



LEEDS
BECKETT
UNIVERSITY

Course Specification

**BA (Hons) Innovation
and Skills for Social
Change with
Integrated
Foundation Year**

Course Code: BISCF

2019/20

leedsbeckett.ac.uk

BA (Hons) Innovation and Skills for Social Change with Integrated Foundation Year

Material Information Summary for 2019/20 Entrants

Confirmed at 5th October 2018

Course Lengths & Standard Timescales

The standard start date for Leeds Beckett University induction week is reproduced below and relates to the majority of students starting a course in September 2019. A proportion of courses have alternate start dates which are displayed on the online prospectus and additionally will be notified to the students concerned via the offer letter. Non-September starters will also have their start dates confirmed in their offer letters.

- 4 years (full time, campus based)

Starts 23rd September 2019/ Ends June 2022

- 8 years (part time, campus based)

Starts 23rd September 2019/ Ends June 2027

Foundation Year (Level 0)	Applicant information on pages 2 – 5.
BA (Hons) Innovation and Skills for Social Change (Levels 4, 5 and 6)	Applicant information on pages 6 –12.
Learning Support	Information on page 4.

Foundation Year

Award	Various honours degrees in Education with integrated Foundation Year
Contained Award	Foundation Certificate
Awarding Body	Leeds Beckett University
Level of Qualification & Credits	120 credit points at Level 0 of the Framework for Higher Education Qualifications

Course Lengths & Standard Timescales

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- 1 year (full time, campus based)
Starts 23rd September 2019/ Ends June 2020
- 2 years (part time, campus based)
Starts 23rd September 2019/ Ends June 2021

Part Time Study	PT delivery is usually at half the intensity of the FT equivalent course, although there may be flexibility to increase your pace of study to shorten the overall course duration. Some modules may be delivered in a different sequence to that advertised within this Course Specification but the modules offered within each level are as advertised. Please note that the work placement option is not available to PT students.
Location(s) of Delivery	Headingley Campus, Leeds (plus location of work placement, if applicable)
Entry Requirements	Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: http://www.leedsbeckett.ac.uk/studenthub/recognition-of-prior-learning/
Course Fees	Course fees and additional course costs are confirmed in your offer letter

Timetable Information

Timetables will be made available to students during induction week via:

- i) The Student Outlook Calendar
- ii) The Student Portal
- iii) The Leeds Beckett app

Any difficulties relating to timetabled sessions can be discussed with your Course Administrator.

Policies, Standards and Regulations

<http://www.leedsbeckett.ac.uk/public-information/>

There are no additional or non-standard regulations which relate to your course.

Key Contacts

Your Course Director	Professor Shirley Tate
Your Academic Advisor	To be confirmed upon start of course
Your Course Administrator	Rosie Bristow Wood

Placement Information

There is no placement activity associated with the Foundation Year.

Professional Accreditation or Recognition Associated with the Course

Professional Body	There is no professional accreditation or recognition associated with this Foundation Year.
How is Accreditation/ Recognition Achieved?	N/A
Course Accreditation/ Recognition Period	N/A

Course Overview

Honours Degree programmes with integrated Foundation Years aim to increase opportunities for access to higher education for diverse applicants who do not meet the UCAS tariff or equivalent admissions criteria for Level 4 entry to the programme concerned.

The institution recognises that criteria for admission to extended degree programmes with an integrated foundation year will be set by Schools in conjunction with our recruitment and admissions staff with due regard for subject specific considerations and the University's strategies for access and participation more generally. Details of specific admissions criteria will be confirmed in the Course Specifications of individual programmes at the point of validation.

Course Learning Outcomes

At the end of the course, students will be able to:

1. Demonstrate development of subject knowledge and understanding through their experience of a range of subject specific modules which provide targeted foundation learning for successful transition to Level 4.
2. Demonstrate development of a range of academic skills which will prepare them for degree level study.
3. Demonstrate development of skills and understanding relating to employability in the context of their degree programme.
4. Have the opportunity to be able to be mentored and then to become peer mentors.

Teaching and Learning Activities

Summary

Foundation Year modules will be delivered using lectures, seminars and tutorials with each standard 20 credit point module delivering a minimum of 48 hours of scheduled staff/ student contact time. Students will undertake an additional 152 hours of guided independent study during each module. There will be double the time for the 40 credit module.

Specific learning and teaching approaches and activities will be defined in the Course Specifications which relate to the Extended Degree programmes concerned and will be informed by the context and expectations within the given subject area. A full range of assessments both formative and summative will prepare students for future assessment activities.

Your Modules

(Correct for students progressing through the programme within standard timescales. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable).

Level 0 Core Modules (2019/20 for FT students and 2019/20 and 2020/21 for standard PT students)

Race, Culture and Society

Introduction to Careers in Education, Childhood and Early Years

Introduction to Higher Education Study Skills

Racisms

Peer Mentoring

Assessment Balance and Scheduled Learning and Teaching Activities by Level

Assessment Balance	Level 0
Examination	
Coursework	100%
Practical	
Overall Workload	
Teaching, Learning and Assessment	150 hours
Independent Study	500 hours
Placement	-

Learning Support

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students' Union Advice team for additional support with course-related questions.

If you have any questions about life at our University in general, call into or contact the Student Hub on either campus to speak to our Student Experience Team. This team, consisting of recent graduates and permanent staff, are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. There is a Student Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team in the Gateway in the Leslie Silver Building at City Campus. The telephone number is 0113 812 3000, and the e-mail address is StudentHub@leedsbeckett.ac.uk.

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The **Support** tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The **Opportunities** tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.

BA (Hons) Innovation and Skills for Social Change

Award	Bachelor of Arts (with Honours) Innovation and Skills for Social Change
Contained Awards	Bachelor of Arts Innovation and Skills for Social Change Diploma of Higher Education Innovation and Skills for Social Change Certificate of Higher Education Innovation and Skills for Social Change
Awarding Body	Leeds Beckett University
Level of Qualification & Credits	Level 6 of the Framework for Higher Education Qualifications, with 120 credit points at each of Levels 4, 5 and 6 of the UK Credit Framework for Higher Education (360 credits in total)

Course Lengths & Standard Timescales

The standard start date for Leeds Beckett University induction week is reproduced below and relates to the majority of students starting a course in September 2019. A proportion of courses have alternate start dates which are displayed on the online prospectus and additionally will be notified to the students concerned via the offer letter. Non-September starters will also have their start dates confirmed in their offer letters.

- 3 years (full time, campus based)

Starts 23rd September 2019/ Ends June 2022

Location(s) of Delivery	Headingley Campus, Leeds (plus location of work placement, if applicable)
Entry Requirements	Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: http://www.leedsbeckett.ac.uk/studenthub/recognition-of-prior-learning/
Course Fees	Course fees and additional course costs are confirmed in your offer letter

Timetable Information

Timetables will be made available to students during induction week via:

- iv) The Student Outlook Calendar
- v) The Student Portal
- vi) The Leeds Beckett app

Any difficulties relating to timetabled sessions can be discussed with your Course Administrator.

Policies, Standards and Regulations <http://www.leedsbeckett.ac.uk/public-information/>

There are no additional or non-standard regulations which relate to your course

Key Contacts

Your Course Director	Dr Doug Martin
Your Academic Advisor	To be arranged upon arrival
Your Course Administrator	Rosie Bristow Woods

Placement Information

Summary	Leeds Beckett is dedicated to improving the employability of our students and one of the ways in which we do this is to support our students to gain valuable work experience through work-based placements. Our placement teams have developed strong links with companies, many of whom repeatedly recruit our students into excellent placement roles and the teams are dedicated to supporting students through every stage of the placement process. More information about the many benefits of undertaking a work placement, along with details about how to contact our placement teams may be found here .
Length	530 hours working on live projects within social change contexts or settings, staggered over three years: 4 weeks at level 4, 4.25 weeks at level 5 and 5 weeks at level 6.
Location	Students arrange in partnership with the course team and our placement office a placement in each year that fulfils the requirement of the course and the assessments associated with it but also supports the student with their personal and professional development.

Professional Accreditation or Recognition Associated with the Course

Professional Body	There are no professional, statutory or regulatory bodies associated with this course.
How is Accreditation/ Recognition Achieved?	N/A
Course Accreditation/ Recognition Period	N/A

Course Overview

Aims

This course will provide students with an extensive and exciting programme of study, covering the skills and innovation requirements for social change within both local and global contexts and settings. It takes an interdisciplinary approach and draws on historical and contemporary perspectives relating to political,

sociological, economic and philosophical theories and models. This is necessary so that students develop a deeper awareness, understanding and appreciation of the nature, language, discourse, and challenges relating to social need and social change.

The content, structure and delivery of the modules have been designed to contribute fully to the course aims and outcomes (as set out below), and also to the social purpose of the course (outlined above), which have been defined through the co-creation process. The modules are innately and organically interconnected through activities, assessments, and live projects, which strengthens flow between modules and levels, and provides students with a comprehensive, coherent, and complete learning journey and experience.

Across cohorts, students also have the opportunity to collaborate and share experiences with peers studying at different levels, through connections that have been developed across the live projects and also joint networking opportunities.

Through this course, students will develop the ability to create and lead collaborative projects, innovations and approaches which improve skills and strengthen communities, organisations and societies, so they can make a difference to people's lives locally and around the world.

The course will introduce students to a wide range of social issues affecting people globally, such as poverty, inequality, mental health and the challenges of “sustainable development” (social, economic and environmental development that meets current and future needs), and they will explore how these issues affect society and people’s chances in life. Students will develop the skills to be able to identify unmet needs and learn how to tackle the root causes of social issues, whilst helping communities and others to develop their capacity to contribute effectively to social change too.

Students will investigate the hidden strengths, opportunities and challenges within communities, and will work alongside experienced practitioners and people with lived experiences, experimenting with different ways to help transform society for the better.

In their final year, students will examine how to change the systems that can prevent people from achieving “sustainable livelihoods”¹. Using approaches such as “co-creation” (creating something collaboratively), “systems change” (altering the structures and connections that shape and maintain the status quo), “frugal innovation” (doing more with less resources and reducing wastage) and “inclusive innovation” (involving communities and beneficiaries in the development of innovations/solutions), they will work with fellow students and collaborate with communities and organisations to design or strengthen ideas that can lead to sustainable social change.

They will learn how to develop viable social business models, to achieve social, economic and environmental objectives, and will gain the skills to be able to measure and improve the outcomes and impact of social projects and innovations, and to articulate the difference they make to society and to people’s lives.

By collaborating with others to build capabilities and progress ideas for social change, students will help to tackle real social issues, directly. Through live projects and practical experiences, and developing an understanding of the root causes of social issues and how to influence systems, students can become effective and highly employable social change practitioners, innovators and leaders.

¹ A *livelihood* refers to a person, their capabilities and their means of living, including food, income and assets, such as resources and access. A livelihood is *sustainable* when it can cope with and recover from stress and shocks, and can also provide for future generations.

This course will also directly benefit the communities and organisations that students will work with, through live projects, which take place annually. The course aims to raise community aspirations, strengthen and empower communities, and improve opportunities for people in communities to lead social change efforts effectively, which may open up new possibilities for their lives.

As mentioned above, the School is collaborating with Doing Social to develop and to deliver of this course. They are an organisation that design powerful experiences, resources and spaces to enable inclusive innovation, meaningful co-creation and better opportunities to build careers in social change. Doing Social will provide the connections to industry expertise and to people with lived experiences, through curating a series of masterclasses, guest lectures, action learning and live community projects which will be delivered alongside university provision. Delivery by the university and by Doing Social is complimentary, both supporting academic learning/theory, and practice-based/experiential learning/praxis. This is a strong partnership which is capable of achieving the aims and outcomes of this course fully.

While research and engagement with the academic, theoretical and conceptual contexts of learning are important; learning from the *lived* as well as the *professional* experiences of people, “participatory research” (research, action and reflection is undertaken by or with research participants), “experiential” (learning by *doing*) and reflective learning, are fundamental to achieving successful outcomes in this course. Therefore, methods such as “action learning” and processes within it: taking action based on feedback from others and reflection, to solve a problem/challenge; experimentation; mentoring; hands-on experience, “co-learning” (learning from one another) with the community; keeping a journal; and live community projects, have been integrated.

This course comprises of thirteen ‘core’ modules. All modules are ‘long and thin’, delivered across the academic year with formative and summative assessments in each semester. Two modules at level 6, ‘Major Independent Project’, and ‘Social Change Dynamics & Systems’, have been divided into ‘Part 1’ and ‘Part 2’, and each part will be delivered in parallel, again with a formative and a summative assessment at the end of each semester.

The Course Aims are as follows:

1. To develop knowledge and understanding of evolving social issues, needs and the complexities of systems change, theory and practice, and to apply this understanding to help improve skills and innovation practice in society, to tackle and solve the root causes of social issues.
2. To develop transferable skills and abilities to collaborate with a range of stakeholders, and to create and strengthen innovation and interventions for “sustainable development” and social change in different spaces and sectors including communities/civil society, public sector, private / corporate sector and government.
3. To develop resourceful, reflective and inclusive social change practitioners, systems thinkers, disruptive leaders, and innovators, who are creative, digitally literate, entrepreneurial, self-aware, and have a global outlook; practitioners with the ability to critically analyse ideas through oral and written presentations, and the confidence to challenge and influence prevailing ideas and practices in different sectors and settings, and develop sustainable outcomes.
4. To develop strong research abilities, and the skills to be able to apply participatory research methods and ethical practice when developing new knowledge and understanding within social change fields and/or when acting on that knowledge.
5. To develop capabilities to build skills and capacity in communities and within social purpose, (or “mission-led”) organisations for social change, and to raise aspirations and create new opportunities in communities which lead to improved lives and well-being, through collaborations and live student projects.
6. To contribute to wider strategic goals relating to inclusive and fairer societies, and agendas for “inclusive growth”, “inclusive economy” (both relate to the need to have an economy that benefits and includes people across society), and “sustainable development”.

Course Learning Outcomes

At the end of the course, students will be able to:

- A. Facilitate and lead *collaborations* between diverse communities and stakeholders, within and across societies, and co-create and strengthen projects, interventions and innovations for social change, which can improve social inclusion, life chances and the well-being of communities.
- B. Apply *systems thinking* logic, critical analysis, and both a theoretical and practical understanding of a wide range of global and evolving social change contexts, when developing strategies to *disrupt* systems and tackle the root causes of social issues, and embed this within business/logic models and frameworks of delivery.
- C. Develop, manage, measure and evaluate *learning, development and the social change outcomes* of interventions, innovations and projects.
- D. Develop and undertake *participative* methods of research, guided by both academic and other ethical frameworks which are industry or sector-specific.
- E. Deliver innovative and collaborative *social change learning interventions* in diverse community settings.
- F. Build capacity and skills, which strengthen and enhance the abilities and aspirations of diverse communities and organisations to innovate, co-create, and to achieve positive and sustainable social outcomes.

Teaching and Learning Activities

Summary

Modules will be delivered through a variety of masterclasses, seminar groups, tutorials, virtual learning environments and setting-based sessions. The nature of the activities will be inclusive through using a range of resources and taking account of individual needs and it will be adapted accordingly. Where students have individual requirements, the course will be flexible and, for example, enable students to access materials online. There will be ample scope throughout the course for students to draw upon their previous experiences and to engage in personalised learning. For example, the level 4 'PPAD' module will offer opportunities for students to draw upon their own diverse experiences of social change and innovation; whilst the level 6 'Major Independent Project' enables students to select an issue of their choice as a theme for investigation and presentation. This sector based project at level 6 offers further opportunities for students to pursue their own academic and professional interests relating to their chosen context such as charity, community-based projects, social enterprise, private consultancy, commercial, development work, or public sector.

Students experience at least one live project per year in a social change setting. Live projects are a key element of the course and clear links will be developed with university-based learning through, for example, directed focused and enterprising activities and reflective sessions linked with specific modules at every level. Directed focused activities and other aspects of live project will be closely linked to any relevant professional standards, and students will be supported throughout and have opportunities to reflect upon their personalised progress. Guided learning activities will include lectures/masterclasses/seminars, as well as collaborative group work, such as action learning and joint presentations. During individual tutorials, students will be supported via self-directed independent learning, including reading.

Pedagogical approaches and learning activities develop and utilise students' digital literacy in a wide range of contexts. Module Blackboard sites offer diverse opportunities for students to engage and interact within the VLE through, for example, online journals and access to electronic resources such as e-journal articles and lecture notes. Students make use of a range of digital media in directed activities, independent study and assessed tasks.

Students are signposted to activities (during lectures, seminars and tutorials and via Blackboard) that allow them to develop their digital literacy skills (e.g. Skills for Learning) and use them to support their study (e.g. the library Discovery tool).

Students benefit from the collaborative network of social change projects associated with the award. At every level of study there are opportunities for students to benefit from master classes from sector professionals and guest speakers who will share their lived experiences and professional expertise. Students also have access to additional training that will support their role as social change professionals.

Opportunities for volunteering are actively promoted. The Carnegie School of Education has an established link with a broad range of innovative projects and will work closely with the volunteering team and the Enactus student society.

The expertise of tutors is well respected in the field, and students benefit from their doctoral research, professional experience and subject knowledge. Many members of the tutor team have published textbooks and journal articles, and these are used in the module teaching. Tutors also have relevant professional experiences which students can draw on during the teaching and learning activities provided.

Your Modules

(Correct for students progressing through the programme within standard timescales. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable).

Level 4 Core Modules (2019/20 for FT students)

Social Needs & Social Change

Grassroots Action & innovation

Mapping Journeys to Social Change

Social Innovation Theory & Practice

Personal Professional & Academic Development

Level 5 Core Modules (2020/21 for FT students)

Co-Design for Social Change

Organisational Capacity Building

Frugal Innovation & Learning

Community Capacity Building

Research for Social Change

Level 6 Core Modules (2021/22 for FT students)

Business Models for Social Change

Social Change Dynamics & Systems 1

Social Change Dynamics & Systems 2

Major Independent Project 1

Major Independent Project 2

Assessment Balance and Scheduled Learning and Teaching Activities by Level

Assessment Balance	Level 4	Level 5	Level 6
Examination			
Coursework	100%	100%	100%
Practical			
Overall Workload			
Teaching, Learning and Assessment	180 hours	180 hours	180 hours
Independent Study	600 hours	600 hours	600 hours
Placement	By arrangement	By arrangement	By arrangement