

**University of Plymouth
Academic Partnerships**

Truro & Penwith College

Programme Quality Handbook

BSc (Hons) Applied Social Science

2022 – 23

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WELCOME AND INTRODUCTION

Welcome and Introduction to BSc (Hons) Applied Social Science

Welcome to the BSc (Hons) Applied Social Science course. This third year top-up offers a double approach to the Social Sciences, looking at both the theoretical underpinnings and the practice and practical applications of social science theory. It is an exciting and dynamic course opening up a vista of possibilities, suitable for those who want to move on to further, higher level study and also those who wish to make themselves more appealing as job candidates.

The programme leader responsible for the course will be Tom Sugg.

This Programme Quality Handbook contains important information including:

- The approved programme specification
- Module Records

Note: the information in this handbook should be read in conjunction with the current edition of the Truro and Penwith Student Handbook available on Digital Campus which contains student support based information on issues such as finance and studying at HE along with the University's Student Handbook <https://www.plymouth.ac.uk/your-university/governance/student-handbook> and your Learning, Teaching and Assessment Handbook available on your programme virtual learning environment (Moodle).

Programme Specification

This Programme Specification contains no information pertaining and/or referring to individual members of staff and therefore is appropriate to be employed as a public document.

Programme Title: BSc (Hons) Applied Social Science

Campus: Truro

Start Date: 2015-2016

Date of Revision (if applicable):

PS1 Programme Details

Awarding Body	Plymouth University
Teaching Institution	Truro and Penwith College
Language of Study	English
Mode of Study	Full time / Part time
Final Award	BSc (Hons) Applied Social Science
Programme Title	Applied Social Science
UCAS Code	37Y2
JACS Code	L370
Benchmarks	FHEQ Benchmarks QAA Benchmarks: Sociology QAA Benchmarks: Social Policy & Administration
Date of Programme Approval by College	January 2015

PS2 Brief Description of Programme

This innovative programme affords the opportunity to study social science in the context of a rapidly-changing world. Focusing on the application of social science in the social care arena, students on this programme develop academic and employability skills in tandem. Contemporary theories of social science are studied and put in the context of both the individual and society. Notions of identity are analysed with an emphasis on students developing their professional identity and gaining valuable employability skills. With the correct level of workforce experience, this programme can lead on to further specialised study at Masters' Level in such areas as Social Work, Youth Work and the Social Sciences. It is appropriate for anyone who wants to work with people in the social care arena and adds to employability whilst developing academic skills. Students undertake a supervised dissertation on a topic of their choice which is subject to robust ethics protocols.

Drawing on the fields of Sociology, Psychology and other social sciences, this BSc (Hons) can be studied on either a full time or part time basis and considers the applications of these disciplines to Social Policy and related arenas. It allows students to focus on specific job roles and case studies in order to ensure that they can apply the theories they learn in the classroom to the reality they face in the workplace.

PS3 Accreditation by a Professional/Statutory Body (if applicable)

N/A

PS4 Exceptions to Plymouth University Regulations

None

PS5 Programme Aims

The programme will deliver:

A1: a systematic knowledge and understanding of key theories and applications of social science in contemporary UK.

A2: the means to acquire and develop the cognitive and intellectual skills of social science research and applications of social science to contemporary society.

A3: opportunities to develop key transferable skills of writing in a discipline specific manner, appropriate to the social sciences.

A4: the qualities and transferable skills to ensure enhanced employability in the wider social care arena.

A5: focused practical skills of initiative, personal responsibility and the learning ability needed to undertake appropriate further training or enter the field of employment.

PS6 Programme Intended Learning Outcomes

By the end of this programme the student will be able to:

ILO1: demonstrate a systematic understanding of the key concepts, theoretical approaches and applications that have been developed and are developing within social science.

ILO2: evidence a critical evaluation of theories and application of social science, including the undertaking of social science research.

ILO3: time manage, manage their own learning and make use of scholarly reviews and primary sources relevant to social science.

ILO4: illustrate the qualities and transferable skills necessary for employment in the broader context of social science.

ILO5: exemplify the ability to apply the methods and techniques that they have learnt to review, consolidate, extend and apply their knowledge and understanding of the broader social care arena.

PS7 Distinctive Features

The following provides a definitive and approved list of elements that may be used to both conceptualise and promote the market position of this programme:

Teaching and Learning:

- A contemporary programme with a range of assessment methods that help develop a diversity of skills and knowledge that will support students in future careers.
- The programme has a dynamic team of social scientists with a broad range of academic, practical and vocational experience. This blend of knowledge and skills will be utilised to enhance the student experience.
- Many of the assignments will be focused on areas of interest to the students, enabling them to explore contemporary political and social issues whilst supporting career development and employability prospects.
- The BSc (Hons) Applied Social Science will allow students to determine their own direction for a future career in the broad range of careers available to social scientists.
- Opportunities to develop professional relationships with academic staff and with local businesses.
- Positive staff, who are approachable, supportive and have the student at the heart of their work.

Location:

- Truro and Penwith College is a local tertiary College ideally situated to support local students in their higher education and provide Level 6 provision in Cornwall.
- A dedicated and custom-built facility aimed predominantly at the delivery of higher education in a local context.
- Modern building with dedicated Learning Resource Centre for higher education students.
- Good transport connections to the College from across Cornwall.
- Opportunity to study in a thriving higher education community with similar minded students.
- Stunning outdoor environment with beaches, moorland and a small city only 15 minutes away. This combination of rural and urban promotes an opportunity for an eclectic life style, suitable for young people or for mature students with families.
- A dynamic, broad ranging level 6 top-up programme that enables students already studying in Cornwall to continue their studies locally.
- A chance to study within a growing, exciting and innovative Higher Education department with an outstanding college.

Facilities:

- Excellent facilities, purpose built HE building, dedicated HE resources, dedicated HE student support and dedicated HE Careers advisor.
- Approachable and supportive personal tutors with an excellent tutorial system.
- Strong student support mechanisms in terms of study skills support and support with disability.
- Access to an extensive range of online academic journals from Plymouth University as well as access to the library catalogue.
- Higher Education at the College is delivered in a peaceful academic environment which supports effective studying at a higher level.
- A diverse equal opportunity college that supports all students to achieve their best academically and personally

PS8 Student Numbers

The following provides information that should be considered nominal, and therefore not absolutely rigid, but is of value to guide assurance of the quality of the student experience, functional issues around enabling progression opportunities to occur, and staffing and resource planning:

Approximate minimum student numbers per stage = 10

Target student numbers per stage = 25

Approximate maximum student numbers per stage = at college discretion, dependant on numbers overall.

PS9 Progression Route(s)

There is no articulated progression route.

PS10 Admissions Criteria

Qualifications required for entry to this programme:	Details:
Level 2: <ul style="list-style-type: none"> • Key Skills / Higher Level Diploma • GCSEs at Grade C / Level 4 or above 	As this will have been part of the entry for FdA / FdSc, GCSEs will not form part of the entry criteria. All potential students will be informed at interview that further study usually demands GCSEs in Maths and / or English for example
Level 3: at least one of the following: <ul style="list-style-type: none"> • A-levels required to meet AS/A2/UCAS points tariff: • Advanced Level Diploma: • BTEC National Certificate/Diploma: • HNC/D: • VDA: AGNVQ, AVCE, AVS: • Access to HE or Year 0: • International Baccalaureate: • Irish/Scottish Highers/Advanced Highers: 	As this will have been part of the entry for FdA / FdSc, Level 3 qualifications will not form part of the admissions criteria.
Work experience:	Not required
Other HE Qualifications / non-standard awards or experiences:	An FdA, FdSc or HND in a relevant and appropriate subject or successful completion of the first two years of a related Bachelor's Degree.
APEL / APCL possibilities	APL will be considered as per Plymouth University Regulations
Interview / portfolio requirements	All students will be interviewed.
Disclosure Barring Service (DBS) check (or other similar check) required:	No – unless a student is undertaking a placement which engages with children or vulnerable adults, if this is the case, the student is responsible for obtaining their own DBS.

PS11 Academic Standards and Quality Enhancement

The Programme Leader and their Programme Committee will follow the College's current annual monitoring process to complete evaluation of and planning for maintaining and improving quality and standards. This process may be refined over time, yet is constant in its focus on the production, maintenance and use of a programme level Action Plan, which is an auditable document for the College's standards and quality assurance responsibilities.

Elements of this process include engaging with stakeholders. For this definitive document it is important to define:

Subject External Examiner(s): Dr Jackie Watts

Additional stakeholders specific to this programme: Not applicable

PS12 Programme Structure

The following structure diagram provides the current structure for this programme. It enables the stage of both full time and part time routes to be compared within the single diagram as well as any mixes for option modules to be clearly indicated.

FHEQ Level 6				
F/T Route Year	P/T Route Year	Core or Option Module	Credits	Module
1	2	Core	40	TRUR3045 Dissertation
1	1	Core	20	TRUR3047 Professional Practice
1	1	Core	20	TRUR3049 Theoretical Social Science
1	2	Core	20	TRUR3050 Application of Social Science
1	1	Optional	20	TRUR3048 Communication and Identity
1	1	Optional	20	TRUR3079 Crimes of the Powerful

Work placement and Work based learning

Higher education programmes continually develop learning, teaching and assessment strategies that promote activities relevant to student career aspirations and employment opportunities. The embedding of employability ensures that students leave their programmes ready to take on the challenges of employment in the twenty first century with the professional, personal and practical skills outlined in our Employability Statement.

Work-based learning enables learners to take on appropriate role(s) within a work related context, giving them the opportunity to learn and apply skills and knowledge they have acquired through their programme. Work-based learning can be achieved through many forms, including full-time or part-time work, integrated work placements, real work environments and real life scenarios. Work-placement is a period of time working with an employer in a commercial/voluntary sector that is assessed as part of your programme.

Every Foundation Degree programme will contain some form of assessment that is linked to a period of work-placement or work-based learning. Some courses will contain the assessed work in year 1, some in year 2 and some will be assessed in year 2 following a placement period during year 1 (or in the summer break between year 1 and year 2). You should confirm with your tutor when the placement period will be for your student group so that you can find a relevant placement.

Normally we recommend that 20 days will provide the best opportunity to engage with the employer, understand working practice and demonstrate your value in a way that will generate a positive reference for the future. Assessments normally require a minimum period of 10 days. This may be a 2-week block, a weekly one-day placement or a mixture of opportunities negotiated between your tutor and the employer.

Placements must be agreed with your tutor along with the relevant information regarding insurance, a mentor and all the relevant paperwork before you can attend. For a variety of reasons, some sectors don't conform to normal working practice and in these cases, your course manager may choose to develop simulated work-placements within the college, work shadowing or exercises that link directly to self-employment.

Any student who works in an environment where they engage with children or vulnerable adults is required to provide an enhanced Disclosure and Barring Service (DBS) record with no entries (formally Criminal Records Bureau [CRB]). Students are expected to cover the cost of this process and should have provided evidence at interview or enrolment. Foundation Degree students who are unable to provide an enhanced DBS record free from convictions or cautions could be at risk of being unable to complete the assessment on their programme which could mean withdrawal from or interruption of their studies. If a student is aware that they will have entries on their DBS record they should raise this immediately with their tutor so that appropriate advice can be provided. All sport and health, education and social science students will need to provide a DBS record before they can take part in some components of their programme. Students on other courses will be advised by their module leader based on their choice of placement.

Students must also be aware that should any material information or circumstances change that could influence their DBS status following the offer of a place, or at any time once enrolled on a programme, it is their responsibility to make their Programme Lead aware of any change. Changes to circumstances will be considered in confidence and Programme Leads will work with students to minimise the impact on their studies.

PS13 Mapping of Aims, Learning Outcomes, Learning & Teaching and Assessment

Developing graduate attributes and skills, at any level of HE, is dependent on the clarity of strategies and methods for identifying the attributes and skills relevant to the programme and the where and how these are operationalized. The interrelated factors of Teaching, Learning and Assessment and how these are inclusive in nature are fundamentally significant to these strategies and methods, as are where and how these are specifically distributed within the programme.

Ordered by graduate attributes and skills, the following table provides a map of the above. Therefore, subsequent to the initial completion for approval, maintenance of this table as and when programme structure changes occur is also important:

FHEQ level: 6					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<p>Knowledge / Understanding: Benchmarks FHEQ Descriptors QAA Benchmark Statements: Sociology (amended to encompass broader social science ~ QAA Soc) QAA Benchmark Statements: Social Policy & Administration (QAA SPA)</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: A systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which at, or informed by, the forefront of defined aspects of a discipline (FHEQ) specifically demonstrated by (QAA)</p> <ul style="list-style-type: none"> Describe and examine a range of key concepts and theoretical approaches within Social Science (QAA Soc). 	<p>Primary: Lectures Seminar Supervision Academic Tutorials Secondary/Supplementary: Independent Study Guided Reading Guided Academic Activity</p>	A1	ILO1	Dissertation Portfolio Practical: Presentation Essay Timed Assignment Practical: Simulation Report Student Conference	All core

<ul style="list-style-type: none"> • Provide an analytical account of social diversity (QAA Soc). • Understand and evaluate the issues and problems involved in the use of comparison in social science. (QAA Soc) • Analyse the nature of social relationships between individuals, groups and social institutions. (QAA Soc) 					
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- Examine the processes that underpin social change and social stability.(QAA Soc)
- Examine a range of research strategies and methods and assess the appropriateness of their use. (QAA Soc)
- Evaluate the relationship between social science disciplines, their arguments and evidence in a range of contexts. (QAA Soc)
- Analyse ways in which social science disciplines can be distinguished from other forms of understanding. (QAA Soc)
- Examine the origins and development of UK welfare institutions and the social and demographic contexts in which they have operated (QAA SPA)
- Analyse the contemporary activities and organisation of the main institutions of the UK welfare system (QAA SPA)
- Evaluate the operation and impact of nongovernmental sources of welfare and how these interact within mixed economies of welfare. (QAA SPA)

An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: Teaching, learning and assessment are aligned to clearly embed knowledge and understanding within this programme. Students are provided with opportunities to engage with, explore and critically evaluate theories and application of social science in a range of contexts.

<p>Cognitive and Intellectual Skills:</p> <p>Benchmarks FHEQ Descriptors QAA Benchmark Statements: Sociology (amended to encompass broader social science) By the end of this level of this programme the students will be able to demonstrate for a threshold pass: An ability to deploy accurately established techniques of analysis and enquiry within social science (FHEQ). Specifically, this will be demonstrated by (QAA):</p> <ul style="list-style-type: none"> • Assess the merits of competing explanations of human behaviour, social situations and events. • Draw on evidence from a range of sources and demonstrate an ability to synthesise them. • Draw on evidence to evaluate competing explanations. • Evaluate competing explanations and draw reasoned conclusions. 	<p>Primary: Lectures Seminar Supervision Academic Tutorials Secondary/Supplementary: Independent Study Guided Reading Guided Academic Activity</p>	A2	ILO2.	<p>Dissertation Portfolio Practical: Presentation Essay Timed Assignment Practical: Simulation Report Student Conference</p>	All core
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<p>Key Transferable Skills: Benchmarks FHEQ Descriptors QAA Benchmark Statements: Sociology (amended to encompass broader social science) By the end of this level of this programme the students will be able to demonstrate for a threshold pass: The ability to time manage, manage their own learning and make use of scholarly reviews and primary sources relevant to social science (FHEQ). Specifically, this will be demonstrated by (QAA)</p> <ul style="list-style-type: none"> • Select and use appropriate research tools. • Investigate explanations informed by social science. • Summarise and explain the findings of empirical research, including a critical assessment of the methodological framework. • Identify and comment on the value of social science work with regard to social, public and civic policy issues. 	<p>Primary: Lectures Seminar Supervision Academic Tutorials Secondary/Supplementary: Independent Study Guided Reading Guided Academic Activity</p>	<p>A3</p>	<p>ILO3</p>	<p>Dissertation Portfolio Practical: Presentation Essay Timed Assignment Practical: Simulation Report Student Conference</p>	<p>All</p>
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An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme:

Teaching, learning and assessment are aligned to clearly embed key transferable skills within this programme. Students are provided with opportunities to engage with, explore and critically evaluate both their own piece of primary research and a range of academic research in the field of social science and in a range of contexts.

<p>Employment Related Skills: Benchmarks FHEQ Descriptors QAA Benchmark Statements: Sociology (amended to encompass broader social science) By the end of this level of this programme the students will be able to demonstrate for a threshold pass: The qualities and transferable skills necessary for employment in the broader context of social science (FHEQ). Specifically, this will be demonstrated by: (FHEQ)</p> <ul style="list-style-type: none"> • The exercise of initiative and personal responsibility. • Decision-making in complex and unpredictable contexts. 	<p>Primary: Lectures Seminar Supervision Academic Tutorials Secondary/Supplementary: Independent Study Guided Reading Guided Academic Activity</p>	<p>A4</p>	<p>ILO4</p>	<p>Dissertation Portfolio Practical: Presentation Essay Timed Assignment Practical: Simulation Report Student Conference</p>	<p>All</p>
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An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme:

Teaching, learning and assessment are aligned to clearly embed employment related skills within this programme. Students are provided with opportunities to engage with, explore and evaluate specific case studies and scenarios of their own choosing to apply theories of social science to, within a range of contexts.

<p>Practical Skills: Benchmarks FHEQ Descriptors QAA Benchmark Statements: Sociology (amended to encompass broader social science) By the end of this level of this programme the students will be able to demonstrate for a threshold pass: The ability to apply the methods and techniques that they have learnt to review, consolidate, extend and apply their knowledge and understanding of the broader social care arena. (FHEQ)</p>	<p>Primary: Lectures Seminar Supervision Academic Tutorials Secondary/Supplementary: Independent Study Guided Reading Guided Academic Activity</p>	<p>A5</p>	<p>ILO5</p>	<p>Dissertation Portfolio Practical: Presentation Essay Timed Assignment Practical: Simulation Report Student Conference</p>	<p>All</p>
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An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme:

Teaching, learning and assessment are aligned to clearly embed practical skills within this programme. Students are provided with opportunities evaluate and critique both the theoretical underpinnings, academic research and contexts of working in the field of social science.

Codes for Learning and Teaching Strategy/Methods:

LT1 = Lecture, LT2 = Tutorial, LT3 = Seminar, LT4 = Practical Work, LT5 = Trip/Visit/Fieldwork, LT6 = Independent Study / Project, LT7 = Group Study / Project, LT8 = e-Learning, LT9 = Presentation

Codes for Assessment types:

A1 = Examination (set/administered by Awarding Body), A2 = Coursework, A3 = Practical, A4 = Practice.

PS14 Work Based/Related Learning

FHEQ level: 6					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
Range of visiting speakers	These will occur throughout the course and will be part of a dynamic and changing tutorial provision	A4 & A5 + those specific to the speaker	ILO4 & ILO5 + those specific to the speaker	Specific to the speaker.	All core modules
<p><u>An explanation of this map:</u> Teaching, learning and assessment are aligned to clearly embed the relevance and emphasis on WBL / WRL within this programme. Students are required to apply theory to practice in each assignment, emphasising the need to gain relevant industrial experience from Day 1.</p>					

Codes for Assessment types:

A1 = Examination (set/administered by Awarding Body), A2 = Coursework, A3 = Practical, A4 = Practice.

Definitive Module Records

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: TRUR3045	MODULE TITLE: Dissertation
CREDITS: 40	FHEQ Level: 6
PRE-REQUISITES: None	CO-REQUISITES: None
JACS CODE: X210	
COMPENSATABLE: No	

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module will require students to develop a research question based on their own area of interest and develop a research strategy in order to test the question. Data collected will be analysed and the findings of the research will be reported in a way relevant to the discipline.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)		C1 (Coursework)	100 %	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic Assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Applied Social Science

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

1. To allow students to undertake an in-depth examination of a topic of interest through critical consideration of current literature.
2. To construct and implement effective research strategies in order to answer the research question within the ethical guidelines.
3. To analyse data appropriately interpreting findings with respect to the research question posed.
4. To effectively communicate the process and findings of the research

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*

At the end of the module the learner will be expected to be able to:

1. Critically reflect on established research techniques in the social science discipline.
2. Critically analyse, in detail, an appropriate research question which is ethically approved.
3. Devise and sustain theoretical and contemporary commentary upon particular aspects of current research or advanced scholarship in the social science discipline.
4. Present the findings of the dissertation in an academically rigorous style which adheres to conventions.

DATE OF APPROVAL:	01/2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2015	SCHOOL/PARTNER:	Truro and Penwith College
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	All year

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022-23	NATIONAL COST CENTRE: 105
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MODULE LEADER: T Sugg, Karen Keast Gillian Rowe	OTHER MODULE STAFF:
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SUMMARY OF MODULE CONTENT: This module offers an opportunity to conceive, plan, research, reflect upon and write a substantial intellectual project about an issue of individual interest from any area of Social Science.

Each student will be allocated a Dissertation Supervisor who will support through the stages of selecting an appropriate topic, designing the research project, reviewing the timeline and completing the final report. All students will also attend Dissertation Lead Lectures where the Module Leader will provide general guidance on the demands of the module.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lead Lectures	45	
Tutorial / Supervision	25	
Guided Independent Study	330	Formative hand in throughout the year, reading, study and carrying out own piece of primary research.
Total	<u>400</u>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Dissertation	100%	ALO1- 4

Updated by: Tom Sugg	Date: 11/09/2021	Approved by: Elizabeth Phillips	Date: 11/09/2021
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SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.

MODULE CODE: TRUR3047	MODULE TITLE: Professional Practice		
CREDITS: 20	FHEQ Level: 6	JACS CODE: L370	
PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes	

SHORT MODULE DESCRIPTOR: (max 425 characters)

This module places contemporary social science in context, looking at the wide arena where social scientists work. It considers the complex nature of working with people and the political implications of an ever-changing landscape

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	50%	P1 (Practical)	50%
E2 (Clinical Examination)	%	A1 (Generic Assessment)	%		
T1 (Test)	%				

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Applied Social Science

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

1. To explore the social, political and historical context of professional practice in social science
2. To consider the notion of professionalism in a contemporary context
3. To analyse the structures of the private, public and third sectors and their role in contemporary society.
4. To consider the likely future demands on the professional arena for social scientists.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

At the end of the module the learner will be expected to be able to:

1. Identify and synthesise the social, political and historical context of professional practice.
2. Critically evaluate the notion of professionalism.
3. Critically analyse and evaluate the structures of private, public and third sectors and their role in contemporary society
4. Critically reflect on the likely future demands on the professional arena for social scientists.

DATE OF APPROVAL:	01/2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2015	SCHOOL/PARTNER:	Truro & Penwith College
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	Semester 2
Additional notes (for office use only):			

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022-23	NATIONAL COST CENTRE: 105
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MODULE LEADER: Gillian Rowe	OTHER MODULE STAFF: None
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SUMMARY OF MODULE CONTENT

This module allows students the opportunity to explore the professional arena for social scientists. It considers what it means to be a professional in the broader context of the social science / social care arena and it requires students to analyse their own career trajectory in terms of future needs.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lecture	36	
Seminar	6	
Tutorial	12	
Guided Independent Study	146	Practice time-limited assignment (formative) Preparation for time-limited assignment. Guided reading and preparation for practical simulation. Practice simulation (formative)
	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Essay	100% Total = 100%	ALO 3 & 4
Practical	P1	Investigation	100% Total = 100%	ALO 1 & 2

Updated by: Tom Sugg	Date: 11/09/2021	Approved by: Elizabeth Phillips	Date: 11/09/2021
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SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.

MODULE CODE: TRUR3048	MODULE TITLE: Communication & Identity		
CREDITS: 20	FHEQ Level: 6	JACS CODE: C852	
PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes	

SHORT MODULE DESCRIPTOR: (max 425 characters)

This module considers notions of identity and how individuals construct their identity. It considers modes and methods of communication in contemporary society and how these can impact individuals' identity.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	50%	P1 (Practical)	50%
E2 (Clinical Examination)	%	A1 (Generic Assessment)	%		
T1 (Test)	%				

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Applied Social Science

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

1. To identify the psychological issues surrounding identity and identity construction.
2. To explore modes and methods of communication in contemporary society.
3. To review the impact that differing communication types / media might have on individuals' notion of self.
4. To consider the complex inter-relationship between notions of identity, communication and communities of practice in contemporary society.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

At the end of the module the learner will be expected to be able to:

1. Critically evaluate the notion of identity and issues of identity construction.
2. Critically analyse the modes and methods of communication in contemporary society and how they impact individuals.
3. Critically evaluate arguments and assumptions about how various types of media communications impact social relationships and individuals.
4. Critically reflect on the complex inter-relationships between identity, communication and communities of practice.

DATE OF APPROVAL:	01/2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2015	SCHOOL/PARTNER:	Truro and Penwith College
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	Semester 1

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022-23	NATIONAL COST CENTRE: 104
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MODULE LEADER: Sarah Peat	OTHER MODULE STAFF: None
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SUMMARY OF MODULE CONTENT

This module will focus on psychological notions of identity and juxtapose these to the broader context of communication and communities of practice. It will consider how the changing face of society, with its inherent changes in how and where communication happens, impacts the individuals' identity and their place in the communities of practice.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lecture	36	
Seminar	6	
Tutorial	12	
Guided Independent Study	146	Formative submission of assignment. Guided reading, independent study, study groups based on cognate discipline.
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Report	Total = 100%	ALO 1 & 2
Practical	P1	Subject specialism presentation	Total = 100%	ALO 3 & 4

Updated by: Tom Sugg	Date: 11/09/2021	Approved by: Elizabeth Phillips	Date: 11/09/2021
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SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.

MODULE CODE:	TRUR3049	MODULE TITLE:	Theoretical Social Science		
CREDITS: 20	FHEQ Level: 6	JACS CODE: L370			
PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes			
SHORT MODULE DESCRIPTOR: (max 425 characters)					
This module affords students the opportunity to explore contemporary theories from the multi-disciplinary field of social science. Students will consider theories of psychology, sociology and social policy and their place within the broader field of social science.					
ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	100%	P1 (Practical)	%
E2 (Clinical Examination)	%	A1 (Generic Assessment)	%		
T1 (Test)	%				
SUBJECT ASSESSMENT PANEL Group to which module should be linked: Applied Social Science					
Professional body minimum pass mark requirement: NA					
MODULE AIMS:					
<ol style="list-style-type: none"> To identify and analyse contemporary theories in social science. To review theories in a variety of social science disciplines To consider the subject matter of theoretical social science in the wider contexts of contemporary society To evaluate the contribution of contemporary social science to the wider social arena. 					
ASSESSED LEARNING OUTCOMES: (additional guidance below)					
At the end of the module the learner will be expected to be able to:					
<ol style="list-style-type: none"> Critically evaluate the ambiguity and uncertainty around contemporary theories in the social science disciplines. Critically analyse theories in a variety of social science disciplines Critically reflect on theories and concepts of social science in relation to the wider contexts of contemporary society. Critically evaluate the contribution of the theoretical social science to the wider social arena. 					
DATE OF APPROVAL:	01/2015	FACULTY/OFFICE:	Academic Partnerships		
DATE OF IMPLEMENTATION:	09/2015	SCHOOL/PARTNER:	Truro and Penwith College		
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	Semester 1		
Additional notes (for office use only):					

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022-23	NATIONAL COST CENTRE: 130
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MODULE LEADER: Tom Sugg	OTHER MODULE STAFF:
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<p>SUMMARY OF MODULE CONTENT</p> <p>This module will cover contemporary theories of social science, including a consideration of current and contemporary thinking in the fields of psychology, sociology, social policy and politics. It will consider the place of theoretical social science in the broader context of society and look at the impact of the academic zeitgeist on discipline-focused research.</p>

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lecture	36	
Seminar	6	
Tutorial	12	
Guided Independent Study	146	Formative submission of assignment. Guided reading, independent study, study groups based on cognate discipline.
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

<i>Category</i>	<i>Element</i>	<i>Component Name</i>	<i>Component Weighting</i>	<i>Comments include links to learning objectives</i>
Coursework	C1	Essay	Total = 100%	ALO 1 - 4

Updated by: Tom Sugg	Date: 11/09/2021	Approved by: Tom Sugg	Date: 11/09/2021
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: TRUR3050	MODULE TITLE: Application of Social Science	
CREDITS: 20	FHEQ Level: 6	JACS CODE: L310
PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module asks students to apply theories of contemporary social science to a context of their choice, considering the usefulness of theory in bringing about praxis.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	100 %	P1 (Practical)	%
E2 (Clinical Examination)	%	A1 (Generic Assessment)	%		
T1 (Test)	%				

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Applied Social Science

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

1. To identify and analyse contemporary application of theory in social science.
2. To review applications of theory in a variety of social science disciplines
3. To consider the application of theoretical social science in the wider contexts of contemporary society
4. To evaluate the contribution of application of contemporary social science to the wider social arena.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

At the end of the module the learner will be expected to be able to:

1. Critically evaluate the ambiguity and uncertainty of the application of contemporary social science theories to everyday practice.
2. Situate, apply and critically engage in arguments around the application of the theory in the contemporary social science arena.
3. Make use of scholarly reviews and primary resources to critically analyse theory in practice
4. Critically evaluate the contribution of the application of theory to the wider social arena.

DATE OF APPROVAL:	01/2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2015	SCHOOL/PARTNER:	Truro & Penwith College
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	Semester 2
Additional notes (for office use only):			

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022-23	NATIONAL COST CENTRE: 105
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MODULE LEADER: Gillian Rowe	OTHER MODULE STAFF:
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<p>SUMMARY OF MODULE CONTENT</p> <p>This module will consider the application of contemporary theories of social science. Students will consider current and contemporary thinking in the fields of psychology, sociology, social policy and politics and apply them to practice. It will consider the application of social science in the broader context of society.</p>
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SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lecture	36	
Seminar	6	
Tutorial	12	
Guided Independent Study	146	Formative submission of assignment. Guided reading. Independent study. Study groups based on cognate discipline.
Total	<u>200</u>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

<i>Category</i>	<i>Element</i>	<i>Component Name</i>	<i>Component Weighting</i>	<i>Comments include links to learning objectives</i>
Coursework	C1	Academic poster	50%	ALO 1 - 4
	C2	Essay	50%	ALO 2,3
			Total = 100%	

Updated by: Tom Sugg	Date: 11/09/2021	Approved by: Elizabeth Phillips	Date: 11/09/2021
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: TRUR3079	MODULE TITLE: Crimes of Harm: Investigations into State and Corporate Harm
CREDITS: 20	FHEQ Level: 6
PRE-REQUISITES: None	JACS CODE: COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 This module considers the complex nature of defining and measuring crime outside of normal definitional boundaries. It will examine harms perpetrated by those who hold significant social, economic or political power, analysing examples of corporate crime, state crime, state-corporate crime, as well as an examination of power, organised crime networks and financial institutions. It will also examine how harms perpetrated by these groups are enforced or regulated, if at all.

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	50 %	P1 (Practical)	50%
E2 (Clinical Examination)	%	A1 (Generic Assessment)	%		
T1 (Test)	%				

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Applied Social Science
Professional body minimum pass mark requirement: N/A

- MODULE AIMS:**
- To develop student’s ability to critically evaluate theoretical understandings of crimes of harm including research methodologies.
 - To encourage students to critically evaluate the role of corporate, state and international financial institutions in perpetuating crimes of harm through case studies.
 - To promote critical understanding of the ways corporate criminality is regulated and enforced including the associated problems and restraints.

- ASSESSED LEARNING OUTCOMES:** (additional guidance below)
 At the end of the module the learner will be expected to be able to:
- Critically evaluate criminological theory and how it is applied within practical criminal justice issues
 - Show a critical appreciation of the ambiguity inherent in the concept of state crime
 - Critically analyse the nature of corporate criminality, in particular the complexities in defining and measuring it
 - Critically evaluate research in the field of corporate crime, using evidence from a range of disciplines such as criminology, law and leadership.

DATE OF APPROVAL:	05/2021	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2021	SCHOOL/PARTNER:	Truro & Penwith College
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	Semester 2
Additional notes (for office use only):			

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022-23	NATIONAL COST CENTRE: 105
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MODULE LEADER: Tim Staynings	OTHER MODULE STAFF:
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SUMMARY OF MODULE CONTENT

Students will explore an introduction to crimes of harm including how these are recognised and perceived by society including influences of culture and the media. They will then proceed to examine theoretical approaches including how research in this area has focused on qualitative methodology. They will examine examples of corporate crime, state crime, state-corporate crime, power organised crime networks and the elite, crimes of financial institutions as well as an examination of the victims of crimes of the powerful. An examination of ethical notions follows, including the ethics of harm, leadership, and corporate social responsibility. The module will conclude with an examination of how the powerful are control, if at all, including regulation and sanctions.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	Hours	Comments/Additional Information
Lecture	36	
Seminar	6	
Tutorial	12	
Guided Independent Study	146	Formative submission of assignment. Guided reading. Independent study. Study groups based on cognate discipline.
Total	<u>200</u>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Literature Review	50%	ALO 3 - 4
			Total = 100%	
Practical	P1	Individual Presentation		ALO 1 & 2
			Total = 100%	

Updated by: Tom Sugg	Date: 06/05/2021	Approved by: Elizabeth Phillips	Date: 11/09/2021
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