

SUMMARY PROGRAMME SPECIFICATION

Course Title	BA (Hons) English and Social Sciences
Awarding Body	University of East Anglia (UEA)
Level of Award	Undergraduate
Professional, Statutory and Regulatory Bodies Recognition	
Credit Structure	360 Credits Level 4: 120 Credits Level 5: 120 Credits Level 6: 120 Credits
Mode of Attendance	Full time
Standard Length of Course	3 years
Intended Award	BA (Hons)
Fall-back Awards	Unclassified Degree (BA) – 300 credits Diploma of Higher Education (Dip HE) – 240 credits Certificate of Higher Education (Cert HE) – 120 credits
Entry Requirements	80 UCAS points Minimum 30 Access credits at Merit or above Applicants who do not have GCSE English and Maths will be advised to complete these qualifications alongside the degree programme If applicants do not have conventional level 3 qualifications in appropriate subjects they will be invited for interview during which they will complete a piece of written work
Delivering Institution(s)	City College Norwich
UCAS Code	Q3C8

This Summary Programme Specification sets out the essential features and characteristics of the BA (Hons) English and Social Sciences course.

Course Summary

The course will combine the study of literary texts and the visual arts with modules in psychology and sociology designed to develop your understanding of how humans behave as individuals and as social animals. You will acquire a range of academic skills, including techniques for the analysis of data, the evaluation of experimental methodology, the construction of analytical arguments and the close reading of texts. In psychology, you will explore a range of approaches to understanding human behaviour, while the sociology modules will consider how people behave in groups. In English, you will have the opportunity to study texts from a range of periods, including the Renaissance, the Restoration to the Romantic period, the Victorian period, and Contemporary Literature and Culture and these period modules will be supplemented by studies of particular genres or themes within literature, such as Children's Literature and Dystopian Fiction.

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Course Aims

This programme has a strong academic focus, providing opportunities for students to study the popular subjects of English, Psychology and Sociology in a supportive and pastoral environment. Many students from this course go on to careers in teaching at both primary and secondary level, or to further study through MA and other postgraduate courses. Other careers that our students have entered include educational psychology, human resources and administration, social work and social care.

Course Learning Outcomes

The following statements define what students graduating from this course will have been judged to have demonstrated in order to achieve the award. These statements, known as learning outcomes, have been formally approved as aligned with the generic qualification descriptor for level 4/5/6 awards as set out by the UK Quality Assurance Agency (QAA)¹.

English

- knowledge of literature and language, including a substantial number of authors and texts from different periods of literary history and writing from periods before 1800
- knowledge and understanding of the distinctive character of texts written in the principal literary genres, fiction, poetry and drama, and of other kinds of writing and communication
- experience of the range of literatures in English and of regional and global varieties of the English language
- knowledge of the structure, levels and discourse functions of the English language
- appreciation of the power of imagination in literary creation
- awareness of the role of critical traditions in shaping literary history
- knowledge of linguistic, literary, cultural and socio-historical contexts in which literature is written and read
- knowledge of the relationship between literature and other media including, where appropriate, film, or other forms of cultural production
- knowledge of useful and precise critical terminology and, where appropriate, linguistic and stylistic terminology
- awareness of the range and variety of approaches to literary study, which may include creative practice, performance, and extensive specialisation in critical and/or linguistic theory
- awareness of how literature and language produce and reflect cultural change and difference
- recognition of the multi-faceted nature of the discipline, and of its complex relationship to other disciplines and forms of knowledge.

Psychology

- Recognise novel developments in psychology, including those that do not command consensus
- Understand relations between psychology and cognate disciplines
- Demonstrate facility and familiarity with empirical methodology through completion of an independent extended project
- Gain knowledge of conceptual and historical perspectives in psychology
- Apply multiple perspectives to psychological issues

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- Integrate ideas and findings across the multiple perspectives in psychology and recognise distinctive psychological approaches to relevant issues
- Identify and evaluate general patterns of behaviour, psychological functioning and experience
- Understand and investigate the role of brain function in all human behaviour and experience
- Generate and explore hypotheses and research questions
- Carry out empirical studies involving a variety of methods of data collection, including experiments, observation, psychometric tests, questionnaires, interviews and field studies
- Analyse data using both quantitative and qualitative methods
- Present and evaluate research findings
- Employ evidence-based reasoning and examine practical, theoretical and ethical issues associated with the use of different methodologies, paradigms and methods of analysis in psychology
- Use a variety of psychometric tools
- Carry out an extensive piece of independent empirical research

Sociology

- Knowledge of key concepts and theoretical approaches within sociology
- Awareness of social context, the nature of social processes and of social diversity and inequality
- Understanding of the value of comparative analysis
- Understanding of the relationship between individuals, groups and social institutions
- Understanding of the role of culture in social life
- Understanding of the social processes underpinning social change
- Understanding of a range of qualitative and quantitative research strategies and methods
- Understanding of the relationship between sociological arguments and evidence
- Awareness of the distinctive character of sociology in relation to other forms of understanding
- The ability to formulate and investigate sociologically informed questions
- Competence in using major theoretical perspectives and concepts in sociology and their application
- The capacity to analyse, assess and communicate empirical sociological information
- The ability to identify a range of qualitative and quantitative research strategies and methods and comment on their relative advantages and disadvantages
- The ability to conduct sociological research in a preliminary way
- The ability to undertake and present scholarly work
- The ability to understand the ethical implications of sociological enquiry
- The ability to recognise the relevance of sociological knowledge to social, public and civil policy

Course Design

The design of this course has been guided by the following QAA Benchmark and Professional Standards:

QAA Benchmark

English

The course is designed to:

- foster wide and varied reading

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- enable students to develop independent critical thinking and judgement
- engage students imaginatively in the process of reading, analysing and/or producing complex and sophisticated literary and non-literary texts and discourses
- offer a broad and balanced curriculum
- help students to understand, appreciate and employ the expressive resources of language
- problematise the acts of reading and writing so that students can reflect critically upon textual production and reception both in history and in their own practice
- offer students a knowledge and appreciation of contextual approaches to the production and reception of literary and non-literary texts and discourses
- promote the understanding and practice of verbal creativity and the formal and aesthetic dimensions of literary texts
- develop a range of subject-specific and transferable skills, including high-order conceptual, analytic, and communication skills of value in graduate employment
- provide an intellectually stimulating and satisfying experience of learning and studying, within the distinctive framework of English
- encourage a sense of enthusiasm for the subject and an appreciation of its continuing social and cultural importance
- provide a basis for further study in English or related disciplines and for teachers of English at all levels.

Psychology

The course will:

- aim to produce a scientific understanding of the mind, brain, behaviour and experience, and of the complex interactions between these
- present multiple perspectives in a way that fosters critical evaluation
- lead to an understanding of real life applications of theory to the full range of experience and behaviour
- develop an understanding of the role of empirical evidence in the creation and constraint of theory, and also in how theory guides the collection and interpretation of empirical data
- include the acquisition and knowledge of a range of research skills and methods for investigating experience and behaviour, culminating in an ability to conduct research independently
- I develop knowledge, leading to an ability to appreciate and critically evaluate theory, research findings, and applications.

Sociology

The course will cover:

- the relationship between individuals and groups
- social action and social structure
- biography and history
- social institutions and culture
- the underpinnings of social order
- social inequality and conflict
- diverse cultural practices, and the causes and consequences of social change.

Professional Standards

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English

The course will foster the following key transferable and cognitive skills

- advanced literacy and communication skills and the ability to apply these in appropriate contexts, including the ability to present sustained and persuasive written and oral arguments cogently and coherently
- the capacity to analyse and critically examine diverse forms of discourse
- ability to engage in processes of drafting and redrafting texts to achieve clarity of expression and an appropriate style
- the capacity to adapt and transfer the critical methods of the discipline to a variety of working environments
- the ability to acquire substantial quantities of complex information of diverse kinds in a structured and systematic way involving the use of the distinctive interpretative skills of the subject
- competence in the planning and execution of essays, presentations, and other writing and project work
- the capacity for independent thought and judgement demonstrated through critical or creative practice
- skills in critical reasoning and analysis
- the ability to comprehend and develop intricate concepts in an open-ended way which involves an understanding of purpose and consequences
- the ability to work with and in relation to others through the presentation of ideas and information and the collective negotiation of solutions
- the ability to understand, interrogate and apply a variety of theoretical positions and weigh the importance of alternative perspectives
- the ability to handle information and argument in a critical and self-reflective manner
- research skills, including the ability to gather, sift and organise material independently and critically, and evaluate its significance
- information technology (IT) skills broadly understood and the ability to access, work with and evaluate electronic resources (such as hypertext, conferencing, e-publishing, blogs and wikis)
- time management and organisational skills, as shown by the ability to plan and present conclusions effectively.

Psychology

On graduating with an honours degree in psychology, students should be able to:

- communicate effectively. Effective communication involves developing a cogent argument supported by relevant evidence and being sensitive to the needs and expectations of an audience. This is accomplished through specific demands to write both essays and scientific-style reports, and through experience in making oral presentations to groups. The standard of written language should be at an acceptable standard with respect to grammar, punctuation and spelling
- comprehend and use data effectively. This is accomplished through the significant core of research training in a psychology degree that acquaints graduates with understanding, analysing and presenting complex data sets
- be computer literate. Psychology students are introduced to, and become familiar with, computers early in their training and will display, at the very least, skill in the use of word processing, databases and statistical software packages
- retrieve and organise information effectively. Psychology graduates will be familiar with collecting and organising stored information found in library book and journal collections, and in computer and internet sources

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- handle primary source material critically
- engage in effective teamwork
- problem-solve and reason scientifically. The research process, which is at the centre of studying psychology, enables graduates to identify and pose research questions, to consider alternative approaches to their solutions and to evaluate outcomes
- make critical judgements and evaluations. The need to take different perspectives on issues and problems, and to evaluate them in a critical and sceptical manner to arrive at supported conclusions, is emphasised and taught throughout a psychology degree. The importance of looking for similarities and general principles to increase the power of the analysis is also stressed
- be sensitive to contextual and interpersonal factors. The complexity of the factors that shape behaviour and social interaction will be familiar to psychology graduates and will make them more aware of the basis of problems and interpersonal conflict. They should also be more sensitive to the importance of enhancing cooperation to maximise the effectiveness of individual skills as shown in group work and team-building
- use effectively personal planning and project management skills, becoming more independent and pragmatic as learners. Taking responsibility for one's own learning and skill development is increasingly expected throughout a psychology degree, where an emphasis on learning to learn is stressed. In particular, psychology degrees normally culminate in the completion of an independent, empirical inquiry where a pragmatic approach to a time-limited project is required.

Sociology

Sociology students will develop transferable skills in the following areas:

- learning and study skills
- written and oral communication skills in a variety of contexts and modes
- statistical and other quantitative techniques
- information retrieval skills in relation to primary and secondary sources of information
- communication and information technology skills
- skills of time planning and management
- group work skills

Course Structure

The honours degree will be comprised of 360 credits, usually made up of 120 credits at levels 4, 5 and 6. Each year of the programme contains a module focusing on skills development, as well as a range of subject specific modules. The subject specific modules will be drawn from the English BA, and the Psychology with Sociology BA. In the first year, there will be two modules introducing the history of the study of the Humanities and Social Sciences which will be delivered to all students on the Humanities programmes and this interdisciplinary approach will be developed in the subsequent years of the programme. In the second and third years of the programme, there may also be opportunities to select more modules in English, or Sociology or Psychology, to suit your interests, and you will be able to select a dissertation topic in whichever of these areas you prefer.

There will be some variation in the content of modules and the range of modules delivered from year to year, but the list below is an example of the kind of subjects that will be available. Module Specifications for each of the modules, with detailed information on content and delivery, will be made available to students on-line at the beginning of each academic year.

The below modules are subject to revalidation in 1819.

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		Credits	
Core Modules			
Level 4			
	Higher Learning Skills This module provides an introduction to the skills required for successful study at degree level.	20	
Level 5			
	Preparation for Work and Research The first part of this module is devoted to researching future employment, preparing CVs and interview practice. The second part of the module develops your research skills so that you can identify a suitable topic for your dissertation.	20	
Level 6			
	Dissertation In many ways, this will be the culmination of your degree course. You will research and write a dissertation on a subject of your own choice, with support from a supervisor.	40	

	Humanities Modules		
Level 4			
	The Evolution of Western Society: from Plato to Freud This module will provide a broad introduction to historical periods and major turning points in Western society.	20	
	The Mind in Society This wide-ranging module will introduce the intellectual movements and thinkers who have shaped ideas of individual consciousness and social systems.	20	
Level 5			
	Madness, Trauma and Culture	20	

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	The module will focus on the way madness and trauma have figured in culture in various contexts.		
	<p>Children's Literature and Education</p> <p>This module will combine analysis of the development of children's literature from the early modern period to the present day with analysis of the development of education and educational theories.</p>	20	

	English Modules		
Level 4			
	<p>Myth and Criticism</p> <p>This module will develop skills of literary criticism and will develop knowledge of critical theory and the classical and biblical stories that have had a fundamental influence on Western culture.</p>	20	
	<p>Genre</p> <p>This module introduces the main literary genres, poetry, drama and the novel through analysis of key texts from a range of periods.</p>	20	
	<p>Reading the Visual</p> <p>This module will develop skills in applying critical approaches to the close reading of visual culture, and the use of technical terms, through various media forms such as photography, cinema, fine art, and comic strips.</p>	20	
Level 5			
	<p>The Renaissance</p> <p>This module will look at a range of Renaissance writers including Shakespeare.</p>	20	
	<p>Revolution and Reaction</p> <p>This module will explore texts from the eighteenth century and the romantic period, focusing on specific topics such as the representation of London; Orientalism; poverty and crime; prostitution; men and women etc.</p>	20	
	<p>Writing and Genre</p>	20	

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	This module will lead on from the first year Genre module and develop the study of poetry, prose and drama through a series of analytical and creative tasks.		
Level 6			
	<p>Victorians and Victorianism</p> <p>In this module students will analyse key literary and visual texts from the Victorian period, exploring the dynamic relationship between texts and their cultural context.</p>	20	
	<p>Modernism</p> <p>This module focuses on the excitement and critical debates generated by literary texts of the twentieth century. Students will read a range of significant modernist texts in close critical detail, placing them within their socio-historical/ cultural context.</p>	20	
	<p>Contemporary Literature and Culture</p> <p>This module students will study contemporary forms, genres and artefacts within the framework of a range of theoretical accounts of contemporary narrative theory.</p>	20	
	<p>Dystopian Fiction</p> <p>This module explores dystopian fiction as a form which reflects on and reacts to the society in which it was written, but which also often serves as a warning. As well as considering classic dystopian texts such as <i>Nineteen Eighty-Four</i> and <i>A Clockwork Orange</i>, the module may also examine the dystopian tropes of YA novels such as <i>The Hunger Games</i>, <i>Divergent</i>, <i>Little Brother</i> et al.</p>	20	

	Psychology Modules	Credits	
Level 4			
	<p>Self, Psychology and Society</p> <p>This module constitutes an introduction to fundamental social psychology processes such as social influence, social perception and cognition, and the self.</p>	20	
Level 5			

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	Lifespan Psychology The change in psychological processes and functioning throughout all stages of the lifespan.	20	
	Mental Health and Positive Psychology This module serves as an introduction to the study of mental illness and treatment, and the positive psychology movement which aims to optimise human functioning in all people (rather than treat mental illness).	20	
Level 6			
	Risk and Decision Making Takes a cognitive psychology approach in exploring human decision making and engagement with risk in different applied settings (e.g., health, at work etc.)	20	
	Clinical Psychology Building on the Mental Health module (Level 5), the focus is on less prevalent and more complex disorders such as personality disorders and schizophrenia- and the treatment thereof.	20	

	Sociology Modules	Credits	
Level 4			
	The Sociological Imagination Introduces students to the building blocks of social theory (founding fathers, macro, and micro-theories) along with the fundamental perspectives and attitudes towards research that go along with this.	20	
Level 5			
	The Individual and Society Considers the mutually influencing relationship between personal lives and wider social processes, with a particular focus on the development of identity.	20	
	Social Divisions and Inequalities Entails a study of the unequal divisions of resources and capital in human life and how this impacts social experience across different cultural and applied (e.g., education) settings.	20	

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Level 6			
	Race, Racism and Cultural Identity		
	The focus here is on social constructions around race and ethnicity, and how these are shaping the contemporary social world. A case study approach is incorporated into the module.	20	

Awards

On successful completion of the course, students will be awarded a BA (Hons) English and Social Sciences from the University of East Anglia.

Course Delivery

Delivery will be across three terms of ten weeks each. For a 20-credit module, there will be thirty sessions of 90 minutes each, which may be delivered across one, two or three terms. Each class contains a mixture of formal lecturing, class discussions, small group work and other activity-based learning. Some attempt is made to stagger the submission dates for the assignments for any given cohort, although room for manoeuvre is limited by the tight turnaround time.

In addition to the classroom time, students on a 20-credit module are expected to devote around 150 hours to private study, spread across the teaching weeks, plus the assignment preparation and submission period. This will involve reading primary and secondary material for seminars, devising formative class papers as an individual or in a group, locating appropriate secondary sources and eventually working on assessment by exams, essays, reports, presentations etc.

Course Assessment

Essay, portfolio, presentation and exam.

Course Team

The academic staff delivering this course are drawn from a team that includes teaching specialists and current practitioners. All staff are qualified in their subjects with their own specialist knowledge to contribute.

Course Costs

The tuition fees that new students pay will be fixed for the duration of the course and will not be subject to any further increases.

Payment of tuition fees is due at the time of enrolment and is managed in accordance with the Course Fees & Eligibility Statement and Rules and Regulations.

Students are normally expected to buy the set texts for their modules, and print out other resources that are made available electronically. Third year students are required to print two copies of their dissertation. The annual cost for books, printing and other study resources is unlikely to exceed one hundred pounds.

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Academic Framework and Regulations

This course is delivered according to the Norfolk Regulatory Framework and other academic policies and procedures of the College as published on Blackboard.