how to locate appropriate forms of information – whether theoretical, philosophical or empirical -and how to evaluate its validity and credibility. | expectation of the use of research at every level. Students will have the opportunity to demonstrate their developing understanding of research and how it underpins their ideas and their practice through a range of assessments. These will be incorporated into learning opportunities and measured through assessment. |
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| A5. Awareness and appreciation of the complexity and diversity of social science problems and solutions. | Teaching across modules will emphasise the complexity of social problems and pluralism in terms of the range of responses and possible practical solutions that flow from various social science perspectives. | Assessments will probe students' awareness and appreciation of multiple perspectives while also providing them with the opportunity to choose between these and to develop their own ideas, firmly grounded in social science literature, about possible solutions. |

| B. Subject Specific Skills, including practical and professional skills | | |
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| B1. The ability to think critically and analytically to develop a coherent line of argument orally and in writing following academic conventions | A variety of teaching methods will be used to develop students' critical thinking and analytical skills.  The use of debates and discussions and formative assignments will support the development of criticality. Students will be expected to apply their critical thinking skills to their wider reading. | Assessments such as critical reflection, critiquing published works and academic essays will enable students to develop and demonstrate their critical thinking ability throughout the programme |

| B2. Demonstrate competence in using ICT | Teaching of all modules will use ICT | Students will produce the vast majority |
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| skills relevant to social sciences to search, retrieve, analyse and present data and other information. Such ICT skills should be transferable to employment opportunities. | including a VLE to support taught and independent learning. Students will also be expected to access electronic resources such as e-journals and will be given training in this. | of their formatively and summatively assessed work electronically (partial exceptions will include, for example, verbal presentations) and submit assessed work electronically using *Turnitin*. Such skills should enhance employability of students. |
| B3. Demonstrate the ability to apply theory to practice in order to improve real world situations. | A variety of teaching methods will be used to develop students' ability to understand theory, the use of theory and its applicability to real world situations. The use of debates and discussions and formative assignments will support the development of theoretical understanding and its application to society and community situations. | Assessments such as reflection, academic essays and presentations will enable students to develop and demonstrate their understanding of theory and its applicability to real life throughout the programme. |
| B4. Recognise and examine the nature of social relationships between individuals, groups, institutions and systems with particular emphasis on social diversity, inequality and its effects. | From the start of the programme and throughout, the teaching will emphasise the study of society is essentially the study of direct and indirect relations between socially constituted individuals. Fundamental concepts and processes such as socialisation, structure and agency, culture and the reproduction of social norms and values will be introduced at level 4 and then examined further in different contexts from different theoretical perspectives and through the lens of different social science disciplines as students progress. In line with the traditions and values of | This will be assessed through a variety of different summative tasks across the different disciplinary focuses of the programme. |

|  | Ruskin College, the teaching will regularly bring into focus issues of social diversity and inequality. |  |

## C. Advanced Skills and Experience

| C1. Communicate effectively and appropriately, orally and in writing, using approaches tailored to particular tasks and audiences | A variety of teaching methods will be used to develop students' oral and written communication skills, aimed at different target audiences. | A mixture of written tasks such as essays and critical analyses and also oral presentations. |
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| C2. An understanding of both quantitative and qualitative research methods and their application to practice. | Students will be introduced to the notion of research at level 4, and will build on these skills through levels 5 and 6 with a view to carrying out their own research project at level 6. | Assessed through the completion of a variety of assessments such as analysing published research, writing a research proposal and carrying out a small scale research project. |
| C3. Develop knowledge, skills and capacities to enhance student employability and work-relevant knowledge and skills. | Teaching and learning across a range of modules will be designed to enhance employability among students. There will be several facets to this. Most obviously the Preparation for Work Placement component of the Critical Skills for Social Science module at level 4 and the Work Placement module at level 5 are directly focused on employability. However students will also develop employment-relevant knowledge when they study effective principles and techniques of leadership, decision-making and management in the level 5 Sociology of Organisations module and the changing nature of work, employment and the labour-market in the level 5 Economics | This will be assessed through a variety of formative and summative assessments in a range of modules – key among these the assessed work for the Preparation for Work Placement component of the Critical Skills for Social Science module at level 4 and the Work Placement module at level 5. Employment relevant knowledge and capacities will also be demonstrated in other assessments too at levels 4, 5 and 6 as indicated in the Curriculum map. Leadership and presentation skills will be demonstrated when students lead seminars with formative presentations in a range of modules across the levels and also in the summatively assessed presentations for |

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| | of Work in the Digital Age module. Employment relevant capacities such as project design and project management skills will be nurtured and enhanced in the Independent Studies Project modules at levels 4 and 5, the Research Methods module at level 5 and the Dissertation module at level 6. Other modules such as Exploring Solutions for Change, and Globalisation, Inequality and Sustainable Development at level 6 will emphasise the application of knowledge to problem-solving tasks in real-world situations (such as the elaboration of policy in governance and third sector contexts). Further, the programme is intended to develop leadership capacities and confidence in delivering complex information orally to groups of peers. | Introduction to Psychology at level 4, Sociology of Organisations and Research Methods at level 5. |
| C4. Recognise the importance of ethical requirements of study including referencing, use of information and communications technologies and the practical ethics involved in research. | Particular emphasis will be given to this in the first part of the level 4 course. The Critical Skills for Social Science module, in particular will familiarise students with the ethics and conventions of academic research and writing. This will be reinforced in later modules too. In addition, the use of *Turnitin* for submission of summative assessments will provide a valuable tool for students to use to avoid plagiarism, poor referencing and so on. | All assessments will be required to demonstrate strong awareness of academic standards and conventions. |

| C5. Work with reasonable autonomy, using organisational, time planning and self-management skills, to achieve specific tasks to well defined guidelines. | Teaching, especially in the early part of level 4, will emphasise the importance of time management, self-organisational skills and working independently. Indeed direct training will be given in these things as part of the Critical Skills for Social Science and associated tutorial work. Students' capacities in these regards will be developed further as the programme progresses – particularly in the independent studies and dissertation assessments. | Students will reflect on their developing time-management, organisational and independent working skills in their formative tutorial work/ ILPs at all levels. Their skills in these regards will heavily inform their achievement in all summative assessments. The Independent Studies Project at level 4 (and optional at level 5) and the level 6 Dissertation will, in particular require them to demonstrate independent working skills as will the work placement assessment. |
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## 7.  Programme Structure and Requirements:

**Full Time BA (Hons) Applied Social Science**

**Level 4**          **Semester 1**                              **Semester 2**

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| **ASU401 Critical Skills for Social Science** (incorporating Preparation for Work Placement component – 10 credits)<br>30 credits |

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| **ASU404 Introduction to Sociology**<br><br><br>20 credits |

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| **ASU402 Introduction to Psychology**<br><br>20 credits |

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| **ASU405 Introduction to Politics**<br><br><br>20 credits |

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| **ASU403 Introduction to Economics**<br><br>20 credits |

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| **ASU406 Independent Studies Project**<br>10 credits |

**Level 5**          **Semester 1**                              **Semester 2**

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| **ASU501 Research Methods**<br><br>20 credits |

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| OPTION: **ASU502 Work Placement** <u>or</u> **ASU503 Independent Studies Project**<br><br>20 credits |

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| **ASU504 Sociology of Organisations**<br><br><br>20 credits |

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| **ASU506 International Politics: Europe and Beyond**<br><br>20 credits |

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| **ASU505 Economics of Work in the Digital Age**<br><br>20 credits |

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| **ASU507 Psychology of the Individual and Society**<br><br>20 credits |

**Level 6**          **Semester 1**          **Semester 2**

| ASU601 Dissertation |
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| 40 credits |

| ASU602 Political Psychology | ASU604 Contemporary Political Theory |
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| 20 credits | 20 credits |

| ASU603 Globalisation, Inequality and Sustainable Development | ASU605 Exploring Solutions for Change |
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| 20 credits | 20 credits |

## 8. Assessment Strategy:

The BA (Hons) in Applied Social Science utilises a diverse range of assessment methods. This inclusive approach can help develop a wide range of skills, capabilities and experiences for students. Additionally the variety of assessments is designed to reflect the range of preferred learning styles among typically diverse cohorts of adult learners at Ruskin. Assessment methods have been selected with care to ensure that they appropriately assess students' progress and achievement in relation to the stated learning outcomes at both module and programme level. Furthermore, it is intended that assessment methods will help to develop key skills that prospective employers value in graduates – for example, the ability to locate, identify and select relevant material, to synthesise and critically analyse information from multiple sources and perspectives, to structure thoughts coherently and robustly, to work effectively and with self-direction and self-discipline to clear deadlines and to communicate their ideas clearly in writing. Further, as stated in the QAA Benchmark statements for relevant subject areas (see for example the Benchmark Statement for Sociology, 2016, p. 3) in equality and diversity, care is taken to ensure that 'disabled and non-disabled are offered learning opportunities that are equally accessible to them, by means of inclusive design wherever possible and by means of reasonable adjustment wherever necessary'. In this respect, for example, we provide automatic five working day extensions on all assessed work for students with identified disabilities such as dyslexia.

The assessment strategy encompasses both formative and summative assessment methods.

*Formative Assessment*
Our assessment strategy employs embedded formative assessment designed to aid student progression generally in terms of academic skills and self-confidence, to enable students to develop a clear awareness of what markers will be looking for in assessed work, and to develop their capacity to reflect self-critically on, and to improve, their own work. In the first Semester at level 4 students are expected to

prepare and submit formative work regularly for tutorials – this work feeds directly into their portfolios submitted as part of their Critical Skills for Social Science module. The tutorial sessions are 'built-in' to the Critical Skills for Social Science module – specifically students will spend the last hour of the scheduled teaching time for this course each week in smaller tutorial groups. Additionally level 4 students will be expected to submit drafts of work toward their Independent Studies Project in the second semester. At levels 5 and 6 submission of formative work is required less frequently given that, by this stage, students will be better equipped to be independent learners and will have developed more advanced time-management and other academic skills. Nevertheless formative work at these levels includes, for example, in-class presentation of work-in-progress, and submission of draft work building toward their level 5 Independent Studies Project (for those choosing this option) and towards their final year Dissertation. Additionally students at level 5 and 6 are asked to produce and submit to tutors an Independent Learning Plan at the start of each semester and to review their progress in relation to these plans at the end of each semester. While formative pieces are not given a mark, they are an important developmental tool in preparing students for summative work.

*Summative Assessment*
As indicated above, the programme will employ a wide range of assessment methods. These will include:
- Essays
- Portfolios
- Critical analysis of a piece of published research
- Presented empirical research project proposal
- Extended essays (Independent Studies project(s) and Dissertation)
- An annotated bibliography

Further details about each summative assessment can be found in the appropriate Module Data Sets.

*Summative assessment submission*
All summative assignments which are of a suitable format are submitted using the electronic submission system *Turnitin*.

*Turnitin* 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 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 *Turnitin*; in induction week and this is further followed up in the Critical Skills for Social Science module. Students can

also further refine and/or refresh their skills (at any point in their study) by making use of the college's regular 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 their performance in assessment.

## 9.   Subject Assessment Marking Criteria:

Generic marking criteria are set out below. These criteria would be provided to students at the beginning of each academic year and also made available with the course material for each module on the relevant sections of Moodle. It is intended that this marking criteria will be used as the sole criteria for marking in most, if not all, modules over the three levels. We feel that having one set of criteria for use across the programme will enable students to be clear about how precisely to develop and improve their work across the modules over the entire span of the programme. It is easier for students to keep track of their performance and specify and target key areas for improvement within and between modules and over the medium and long term if they are not constantly required to adjust to, and cross-reference between, different marking criteria for different modules. Having generic marking criteria should also help to reinforce consistency in markers' awarding of grades and to reinforce consistency and precision, too, in the targeted feedback provided to students.

Having said this, it may be appropriate as the programme develops to produce specific assessment criteria for particular modules – this may be necessary given the range of subjects and indeed the range of assessment methods utilised across the programme. We would like to retain flexibility in this respect. Any module specific marking criteria would be provided to students in advance of the relevant assessments. Module specific marking criteria would be designed to 'map on' closely to the generic marking criteria in the sense that the latter set the broad parameters and guidelines within which the former are elaborated.

Tutor feedback will relate closely to the appropriate marking criteria (in most, if not all, cases the generic, programme wide marking criteria) and will acknowledge the strengths of the work, followed by constructive criticism and will conclude with a clear list of points for improvement in order that students can build on their skills. The vast majority of feedback, together with marks, will be delivered via *Turnitin* and will remain accessible to students over the internet (whether via college computers or by remote access) for the entirety of their study.

Note that the First class and Fail categories are both subdivided into two bands. This is because both of these categories span a large range of marks. Although marks of, say, 73 and 93 are both categorised as Firsts and marks of, say, 18 and 38 are both categorised as Fails - as is the traditional practice in Higher Education marking schemes - there will be substantial differences in quality within these mark ranges. The marking criteria, therefore provides a further breakdown of marks within these classes. The intention here is to provide more detailed guidance for students who receive marks within these classes in relation to why

they received the specific mark they did and what specifically they may do to improve their work.

*Generic marking criteria*

## First class (1ˢᵗ)

**80-100%**
Grades within this band are awarded for work that demonstrates an outstanding and comprehensive knowledge of the subject matter and an outstanding and extensive understanding of relevant concepts, ideas and terminology. Source material is treated critically and the work demonstrates outstanding analytical ability and argumentation. The descriptive and informational content is accurate, relevant and complete. The work also demonstrates sophisticated ability to apply knowledge to solving problems, excellent structure, excellent clarity of expression throughout and, where relevant, a highly accurate scholarly apparatus of bibliography and referencing that complies perfectly or near-perfectly with the regulations. The work is excellently presented. In addition, the work will show special distinction in one or more of the following ways:

- The work demonstrates clear evidence of particularly sophisticated intellectual ambition;
- The work is highly innovative and advances a substantially original, creative and well-substantiated argument, perspective or interpretation in a developed and sustained way;
- Complex ideas are expressed with precision and a very high degree of articulacy in a way that contributes to a particularly forceful argument;
- The work makes very effective and critical use of a range of sophisticated materials that go well beyond the study materials provided.

**70-79%**
Grades within this band are awarded for work that demonstrates excellent knowledge of the subject matter and excellent understanding of relevant concepts, ideas and terminology. Source material is treated critically and the work demonstrates excellent analytical ability and argumentation. The descriptive and informational content is accurate, relevant and comprehensive. The work also demonstrates ability to apply knowledge to solving problems to a high degree, excellent structure, very clear expression throughout and, where relevant, a good, consistent and accurate scholarly apparatus of bibliography and referencing. The work is very well presented. In addition, the work will show a special distinction in one or more of the following ways:

- The work demonstrates clear evidence of intellectual ambition;
- The work is significantly innovative and advances a substantially original, creative and well-substantiated argument, perspective or interpretation;
- Very clear, effective expression of ideas contributing to a forceful argument;
- The work makes effective and critical use of resources that go beyond the study materials provided.

## Upper Second class (2.1) 60-69%

Grades within this band are awarded for work that shows a very good knowledge of the subject matter and a very good understanding of relevant concepts, ideas and terminology. Source material is treated critically and the work demonstrates very good analytical ability and argumentation. The descriptive and informational content is accurate and relevant. The work also demonstrates a very good ability to apply knowledge to solving problems. The work is well-presented, well-constructed and clearly written throughout. The work is supported by clear and appropriate evidence. In addition the work demonstrates, where appropriate, an adequate use of scholarly apparatus of bibliography and referencing.

## Lower Second class (2.2) 50-59%

Grades within this band are awarded for work that shows a good knowledge of the subject matter and a good understanding of relevant concepts, ideas and terminology. The work will be critical of source material and demonstrate adequate analytical ability but critical appraisal and depth of analysis may be underdeveloped and the work may be over-reliant on an often limited range of sources. The work presents largely accurate and relevant material and there is good informational content – though the work may tend to be overly descriptive and argument may lack depth. The work demonstrates a fair degree of ability to apply knowledge to solving problems. It also demonstrates adequate structural coherence and a fair degree of clarity of expression – though there may be some weaknesses in these respects. The work is supported by adequate use of evidence. Additionally, the work is adequately presented and, where relevant, a basic scholarly apparatus of bibliography and referencing is provided.

## Third class (3rd) 40-49%

Grades in this band are awarded to work that shows some knowledge of the subject matter and some knowledge of relevant concepts, ideas and terminology, though with some significant flaws. Some degree of analytical ability is demonstrated though this will lack depth and source material may be treated uncritically. Work in this band will tend to be very descriptive and very reliant on an often very limited range of source material. Most of the material presented is shown to be relevant, though there may be a few significant inaccuracies. The work shows some degree of ability to apply knowledge to solving problems. There is some degree of structure and some evidence and argument is provided although the work may not be completely coherent. There will be some degree of clarity of expression. There may be some inadequacies in terms of presentation. Where relevant, a minimum scholarly apparatus of bibliography and referencing is provided.

**Fail**

**30-39%**
Grades within this band are awarded to work that shows inadequate knowledge of the subject matter and inadequate knowledge of relevant concepts, ideas and terminology. Work in this band is often uncritical of source material and analysis will be unsatisfactory or non-existent. Work in this band is often highly descriptive and a substantial amount of the material may be inaccurate and irrelevant to the task. There is a low degree of ability to apply knowledge to solving problems. Work in this band may be incoherent in terms of structure, argument and expression. Often, little in the way of relevant evidence is provided. Where relevant, the work has poor scholarly apparatus of bibliography and referencing. The work is often significantly lacking in terms of presentation. Work in this band is often significantly under length.

**0-29%**
Grades within this band are awarded to work that shows very limited knowledge of the subject matter and very limited knowledge of relevant concepts, ideas and terminology. Source material is given a cursory treatment and critical analysis is non-existent. Work in this band is often highly inaccurate and very largely or wholly irrelevant to the task. There is a very limited degree of ability to apply knowledge to solving problems. Work in this band is often highly incoherent in terms of structure, argument and expression. Often very little if any relevant evidence is provided. Where relevant, the work lacks or has very poor scholarly apparatus of bibliography and referencing. The work may be very badly presented. Work in this band is often severely under length.

**10. Learning and Teaching Strategy:**
The learning and teaching strategy for the programme is designed to ensure that students progressively develop and flourish as social scientists in training from an initial condition in which they may have little or no previous knowledge of social science disciplines to the point at which they graduate as confident practitioners with a systematic understanding of key concepts and approaches, the ability to deploy, accurately, established techniques of analysis and enquiry, and to devise and sustain coherent, evidenced arguments in relation to social issues and problems. This strategic approach is closely informed by Ruskin's mission as an adult education college and the concomitant typical characteristics of new cohorts of our students. Specifically, many Ruskin students have been out of formal education for many years, often had unsatisfactory experiences of education previously and typically suffer from serious lack of confidence in their intellectual and academic abilities. In this respect the college excels in fulfilling the QAA requirement in relation to 'raising aspirations and supporting achievement for people with diverse requirements, entitlements and backgrounds' (see for example the Subject Benchmark Statement for Sociology, 2016, p. 3).

There are two key dimensions to this strategy of progressive, step-by-step, development of student knowledge and academic self-confidence. The first of these is related to the modular structure of the programme in terms of subject

content. As section 5 above indicates, the initial thrust of the programme, at level 4, is to provide students with a solid grounding in core social science disciplines – sociology, politics, political economy and psychology – before moving to progressively more advanced focuses. These are more advanced in two key respects – firstly, modules at levels 5 and 6 are increasingly inter-disciplinary while, secondly, they also become much more specialised in terms of their specific focus. So at level 5, for example, 'International Politics: Europe and Beyond', pivots on a political disciplinary base but also encompasses broadly economic matters in that it examines, for instance, the political economy of post-war European reconstruction and the historical formation of regional networks of trade and investment. It also encroaches on psychological issues in relation to the emerging subjectivity of 'post-national' citizenship. 'Sociology of Organisations' draws broadly psychological issues into its purview in its examination of the exercise of leadership and workplace motivation within organisations. 'Economy of Work in the Digital Age' is a mainly economics based module but also examines sociological issues such as the segmentation of the contemporary labour market along lines of gender and ethnicity. At level 6 modules become still more inter-disciplinary. 'Political Psychology' is a psychology module, but – as the name suggests – examines the psychology of specifically political phenomena. 'Contemporary Political Theory' approaches, from a political theory angle, a range of inter-disciplinary issues such as the political, ideological and psychological-subjective effects of the 'globalisation' of economics, politics and culture, and the possible impacts of automation on the working and social lives of near-future citizens. The wide-ranging purview of 'Globalisation, Inequality and Sustainable Development' reflects the deeply inter-disciplinary roots of development studies in sociology, economics and political science. 'Exploring Solutions for Change', too, is a highly inter-disciplinary course comprising elements of political science, sociology and economics – so much so that it would be difficult to say in which of these disciplinary threads it is most rooted.

Alongside these disciplinary and inter-disciplinary courses, the programme also comprises a series of (again, progressively more advanced) practical skills modules. At level four, the Critical Skills for Social Science module incorporates substantial study-skills training designed to equip students with the essential academic skills and the practical knowledge in terms of things such as time-management, note-taking, planning and so on that they will need to undertake study. The integration of this dedicated study-skills component at level 4 is crucial to easing our students' return to formal education. The practical skills dimension of the programme continues at level 5 in which students undertake training in empirical social science research methods and, additionally, have the option of taking a work placement module (see section 11 for the rationale behind our decision to make this module optional). At level 6 students undertake a substantial dissertation project informed by their research methods training.

The second key dimension to our strategy is to encourage students to take an increasingly independent and proactive part in their learning, with tutor-led delivery being scaled down in relation to student-centred activities as the programme unfolds. While substantial support will be available to students throughout the programme – including additional college-wide learning

development provision at Ruskin – students will be expected to take more and more responsibility for their own learning as they move beyond level 4 to become independent learners.

Much of the support for level 4 students is centred in the college's small cohort teaching approach. Tutorial provision, in line with the College's Learning and Teaching Strategy, is integral to the Critical Skills for Social Science module. This takes the form of a one-hour tutorial each week in the first semester with a designated tutor to discuss their work and any issues relating to it. The first part of weekly sessions for this module are spent in whole class learning activities and for the last hour students will break out into smaller tutorial groups. Students are set regular written tasks that they bring to tutorials for wider discussion and formative assessment. The work discussed in tutorials might include, for example, essay plans, a reading diary or notes on a set reading or other conceptual and real-life issues related to the task or that they wish to discuss. Students are grouped in tutorials to allow some peer- as well as tutor-feedback on their work in a small supportive environment. As students develop the skills to become more independent learners support is scaled down. In their second semester students have two tutorial sessions (and the option of organising further one-on-one meetings with a tutor in office hours if they feel they need extra support with specific issues). They also receive supervision tutorials as part of their Independent Studies Project module.

At levels 5 and 6 students are assigned a personal tutor and students may arrange one-on-one meetings with this tutor on a specific issue if they wish to do so. Level 5 and 6 students will be required to complete an Individual Learning Plan at the beginning of each semester and to review this at the end of each semester – this is submitted to the personal tutor over email, although students may of course arrange a meeting to discuss it with their tutor in person should they wish. Additionally, level 5 students receive tutorial support in relation to their Work Placement module or supervision sessions in relation to their Independent Studies Project module (depending on which option they choose). Level 6 students receive support from a supervisor for the Dissertation module.

Student learning will be supported by newly developed Moodle-based VLE provision. Each module will have its own Moodle space populated with electronic resources such as up-to-date module guides, reading lists and scanned core readings (in compliance with copyright law of course). Moodle will also allow us to upload class teaching slides so that students can access these after classes for learning consolidation and revision purposes (or if they miss a class because of illness for example) and we will also be able to embed or link to supporting audio-visual learning resources such as videos and podcasts. We will also harness the interactive capabilities of the VLE by setting up discussion forums, on-line learning checks, quizzes and peer assessment tasks for example. In these ways the VLE will support self-directed learning on the part of students as well as forms of interactive distance-learning beyond class time. Further, Moodle will enable us to collect and analyse regular feedback from students so that staff can be responsive to student needs as modules progress. The *Turnitin* electronic assessed work submission facility will be fully embedded in the Moodle system.

A key component of our learning and teaching strategy is to ensure that a variety of teaching methods and assessments are adopted in order to meet the growing demands of learner needs and to ensure an inclusive and accessible learning environment. The variety of assessment methods is set out in section 8 above. 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.

The main teaching and learning methods adopted across the modules may be summarised as follows:
- 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 5 and 6
- Tutorials, initially held on a weekly basis in the first semester of level 4, but progressively scaled down as students become more independent
- Student-centred activities (defined individual, pair- and group-work tasks; presentations)
- Student-led discussion and (at levels 5 and 6) delivery of content

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)

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.

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 do not clash with their teaching in college).

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 year. 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.

## 11. Employability Strategy:

One of the major reasons the programme team decided to construct this new Applied Social Science degree (to replace the previous Social and Political Studies programme – though the new programme does absorb some of the best elements of this former degree at all levels) was precisely because the *applied* focus of the programme was envisaged as a boost to the employability of our students (and thus the attractiveness of the programme to potential applicants who are guided, more and more, in their choice of study by considerations in relation to the way in which particular courses seem to offer clear potential in terms of significantly improving their future employment prospects). The emphasis on *applied* social science entails that, at all levels of the course, students will be required to apply theoretical and conceptual knowledge to 'real world' social issues, conflicts and dilemmas and will be encouraged to think of ways in which the intellectual resources provided by social science disciplines (the existing body of knowledge, theoretical approaches, heuristic conceptual devices and empirical research methods for example) might be deployed in terms of practical solutions to concrete problems. As such the programme is designed to be of particular benefit for those who want to go on to seek employment with a charity, an NGO, a political or campaigning organisation, within local or national government or in other broadly 'society focused' careers.

The (optional) placement module at level 5 is, in many ways, the core component of the 'applied' dimension of the programme and is also, the lynchpin of the employability strategy embedded in the programme. The placement of course provides students with a valuable opportunity to gather substantial work experience in a sector of interest to them. It is anticipated that through their work placement, students will be able to apply their knowledge in order to make a difference in their work place setting. The opportunities for placements are numerous and we envisage building links with organisations in a variety of sectors, such as publishing, charities and other NGOs, local government, education, local media, political and campaigning organisations and trade unions. For further information in relation to our plans for Work Placement provision see appendix 5.

We decided to make the placement module optional – students may choose to undertake an Independent Studies Project at level 5 instead (see programme structure) – because we felt, on the basis of discussion with our current student cohorts on the Social and Political Studies programme, that it might not be appropriate for some prospective students and that a mandatory work placement requirement might deter significant numbers of potential applicants. As Ruskin is

an adult education college the age profile of our student body is older than at many other colleges and universities and indeed a substantial number of our past and present students already have well-established careers or are retirees and thus have little interest in, or need for, enhancing their employability skills. Typically these students are motivated to return to education simply by the desire to learn more about subjects that interest them or merely for the personal satisfaction of achieving a degree qualification and thus do not measure the attractiveness of a course in employability terms as such. One of our current students, for example, is a highly experienced qualified nurse who is taking time out from her career in order to study social science – an area she has always been interested in, but never before had the chance to study in depth. As an already highly employable person in her area of expertise she has no need or desire to undertake a work placement and would have been put off from coming onto the current programme had this been a mandatory component. We felt, therefore, that it would be highly inappropriate to insist that students in similar circumstances should undertake a non-optional work placement. Nevertheless our intention is that the work placement option should be the normal route for most of our students. Certainly we will encourage and counsel students to choose this option unless there are good reasons why it would not be the most appropriate route for them.

Beyond the specifically applied dimension of the programme, the course is also intended to enhance student employability in a number of other respects too. Skills of project design and project management, for example, will be nurtured in modules such as Research Methods and the Dissertation. Further, the programme is designed to develop leadership skills and confidence in delivering information orally to groups of peers. This dimension applies especially to the summatively assessed presentations that students will deliver (see Assessment Map), but such skills will also be developed in formative tasks for seminars – students will be required regularly to deliver class presentations (critical summaries of key readings, or introductory information on new topics for example) and to lead seminar discussions. Additionally, students will study methods and modes of leadership and management in the Sociology of Organisations module. It is also envisaged, of course, that students will develop a number of broader transferable skills and capacities common to most HE courses such as those indicated in item 8 above. In particular, the ability to gather, synthesise and critically analyse information and the capacity to communicate complex ideas in structured and coherent form – capacities that are developed and enhanced by the process of learning how to produce academic essays for example – are of significant value to employers.

In this emphasis on employability the programme is accordance with the relevant QAA Subject Benchmark Statements – all of which emphasise the importance of employability (see Economics, 2015, p. 6, Politics and International Relations, 2015, p. 12 & 14, Psychology, 2016, p. 6, Social Policy, 2016, p. 5, 12, 13 & 14 and Sociology, 2016, p. 16) and indeed some of which specifically indicate the value of work placements (see Politics and International Relations, 2015, p. 14 and Social Policy, 2016, p. 12 & 13).

Students graduating with a BA (Hons) in Applied Social Science could go on to gain employment within a local authority, an NGO, the care sector, within the media, a trade union or a political organisation for example. Graduates from the Social and Political Studies programme have gone into employment in a range of different areas – but often into jobs with a clear public service, social or political dimension. One recent graduate, for example, has taken up a position as a graduate trainee with Oxfam. Several other SPS graduates now work in professional and management roles for charities such as Oxford Homeless Pathways and Age UK. Another recent graduate is currently leading a project to set up a new school in Uganda, and another has successfully embarked on a career in Kenyan politics.

Additionally, students wishing to pursue further studies could go on to undertake postgraduate training, for example, in social work. Several of our past graduates have trained as teachers at various levels – from primary school teaching to teaching Further Education. We would also expect a substantial proportion of our graduates to go on to postgraduate study in sociology, politics, political economy or development for example – indeed the Social and Political Studies programme had great success in terms of the number of our graduates going on to undertake MAs and MScs at prestigious 'Russell group' and 'redbrick' institutions. In the last two years, for example, SPS graduates have taken up postgraduate places at Oxford University, Oxford Brookes, King's College London, Reading University and Warwick University. We intend to continue this tradition.


## 12. Student Support:

Students undertaking the BA (Hons) Applied Social Science will be offered continuing support on an individual and group basis, throughout the programme, with an emphasis on greater support at level 4, but encouraging independence throughout the rest of the programme.

Support for students begins when they attend induction week - which introduces Ruskin systems and people and in which students attend their first introductory classes. Induction week also provides information about various sources of support in the college and how to access them – including counselling services, library services and learning development (more on these below).

Teaching on the programme will be delivered in relatively small class sizes (approximately 25 students), supported at level 4 in the first semester by weekly tutorials (which reduce in frequency in the second semester). The allocated tutorial tutor also functions as a personal tutor for students on an individual basis – students may arrange to meet individually to discuss specific problems and issues if they wish. Personal development planning is 'built in' to the tutorial system at level 4 – students are required to set, reflect on and revise targets and achievement throughout the year. At levels 5 and 6 students are assigned a personal tutor with whom they may arrange to meet for one-on-one meetings on specific issues. Personal development planning at these levels is embedded in the process of developing and reviewing Independent Learning Plans on a semester-by-semester basis. The process begins with the learning agreement the student arranges with their tutor at the start of the semester. The idea is to reflect upon

the prior learning, skills and knowledge the student has accumulated in order to assess likely strengths and weaknesses and to set achievable personal development targets. As well as academic goals these may also embrace basic skill development in areas such as computing, word processing and presentational skills. The learning agreement is reviewed at the end of the semester and this review then feeds into the following semester's target setting.

Additionally, the college provides a Learning Development service staffed by specialist tutors that all HE students can access throughout the academic year to arrange one-on-one 50 minute meetings. Indeed close links have been forged between the Learning Development team and the current Social and Political Studies programme – for example all students see a Learning Development tutor for a 15 minute mini-session near the beginning of their studies during one of their first courses and there is close liaison between the programme team and Learning Development in relation to level 4 students throughout the year – and we would continue these forms of cooperation in the new Applied Social Science programme.

There are other forms of learning and study skills support available at the college too. Every new HE student undergoes an initial assessment of their basic skills and learning needs. This is particularly important in view of the lack of formal education qualifications and prevalence of past underachievement among a significant proportion of Ruskin students. Where a student is diagnosed as having a disability need – such as, typically, dyslexia – tutors are informed of recommended strategies to support the student. This might include, for example, providing paper class handouts in particular colours and/or giving students sight of class teaching materials well in advance of class times. Additionally, support such as 'Dragon' software and voice recorders may be provided via the Disabled Students' Allowance. Students may also be given access to weekly one-on-one support from study-skills tutors (based at the college).

Ruskin also employs a very experienced on-site college counsellor to provide confidential support to students in relation to any personal difficulties or challenges they may be facing whether related directly to their studies or not. The college counsellor meets all new students when they first start at Ruskin and students may book appointments with her on an individual and confidential basis throughout their period of study.

The college has extensive IT facilities available to students 24/7 during teaching weeks and computers are located in LG.07 (where there are 21 networked computers) and in the 'Computer Zone' in the library (which has 15 networked computers). All machines are networked and benefit from a fast 100meg connection to JANET. Each machine at present is running Windows XP Professional with standard applications such as Microsoft Office, and other more specific software such as SPSS installed. All students have access to journals and other on-line resources via Shibboleth. In addition to Internet access, the college operates and maintains an intranet, providing staff and students with both in-house and remote access to materials such as electronic copies of lecture notes, course/module handbooks, office services, access to the library catalogue and useful contacts. From September 2017 student learning will be supported by newly

developed Moodle-based VLE provision. This will replace our existing intranet provision – which is to be phased out on a year by year basis (so from September 2017 all level 4 classes will utilise Moodle rather than the previous intranet provision, from September 2018 all level 5 classes will be supported by Moodle and from September 2019 all level 6 classes will be too). As indicated in section 10 above, each module will have its own frequently updated Moodle space populated with electronic resources such as up-to-date module guides, reading lists and scanned core readings as well as more interactive online learning resources.

All students have access to the college library which has over 50,000 volumes, e-books, electronic journals and databases, and networked computers for use in the library. The library's electronic journals can be accessed from any internet-connected computer – on site or off – using passwords. These journals and the library catalogues can be reached via the library's section of the college's intranet. The library holds comprehensive social and political study resources, including material on theory, activism, economics and political models, plus electronic databases relating to the social sciences. The Library holds the Ewan Maccoll and Peggy Seeger archives (in folk music and protest songs), but also holds original historical materials on trade unions, strikes, and various political groups. All students receive a library induction at the beginning of their course, but are welcome to book in further sessions with the Learning Resources Manager as they continue their studies. For more information about relevant library resourcing see the Learning Resources Manager's statement in appendix 4.

Ruskin students also enjoy the historic right to access the lectures and many of the libraries of the University of Oxford – including the Bodleian Library. Students register with the Bodleian in their Induction Week and may then access all of its holdings including electronic holdings. They can also use many other libraries in Oxford, including some of the faculty libraries of the University.

All students become members of Ruskin Students' Union – which provides, along with its representative functions, a series of social activities for students throughout the year. Ruskin students are also entitled to access to some societies at Oxford University including the Oxford Union (debating society).

Since Ruskin is a small college there are no study rooms as such. Nevertheless, there are plenty of work desks in the library (in addition to the computer stations) that students may use. Additionally students may use teaching rooms to study in when they are unused.


**13. Programme Quality Indicators and Results**:
Internal
Module Evaluations
Programme Boards
Student Conference
Programme Enhancement Meetings
External Examiner Reports
Annual ~~Monitoring Processes~~Enhancement Round

Cyclical Review and Revalidation
Minor Amendments Process
Cross-College Survey
OTLA

External
National Student Survey

## 14. Special Features:

- The students we attract, in the main, would not normally be applying to university. They are typically suffering from serious lack of confidence in their intellectual and academic abilities.
- 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.
- As such the programme is designed gradually to build their skills and confidence, in particular through the use of tutorials and the embedding of study skills learning during the first year/level 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 level 4 aims to provide foundational skills and knowledge in each of the core subjects (Sociology, Politics, Psychology and Political Economy), levels 5 and 6 increasingly focus on the interdisciplinary links, overlaps and sequences within and between the disciplines.
- The programme incorporates a strong focus on employability particularly in its provision of a work placement at level 5, but also in terms of the Preparation for Work Placement component of the Critical Skills for Social Science module at level 4.
- The programme also embeds a substantial research methods component at level 5 (though they will have been introduced to basic research methods concepts at level 4 – such as the characteristics of and differences between quantitative and qualitative research) which is designed to feed into their dissertation project at level 6. Students move in a developmental process, then, from understanding research theory to practical implementation of research methods knowledge over the course of their study.
- The programme provides flexible exit routes for students to leave the programme at level 4 or 5 with standalone qualifications. Additionally students may join directly at level 5 or 6 if they have suitable prior qualifications.

## 15. Resources:

This new programme will be able to draw on the substantial college-wide student support provision detailed in section 12 above. Additionally, where appropriate, it will be able to make use of some reformulated and updated resources drawn from the SPS programme that it replaces – for example some of the modules in the new

programme will incorporate elements of older SPS modules (in terms, for instance, of teaching materials, reading lists, class schedules). It is worth pointing out that the quality of teaching and assessment associated with the SPS programme regularly and consistently won high praise from our External Examiners (see appendix 6 for an External Examiner's comments on SPS and in relation to the proposed programme). Nevertheless, the Applied Social Science programme will, of course, be substantially new and will incorporate several wholly new modules – such as the psychology modules and the work placement provision. It is essential, then, that:

- adequate planning and preparation time is provided for programme team members to construct the new modules and the associated teaching and learning materials
- the college embeds suitable administrative structures to support the work placement provision (for more information about plans for the work placement see appendix 5)
- an appropriately qualified and experienced tutor is found to plan and teach the psychology modules (for information on recruitment activity see appendix 3)
- the curriculum is supported by scholarship and research informed teaching on the part of programme tutors and as such adequate time for such scholarship activities among staff is provided. Relevant QAA Subject Benchmark Statements note the importance of, as the Subject Benchmark Statement for Sociology (2016, p. 12) puts it, 'academic staff who are themselves engaged in scholarly activities' - see also Politics and International Relations, (2015) p. 11.

More broadly, the new programme will be constructed and delivered in accordance with NUS learning resources benchmarking principles: See http://tsep.org.uk/wp-content/uploads/2016/07/Session-8c-Learning-Resources-Benchmark-FINAL.pdf

Further information on resourcing is included in the Learning Resources Manager's statement in appendix 4.


## 16. Staffing Requirements:
The new programme will absorb the current highly experienced SPS programme team. This comprises three current members of Ruskin staff - two of these will be full time tutors on the new programme (Dr Ed Rooksby and Dr Peter Dwyer) and one (Dr Lee Humber) will be leading sociology modules (on a 0.2 FTE basis). All three have many years of teaching experience at Higher Education level and beyond and, further, all three hold PhDs, are research and publications active, and are acknowledged experts in their fields. For further details in relation to staff experience and qualifications please see the staff CVs in appendix 2. Their expertise and teaching experience maps on closely to three of the four disciplinary threads of the new programme - Dr Rooksby specialises in politics, Dr Dwyer specialises in economics and Dr Humber is a sociology specialist. For information in relation to which member of staff will convene particular modules please see the module data sets provided in this document. Tutorial supervision and Independent

Studies and Dissertation supervision duties will be allocated among these three members of staff (plus the new psychology tutor – see below). Dr Rooksby will act as the Programme Coordinator.

Additionally, the college is currently seeking to employ a tutor with specialist knowledge and suitable experience to lead the psychology modules at all three levels. The college plans to employ this new tutor on a 0.4 FTE equivalent basis with various teaching and tutoring responsibilities across more than one programme. They will teach on the Applied Social Sciences programme on a 0.2 FTE equivalent basis. The college aims to have this new tutor in place by June 2017. For further details in relation to the recruitment activities of the college in this respect please see appendix 3.

Further (as noted above in section 15), it is important that:
- the college embeds suitable administrative structures to support the work placement provision (see appendix 5)
- an appropriately qualified and experienced tutor is employed well before the start of the new academic year in September 2017 to plan and teach the psychology modules (see appendix 3)
- a 'curriculum supported by scholarship, staff development and a research culture that promotes breadth and depth of intellectual enquiry and debate' is encouraged (QAA Subject Benchmark Statement for Politics and International Relations (2015) p. 11).

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