Leeds Trinity University

PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	**Leeds Trinity University**
Teaching institution	**Leeds Trinity University**
'Parent' School *(ICE / SAC / SSHS)*	**School of Social and Health Sciences**
Professional accreditation body *(if applicable)*	**n/a**
Final award *(eg. BA Hons)*	**BA (Hons) or BSc (Hons.) with Foundation Year in Social Science**
Title of programme(s)	**BSc (Hons) Counselling Psychology with Foundation Year in Social Science**
	BSc (Hons) Forensic Psychology with Foundation Year in Social Science
	BSc (Hons) Psychology with Foundation Year in Social Science
	BA (Hons) Psychology and Business with Foundation Year in Social Science
	BSc (Hons) Psychology and Child Development with Foundation Year in Social Science
	BSc (Hons) Sport Psychology with Foundation Year in Social Science
	BA (Hons) Psychology and Criminology with Foundation Year in Social Science
	BA (Hons) Psychology and Sociology with Foundation Year in Social Science
	BA (Hons) Criminology with Foundation Year in Social Science
	BA (Hons) Sociology with Foundation Year in Social Science
	BA (Hons) Criminology and Sociology with Foundation Year in Social Science
	BA (Hons) Criminology with Police Studies with Foundation Year in Social Science
	BA (Hons) Sociology with Police Studies with Foundation Year in Social Science

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Subsidiary award(s) *(if any)*	Ordinary Degree (with Foundation Year)
	Diploma of Higher Education (with Foundation Year)
	Certificate of Higher Education (with Foundation Year)
	Foundation Certificate
Honours type *(Single / Joint / Combined)*	Single and joint after progression to Level 4
Duration and mode(s) of study	4 years full-time (one of these is a foundation year)
Start date *(this version)* *(month and year)*	September 2018
Periodic review next due *(acad. year)*	2023
JACS subject code(s) *(Level 3)* (Please refer to HESA listing on AQO website)	C800 / 100456
	C816 / 100387
	C821 / 100953
	L300 / 101307
	L311 / 100484
UCAS course code & code name	
SITS codes *(Course / Pathway / Route)*	
Delivery venue(s)	Leeds Trinity University

2. Aims of the programme

Rationale and general aims, including what is special about this programme
(from the student's and a marketing perspective)

The aim of the Foundation Year is to provide you with an interdisciplinary introduction to issues and questions that have been asked by psychologists, sociologists and criminologists. You will be encouraged to explore issues such as human development, identity, inequality and criminality. You will also gain an understanding of the ways that psychologists, sociologists and criminologists explain social life. You will be able to discuss several social and psychological questions. In addition to these opportunities, you will also learn about the solutions that academics in these areas have presented to address concerns that they have identified.

You will therefore be provided with an opportunity to actively develop your knowledge of psychology, sociology and criminology whilst gaining specialised tuition in core academic skills. Through this process it is anticipated that your confidence and readiness for Level 4 study will be enhanced.

This programme offers you an alternative entry route for undergraduate study if you are not in a position to commence your university studies at Level 4. Therefore, the Social Science Foundation Year pathway aims to provide access to higher education for students who may otherwise be excluded from university study. For example, you might not have the usual entry requirements to commence learning at Level 4. It is also intended to be a useful pathway for students who have been out of education for a number of years. You may also wish to further build your confidence before studying at Level 4. The Foundation Year in Social Science pathway consequently endeavours to promote a widening of participation in higher education.

On completion of the Foundation Year, you should be well equipped to go on to Level 4 study on one of the named linked honours degree programmes in the areas of psychology, sociology and

criminology. For psychology degrees, you will need GCSEs in English and Mathematics at grade C or equivalent qualifications. These qualifications will be required before you enter your foundation year to progress on to study psychology linked honours degrees.

3.   **Student learning outcomes at the level of Foundation Certificate. The learning outcomes for full degree Levels 4 – 6 are described in the relevant Programme Specification.**

Learning outcomes in terms of:
  – **knowledge and understanding (K)**
  – **intellectual / cognitive / 'thinking' skills (I)**
  – **practical skills specific to the subject (P)**
  – **employability skills (E)**
The 'K1', etc codes are used in section 7c) and module descriptors to refer to each of these learning outcomes.

On successful completion of the foundation year, students will have demonstrated:

K1   knowledge of the issues that are focused upon in psychology, sociology and criminology

K2   knowledge of psychological, sociological and criminological concepts

K3   an understanding of the basic theories from psychology, sociology and criminology

K4   knowledge of technical terminology and scholarly conventions of psychology, sociology and criminology

K5   knowledge of how to effectively present academic work in a variety of forms

I1   ability to identify and comment on psychological, sociological and criminological concepts

I2   ability to complete a range of assessments

I3   ability to recognise and describe several theoretical positions that are provided by psychologists, sociologists and criminologists

I4   ability to present results that draw appropriately upon scholarly research and debate

Employability skills

E1   **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient

E2   **Teamworking** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others

E3   **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from various sources

E4   **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes

E5   **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget

E6   **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively

E7	**Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.
	See also the learning outcomes for subsidiary awards set out in section 4 below.

3a   External benchmarks

Statement of congruence with the relevant published subject benchmark statements
The three subject benchmark statements that are particularly relevant to this programme are: (1) the QAA subject benchmark statement for Psychology (2) the QAA subject benchmark statement for Sociology (3) the QAA subject benchmark statement for Criminology

4.   Learning outcomes for subsidiary awards

Guidance	
The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 0.	**Generic Learning outcomes for the award of <u>Foundation Certificate in Social Science</u>:** On successful completion of 120 credits at Level 0, students will be able to access this award if they formally state that they do not wish to further pursue their studies at Level 4 study on one of the linked pathways to the Foundation Year in Social Science. They must have demonstrated an ability to: i) describe key concepts in psychology, sociology and criminology; ii) outline several different psychological, sociological and criminological theories; iii) communicate their knowledge and awareness coherently, using appropriate scholarly conventions and techniques; iv) undertake a sustained project on a social science topic. .

5.   Content

Summary of content by theme
(providing a 'vertical' view through the programme)

The Social Science Foundation Year is designed to provide students with: (1) an introduction to psychology, sociology and criminology, (2) the skills that will allow them to make a successful progression to Level 4 study and (3) an opportunity to undertake a sustained investigation on topic of their choice in area related to their intended future undergraduate studies.

The modules of the social science foundation year can be grouped into the following strands:

Study Skills, Confidence Building and Project Work
SOC/SHN/LAW/CYP/BMM/COM/HUM3113
Academic Skills and Studying with Confidence   Sem 1-2   30 credits

SOC/SHN/LAW/CYP/BMM/COM/HUM3103
Project   Sem 2   30 credits

Psychological Understandings
SOC3013   Foundations in Psychology   Sem 1-2   30 credits

Sociological and Criminological Interpretations
SOC3003   Foundations in Sociology and Criminology Sem 1-2   30 credits

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6.   Structure

Foundation Year to a linked social science degree

Duration: 1 year full-time
Total credit rating: 120 (for those not progressing to Level 4 on a linked social science degree)

Level 0 – with effect from September 2018

Core: Students are required to take:

SOC/SHN/LAW/CYP/BMM/COM/HUM3113 Academic Skills and Studying with Confidence	Sem 1-2	30 credits
SOC/SHN/LAW/CYP/BMM/COM/HUM3103 Project	Sem 2	30 credits
SOC3013 Foundations in Psychology	Sems 1-2	30 credits
SOC3003 Foundations in Sociology and Criminology	Sems 1-2	30 credits

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7. Learning, teaching and assessment

7a) Statement of the strategy for learning, teaching and assessment for the programme

The learning and teaching provision on the Foundation Year in Social Science is aligned with the central goals, objectives and features of the University's Learning, Teaching and Assessment Strategy 2015-2020. It will provide an experience which is student-centred; teaching which is responsive to the needs of individual students; and a framework within which students are encouraged to begin to their abilities to engage in critical thinking and analytical skills. These are however contextualised within the nature of Level 0.

The following approaches are prioritised in the foundation year of the linked social science degrees:

Learning

The focus will be on ensuring that students have an opportunity to develop their understandings of key concepts that are introduced in each module by applying them through active enquiry, practical research tasks, exercises, and collaborative projects.

A Progressive Learning Structure is built into the course design:

Students will begin their Level 0 by having an opportunity to develop their academic skills and confidence, before having an opportunity to apply these when they study a negotiated topic of choice for the Project module in semester 2. How to effectively enage in academic writing, orally presentation and research information will be focused upon in the first semester of the foundation year. In their studies of psychology, sociology and criminology students will begin by looking at key issues before applying psychological or sociological concepts and theories to these.

Teaching

- **Student-Led Enquiry**: The main form of teaching session will be seminars and workshops, where concepts and skills introduced by the lecturer will be learned through practical application – specific tasks, problem-solving and discussion, with regular provision of formative feedback on those activities.

- **Directed Activities**: Although students will not undertake directed activities at Level 0, students will be set regular activities that will require completion outside formal classes. Formative feedback will be provided on these.

- **Use of VLE**: To support student-led inquiry, learning materials and resources are supplied in advance via Moodle. Resources offered include bespoke videos and podcasts; links to external sites and online resources; online quizzes; and access to all handouts, powerpoints, etc. In addition, all seminars will be followed by a student-led summary of key points learned and discussed, posted on Moodle.

- **Use of other online resources and technology:** Full use will be made, in teaching sessions, independent study, and assessment, of online resources available to support an understanding of psychology, sociology, criminology and academic skills.

Assessment:

- **Formative Assessment**: Students will have access to formative assessment in every module that they study on. This will usually take the form of feedback on specific tasks given in teaching sessions, online feedback, or feedback on outline plans for assessed work.

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- **Diversity of Assessment methods**: Assessment methods will be varied in form and credit value.

- **Negotiated Assessment**: Students will have the opportunity, in *SOC3103 Project* to negotiate the mode of assessment. Forms of negotiated assessment might include: video, podcast, written project.

7b) Learning outcomes covered

Adjust LO codes as necessary. ↓	K1	K2	K3	K4	K5	I1	I2	I3	I4		E1	E2	E3	E4	E5	E6	E7
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Issues	Concepts	Theories	Terminology and scholarly	Present academic work in a variety of	Ability to identify and comment on	Ability to complete	Recognise and describe several	Ability to present results		Self-management	Teamworking	Problem-solving	Communication	Application of numeracy	Application of IT	Social, cultural & civic awareness
SOCHUM3113 Academic Skills and Studying with Confidence			■		■		■				■	■	■	■	■	■	
SOC3103 Project	■			■		■	■		■		■		■			■	■
SOC3013 Foundations in Psychology	■	■	■	■	■	■	■	■	■		■	■	■	■	■	■	■
SOC3003 Foundations in Sociology and Criminology	■	■	■	■	■	■	■	■	■		■	■	■	■		■	■

8. Entry requirements

Honours degree programmes
Applicants should normally have achieved the following prior to registration for the programme: 5 academic or vocational qualifications, at least one of which should be a GCE 'A' level (or equivalent at level 3) and one should be GCSE English Language at grade C or above (or equivalent). For such students the entry tariff will usually be 32 tariff entry points or above at entry to the foundation year. It is not a requirement that one 'A' level should be in psychology, sociology or a related subject. A wide range of other subjects can be considered relevant. Those wishing to progress to a linked psychology honours degrees will however be required to have grade C or above at GCSE in Mathematics as well as GCSE English before they can progress onto thes pathways. For students whose first language is not English, a pass in an approved test in English is needed, e.g. the International English Language Testing Service (IELTS), with no component below 5.5, or equivalent test. Applications are welcome from mature students with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see Leeds Trinity's Principles and Guidelines for the Recognition of Prior Learning.

9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s) (A certain level of attainment which <u>must</u> be achieved in a specific module; any mdules exempted from condonement, any deviation from the standard institutional stipulations for award classification, eg. exclusion of Level 4 module marks from Foundation Degree classification)
The standard progression requirements, as set out in the current *Taught Course Academic Regulations*, will apply. You will have to pass the Foundation Year to progress to a named linked honours degree programme. All modules are exempt from condoned failure and must be passed for progression.

10. Prerequisites

Details of modules which <u>must</u> be passed before enrolment on a module at a higher level.
None

11. External examining arrangements

External examining arrangements (eg. joint with another programme – extended duties for someone already in post – or separate, single/multiple examiners; if multiple examiners, which subjects / types of module are to be allocated to each; any PSRB requirements)
As the Foundation Year is Level 0, no external exmination will be undertaken. This arrangement is in line with the Level 4 pathways that are available on the named linked

honours degrees. All level 5 and 6 in linked degrees will be the subject of external examination. Rigorous moderation of students' marks will however be carried out by foundation year tutors.

12. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme, (eg. a non-standard delivery pattern, study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees, constraints on out-of-programme optional module choices)
Placements are not part of the Foundation Year and students will access this opportunity when they progress to their levels 4 and 5.

13. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme
Students with disabilities or other support needs will have access to the 4 year pathway and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.