



## Undergraduate Programme Specification

|  |  |   |   |
|--|--|---|---|
| <b>Session</b>                                   | 2025/26  | <b>Last Modified</b>  |   |
| <b>Named Award Title</b>                         | BA (Hons) Social Sciences (Politics & Policy) (Sociology & Policy) (Sociology)   |   |   |
| <b>Award Title for Each Award</b>                | BA (Hons) Social Sciences<br>BA (Hons) Social Sciences (Politics & Policy)<br>BA (Hons) Social Sciences (Sociology & Policy)<br>BA (Hons) Social Sciences (Sociology)<br>BA Social Sciences<br>Dip HE Social Sciences<br>Cert HE Social Sciences |   |   |
| <b>Date of Approval</b>                          |  |   |   |
| <b>Details of Cohort Applies to</b>              | 2024/2025 onwards  |   |   |
| <b>Awarding Institution</b>                      | University of the West of Scotland   | <b>Teaching Institution(s)</b>  | University of the West of Scotland  |
| <b>Language of Instruction &amp; Examination</b> | English  |   |   |
| <b>Award Accredited by</b>                       |  |   |   |
| <b>Maximum Period of Registration</b>            | To ensure currency of knowledge, the maximum completion time for this programme will normally be six years full time, eight years part time.   |   |   |
| <b>Duration of Study</b>                         |  |   |   |
| <b>Full-time</b>                                 | 4 years  | <b>Part-time</b>  | 8 years   |
| <b>Placement (compulsory)</b>                    | N/A  |   |   |
| <b>Mode of Study</b>                             | <input checked="" type="checkbox"/> Full-time<br><input checked="" type="checkbox"/> Part-time   |   |   |
| <b>Campus</b>                                    | <input type="checkbox"/> Ayr<br><input type="checkbox"/> Dumfries  | <input checked="" type="checkbox"/> Lanarkshire<br><input type="checkbox"/> London<br><input checked="" type="checkbox"/> Paisley | <input type="checkbox"/> Online / Distance Learning<br><input type="checkbox"/> Other (specify) |
| <b>School</b>                                    | <b>Education and Social Sciences</b>   |   |   |

|                                   |                        |
|-----------------------------------|------------------------|
| <b>Divisional Programme Board</b> | <b>Social Sciences</b> |
| <b>Programme Leader</b>           | D McKeever             |

### **Admissions Criteria**

Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:

#### **SQA National Qualifications:**

Year 1 Entry:

Scottish Highers

- Standard Entry Requirements: BBCC (96 UCAS Tariff points)
- Minimum Entry Requirements: CCC (63 UCAS Tariff points)
- Alternative Minimum Entry Requirements: CC (42 UCAS Tariff points) PLUS successful completion of one of the following:
  - o UWS Foundation Academy
  - o Foundation Apprenticeship
  - o UWS Next Steps to University module
  - o Top-Up
  - o LEAPS

A Levels: CCC (96 UCAS Tariff points)

Irish Leaving Certificate: H3H3H3H3

International Baccalaureate: 27 points

Scottish Wider Access Programme: Access to Humanities; Access to Social Sciences; Access to Law, Criminal Justice & Social Sciences; Access to Primary Education; Access to Social Work (RG confirmed March 24) Access to Languages Arts and Social Sciences (RG confirmed March 25) with Grades BBB

Glasgow University Access Course: BB

SQA HNC/BTEC Level 4 HNC: Social Sciences; Social Studies; Social Care/Services; Legal Services; Police Studies; Working with Communities; Counselling; Applied Science. HNC Childhood Practice (RG agreed to take on app B01817628 – 10/3/25)

SQA HND/BTEC Level 5 HND: Childhood Practice

T Level: Pass with Grade A\*-C (96 UCAS Tariff points)

Year 2 Entry:

SQA HNC/BTEC Level 4 HNC: Social Sciences; Social Studies with B in Graded Unit

SQA HND/BTEC Level 5 HND: Social Sciences; Social Studies

Year 3 Entry:

SQA HND/BTEC Level 5 HND: Social Sciences; Social Studies with BB in Graded Unit

**Or GCE**

**Or SQA National Qualifications / Edexcel Foundation**

**Other Required Qualifications/Experience**

|   |
|---|
| <b>Further desirable skills pre-application</b> |
|---|

|                         |
|-------------------------|
| <b>General Overview</b> |
|-------------------------|

The Bachelor of Arts in Social Sciences is an interdisciplinary programme that offers a broad academic grounding in social sciences with the opportunity for disciplinary specialism in Politics & Policy, Sociology & Policy and Sociology, all three underpinned by research practice. We aim to engage students with contemporary local and global challenges using a range of theoretical lenses and research methods by delivering evidence-based learning with practical skills. In the global marketplace, transferable skills and the ability to adapt to changing circumstances are at a premium.

This programme offers a foundation of broad-based social science skills with a strong emphasis on problem solving across the first two years, after which, students can elect to follow one of three specialist pathways, highlighting in-depth disciplinary knowledge in 1- Politics and Policy, 2 - Sociology and Policy or 3 - Sociology. The programme's Research and Inquiry spine, running from first year through to the final year dissertation, offers a range of research skills, which can be applied throughout life in different working environments.

Our team of internationally active academics and researchers take a student-centred approach to learning, employing diverse modes of engagement and assessment to offer stimulation and accommodate a range of learning styles. We strive to offer a safe environment in which students can exercise their curiosity and develop both leadership and collaborative skills which will serve them in any future workplace.

**Programme structure:**

The programme features a mostly pre-determined curriculum at Level 7 and Level 8 where students complete core Research and Inquiry spine modules, and inter-disciplinary modules which provide a grounding in sociology, politics and policy. At Level 9 and Level 10, students have a high level of choice over optional modules. Students use these choices to build their programme of study according to their own priorities and interests, and they may become eligible for a bracketed award in a named discipline, depending on the combination of modules undertaken.

At Level 7, students are being introduced to social science disciplines including sociology, politics, and policy through modules such as Introducing Sociology, Introduction to Politics, Development of Social Policy, and Making the Modern World. They will also undertake one 20-credit core Research and Inquiry core modules, Introduction to Social Research and the ASPIRE module which is delivered across the university. These modules will take place across term one and term two. Through these modules, students will begin their engagement with research and academic practice.

At Level 8, students will undertake two core 20-credit research focused modules: Foundations of Qualitative Research in Term 1 and Foundations of Quantitative Research in Term 2, through which they will deepen their engagement with research practice. Student also undertake two further modules in term one, which address issues of power, citizenship, and social theory, Introduction to Comparative Politics, and Foundations of Social & Political Thought. In term two they undertake two additional modules, Global Society and Social Policy & Social Change.

At Level 9, students undertake the third instalment of the Research & Inquiry spine, with Data Analysis for Social Science in term one as an optional module and Designing Your Dissertation Project as a core module in term two. Students will select their modules of choice from a bank of options, with students choosing three options in the first term and two options in the second term. The following section indicates which options will run at each campus, and consequently which bracketed awards can be achieved on each site.

At Level 10, students complete the Research & Inquiry spine by undertaking a Social Sciences Dissertation. This is a 40-credit module running over both terms. Students assemble the remainder of their curriculum from optional modules, selecting two in each term. It is worth noting that students at Level 10 are permitted to select one Level 9 option.

#### Learner choice:

The programme is designed to provide students with a significant level of structured choice at Levels 9 and 10. By this stage in their studies, students will have an emerging sense of their favoured specialisms and the degree structure enables them to pursue these priorities through five optional module choices at Level 9 and a further four optional modules choices at Level 10. Depending on the combination of modules undertaken, students may become eligible for a bracketed award title that reflects a particular concentration of study within one disciplinary area.

In addition to the choices open to learners between modules, the programme also prioritises learner choice within modules. In line with the programme commitment to inquiry based learning and authentic assessment, students are supported across a wide range of modules to identify their own preferred topics of inquiry and negotiate appropriate assessment modalities, analysing social, political and policy challenges of their own selection through a range of media, including poster design, conference style presentation and case study.

#### Bracketed awards:

Students may graduate with a bracketed award at Level 10 that indicates a disciplinary emphasis to their studies, albeit very much within a Social Sciences context. These brackets will be specific to individual campuses. No student is obliged to pursue a bracketed trajectory, and even if a student does so they are not disadvantaged if they are unable to achieve the correct combination of modules – all students are fully eligible for an ‘unbracketed’ title by completing the cores and the relevant number of optional credits of any disciplinary stripe.

The three available bracketed titles are as follows:

- BA (Hons) Social Sciences (Politics & Policy)
- BA (Hons) Social Sciences (Sociology & Policy)
- BA (Hons) Social Sciences (Sociology)

In order to become eligible for a bracketed title, students must complete the following:

- at least two relevant options at Level 9
- at least two relevant options at Level 10
- a Level 10 Social Sciences Dissertation in a relevant area.

Full guidance will be provided to students from their earliest attachment to the programme to ensure that they can design their curriculum accordingly.

#### Assessment and feedback:

The programme provides learners with a range of formative and summative assessments to support the development of the following: subject knowledge and understanding; applied

knowledge, skills and understanding; generic cognitive skills; communication, ICT and numeracy skills; and, autonomy, accountability and working with others. The programme team conducts an assessment mapping exercise, which identifies learning outcomes, assessment structures, and assessment dates in order to identify over-assessment, assessment imbalance, clashes, and variety of assessment practices. This offers clarity and cohesion for students and staff.

The programme focuses on developing and extending assessment for learning and on the development of assessment literacies. To support this, the programme team has been required to explicitly embed the principles of assessment for learning within their modules in order to facilitate:

- an appropriate balance and linkage between formative and summative assessment;
- the extension of peer and self-assessment;
- student awareness of and engagement with the assessment process;
- development of active, collaborative and dialogic learning environments;
- the empowerment of learners in the processes of self-evaluation, assessment and regulation;
- increased student investment in the assessment process;
- reflexive student engagement with assessment, and learning more widely.

A further emphasis has been placed on authentic assessment: engaging students with assessment that mirrors or is explicitly located in lived experience and reflects ‘real world’ events and scenarios.

#### **Typical Delivery Method**

#### **Any additional costs**

N/A

#### **Graduate Attributes, Employability & Personal Development Planning**

Graduates of Social Sciences Programme are equipped with highly sought-after transferable skills, knowledge and competences. The programme team recognised that the graduate pathways pursued by social science students are more varied than is the case of other, more sectoral-specific disciplines. The programme team take the view that this puts a premium on the development of transferable skills, not least the ability to recognise and articulate the applicability of those skills developed in a social science programme to specific labour market opportunities.

In response to this, relevant cognitive, communications and interpersonal skills are captured in the programme learning outcomes to make visible to students the real-world applicability of their learning. Communication skills are fostered through individual and group class presentations and through more informal participation in tutorials. Interpersonal skills are encouraged through extensive forms of group work, and through class debates. Cognitive skills are cultivated and enlarged through a variety of formative and summative assessments that require students to show novel, critically formulated ideas and creative responses to module or discipline specific issues. These activities, whether formative or summative, are designed to meet the professional standards and practices employers will ask from our students. For instance, students are required to produce Policy Briefs, short presentations, podcasts or vlogs and case studies in a format expected if they were working as policy officers in a variety of organisations.

In addition, UWS agreed a set of Graduate Attributes in 2017, and BA (Hons) Social Sciences is designed to enable students to realise the Graduate Attributes across their period of study. The programme design is constructed in relation to our core graduate attributes of Universal (offering globally relevant learning with comprehensibly applicable abilities, skills and behaviours), Work ready (dynamic and prepared for employment in complex, ever-changing environments which require lifelong learning and resilience) and Successful (with a solid foundation on which to continue succeeding and realising potential across various contexts. Course content, learning activities and assessment are designed with regard to these attributes across three dimensions, supporting students to develop a suite of academic, personal, and professional skills

#### Routes into further study and employment

This programme provides students with a research-underpinned, globally informed and contemporary social science qualification, which will prepare graduates for success in a wide range of postgraduate areas of study, including doctoral study.

Within the School of Education and Social Science, the programme acts as an ideal route into our own taught postgraduate programmes, especially in the following MSc Programmes:

- MSc Social Policy
- MSc Applied Social Science
- MSc Politics and Social Justice

To date, our social science graduates have entered careers in teaching, health and social care, public services, private sector employment, politics, and academic research

#### **Work Based Learning/Placement Details**

The very nature of contemporary work and the characteristics of modern workplaces in local and global contexts must be a subject of academic reflection within a social science programme. Our students are not just preparing for employment, but recognising work as a subject of profound importance to social science scholarship.

Furthermore, the programme team are immersed deeply in a variety of relevant professional networks. Colleagues harness these connections to enhance the learning experience and expose students to key influencers in public life. Indeed, UWS alumni themselves form a key element of the professional network that has been established around our social science provision.

As such, BA (Hons) Social Sciences benefits from the wealth of high quality professional contacts built up by staff in their work on the two existing programmes. Indeed, the academic potential of these networks has been strengthened since the process of designing a single programme has provided an opportunity to make the professionally-relevant opportunities available to students more visible and more integrated across the two campuses. For instance, through our UWS-Oxfam partnership. Programme staff integrate research-led teaching into global theoretical, empirical and policy contexts, offering insights dealing with contemporary challenges and key social and institutional frameworks. Lecture and workshop contributions offered by relevant practitioners and experts further supplement the programme, presenting on organisational aims and processes.

#### **Attendance and Engagement**

In line with the [Student Attendance and Engagement Procedure](#), Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this programme, academic engagement equates to the following:

All fulltime students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: <http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/>

### **Equality and Diversity**

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, our programme supports equality of opportunity for students from all backgrounds and with different learning needs. Using Aula, learning materials will be presented electronically in formats that allow flexible access and manipulation of content (part-time and distant learning students should check with their programme leader for any queries). The module complies with university regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: <http://www.uws.ac.uk/equality/>

Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies.

**Programme structures and requirements, SCQF level, term, module name and code, credits and awards ([Chapter 1, Regulatory Framework](#))**

| Learning Outcomes |  |
|-------------------|--|
|-------------------|--|

| SCQF LEVEL 7   |  |
|--|--|
| Learning Outcomes  |  |
| Knowledge and Understanding                                      |  |
| <b>A1</b>  | Demonstrate knowledge and understanding of the foundational theories, concepts and principles within politics, policy and sociology. |
| <b>A2</b>  | Reflect on and describe the interdisciplinary and multidisciplinary nature of social science.  |
| <b>A3</b>  | Demonstrate understanding of the foundational methodological principles underpinning these social sciences                           |
| <b>A4</b>  | Demonstrate a broad understanding of the nature of the social sciences.  |
| <b>A5</b>  |  |
| Practice - Applied Knowledge and Understanding                   |  |
| <b>B1</b>  | Apply knowledge of foundational theories, concepts and principles of the social sciences to specific contexts and debates.           |
| <b>B2</b>  | Apply knowledge of the foundational methodological principles of the social sciences when working with data.                         |
| <b>B3</b>  | Deploy the conventions of appropriate academic discourse and communication.  |
| <b>B4</b>  |  |
| <b>B5</b>  |  |
| Communication, ICT and Numeracy Skills                           |  |
| <b>C1</b>  | Construct analytical arguments based on evidence.  |
| <b>C2</b>  | Show discrimination in the deployment of a range of data types.  |
| <b>C3</b>  | Consider contemporary social problems from a social science perspective.   |
| <b>C4</b>  | Evaluate foundational concepts within social science.  |
| <b>C5</b>  |  |
| Generic Cognitive Skills - Problem Solving, Analysis, Evaluation |  |
| <b>D1</b>  | Present complex ideas using appropriate academic forms.  |
| <b>D2</b>  | Participate in peer feedback activities.   |
| <b>D3</b>  | Demonstrate an ability to use basic numerical and graphical skills to interpret quantitative information                             |
| <b>D4</b>  | Demonstrate core digital literacies.   |
| <b>D5</b>  |  |
| Autonomy, Accountability and Working with Others                 |  |
| <b>E1</b>  | Devise own areas of focus for exercises of inquiry and implement them under supervision.   |



|           |  |
|-----------|--|
| <b>E2</b> | Recognise the contributions and responsibilities of all team members in collaborative exercises. |
| <b>E3</b> | Identify and recognise the importance of self-directed learning.                                 |
| <b>E4</b> |  |
| <b>E5</b> |  |

## Level 7 Modules

### CORE

| SCQF Level   | Module Code | Module Title                    | Credit | Term                                |                                     |                          | Footnotes |
|--|-------------|---------------------------------|--------|-------------------------------------|-------------------------------------|--------------------------|-----------|
|  |             |                                 |        | 1                                   | 2                                   | 3                        |           |
| 7  | APPD07001   | ASPIRE                          | 20     | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | PA & LK   |
| 7  | SOCY07020   | Introduction to Social Research | 20     | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | PA & LK   |
|  |             |                                 |        | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |           |
|  |             |                                 |        | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |           |
|  |             |                                 |        | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |           |
|  |             |                                 |        | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |           |
| Footnotes for Core Modules   |             |                                 |        |                                     |                                     |                          |           |
| The two core modules at Level 7 run across Term 1 and Term 2: ASPIRE and Introduction to Social Research |             |                                 |        |                                     |                                     |                          |           |

## Level 7 Modules

### OPTION

| SCQF Level                   | Module Code | Module Title                 | Credit | Term                                |                                     |                          | Footnotes |
|------------------------------|-------------|------------------------------|--------|-------------------------------------|-------------------------------------|--------------------------|-----------|
|                              |             |                              |        | 1                                   | 2                                   | 3                        |           |
| 7                            | SOCY07004   | Introducing Sociology        | 20     | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | PA & LK   |
| 7                            | SOCY07012   | Making the Modern World      | 20     | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | PA & LK   |
| 7                            | SOCY07001   | Development of Social Policy | 20     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | PA & LK   |
| 7                            | PLTC07003   | Introduction to Politics     | 20     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | PA & LK   |
|                              |             |                              |        | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |           |
|                              |             |                              |        | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |           |
| Footnotes for Option Modules |             |                              |        |                                     |                                     |                          |           |

## Level 7

### Criteria for Progression and Award

Please refer to [UWS Regulatory Framework](#) for related regulations

To progress to L8, students must meet the criteria outlined in University Regulation, Chapter 3 (3.13)

The Certificate of Higher Education Social Sciences is typically offered as an exit award after successful completion of 120 credits of which a minimum of 90 are at least SCQF Level 7 or above.

Distinction is awarded to candidates who have met the University criteria as detailed in University Regulation, Chapter 3 (3.25)

| <b>SCQF LEVEL 8</b>   |  |
|---|--|
| Learning Outcomes   |  |
| <b>Knowledge and Understanding</b>                                      |  |
| <b>A1</b>   | Demonstrate a discerning understanding of the key theories, concepts and principles that underpin the social sciences. |
| <b>A2</b>   | Demonstrate insight into the relationship between social science disciplines.  |
| <b>A3</b>   | Demonstrate awareness of the theoretical and ethical underpinnings of research.  |
| <b>A4</b>   | Demonstrate understanding of the global context of key debates in social science.                                      |
| <b>A5</b>   |  |
| <b>Practice - Applied Knowledge and Understanding</b>                   |  |
| <b>B1</b>   | Show some discrimination in the application of key theories, concept and principles from the social sciences           |
| <b>B2</b>   | Identify and deploy appropriate methodological approaches  |
| <b>B3</b>   | Apply an understanding of ethics to the discussion of social science research.   |
| <b>B4</b>   |  |
| <b>B5</b>   |  |
| <b>Communication, ICT and Numeracy Skills</b>                           |  |
| <b>C1</b>   | Critically evaluate the key theories, concepts and principles in the social sciences.                                  |
| <b>C2</b>   | Identify and deploy appropriate sources of evidence and information.   |
| <b>C3</b>   | Analyse and evaluate the relationship between data and social explanation.   |
| <b>C4</b>   | Analyse and explain the evolution of key social science concepts.  |
| <b>C5</b>   |  |
| <b>Generic Cognitive Skills - Problem Solving, Analysis, Evaluation</b> |  |
| <b>D1</b>   | Communicate critical and evaluative conclusions in appropriate forms.  |
| <b>D2</b>   | Contribute effectively to a range of peer discussion activities.   |
| <b>D3</b>   | Understand and interpret quantitative and qualitative data relating to social issues.                                  |
| <b>D4</b>   | Deploy digital literacies to present information effectively.  |
| <b>D5</b>   |  |
| <b>Autonomy, Accountability and Working with Others</b>                 |  |
| <b>E1</b>   | Devise own areas of focus for exercises of inquiry and project-manage them under guidance.                             |
| <b>E2</b>   | Demonstrate sensitivity to the roles and contributions of self and others in collaborative activities.                 |
| <b>E3</b>   | Demonstrate commitment to ethical, responsible and reflective practice. <sup>8</sup>                                   |
| <b>E4</b>   |  |
| <b>E5</b>   |  |

## Level 8 Modules

### CORE

| SCQF Level                 | Module Code | Module Title                                 | Credit | Term                                |                                     |                          | Footnotes |
|----------------------------|-------------|--|--------|-------------------------------------|-------------------------------------|--------------------------|-----------|
|                            |             |  |        | 1                                   | 2                                   | 3                        |           |
| 8                          | SOCY08021   | Foundations of Qualitative Research Methods  | 20     | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | PA & LK   |
| 8                          | SOCY08022   | Foundations of Quantitative Research Methods | 20     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | PA & LK   |
|                            |             |  |        | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |           |
|                            |             |  |        | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |           |
|                            |             |  |        | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |           |
|                            |             |  |        | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |           |
| Footnotes for Core Modules |             |  |        |                                     |                                     |                          |           |

## Level 8 Modules

### OPTION

| SCQF Level                   | Module Code | Module Title                              | Credit | Term                                |                                     |                          | Footnotes |
|------------------------------|-------------|---|--------|-------------------------------------|-------------------------------------|--------------------------|-----------|
|                              |             |   |        | 1                                   | 2                                   | 3                        |           |
| 8                            | PLTC08006   | Foundations of Social & Political Thought | 20     | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | PA & LK   |
| 8                            | PLTC08007   | Introduction to Comparative Politics      | 20     | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | PA & LK   |
| 8                            | SOCY08010   | Global Society                            | 20     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | PA & LK   |
| 8                            | SOCY08002   | Social Policy & Social Change             | 20     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | PA & LK   |
|                              |             |   |        | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |           |
|                              |             |   |        | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |           |
| Footnotes for Option Modules |             |   |        |                                     |                                     |                          |           |

## Level 8

### Criteria for Progression and Award

Please refer to [UWS Regulatory Framework](#) for related regulations

To progress to L9, students must meet the criteria outlined in University Regulation, Chapter 3 (3.13)

The Diploma of Higher Education Social Sciences is typically offered as an exit award after successful completion of 240 credits of which a minimum of 90 are at least SCQF Level 8.

Distinction is awarded to candidates who have met the University criteria as detailed in University Regulation, Chapter 3 (3.25)

For students who have exhausted all opportunities to pass core modules on BA (Hons) Social Sciences there is an opportunity available to transfer to the DipHE Combined Studies to complete their award.

| <b>SCQF LEVEL 9</b>   |  |
|---|--|
| Learning Outcomes (Maximum of 5 per heading)                            |  |
| <b>Knowledge and Understanding</b>                                      |  |
| <b>A1</b>   | Demonstrate critical understanding of the principal theories and concepts underpinning the social sciences.                          |
| <b>A2</b>   | Demonstrate knowledge of the subject boundaries and shared interdisciplinary concerns of their preferred social science disciplines. |
| <b>A3</b>   | Demonstrate critical understanding of quantitative and qualitative research methods  |
| <b>A4</b>   | Demonstrate specialist knowledge of specific themes and debates across the social sciences   |
| <b>A5</b>   |  |
| <b>Practice - Applied Knowledge and Understanding</b>                   |  |
| <b>B1</b>   | Apply theoretical and conceptual frameworks critically across a range of social science debates                                      |
| <b>B2</b>   | Apply research methodologies with discrimination   |
| <b>B3</b>   | Proactively identify ethical considerations when devising research and inquiry projects  |
| <b>B4</b>   |  |
| <b>B5</b>   |  |
| <b>Communication, ICT and Numeracy Skills</b>                           |  |
| <b>C1</b>   | Critically analyse and evaluate the principal theories and concepts in the social sciences   |
| <b>C2</b>   | Draw on a range of appropriate data sources to inform evaluative conclusions   |
| <b>C3</b>   | Generate and develop suitable research agendas and modes of inquiry  |
| <b>C4</b>   | Synthesise and evaluate literature at the leading edge of contemporary social science research                                       |
| <b>C5</b>   |  |
| <b>Generic Cognitive Skills - Problem Solving, Analysis, Evaluation</b> |  |
| <b>D1</b>   | Communicate complex ideas in appropriate formats   |
| <b>D2</b>   | Communicate with peers, senior colleagues and specialists on a professional level.   |
| <b>D3</b>   | Deploy qualitative and quantitative data with discrimination   |
| <b>D4</b>   | Deploy ICT and digital skills, some of which will be advanced  |
| <b>D5</b>   |  |
| <b>Autonomy, Accountability and Working with Others</b>                 |  |
| <b>E1</b>   | Exercise autonomy and accountability when carrying out specific tasks  |
| <b>E2</b>   | Take responsibility for interacting professionally with students, staff and (as appropriate) others.                                 |
| <b>E3</b>   | Take responsibility for identifying and practicing in line with relevant ethical, legal and regulatory standards.                    |
| <b>E4</b>   |  |
| <b>E5</b>   |  |

## Level 9 Modules

## CORE

[illegible]

## Level 9 Modules

**OPTION**

| SCQF Level  | Module Code | Module Title                                  | Credit | Term                                |                                     |                          | Footnotes |
|---|-------------|---|--------|-------------------------------------|-------------------------------------|--------------------------|-----------|
|   |             |   |        | 1                                   | 2                                   | 3                        |           |
| 9   | PLTC09019   | American Politics: Democracy in Crisis?       | 20     | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | PA & LK   |
| 9   | PLTC09020   | Democracy & European Political Parties        | 20     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | PA & LK   |
| 9   | SOCY09027   | Scottish Society                              |        | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | PA & LK   |
| 9   | SOCY09029   | Gender in Society                             |        | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | PA & LK   |
| 9   | SOCY09036   | Capitalism, Culture & Celebrity               |        | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | PA & LK   |
| 9   | SOCY09054   | Contemporary Social Issues & Policy Responses |        | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | PA        |
| 9   | SOCY09055   | Data Analysis for the Social Sciences         | 20     | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | PA & LK   |
| 9   | SOCY09057   | Environmental Damage, Policy & Justice        | 20     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | PA & LK   |
| 9   | SOCY09058   | Ethnicity, Racism & Social Relations          | 20     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | PA & LK   |
| 9   | SOCY09059   | Art, Culture & Society                        | 20     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | PA        |
| 9   | SOCY09060   | Contemporary German Politics                  | 20     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | PA        |
| 9   | SOCY09061   | Drugs & Culture                               | 20     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | PA        |
| 9   | SOCY09062   | People, Places & Capitalism                   | 20     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | PA & LK   |
| 9   | SOCY09063   | Modern Slavery & Human Trafficking            | 20     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | PA & LK   |
| Footnotes for Option Modules  |             |   |        |                                     |                                     |                          |           |
| From AY 25/26, we are implementing a policy of module rotation at Level 9 on the Social Sciences Programme. The rationale for this is twofold: firstly, it will enable us to make key |             |   |        |                                     |                                     |                          |           |

strategic decisions as a programme in relation to teaching delivery and secondly, it will maintain the strong and diverse range of options we can provide for students, which are reflected upon positively in our NSS scores in recent years.

This rotational model will operate through each of our three subject streams: Sociology & Policy; Politics & Policy and Policy. Modules within the Research & Inquiry stream will run each year and are not included in this rotation structure. Within the three subject streams there are either four or five modules. Each year, the academics within these streams will meet to discuss the optional modules to be offered. There is no set approach to this rotation, to allow for flexibility in relation to staffing capacity (e.g. research grant applications), research (e.g. publications coming out that directly relate to the module) importance of timing (e.g. it being an election year for Politics modules). However, each module would only be paused for one year (unless alternative arrangements are explicitly requested by the module coordinator).

There will be limited impact on students, as students have the option to 'dip down' into Level 9 in their final year of study, meaning they can still take any module at either Level 9 or Level 10.

In optimal circumstances, in a year where a module is paused, teaching staff would have the opportunity to develop the module further and provide updates not otherwise covered in their workload allocation. However, in acknowledgement that there might be staffing gaps that make this facilitation difficult and in order to mitigate impacts on teaching allocation, those who teach into a Level 9 module which is 'paused' will feed directly into modules at Level 8 or 9 on our Research & Inquiry stream: Foundations of Qualitative Methods, Foundations of Quantitative Methods, Data Analysis for the Social Sciences or Designing your Dissertation Project. The rationale here is that this provides flexibility to align with existing workload (two of these modules run in T1, two in T2), and that these modules are already designed and running consistently, means that they would be the most effective use of staff time and expertise.

### **Level 9**

#### **Criteria for Progression and Award**

***Please refer to [UWS Regulatory Framework for related regulations](#)***

To progress to L10, students must meet the criteria outlined in University Regulation, Chapter 3 (3.13)

The Degree BA Social Sciences is typically offered as an exit award after successful completion of 360 credits of which a minimum of 90 are at least SCQF Level 9.

Distinction is awarded to candidates who have met the University criteria as detailed in University Regulation, Chapter 3 (3.25)

For students who have exhausted all opportunities to pass core modules on BA Social Sciences there is an opportunity available to transfer to the BA Combined Studies to complete their award.

### **SCQF LEVEL 10**

Learning Outcomes (Maximum of 5 per heading)

#### **Knowledge and Understanding**

|           |   |
|-----------|---|
| <b>A1</b> | Demonstrate integrated and synthesised knowledge and understanding across the terrain of the social sciences. |
| <b>A2</b> | Demonstrate critical knowledge and understanding of the interdisciplinary nature of social sciences.          |

|   |   |
|---|---|
| <b>A3</b>   | Demonstrate critical understanding of the requirements for effective research practice.   |
| <b>A4</b>   | Demonstrate systematic understanding of a self-selected topic in the social sciences/ politics & policy/ sociology/ sociology & policy.                   |
| <b>A5</b>   |   |
| <b>Practice - Applied Knowledge and Understanding</b>                   |   |
| <b>B1</b>   | Show discrimination in the selection and application of a range of the principal research methods to inform independent inquiry                           |
| <b>B2</b>   | Apply some specialist skills in data handling to inform research.   |
| <b>B3</b>   | Apply a knowledge of ethical considerations to their chosen research area.  |
| <b>B4</b>   |   |
| <b>B5</b>   |   |
| <b>Communication, ICT and Numeracy Skills</b>                           |   |
| <b>C1</b>   | Reach evidence-based conclusions based on professional judgment and insight.  |
| <b>C2</b>   | Exercise discriminating judgment to identify appropriate data sources and analyse them appropriately.   |
| <b>C3</b>   | Critically evaluate and apply social science knowledge to develop their critical awareness of the social world  |
| <b>C4</b>   | Demonstrate criticality and reflection around interdisciplinary social science practice.  |
| <b>C5</b>   |   |
| <b>Generic Cognitive Skills - Problem Solving, Analysis, Evaluation</b> |   |
| <b>D1</b>   | Communicate complex arguments clearly in an extended work of original inquiry.  |
| <b>D2</b>   | Participate effectively in review of research.  |
| <b>D3</b>   | Deploy specialist skills in data analysis.  |
| <b>D4</b>   | Utilise and adapt specialist platforms to undertake and (as appropriate) present the outcomes of original research.                                       |
| <b>D5</b>   |   |
| <b>Autonomy, Accountability and Working with Others</b>                 |   |
| <b>E1</b>   | Autonomously devise, plan and undertake an original and extensive research project.   |
| <b>E2</b>   | Demonstrate responsibility and professionalism when engaging in review of research, including dissertation supervision.                                   |
| <b>E3</b>   | Take responsibility for managing the ethical, legal and regulatory appropriateness of research, identifying the limits of available guidance as required. |
| <b>E4</b>   |   |
| <b>E5</b>   |   |

## Level 10 Modules

### CORE

| SCQF Level | Module Code | Module Title                | Credit | Term                                |                                     |                          | Footnotes |
|------------|-------------|-----------------------------|--------|-------------------------------------|-------------------------------------|--------------------------|-----------|
|            |             |                             |        | 1                                   | 2                                   | 3                        |           |
| 10         | SOCY10027   | Social Science Dissertation | 40     | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | PA & LK   |



|                            |  |  |  |                          |                          |                          |  |
|----------------------------|--|--|--|--------------------------|--------------------------|--------------------------|--|
|                            |  |  |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |
|                            |  |  |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |
|                            |  |  |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |
|                            |  |  |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |
|                            |  |  |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |
| Footnotes for Core Modules |  |  |  |                          |                          |                          |  |

## Level 10 Modules

### OPTION

| SCQF Level                   | Module Code | Module Title                                | Credit | Term                                |                                     |                          | Footnotes |
|------------------------------|-------------|---|--------|-------------------------------------|-------------------------------------|--------------------------|-----------|
|                              |             |   |        | 1                                   | 2                                   | 3                        |           |
| 10                           | SOCY10017   | Making Sustainable Cities                   | 20     | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | PA & LK   |
| 10                           | SOCY10034   | Education Politics, Inequalities & Policy   | 20     | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | PA & LK   |
| 10                           | SOCY10033   | Social Activism & Social Justice            | 20     | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | PA & LK   |
| 10                           | PLTC10014   | Participation & Democracy                   | 20     | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | PA & LK   |
| 10                           | SOCY10022   | Migration, State & Society                  | 20     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | PA & LK   |
| 10                           | SOCY10035   | The Embodiment of Social Inequality         | 20     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | PA & LK   |
| 10                           | PLTC10004   | British & Irish Political History Since WW2 | 20     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | PA & LK   |
| 10                           | PLTC10002   | Nationalism                                 | 20     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |           |
|                              |             |   |        | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |           |
| Footnotes for Option Modules |             |   |        |                                     |                                     |                          |           |

## Level 10

### Criteria for Award

**Please refer to [UWS Regulatory Framework](#) for related regulations**

Award of BA (Hons) Social Sciences: 480 programme credits of which a minimum of 90 are at SCQF Level 10 or above. It is possible for level 10 students to enrol in one level 9 module (up to 20 credits). If one module at SCQF level 9 is taken as part of the Honours year stage, then grades for such module will count towards the Honours classification as if these modules were at SCQF level 10 (See Regulation Framework 3.20).

Award of BA (Hons) Social Sciences (Politics & Policy): 480 programme credits of which a minimum of 90 are at SCQF Level 10 or above. This must include at least 40 credits at Level 9 and 40 credits at level 10 in relevant areas, plus a Social Science Dissertation in a relevant area. Full guidance will be provided to students on which modules and dissertation topics will be eligible.

Award of BA (Hons) Social Sciences (Sociology & Policy): 480 programme credits of which a minimum of 90 are at SCQF Level 10 or above. This must include at least 40 credits at Level 9 and 40 credits at level 10 in relevant areas, plus a Social Science Dissertation in a relevant

Award of BA (Hons) Social Sciences (Sociology): 480 programme credits of which a minimum of 90 are at SCQF Level 10 or above. This must include at least 40 credits at Level 9 and 40 credits at level 10 in relevant areas, plus a Social Science Dissertation in a relevant area. Full guidance will be provided to students on which modules and dissertation topics will be eligible.

## Regulations of Assessment

An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of the module pack issued to students. For further details on assessment please refer to Chapter 3 of the Regulatory Framework.

### Combined Studies

For students studying BA, BAcc, or BD awards the award will be BA Combined Studies.

**Version no: 1**

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