**021116**

**BA (Hons) Sociology**

**Programme Code (TBC)**

**Faculty of Business, Law & Social Sciences**

**School of Social Sciences**

**Department of Sociology & Criminology**

This document is presented in two sections:

## Section One

This section will provide students with key information on their learning experience and how it will be continuously enhanced this will include;

* Programme Philosophy and Aims
* Programme Learning, Teaching and Assessment strategy
* Statements of Intent for key learning experience themes

This section aims to address Quality Enhancement and Learning & Teaching excellence across the student learning experience.

## Section Two

This section addresses regulatory and quality assurance requirements for the purposes of programme validation and mapping of the student learning experience.

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| Programme Philosophy | |
| The BA (Hons) Sociology programme equips students with the in-depth knowledge and the academic, employability, and personal skills to not only make sense of the complex world around them, but also to succeed in the competitive and flexible working environment that characterises contemporary employment both in the UK and internationally.  The programme team are committed to providing you with an understanding of the contemporary social world by practising a form of sociological inquiry that is theoretically informed, knowledge-applied, evidence based, and interdisciplinary. The programme is designed to enable you to study not only how society is organised – through in-depth knowledge of social institutions, social changes, and the social dynamics that shape identities and interactions - but also how the social world is experienced by ourselves and others. We prioritise the need to help our students to develop a critical awareness of a variety of sociological perspectives and their relevance to the contemporary dilemmas of social life and the worlds of community and work beyond the university.  The core values of the programme team mean that we are committed to enabling students to be not only engaged, rather than passive, learners in the educational process, but also engaged and active citizens in the broader social world around them. We will help you to explore and analyse a range of contemporary and relevant social policies, theories and research in an applied and critical manner, and at a local, national and global level. We do this through a process of ‘deeper’ rather than surface-level learning, and by concentrating the modules around four core, distinctive academic themes: cultural sociology; policy, activism and politics in contemporary society; social theories and their application; social research skills and methods. All of these themes and specialisms are woven throughout the programme and are explored using local, national, and international examples. These themes also align with the research specialisms of our unique and innovative sociology research centre – the Centre for Critical Social Research – which is made up of the internationally-recognised scholars and researchers on the programme teaching team.  The programme places the notion of ‘doing Sociology/applied Sociology’ at its heart. Field-based work at level 4 is complemented by core modules at levels 4 and 5 which focus on the development of research skills and the analysis of sociological research. This emphasis culminates in the final year with the ‘integrative project’ which allows students to do their own original research in the form of a sociological dissertation project, a community-based project, or a social entrepreneurship project.  As a programme team, we are also committed to ‘educating’ students in the broadest sense. This will not only involve lectures, workshops and seminars in innovative teaching spaces, complemented by a range of VLEs, but also the opportunity to engage in field trips, study abroad, and work placements with one of our many links with local voluntary, statutory and commercial organisations. Work placements will be available either through an optional module in semester 2 of level 5, or through an optional year-long placement at the end of level 5. In addition to this, students will be encouraged by the University’s Graduate+ scheme to develop broader employability skills and techniques to enhance their work opportunities and their lifelong learning after graduation through engagement in extra-curricular activities.  Not only are we committed to providing students with the opportunity to experience working environments alongside their studies, but also to developing a range of other key transferable and employability-related capabilities integrated throughout the programme. In addition to practical experience and in-depth sociological knowledge, graduates of this programme can expect to have acquired the following:   * the knowledge and ability to apply sociological theory and research to social organisations and institutions (such as local and national government, educational establishments, charities, public and private sector organisations) * the research skills needed to critically analyse and evaluate complex information * the appreciation of the complexity and diversity of social organisations, groups and institutions * the ability to develop opinions and new ideas, and to make reasoned, critical judgements and arguments * the skills to relate sociological knowledge to social and public policy * the social and communicative skills to work collaboratively * the ability to comprehend, assess and critically evaluate common understandings of our social world * a commitment to social inclusion and diversity * the in-depth knowledge and understanding of research skills, qualitative and quantitative methods, and forms of research analysis * the professional and personal skills required to organise work and meet deadlines * technological skills across a wide range of research programmes and software packages * excellent skills in oral, presentational, and written communication * a range of practical and creative problem-solving skills   This knowledge, and these skills, alongside the opportunity to pursue work placement experience, prepare the students on this programme for a range of graduate outcomes in a variety of occupations and occupational sectors (eg Public, Voluntary, Charity and Private). Typically, sociology graduates go on to work in areas such as community development, charitable and voluntary organisations, further and higher education, industry, retail and commerce, local and central government, human resources, social research, social work and youth work, amongst many others.  The focus and orientation of our programme philosophy, along with the orientation and content of the course learning, teaching and assessment strategy (see below), reflects in four broad learning outcomes across the award. Programme learning outcomes centre on (a) knowledge and understanding; (b) intellectual skills; (c) practical, research and independent learning skills; and (d) transferable skills/key skills. | |
| Programme Aims This section articulates the programme level learning outcomes framed by the five themes of the Academic Plan. | |
| 1. Pursuing Excellence | • The programme aims to provide students with an in-depth knowledge of sociological perspectives, and methods, and their application to contemporary social issues, to social identities and institutions, and to social change. It will not only encourage students to critically reflect on how society as a whole is structured and organised, but also on the social experiences of others as well as their own knowledge and social experiences.• The programme aims to encourage engaged learners, driven by a desire for high achievement and success, in a vibrant and supportive learning environment. We aim to ensure that students graduate with a rigorous understanding of the discipline of sociology, and its various practical applications, by employing innovative forms of interactive and experiential teaching methods, in addition to flexible and personalised ways of studying, creative use of VLEs, and a diverse range of assessment. |
| 1. Practice-led, knowledge-applied | • The programme - and its core themes of applied social theory and research, cultural sociology, and policy, activism and politics – will enable students to understand the discipline of sociology as not only theoretically informed but also evidence-based, relevant, professionally-focused and applied. It will be clearly linked, through the programme’s core themes, to the excellence in research and scholarship of the programme team; where possible, it will also involve students as co-producers of contemporary, and relevant, research and knowledge.• The programme will place ‘doing sociology/applied sociology’ at its heart, and will incorporate field-based work and research skills at all levels along with sociologically informed placement opportunities during - or at the end of - level 5 study. There will also be practice-based project work for all students at level 6 which will allow the students the personalised freedom and flexibility to choose the direction of their independent study; this could involve an in-depth academic study, or engagement outside the university through either a community-based project or the opportunity to be involved in social enterprise. |
| 1. Interdisciplinarity | • The programme will emphasise, and demonstrate, the inherently interdisciplinary nature of sociology as a discipline. Students will be required to not only demonstrate their proficiency with those theories, methods, themes and perspectives unique to sociology, but also to demonstrate their working knowledge of the relevant political, economic, historical, and cultural factors - and perspectives - which sociologists also need when attempting to adequately understand society as whole. The interdisciplinary nature of study will help students to make sense of a wide range of social institutions, social changes, and important social issues - such as poverty, class, racism, sexism and other forms of inequalities and discrimination.• The programme aims to give students the flexibility and opportunity, through their optional modules, to explore other related disciplines and perspectives such as criminology and security studies |
| 1. Employability-driven | • The programme is committed to excellent employability outcomes for its students. To this end, the programme team ensure that all students are actively encouraged to engage in semester-long work-based placements alongside study at level 5, or in year-long placements at the end of level 5 study. Drawing upon our many links with local voluntary, statutory and commercial organisations, we facilitate the setting up of work placements relevant to the personal interests and career aspirations of individual students• The programme aims to guarantee that students will acquire a broad range of transferable and employability-related skills, knowledge, and professional behaviours and attitudes relevant to a wide range of graduate employers. These employability and professional skills are embedded through the programme and include excellence in oral and written communication, in the production of coherent and well-structured written work and presentations, in the use of software packages and other technology, and in the ability to collect, comprehend, and analyse a wide range of research and data. The programme will also ensure that students develop their broader skills - involving social collaboration and understanding, independence of judgement and argument, problem-solving and personal commitment and responsibility - to not only succeed in a working environment but in life more broadly. |
| 1. Internationalisation | • The programme embraces an international perspective throughout the curriculum. Sociology, as a discipline, and particularly the way it is taught throughout our programme, focuses not only on understanding society at a local or national level, but on the importance of political, economic and cultural interconnectedness on an international level. This is a key element in all of our modules – as they consider a range of comparative social structures, cultures, and policies - but particularly in our level 6 module, ‘Globalisation, People and Society’ which focuses on the importance of Global Citizenship.• The programme aims not only to provide the opportunity for all our students to engage in international and ERASMUS study, but also actively encourages students to capitalise on the extensive benefits – personal, educational, cultural, and in terms of employability – involved in international study and experience. These benefits extend to those international students who wish to study with us in an academic environment, and on a degree programme, that makes sense not only of British society but of Global societies and their interconnectedness. |

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| Programme Learning, Teaching & Assessment Strategy |
| The Learning, Teaching and Assessment strategy on this programme, in line with the University’s Learning and Teaching Principles, is driven by the following concerns:   * To ensure that our students graduate with in-depth sociological knowledge and a broad range of academic, personal, and professional skills * To encourage students to develop a passion for lifelong learning, a thirst for knowledge, and an attitude driven by high achievement and excellence * To encourage engaged and deep - rather than passive and surface-level –learning * To facilitate students becoming independent learners engaged in a range of pre-, and post-, sessional tasks outside the classroom, such as reading, research, collaborative work, and practical experience * To provide formative learning activities to aid understanding, confidence building and provide valuable feedback opportunities to support continuous development * To develop forms of assessment that are positive learning and developmental experiences rather than simply a ‘means to an end’ * To provide a supportive environment for the transition to university-level study, and for transition from level 4 through to level 6 * To ensure that taught sessions have clear objectives and relate to module and programme-level outcomes along with summative assessments * To ensure that summative assessments are aligned with the programme and module learning outcomes as well as the learning and teaching experiences * To make sure students are aware of the ways in which teaching sessions and assessment link to the wider module and programme-level expectations and learning outcomes * To encourage students to maximise the opportunities, and the programme and university-level support, in relation to assessment feedback and continuous development * To give students the opportunity to provide modular and programme-level feedback to staff to improve student learning * To enable students to understand the discipline of sociology as not only theoretically informed but also evidence-based, relevant, professionally-focused and applied * To explore, and challenge, a range of conceptions and misconceptions about social life generated through interactions with peers, professionals, literature, media and personal experiences * To encourage students to critically reflect on how society as a whole is structured and organised, and also on the social experiences of others as well as their own knowledge and social experiences * To ensure students acquire, and are aware of, the diverse transferable skills embedded in the programme curriculum, e.g. oral and written communication, research and presentation skills, and professional skills * To provide a broad and diverse range of teaching and assessment methods, including innovative use of the VLE – such as discussion fora, quizzes, blogs, wikis – to ensure not only that the above aims are met, but also to appeal to the various learning styles and teaching preferences of our students   **Learning and Teaching Methods**  The programme team employ a wide variety of learning and teaching methods to ensure that students are exposed to a broad range of learning styles and that all students get the opportunity to learn in ways which play to their particular strengths and preferences. Past teaching experience - and educational research - suggests that different students prefer, and respond to, different teaching and learning styles, e.g. some students prefer lectures and seminars, whilst others prefer workshops or student-led sessions, VLE etc.  However, all of these different learning and teaching methods share the common aim of encouraging engaged, independent, and deep learners who are highly successful, knowledgeable, critical and reflective, and who can demonstrate a range of relevant skills. To this end, the programme promotes an ‘active’ approach to learning facilitated through group work, focussed practical tasks, live projects, and discussion and feedback.  All students are encouraged to engage in pre-sessional tasks for each module - such as reading, research, collaborative work, interactive learning, online materials and video lectures – so that face-to-face contact time can then be used more productively and can concentrate on the critical and reflective discussion of the key issues and debates raised. This also engages the student as a partner in learning, requiring them to fully engage with the content, and encouraging them to engage in wider reading and research to develop their knowledge and skills.  Each of the following learning and teaching methods ensure that they have clear objectives and relate to module and programme-level learning outcomes along with the formative and summative assessments. Students are also made aware of the ways in which these teaching sessions link to the wider module and programme-level expectations and learning outcomes.  *Lectures*: The programme team use lectures to provide a structured, in-depth overview of a given topic, summarise the key arguments and debates, stimulate thought, and provide a series of points for further debate and discussion. Students develop and expand on this knowledge through seminar discussions and activities, tutorials, and pre-/post-sessional reading and research. Although lectures have often been criticised for encouraging a passive learning experience, our lectures remain an important educational tool, are delivered in an engaging and enthusiastic manner, and encourage interaction and independent thought through the use of interesting examples and innovative VLE techniques. Lectures develop a range of skills including active listening skills, note-taking and summarising skills, and the ability to retain and review information.  *Seminars*: The programme team use seminars as a teaching session for a group of up to 30 students and here we usually build upon the information from a lecture and/or from pre-sessional reading and other activities. It is usually planned and led by a tutor and could involve group discussions and debates, practical examples, student presentations, exercises, analysis of visual materials, amongst many other activities. Seminars are an opportunity to develop more in-depth knowledge, to practice academic skills, and to work through difficult ideas and examples to ensure students have a thorough grasp of that week’s topic and relevant skills. Individual and group presentations, or student-led sessions, are often encouraged in seminars and are an excellent way of developing communicative skills and personal confidence.  *Workshops*: These are often used by the team when the content of the module best suits a mixture of lecture-style information and seminar discussion. The groups are usually slightly larger than seminars but much smaller than lectures, and the tutor normally spends small parts of the session communicating important information which is then interspersed with individual and group-based activities to ensure a good, working knowledge of that week’s topic.  *Tutorials*: The programme team also often use formal and informal tutorials with individual students or small groups to enable the development of a deeper understanding of the key topics and to allow for detailed feedback on the knowledge and skills acquired.  *Independent collaborative study:* alongside the methods used above, and often integrated as part of the module, are opportunities to engage with fellow students in a range of tasks including the preparation of student-led seminars, research projects, presentations, amongst many other activities. Collaborative work provides students with a range of skills, including creative problem-solving, team-work skills, leadership capacities, and the ability to time manage.  *Independent individual study*: also alongside the methods used above, and often integrated as part of the module, are opportunities to engage in a range of individual and independent tasks which can also include the preparation of student-led seminars, research projects, presentations, amongst many other activities. Independent work, in the form of presentation, projects and other assessment, provides students with a range of personal, academic and practical skills, including research skills, problem-solving, analysis and evaluation, and the ability to time manage.  *Virtual Learning Environment*: the programme team are also committed to blended learning and to the independent use of web-based platforms, particularly Moodle, for educational purposes. VLE supplements our other teaching methods but is also encouraged as a means for further learner engagement (through links to further reading, documentaries and other resources), for communication and collaboration (through student fora and web-based assessment), and also helps students to develop their technological skills. All students will be able to access Moodle, the University’s e-learning system, in order to receive online support, information about module and course developments and module-specific resources.  All of our learning and teaching methods place the notion of ‘Doing Sociology/Applied Sociology’ at their heart, and this is particularly apparent in the field-based work at level 4 which is then complemented by core modules at levels 4 and 5 which focus on the development of research skills and the analysis of sociological research. Our level 4 module ‘Researching Social Life’ not only provides students with a range of introductory-level research knowledge and skills prior to other research-led modules at levels 5 and 6, but also provides students with a series of academic and employability skills taught on the module by the programme team in collaboration with colleagues from the Centre for Academic Success and the Centre for Enhanced Learning and Teaching. The emphasis on research skills, and on independent study, culminates in the final year with the ‘integrative project’ which allows students to do their own original research in the form of a sociological dissertation project, a community-based project, or a social entrepreneurship project  *Module feedback opportunities*: students are considered partners in the learning process and are therefore provided with regular opportunities, both formally and informally, to provide feedback to the module tutors and programme team about our learning and teaching methods to ensure continued student improvement and success.    Additional learning opportunities: in addition to the lectures, workshops and seminars in innovative teaching spaces, complemented by a range of VLEs, students are also given the opportunity, and actively encouraged, to:   * Engage in study-based and practical field trips to supplement their learning * To study abroad with one of our ERASMUS partner institutions or with one of our international links * To maximise work placement opportunities with one of our many links with local voluntary, statutory and commercial organisations. Work placements will be available as either an optional module in semester 2 of level 5, or as a year-long placement at the end of level 5   *Induction & Transition*: An induction programme is provided at the start of the programme to orient new students into University-level study, and also to ensure that they all have the essential information along with a supportive environment in which they can develop their knowledge and skills. There is also a transition programme for all students at the end, and at the beginning, of each level of study to ensure that students are not only given essential information about their studies, but also to provide the opportunity to reflect upon the knowledge and skills acquired so far and on any future actions required for high achievement and success. During induction and transition, students are encouraged to engage with their Personal and Year tutors for additional study, assessment, and personal advice, along with the Careers service, other Student Services, and specialist Support Tutors from the Centre for Academic Success to gain assistance and support for learning skills.  **Range of Assessments & Formative Learning**  In addition to the wide variety of learning and teaching methods employed by the programme team, we also utilise a broad range of diverse formative and summative assessment methods to ensure that students acquire the relevant academic and transferable/employability skills required to succeed both inside and beyond the university. As is the case with teaching styles, different students prefer, and respond to, different assessment methods, e.g. with some students preferring coursework over exams, and vice versa, and others excelling in assessments that emphasise oral over written communication, collaborative over individual work etc.  Our assessment methods, as with our learning and teaching methods, also share the common aim of encouraging engaged, independent, and deep learners who are highly successful, knowledgeable, critical and reflective, and who can demonstrate a range of relevant skills. We are committed to the idea that assessment should not be seen as simply a 'means to an end' but should be a positive learning and developmental experience in itself. It should be useful to the student and give them ample opportunity to demonstrate their learning.  Each of the following assessment methods, both formative and summative, ensure that they have clear objectives and relate to the teaching sessions as well as the module and programme-level learning outcomes. Students are also made aware of the ways in which these assessment methods link to the wider module and programme-level expectations and learning outcomes.  *Formative Learning*: Formative learning opportunities are crucial to building confidence, understanding and a partnership approach to the learning experience, and to support students in their continuous development. They provide students with the opportunity to develop their knowledge and skills, and to get important forms of individual or collective qualitative feedback, prior to submitting a summative assessment. It clarifies to the student what the expected standards are, encourages dialogue as well as self-assessment, and helps both the tutor and the student to know what additional support is needed. Formative assessment occurs in various ways throughout the programme and involves feedback from peers and tutors alongside individual reflection. Feedback on work in progress is available prior to the submission of summative assessments. It will differ from module to module but involves an opportunity to measure and reflect upon progress to date, and to seek the required support and develop the skills needed to succeed.  In addition to formative feedback, each module provides learning and teaching sessions on assessment and revision prior to summative assessments.  *Summative Assessment*: A range of summative assessment methods are employed involving both individual and group assignments; coursework assignments, oral presentations and practical project work, and examinations. The course also employs online assessments for some of its modules. Summative assessment methods for all modules are identified in the course handbook, in the module guides, and on the module Moodle site. The assessment method for each module, along with the assessment details and criteria, are also specified in an assignment brief. These are clearly linked to the programme and module-level learning outcomes and the level-specific assessment criteria.  Each of the following assessment methods are ones that the team use to not only assess the level of knowledge and understanding acquired on each of the modules, but also to assess a range of academic and transferable skills required of sociology graduates.  *Essays*: this is an important element of University-level assessment used by the programme team, but only one of many. It requires, and demonstrates, the following skills: structured writing with clarity and precision, the ability to analyse and interpret information and arguments, critical thinking, independent analysis and judgement, research skills, planning, the ability to structure and organise an argument.  Presentations: the programme team use presentations, both individual and group-based, to assess the following skills: oral communication, time management, independence, collaborative team-work, technological skills, analytical research skills, gathering info (and appropriate sources), the ability to analyse and interpret complex information.  *Examinations:* although examinations are often criticised for not being applicable outside of educational institutions, the programme team continue to use them on some modules as they clearly demonstrate the following: the ability to recall and organise information, time management and planning, the ability to work well under pressure, independent and analytical thought and judgement rather than passively regurgitating immediately available information, clear writing skills, critical thought.  *Project (& multi-media) work:* there is some element of project work, both independent and collaborative, required at each level of the programme; however, it is a particular focus in the final year with the ‘integrative project’ which allows students to do their own original research in the form of a sociological dissertation project, a community-based project, or a social entrepreneurship project. There is also portfolio work for those who choose the optional placement at level 5, and a multi-media video documentary for those who choose the level 5 ‘Youth, Socialisation and Identity’ module. Different projects, at each level, require different skills, but all involve the following: structured writing with clarity and precision, the ability to analyse and interpret information and arguments, critical thinking, original and independent analysis and judgement, in-depth research skills, time management and planning, the ability to structure and organise an argument.  *Reflective assessments:* all of the above forms of assessment involve some level of reflective work, however some of the modules on the programme emphasise the reflective nature of sociological study and encourage students to reflect on their own sociological understanding and personal experience. For example, our Level 6 module ‘Self, Identity, and Society’ involves an ‘autobiographical narrative essay’ relating to the themes of the module. These forms of assessment particularly focus on the following skills, in addition to some of those above: thoughtful and insightful self-reflection, the ability to identify areas for social and personal development, the ability to apply sociological ideas to oneself and one’s personal and social experiences to date.  The programme team seek to ensure that these assessment methods not only encourage a wide range of knowledge and skills, and encourage students to become both independent and engaged deep-level learners, but also that they are sensitive to the knowledge and skills that students are expected to be able to evidence at the different levels of their programme (i.e. Levels 4, 5 and 6). Assessment, and learning outcomes, at level 4 require less advanced knowledge and skills from the student than those at levels 5 and 6, and level 5 requires less than level 6 etc. These later levels develop students’ knowledge and skills and encourage increased specialism, further independence, and deeper skills and knowledge.  **Feedback, Feedforward and Continuous learning**  The programme team encourage students to maximise the opportunities, and the programme and university-level support, in relation to formative learning, summative assessment feedback, and continuous development. Feedback and feedforward opportunities take many forms – e.g. formative learning and summative feedback at the individual level, but also group and peer-based feedback. Tutors ensure through written and oral feedback and feedforward on essays, exams, presentations, projects etc, that students are aware of what they are doing well, what they need to improve on, how they can do it, and what extra feedback and support is available.  Students are encouraged not only to get further feedback, in addition to written feedback, on an individual and group level from module tutors, but also to take on board any issues in previous formative/summative assessments for this and other modules. They are then encouraged to look at their wider learning needs, across all modules, with their personal tutor and to identify any additional support from the Centre for Academic Success.  **Learning Partnership**  The Sociology team seeks to create an open and inclusive culture of learning where staff and students jointly contribute to the pursuit of learning.  To succeed in their studies, students are expected to adopt the highest standards of professionalism and integrity, both in relation to their studies and in their dealings with the people connected with their study environment. There is a direct correlation between the amount of effort that students put into their studies and what they get out of it. To this end, we expect all students to:   * Engage fully with their learning activities; * Attend all timetabled sessions and attend punctually; * Prepare fully for all classes; * Participate fully in class (whether by way of listening attentively to the tutor or fellow students, contributing orally to class discussions, or undertaking any other task required) and to allow others to do so; * Take responsibility for their own learning in partnership with us; * Engage fully in all formative and summative assessments, submit work on time, and make the most of assessment feedback and the wider academic support available; * Help to maintain an academic atmosphere which is conducive to learning for all; * Consult the student handbook and the subject information on Moodle; * Regularly check the announcements and course materials on Moodle and in their email folder; * treat all students and staff (both academic and administrative) with courtesy and respect, both inside and outside class; * communicate politely, whether via e-mail or otherwise; * advise us about any circumstances or needs that might affect their ability to fully participate in all aspects of University life; * be tolerant of the views expressed by tutors or students provided that they are not sexist, racist or otherwise inappropriate, and observe the University’s policy in relation to equality as set out on the University Website; * treat others as you would expect them to treat you. |
| The Whole Experience We recognise that there are key aspects to every programme that need to be addressed to ensure we are inclusive, holistic and open about how your programme fits into your wider university experience and your ambitions for your future – below are Statements of Intent to explain how you will experience these critical learning themes. Each section offers a brief explanation of the theme, why it is important, and how your programme addresses these. |
| Widening Participation & Inclusivity Higher education has a vital role in improving social mobility and BCU’s Strategic Plan highlights the importance of our responsibilities in regards to supporting economic, social and cultural improvement in the city region. We are committed to providing access, retention and progression for students from disadvantaged backgrounds and underrepresented groups. We do this by forging strong relationships with local colleges and schools, providing defined and clear progression routes to facilitate lifelong learning. The Schools and Colleges Liaison team plays an important role here in ensuring that talented students are attracted to the right programmes, regardless of their background. They work proactively with schools and colleges to provide master classes and campus visits. In the Faculty, our open days provide plenty of encouragement for applicants from all backgrounds to access the University and we provide bursaries to support students progressing from our partner colleges and schools. About 24% of our students on the programme are classified as ‘mature’ (over 21) and we try to deliver our programme flexibly to help students with families or other commitments. We also go to great efforts to support students during their time at BCU. All students are allocated a personal tutor and students can access a range of additional support through ASK, the University's integrated and confidential student enquiry service. Essentially, ASK is a one-stop-shop for student queries, linking students with advice on health and wellbeing, careers, finances, visas, and student records.  We make every effort to ensure that BCU is an inclusive environment, where explicit consideration is given to the full diversity of our students. We provide an environment which is compliant with the requirements of the Equality Act (2010). Our curriculum is designed to ensure that all students succeed to their potential, regardless of any protected characteristics (disability, sexuality, religion, gender and/or other socio-cultural identities). Most importantly, we recognise that diversity leads to a richer learning experience for all.  Here are some key points, concerning widening participation and inclusivity, in relation to the Sociology programmes (including BA Sociology):   * The Sociology team, and our programmes, are very committed to widening participation and inclusivity. Out of the students recruited in 2014/15, 80% of these were female, 24% ‘mature’ students (i.e. over 21), 58% BME, and 2% ‘disabled’ (either ‘longstanding’ or with ‘learning difficulties’). * Our new and distinctive BA (Hons) Black Studies degree, as one of the sociology programmes also seeks to encourage wider HE participation from BME communities as well as developing a curriculum which reflects our students’ backgrounds and interests * Our sociology programmes , in line with the primary concerns of the discipline as a whole, focus on an ‘inclusive curriculum’ and across our modules we discuss a range of themes and perspectives relating to disability, sexuality, class, ethnicity, religion and gender * The Programme team are also committed to outreach provision and, to this end, we run a series of masterclasses both at the university and out in schools in the local area. * We recognise that many potentially strong students do not come from traditional university backgrounds. This is reflected not only in the success of previous students who have come to us through access courses and other routes, but also in the educational backgrounds of many of the Programme team. Consequently we aim to operate, where possible, with a flexible admissions policy which recognises these non-traditional routes along with the importance of relevant prior experience. * Students are provided with a wide range of additional support alongside their studies, and their progress is monitored by the Programme Director, Year Tutors and Personal Tutors to ensure that we respond quickly to any difficulties. At the end of each semester, i.e. after assessment points, the records of student submission and grades are circulated and year tutors and personal tutors chase students and provide information on the support available via the Programme team as well as ASK, the centre for academic success, mentoring support etc. These levels of support are there to ensure a low level of student withdrawal along with high rates of student progression, retention and achievement. * Students with any personal issues that will disadvantage their performance or any persistent academic problems are encouraged to see ASK and/or apply for extenuating circumstances/deferrals/support statements as a matter of urgency * Students are also encouraged to have regular meetings with personal tutors to ensure they are making the most of assessment feedback, are aware of the range of support services on offer, and are fully informed when making individual decisions relating to their studies, eg. when choosing their specific programme after level 4 and/or choosing optional modules etc * The course team are very committed to ensuring that students are supported in making the right choice of subjects for their individual needs. The programme is designed to allow them, whether originally on the single honours or joint honours with criminology programme, to change after their first year so that you can be sure that the pathway meets their needs and future career aspirations. All students on these two programmes therefore study the same modules to make this flexible approach possible. * Assessment maps and formative feedback are also key techniques in ensuring that students are sufficiently supported for progression and high achievement * Besides the formal support of the Programme Director, Year tutors, and Personal tutors, the team pride themselves on being very approachable and we operate with an ‘open door’ policy should students need to see us at any point * Students are always encouraged to meet and go through their assessment feedback with the marking tutor to ensure that you have understood the feedback and how to go about improvements in the future. * As a team, we collaborate closely with the Centre for Academic Success, who not only offer workshops, individual advice sessions and small group tutorials to all University students on a variety of subjects (including use of English, study skills, etc), but who also take part in pour induction sessions as well as delivering academic and careers skills sessions on our Level 4 ‘Researching Social Life’ module. * Also, our Year Tutors work closely with the Graduate Student Success Adviser whose responsibilities include issues relating to retention and progression. The Graduate Student Success Adviser reports to the Associate Dean for Student Experience. * Our diverse range of assessments aim to be inclusive as they allow for high performance and success from a wider range of students with different strengths, eg oral, written, visual, media work etc * We also aim, wherever possible within the programme and with the support of timetabling staff, to help students who may have external demands placed upon them that could impact on their studies (e.g. childcare, work commitments, carer responsibilities) * Our Learning, teaching and assessment resources are also available in a variety of formats (Braille, large print, audio, video etc.) on request  Information & Digital Literacy JISC define digital literacies as 'those capabilities which fit an individual for living, learning and working in a digital society'. This goes beyond the ability to use technology effectively and asks us to consider the journey of many of our students as 'digital natives', in addition to supporting the development of those students who have not yet acquired these skills. As a student, you are expected to have high levels of Digital & Information Literacy both at University and outside; it is an essential ‘life skill’ to be able to access, process and assimilate information in the broadest sense. The ability to articulate that information and to construct new understanding is also critical to graduate success. Through your programme, you are encouraged to recognise different types of information and resources, to develop your ability to question the validity of that information or resource, and to recognise the importance of both print and online resources to facilitate development of your own knowledge.  Here are some key points, concerning information and digital literacy, in relation to the Sociology programmes:   * Digital literacy is an important part of the learning, teaching and assessment strategy of the programme team (see our LTA strategy above), and we integrate activities that enable students to acquire, evaluate and synthesise information to develop independent and autonomous learning. Examples of this not only include competence in word-processing packages, as standard for essays and other assignments, but also in research packages (such as SPSS and NVivo) throughout our research skills modules. We also practice the innovative use of the VLE in teaching and learning – such as discussion fora, quizzes, blogs, wikis etc * Those with differing levels of competency in this area are actively encouraged to seek advice and support from personal tutors in the first instance and then, if required, are referred to the centre for academic success for additional support * These skills are mapped across our modules – see separate mapping information above (in relation to employability skills and QAA benchmarks) * The programme team also very committed to blended learning and to the independent use of web-based platforms, particularly Moodle, for educational purposes. VLE supplements our other teaching methods but is also encouraged as a means for further learner engagement (through links to further reading, documentaries and other resources), for communication and collaboration (through student fora and web-based assessment), and also helps students to develop their technological skills. All students will be able to access Moodle, the University’s e-learning system, in order to receive online support, information about module and course developments and module-specific resources.  Sustainability & Global Citizenship BCU is committed to integrating sustainability into the curriculum. The notion that we should all seek to find ways to support reduce waste, increase recycling, and lower levels of environmental impact will be familiar, but this is a narrow view of sustainability. Our curriculum also considers sustainability in terms of its connection with Global Citizenship. The United Nations define Global Citizenship in education as;  'enabling students to develop the attributes, behaviours and skills needed to work and live in a way that safeguards ecological, social and economic wellbeing, both in the present and for future generations’. We encourage our students to live and work more sustainably whilst recognising the impact that their decisions, and actions, have on the local, national and global communities to which they belong. We have made a commitment as an institution to create graduates with a global outlook (Graduate Attributes) and each of our programmes will now include an internationalised programme aim - the inclusion of sustainability within that is a logical connection.  Here are some key points, concerning sustainability & global citizenship, in relation to the Sociology programmes (including BA Sociology):     * We embrace an international perspective throughout the curriculum. Sociology, as a discipline, and particularly the way it is taught throughout our programme, focuses not only on understanding society at a local or national level, but on the importance of political, economic and cultural interconnectedness on an international level. This is a key element in all of our modules – as they consider a range of comparative social structures, cultures, and policies - but particularly in our level 6 module, ‘Globalisation, People and Society’ which focuses on the importance of Global Citizenship. * We emphasise the importance of sustainability throughout many of our modules, and particularly in the 3rd year module ‘Activism, Social movements, and Social change’ * Also, as outlined above, one of the core values of the programme team is that we are committed to enabling students to be not only engaged, rather than passive, learners in the educational process, but also engaged, active and critical citizens in the broader social world around them. * As outlined in our programme aims, we seek to not only provide the opportunity for all our students to engage in international and ERASMUS study, but we also actively encourage students to capitalise on the extensive benefits – personal, educational, cultural, and in terms of employability – involved in international study and experience. These benefits extend to those international students who wish to study with us in an academic environment, and on a degree programme, that makes sense not only of British society but of Global societies and their interconnectedness. To this end, we use flexible and inclusive approaches that appreciate and respect individual differences in knowledge, education and culture. * The team, in line with the aims of the ‘Centre for Critical Social Research’, and committed to contributing to international scholarly activity and knowledge exchange  Student Engagement BCU is renowned across the sector for its commitment and approach to Student Engagement, which aligns with Aim 5 of BCU’s Strategic Plan ‘we will become recognised as the sector leader for student engagement’. We are committed to the notion that your full participation in all aspects of University life facilitates a more coherent, active and vibrant learning community, which increases your sense of ownership of your learning experience (both at programme and institutional level) which in simple terms, leads to better student satisfaction levels. For example, there are significant opportunities for you to participate in OpportUNIty student engagement initiatives, which operate through a partnership between the University and Students’ Union.  The aim is to enable students to work as co-designers and collaborators with staff on projects that strengthen the development of the University learning community and enhance the student experience; offering support for Student Academic Partner [(SAP)](https://icity.bcu.ac.uk/celt/student-engagement/SAP-Projects) projects and for initiatives around Student Academic Mentoring [(StAMP)](https://icity.bcu.ac.uk/celt/student-engagement/StAMP-Projects). Our [Student Engagement Policy](https://icity.bcu.ac.uk/Notice/Student-Engagement-Policy) gives further insights to the University's expectation of what engagement should like and feel like for students at both undergraduate and postgraduate level.  Here are some key points, concerning student engagement, in relation to the Sociology programmes (including BA Sociology):   * Whilst recognising that our own education and training provides us with the expertise to inform and engage our students, we also consider our students to be a key part of the learning process. To this end, we not only involves students (past and present) in the curriculum transformation process (see below) but we also regularly consult students on modules and the programme as a whole (eg via mid-module and mid-programme reviews), and our seminar and workshop discussions are often student-led, not only in terms of tutor designed activities but also in terms of student’s outlining where they are at and what they need to know (along with what they feel is the best way to do this, i.e. how they learn best) * We also encourage students to not only get involved in the research seminars held by the Centre for Critical Social Research but also in some of the research carried out by the team. A recent example would include the ‘Ethnic Minority Achievement Research and Engagement Project’ * Formative learning processes within a range of modules also seek to ensure that feedback isn’t simply provided by the staff team but also involves peer-review and is integrated into regular seminars and workshops; this might take the form of feedback on presentations, in topic discussions, and in communicating the content of reading, lectures etc to fellow students * As outlined in our programme philosophy and aims, the programme team are committed to ‘educating’ students in the broadest sense, involving the opportunity to engage in field trips which provide new forms of experiential knowledge. Students will also be encouraged by the University’s Graduate+ scheme to develop not only broader employability skills and techniques to enhance their work opportunities, but also their lifelong learning skills and a sense of belonging through engagement in extra-curricular activities such as research centre seminar series, film club, the Student Union ‘Social Sciences Society’ (set up by our sociology students) etc  Partnership Engagement *Engagement with partners is a key BCU priority which features strongly in BCU’s 2020 Strategic Plan. Our partners are students, as are the wider educational community, and external stakeholders such as employers and cultural/social organisations. Through our partnership working, we aspire to be recognised in the region as a collaborator supporting economic, social and cultural improvement in the city region. Our students are our most important partners and we try to involve students in every level of decision making within the University. We are committed to building on the strong partnerships with education providers in the city and region and try to be pro-active in developing relationships with our local schools and colleges. Employers are particularly valued partners, advising us on our curriculum developments, providing work experience opportunities for you and contributing to your learning and teaching activities. Our overseas partnerships often result in opportunities for you to mix with students from different countries and to gain different perspectives, as well as opportunities to undertake a period of study overseas.*  Here are some key points, concerning partnership engagement, in relation to the Sociology programmes (including BA Sociology):   * Employers/practitioners, as well as students, were consulted as part of the curriculum transformation process (see details below) * The programme team also integrate talks by the careers team as well as talks by external speakers and alumni as part of the process of employer engagement * As part of the new ‘integrative project’ options (i.e. community development project and social entrepreneurship project) we plan to involve experts in the field to not only mentor students in their projects but also to provide certified training as a bonus for student CVs * The Level 5 semester 2 optional placement, and the new year-long placement at the end of level 5, allows students to draw upon our many links with local voluntary, statutory and commercial organisations to develop work placements relevant to the personal interests and career aspirations of individual students  Induction & Transition *Coming to University for the first time is exciting but it is also very different from attending school or college. We know that some students struggle to adjust to the freedom and independence of University education but our induction and transition support helps you to adapt to the different experiences you will have, enabling you to develop independent learning skills that enable you to be successful on your programme and prepare you for graduate level employment/further study.*  Here are some key points, concerning induction and transition, in relation to the Sociology programmes (including BA Sociology):   * Prior to the commencement of their course, new students are contacted and provided with a list of Level 4 modules along with suggested, but not compulsory, reading before they begin. Students are also encouraged to contact the Programme Director should they have any worries, questions or concerns prior to starting. * As outlined in the Learning, Teaching and Assessment strategy above, an induction programme is provided at the start of the degree programme to orient new students into University-level study, and also to ensure that they all have the essential information along with a supportive environment in which they can develop their knowledge and skills. There is also a transition programme for all students at the end, and at the beginning, of each level of study to ensure that students are not only given essential information about their studies, but also to provide the opportunity to reflect upon the knowledge and skills acquired so far and on any future actions required for high achievement and success. During induction and transition, students are encouraged to engage with their Personal and Year tutors for additional study, assessment, and personal advice, along with the Careers service, other Student Services, and specialist Support Tutors from the Centre for Academic Success to gain assistance and support for learning skills. * The aims of the induction and transition periods are made very clear to students, both in the sessions themselves and via the availability of the relevant material on Moodle * Also as outlined in the Learning, Teaching and Assessment strategy above, the programme team ensure that our assessment methods not only encourage a wide range of knowledge and skills, and encourage students to become both independent and engaged deep-level learners, but also that they are sensitive to the knowledge and skills that students are expected to be able to evidence at the different levels of their programme (i.e. Levels 4, 5 and 6). Assessment, and learning outcomes, at level 4 require less advanced knowledge and skills from the student than those at levels 5 and 6, and level 5 requires less than level 6 etc. These later levels develop students’ knowledge and skills and encourage increased specialism, further independence, and deeper skills and knowledge.  Progression, Retention, Support & Personal Tutoring We want all students to succeed to the best of their ability so that you stay at BCU and progress through the different stages of your programme. We try to provide the best learning and assessment experiences we can to help you achieve this. Your education is a partnership. We can provide you with learning materials, guidance and stimuli, but you won’t succeed unless you engage with the University and take full advantage of everything it has to offer. For this reason, we do monitor your attendance and try to help if we notice you are not attending regularly.  Every student has a Personal Tutor. Your Personal Tutor is there to advise you on your academic progress and can also direct you to additional help, if you need it. You can expect to meet your Personal Tutor for formal meetings three times a year but he or she will also be available if you need additional help or guidance. In addition, every School also has a Student Success Adviser, a recent graduate who has also experienced life as a BCU student. If you are having any problems, your Student Success Adviser can also help you. The University as a whole offers an array of support, such as the Centre for Academic Success, Careers, Chile Care, Finance/Money Matters, Health and Wellbeing, Visas and Immigration, and Student Mentoring. All of these services can be accessed direct or via our ‘one stop shop’, ASK.  *Personal Development Planning (PDP) enables you to be in control of your own future by reflecting on your progress so far and making changes for the future. In BCU, we provide structured opportunities for you to become more self-aware, more aware of how to learn and how to improve personal performance, and more able to cope with the transition to your chosen career.*  Here are some key points, concerning progression, retention, support & personal tutoring, in relation to the Sociology programmes (including BA Sociology):   * As already outlined above (in the section on ‘widening participation and inclusivity’): * Students are provided with a wide range of additional support alongside their studies, and their progress is monitored by the Programme Director, Year Tutors and Personal Tutors to ensure that we respond quickly to any difficulties. At the end of each semester, i.e. after assessment points, the records of student submission and grades are circulated and year tutors and personal tutors chase students and provide information on the support available via the Programme team as well as ASK, the centre for academic success, mentoring support etc. These levels of support are there to ensure a low level of student withdrawal along with high rates of student progression, retention and achievement. * Students with any personal issues that will disadvantage their performance or any persistent academic problems are encouraged to see ASK and/or apply for extenuating circumstances/deferrals/support statements as a matter of urgency * Students are also encouraged to have regular meetings with personal tutors to ensure they are making the most of assessment feedback, are aware of the range of support services on offer, and are fully informed when making individual decisions relating to their studies, eg. when choosing their specific routeway after level 4 and/or choosing optional modules etc * Assessment maps and formative feedback are also key techniques in ensuring that students are sufficiently supported for progression and high achievement * Students are always encouraged to meet and go through their assessment feedback with the marking tutor to ensure that you have understood the feedback and how to go about improvements in the future. * As a team, we collaborate closely with the Centre for Academic Success, who not only offer workshops, individual advice sessions and small group tutorials to all University students on a variety of subjects (including use of English, study skills, etc), but who also take part in pour induction sessions as well as delivering academic and careers skills sessions on our Level 4 ‘Researching Social Life’ module. * Also, our Year Tutors work closely with the Graduate Student Success Adviser whose responsibilities include issues relating to attendance monitoring, retention and progression. The Graduate Student Success Adviser reports to the Associate Dean for Student Experience. * Our diverse range of assessments aim to be inclusive as they allow for high performance and success from a wider range of students with different strengths, eg oral, written, visual, media work etc  Employability (incl. Birmingham City University Graduate Attributes) *BCU programmes aim to provide graduates with a set of attributes which prepare them for their future careers.*  *The BCU Graduate:*   * *is professional and work ready* * *is a creative problem solver* * *is enterprising* * *has a global outlook*   *The Faculty of Business, Law and Social Sciences is committed to practice-led learning and teaching that will give you experiences of the world of work through a range of activities which could include work placements, voluntary work, live projects, problem-solving, case studies, visits to businesses and social enterprises. These experiences will provide you contribute towards the BCU Graduate Attributes that will prepare you for graduate level employment.*  *In addition, the University has introduced the BCU Graduate+ programme, which is an extra-curricular awards framework that is designed to augment the subject based skills that you develop through your programme with broader employability skills and techniques that will enhance your employment options when you leave university. The key components of the programme are:*   * *A personalised approach for each student;* * *Each student to complete a range of activities and build CPD points towards completion of the award. Recognised activities will include cross-university opportunities, careers development, ‘employability’ activities delivered within Faculties, part-time work experience, volunteering and community action.* * *All elements will be clearly linked to the University’s new graduate attributes*   Here are some key points, concerning employability and graduate attributes in relation to the Sociology programmes (including BA Sociology):  As outlined in the programme philosophy, aims, and LTA strategy above, we are committed to excellent employability outcomes for our students. This not only involves the opportunity to experience working environments alongside their studies (in the form of the work-based placements outlined above), but also to develop a range of other key transferable and employability-related capabilities integrated throughout the programm*e -* where we emphasise a focus on ‘ability’ within the term ‘employability’.In addition to practical experience and in-depth sociological knowledge, graduates of this programme can expect to have acquired the following:   * the knowledge and ability to apply sociological theory and research to social organisations and institutions (such as local and national government, educational establishments, charities, public and private sector organisations) * the research skills needed to critically analyse and evaluate complex information * the appreciation of the complexity and diversity of social organisations, groups and institutions * the ability to develop opinions and new ideas, and to make reasoned, critical judgements and arguments * the skills to relate sociological knowledge to social and public policy * the social and communicative skills to work collaboratively * the ability to comprehend, assess and critically evaluate common understandings of our social world * a commitment to social inclusion and diversity * the in-depth knowledge and understanding of research skills, qualitative and quantitative methods, and forms of research analysis * the professional and personal skills required to organise work and meet deadlines * technological skills across a wide range of research programmes and software packages * excellent skills in oral, presentational, and written communication * a range of practical and creative problem-solving skills   This knowledge, and these skills, alongside the opportunity to pursue a work experience placement (at level 5) and/or the opportunity to undertake up to 12 months of work experience between Levels 5 and 6, prepare the students on this programme for a range of graduate employment outcomes in a variety of work place settings. Illustratively, our awards in Sociology can open doors into the work of third sector organisations - for instance, agencies working with young people, people in later life, newly arrived groups, and the homeless. A degree in sociology can lead to job opportunities in state-sector administration or public policy development. In the commercial sector, a sociology graduate will have the skills to support them in a range of community/public-facing roles. A sociology degree also supports students seeking pathways into social work and teaching. In all we do, we encourage in our students, confidence, self-organisation and judgment alongside skills in analysis, critical thinking and communication – all key attributes supportive of career entry and advance. |

## Section Two

This section addresses the key regulatory and quality assurance requirements for validation. The programme learning map tracks the programme level learning outcomes, credit structure and (where appropriate) KIS data, assessment and feedback scope and forms, module delivery mode and module learning outcomes, and any exit awards that are possible from the programme.

PLEASE FIND BELOW THE FOLLOWING:

• Programme Structure for BA (Hons) Sociology programme

• Details for each module (including assessment, learning outcomes etc)

• QAA mapping document

• Employability mapping document

• Overview of employer/practitioner, student/alumni feedback

**Programme Structure for BA (Hons) Sociology**

*PLEASE NOTE: optionality at the programme level will remain (i.e. students can opt to change between BA Sociology and BA Sociology & Criminology after level 4)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Level 4 | Level 4 HE Learner Programme (e.g. Two weeks) | | | |
| *Semester 1* | Understanding Society (20 Credits) | Researching Social Life (20 Credits) | State & Society  (20 Credits) |
| *Semester 2* | Sociological Imagination  (20 Credits) | Social Construction of Crime and Deviance  (20 Credits) | City, Community & Culture  (20 Credits) |
| Level 5 | Level 5 Transition Programme | | | |
| *Semester 1* | Classical Social Theory (20 credits) | Exploring Popular Culture  (20 credits) | Applied Sociological Research  (20 credits) |
| Optional International Exchange | | |
| *Semester 2* | Contemporary Social Theory  (20 credits) | Public Sociology  (20 credits) | **OPTION**  **(20 credits)** |
| Optional International Exchange | | |
| Work Placement (e.g. 12 months) | | | | |
| Level 6 | Level 6 Transition Programme | | | |
| *Semester 1* | Globalisation, People & Society (20 credits) | Integrative Project (*3 choices*: dissertation, community development project, social entrepreneurship project) – 40 credits | **OPTION**  **(20 credits)** |
| *Semester 2* | Self, Identity & Society (20 credits) | **OPTION**  **(20 credits)** |

**Option Modules:**

|  |  |  |
| --- | --- | --- |
| Level 5 |  | Available for the following programmes |
| *Semester 2* | Sociology Placement (20 credits) | Sociology; Sociology & Criminology; |
|  | Sociology of the Media (20 credits) | Sociology; Sociology & Criminology; Black Studies; Psychology with Sociology |
|  | Race, Racism & Ethnicity (20 credits) | Sociology; Sociology & Criminology; Black Studies |
|  | Youth, Socialisation & Identity (20 credits) | Sociology; Sociology & Criminology; Black Studies; |
| Level 6 |  |  |
| *Semester 1* | Power & Inequalities (20 credits) | Sociology; Black Studies; |
|  | Visual Sociology (20 Credits) | Sociology; Black Studies; |
| *-Semester 2* | Music & Society (20 credits) | Sociology; Sociology & Criminology; Black Studies; Psychology with Sociology |
|  | Activism, Social Movements and Social change (20 credits) | Sociology; Sociology & Criminology; Black Studies; |
|  | The Black Arts Movement (20 credits) | Sociology; Sociology & Criminology; |

**Modules by modes of delivery**

|  |  |  |
| --- | --- | --- |
| **Core modules: Level 4** | **Credits** | **Delivery** |
| Understanding Society | 20 | 2 hours lecture, I hour seminar, I hour scheduled activity. |
| Researching Social Life | 20 | 1 hour lecture, 2 hours workshop, 1 hour VLE |
| State and Society | 20 | 1 hour lecture, 2 hours workshop, 1 hour VLE |
| Sociological Imagination | 20 | 1 hours lecture, 2 hour workshop, I hour VLE |
| Social Construction of Crime and Deviance | 20 | 2 hour lecture, 1 hour seminar and 1 hour VLE |
| City, Community and Culture | 20 | 2 hours workshop, 1 hour seminar, 1 hours VLE |
|  |  |  |
| **Core modules: Level 5** |  |  |
| Classical Social Theory | 20 | 2 hours lecture, 2 hours workshop |
| Exploring Popular Culture | 20 | 3 hour workshop and 1 hour VLE |
| Applied Sociological Research | 20 | 3 hour workshop and 1 hour VLE |
| Contemporary Social Theory | 20 | 2 hours lecture, 2 hours work shop |
| Public Sociology | 20 | 3 hours workshop and 1 hour VLE |
|  |  |  |
| **Optional modules (Semester 2):**  **Level 5** |  |  |
| Sociology Placement | 20 | Programmed 2 hour workshops. Time on placement |
| Sociology of the Media | 20 | 3 hours workshop, 1 hour scheduled activity |
| Race, Racism and Ethnicity | 20 | 2 hour lecture, 1 hour seminar and 1 hour VLE |
| Youth, Socialisation and Identity | 20 | 3 hour workshop and 1 hour VLE |
| **Core modules: Level 6** |  |  |
| Globalisation, People and Society | 20 | 3 hour workshop and 1 hour VLE |
| Self, Identity and Society | 20 | 4 hours workshop |
| Integrative Project | 40 | [To be specified] |
|  |  |  |
| **Optional modules (Semester 1):**  **Level 6** |  |  |
| Power and Inequalities | 20 | 3 hour workshop and 1 hour VLE |
| Visual Sociology | 20 | 3 hour workshop and 1 hour VLE |
|  |  |  |
| **Optional modules (Semester 2):**  **Level 6** |  |  |
| Black Arts Movement | 20 | 2 hours lecture, 1 hour seminar, 1 hour VLE |
| Activism, Social Movements and Social Change | 20 | 2 hours workshop 1 hour seminar, 1 hour VLE |
| Music and Society | 20 | 3 hour workshop and 1 hour VLE |
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| --- | --- | --- | --- | --- | --- | --- |
| **Level 4 CORE Modules** | **Understanding Society** | **Researching Social Life** | **State & Society** | **Sociological Imagination** | **Social Construction of Crime and Deviance** | **City, Community & Culture** |
| Credit level (ECTS value) | 20(10) | 20 (10) | 20 (10) | 20 (10) | 20 (10) | 20(10) |
| Study Time (%) S/GI/PL | 60/40/00 | 40/60/00 | 60/40/00 | 40/60/00 | 24/76 | 60/40/00 |
| Assessment method | Essay | Research Project | Group Presentation | Group seminar paper presentation | Coursework | Report (Portfolio) |
| Assessment scope | 2000 words | 2,000 words | 15 minutes | 15 minutes presentation and 5 minutes discussion | 2,000 words | 2000 words |
| Assessment week | Term 1, Week 16 | Term 1, Week 14 | Term 1, Week 16 | Faculty Exam Week | Term 2 Week 14 | Term 2, Week 14 |
| Feedback scope | 20 days later | 20 days later | 20 days later | 20 days later | 20 days after due date | 20 days later |
| Delivery mode | Lecture/Seminar | Workshop | Lecture/Seminar | Lecture/seminar | Blended | Workshop |
| Learning Outcomes | 1. Demonstrate knowledge of classical understandings of modernity | 1 Discuss differences between quantitative and qualitative research traditions and the theoretical paradigms that underpin them | 1. Understand different political ideologies | 1. Demonstrate knowledge and understanding of contemporary theoretical frameworks and concepts that have been presented to explain social identities and divisions | 1. Understand the differences between the various theoretical approaches to ‘deviance’ and social control when studying crime | 1.Understand theories of urban sociology |
| 2. Demonstrate knowledge of classical sociological perspectives | 2 Understand theoretical, ethical and practical considerations underpinning the design and conduct of sociological research | 2. Explore the influence of political ideologies on state policy making | 2. Develop a critical approach to different theoretical perspectives and empirical data | 2. Understand the relations of power within which people are labelled, represented and consequently excluded from mainstream society | 2. Learn to carry out urban ethnographic studies |
| 3. Critique ideas of modernity, using histories of slavery, genocide and colonialism | 3 Produce a well-structured, evidence-based project which is correctly referenced with competent grammar and spelling | 3. Begin to analyse the impact of politics on groups in society | 3. Provide an analytical account of social diversity and inequality and their effects | 3. Account for the ways in which social processes ascribe, produce and reproduce ‘deviant’ identities labels (e.g. the role of the courts, mass media, criminal justice agencies etc). | 3. Discuss the contributions of Black sociologists to urban ethnography |
| 4. Develop structured and coherent lines of argument with an ability to communicate them effectively | 4 Demonstrate critical and informed thinking about complex social issues and apply sociological analysis and sociological concepts to a range of topics | 4. Demonstrate key essay analytical and presentational skills | 4. Analyse ways in which sociology can be distinguished from other forms of understanding | 4. Demonstrate the ability to communicate effectively in accurate written and good spoken English. | 4. Engage effectively with building an e-portfolio |
| Programme Aim Links | 1🗹 2🞏 3🗹 4🞏 5🗹 | 1🗹 2🗹 3🗹 4🗹 5🗹 | 1🗹 2🞏 3🗹 4🞏 5🗹 | 1🗹 2🗹 3🗹 4🗹 5🗹 | 1🗹 3🗹 4🗹 | 1🗹 2🞏 3🗹 4🗹5🗹 |

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| --- | --- | --- | --- | --- | --- |
| **Level 4 Programme** | | | | | |
| Entry Requirements and pre-requisites, co-requisites & exclusions | Accreditation of Prior Experience or Learning (APEL) | Study Time Breakdown | | | Exit award(s) |
| In line with the new UCAS tariff points from September 2017, students are expected to achieve **112 points** (the equivalent of BBC) at A level. These points can be achieved using A/AS Level (with a minimum of 2 A Levels)   |  |  | | --- | --- | | A level Grade | AS Level Grade | | A\* 56 |  | | A 48 | A 20 | | B 40 | B 16 | | C 32 | C 12 | | D 24 | D 10 |   Information on other qualifications, and on the new tariff points, is available here: <http://www.bcu.ac.uk/student-info/how-to-apply/entry-requirements/new-ucas-tariff> | It may be possible for you to claim that you have already met the learning outcomes of one or more modules on your course, either by gaining credits on a similar course at another institution, or through some previous professional experience. The Associate Dean (Academic), acting in conjunction with experienced tutors from your course team, considers any claims for AP(E)L submitted by students.  It may be possible in this way to recommend to the examination board that you have already obtained the credits for a module in this way and do not need to do the assessment for that module. | **Scheduled** learning and teaching activities  (including time constrained blended or directed tasks, pre-sessional and post-sessional tasks) | | 47% | A Certificate of Higher Education Sociology will be awarded if you leave the course with 120 credits at level 4. |
| **Guided Independent** learning (including non-time constrained blended tasks & reading and assessment preparation) | | 53% |
| **Pl**acement (including external activity and study abroad) | | 0% |
| **Impact of options** (indicate if/how optional choices will have a significant impact) | N/A | |

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| --- | --- | --- | --- | --- | --- |
| **Level 5 CORE Modules** | **Classical Social Theory** | **Contemporary Social Theory** | **Exploring Popular Culture** | **Applied Sociological Research** | **Public Sociology** |
| Credit level (ECTS value) | 20 (10) | 20 (10) | 20 (10) | 20 (10) | 20(10) |
| Study Time (%) S/GI/PL | 40/60/00 | 40/60/00 | 40/60/00 | 40/60/00 | 40/60/00 |
| Assessment method | Seen Exam | Critical Essay | Group Presentation | Paired presentation | Public Sociology proposal |
| Assessment scope | 1.5 hours | 2500 words | 15 minutes presentation | 15 minutes | 2500 words |
| Assessment week | Faculty Exam Week | Term 2, Week 14 | Term 1, Week 14 | Term 1, weeks-10-12 | Term 2, Week 16 |
| Feedback scope | 20 days later | 20 days later | 20 days later | Audio – 20 days later | 20 days later |
| Delivery mode | Lecture/Seminar | Lecture/Seminar | Workshop | Workshop | Workshop |
| Learning Outcomes | 1 Demonstrate a deep and critical understanding of a range of classical social theories and perspectives along with their key concepts and arguments | 1 Demonstrate a deep and critical understanding of a range of contemporary social theories and perspectives along with their key concepts and arguments | 1. Demonstrate knowledge and a critical understanding of theories relevant to studying popular culture. | To develop critical skills in the evaluation of different types of research design and methodologies | 1. Critical evaluate the theories of public sociology |
| 2 Evaluate classical social theories in relation to their historical and social contexts | 2 Evaluate contemporary social theories in relation to their historical and social contexts | 2. Evaluate and apply theory to critically analyse aspects of popular culture in wider society. | To identify and effectively collate, conduct and analyse qualitative data | 2. Learn practical ways to engage in public sociology |
| 3 Critically apply aspects of classical social theories to important social problems and issues of our times | 3 Critically apply aspects of contemporary social theories to important social problems and issues of our times | 3. Develop knowledge and understanding of the methodological issues and problems relevant to this area of study. | To demonstrate awareness of the theoretical, methodological and practical issues when conducting sociological research. | 3. Explore the limits of university in producing liberatory knowledge |
| 4 Apply an excellent understanding, appreciation and use of a wide range of relevant reading, whilst demonstrating an individual approach to the material, drawing conclusions based on an analytical and critical approach, and presenting written work in a clear and well-structured manner | 4 Apply an excellent understanding, appreciation and use of a wide range of relevant reading, whilst demonstrating an individual approach to the material, drawing conclusions based on an analytical and critical approach, and presenting written work in a clear and well-structured manner | 4. Demonstrate presentation skills showing clear, concise delivery and engagement with the audience. | To present research projects in an engaging, clear and concise manner. | 4. Construct an effective and well thought through plan of public sociology research |
| Programme Aim Links | 1🗹 2🞏 3🗹 4🞏 5🗹 | 1🗹 2🞏 3🗹 4🞏 5🗹 | 1🗹 2🗹 3🗹 4🞏 5🗹 | 1🗹 2🗹 3🗹 4🗹 5 | 1🗹 2🞏 3🗹 4🗹 5🗹 |

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| **Level 5 OPTIONAL Modules** | **Sociology Placement** | **Sociology of the Media** | **Race, Racism & Ethnicity** | **Youth, Socialisation & Identity** |  |
| Credit level (ECTS value) | 20 (10) | 20 (10) | 20(10) | 20 (10) |  |
| Study Time (%) S/GI/PL | 5/30/65 | 40/60/00 | 60/40/00 | 40/60/00 |  |
| Assessment method | Portfolio/  presentation | Essay OR 15 minute podcast presentation OR 15 minute video presentation | Essay | Video presentation |  |
| Assessment scope | Equivalent to 2500 words | 2,500 words (or equivalent) | 2500 words | 10 minutes |  |
| Assessment week | Term 2, week 15 | Term 2, week 12 | Term 2, week 16 | Term 2, week 12 |  |
| Feedback scope | 20 days later | 20 days later | 20 days later | Audio – 20 days |  |
| Delivery mode | Workshop | Workshop | Workshop | Workshop |  |
| Learning Outcomes | 1. Analyse and evaluate the learning achieved through the placement. | 1. Understand some of the sociological theories relevant to studying the media. | 1. Demonstrate a critical understanding of key sociological theories and definitions of race, racism and ethnicity. | 1. Demonstrate knowledge and critical understandings of the key issues related to the interwoven connection between youth culture, socialisation processes and identity formation |  |
| 2. Identify and evaluate employability skills in the context of a relevant area of work. | 2. Construct an argument using one or more sociological theories or concepts | 2. Critically analyse how racism and discrimination operate at an individual, institutional and societal level. | 2. Identify, and critically analyse the relevancy of theoretical approaches in relation to youth culture in the UK and global contexts; |  |
| 3. Explain how concepts, ideas and theories underpinning the study of sociology can be applied and understood with reference to the workplace. | 3. Use examples from the media to defend an argument. | 3. Understand a range of approaches to resisting forms of racial inequality. | 3. Critically evaluate the ways in which public concerns affect young people identities; |  |
| 4. Prepare and present ordered, informed and supported written, verbal and spoken communication. | 4. In a professional manner, present a reasoned defence of your position in relation to the selected topic in written, pod-cast or video form | 4. Construct a coherent and effective argument in relation to race, racism and ethnicity | 4. Effectively use multimedia to critically explore youth cultures; |  |
| Programme Aim Links | 1🗹 2🗹 3🗹 4🗹 5🞏 | 1🗹 2🗹 3🗹 4🞏 5🗹 | 1🗹 2🞏 3🗹 4🞏 5🗹 | 1🗹 2🞏 3🗹 4🗹 5🗹 |  |

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| **Level 5 Programme** | | | | | |
| Entry Requirements and pre-requisites, co-requisites & exclusions | Accreditation of Prior Experience or Learning (APEL) | Study Time Breakdown | | | Exit award(s) |
| In addition to the entry requirements outlined at Level 4 above, you will (normally) be expected to have successfully completed 120 credits at Level 4 before proceeding to Level 5.  Having completed the core/shared Level 4 modules, students on the BA (Hons) Sociology programme can choose to move to the BA (Hons) Sociology and Criminology programme for the rest of their degree (and vice versa)  Direct Entrants to Level 5: In addition to the entry requirements outlined at Level 4 above, you will be required to have successfully completed 120 credits (of similar content) at Level 4 on a sociology degree course elsewhere. | It may be possible for you to claim that you have already met the learning outcomes of one or more modules on your course, either by gaining credits on a similar course at another institution, or through some previous professional experience. The Associate Dean (Academic), acting in conjunction with experienced tutors from your course team, considers any claims for AP(E)L submitted by students.  It may be possible in this way to recommend to the examination board that you have already obtained the credits for a module in this way and do not need to do the assessment for that module. | **Scheduled** learning and teaching activities  (including time constrained blended or directed tasks, pre-sessional and post-sessional tasks) | | 40% Core  (see below) | A Diploma of Higher Education Sociology will be awarded if you leave the course with 240 credits at levels 4 and 5. |
| **Guided Independent** learning (including non-time constrained blended tasks & reading and assessment preparation) | | 60%  Core  (see below) |
| **Pl**acement (including external activity and study abroad) | | 0%  Core  (see below) |
| **Impact of options** (indicate if/how optional choices will have a significant impact) | If placement taken:  S/G/P – 34/55/11  If other options:  S/G/P (approx.) – 40/60/00 | |

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| **Level 6 CORE Modules** | **Globalisation, People & Society** | **Self, Identity & Society** | **Integrative Research Project (Criminology/Sociology)** |
| Credit level (ECTS value) | 20 (10) | 20 (10) | 40(20) |
| Study Time (%) S/GI/PL | 30/70/00 | 40/60/00 | 40/60/00 |
| Assessment method | Coursework – in the form of a journal article OR conference paper | Autobiography Narrative Essay | Research Project options - various |
| Assessment scope | 3000 words | 3000 words | 8,000 words |
| Assessment week | Term 1 week 12 | Term 1 Week 12 | Term 2, Week 12 |
| Feedback scope | 20 days later | Audio – 20 days later | 20 days later |
| Delivery mode | Lecture/workshop/  seminar | Workshop | Workshop + supervised independent study |
| Learning Outcomes | 1. Critical understanding of the concepts and core debates surrounding the idea of globalisation | 1. Demonstrate a critical evaluation of how the concepts of ‘self’ and ‘identity’ are continually shaped, regulated and maintained through varying aspects of identity formation, social divisions and inequalities; | 1. To identify, demonstrate and justify a disciplinary-relevant project |
| 2. Appraise the effects of globalisation on people and society. | 2.Critically demonstrate a recognition of how multiple  intersections shape the processes through which we elaborate  our identities; | 2. To self-manage research, including managing the supervisory process and reflecting critically on the work undertaken |
| 3. Apply information and concepts from a number of disciplinary areas | 3. Critically evaluate ways cultural, political, social and economic  contexts impact on your own and others identities; | 3. To identify and synthesise the relevant conceptual tools from your degree programme, applying them to a practical project |
| 4. Develop well-reasoned judgement | 4. Critically reflect in a thoughtful, evaluative and engaging  written manner. | 4. To present and review the results of your project at an advanced level |
| Programme Aim Links | 1🗹 2🞏 3🗹 4🗹 5🗹 | 1🗹 2🗹 3🞏 4🗹 5🞏 | 1🗹 2🗹 3🞏 4🗹 5🞏 |

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| **Level 6 OPTIONAL Modules** | **Music & Society** | **Power & Inequalities** | **Visual Sociology** | **Activism, Social Movements and Social change** | **The Black Arts Movement** |
| Credit level (ECTS value) | 20 (10) | 20 (10) | 20 (10) | 20 (10) | 20 (10) |
| Study Time (%) S/GI/PL | 40/60/00 | 40/60/00 | 40/60/00 | 40/60/00 | 40/60/00 |
| Assessment method | Critical Essay | Critical Essay | Visual Essay | Essay | Visual Essay |
| Assessment scope | 3000 words | 3000 words | 3000 words | 3,000 words | 3000 words |
| Assessment week | Term 2, week 14 | Term 1, week 14 | Term 2, week 14 | Term 2, week 12 | Term 2 week 12 |
| Feedback scope | 20 days later | 20 days later | 20 days later | 20 days later | 20 days later |
| Delivery mode | Workshop | Workshop | Workshop | Workshop | Workshop/fieldtrips |
| Learning Outcomes | 1 Demonstrate critical knowledge and understanding of historical and contemporary musical forms, and appreciate their social and historical context and significance | 1.Demonstrate a critical understanding of theories relevant to studying coloniality and inequality | 1 Critically evaluate visual culture using diverse sociological approaches | 1.Apply theory relevant to the study of social movements and activism | 1 Understand the relationship between social institutions, social change, identity politics, and black art |
| 2 Critically examine the key concepts, theories and perspectives associated with the sociological analysis of music | 2. Show an ability to critically investigate historical narratives of power and inequality and relate them to contemporary problems. | 2. Understand the significance of the social, economic and cultural contexts in which visual forms are produced | 2. Critically investigate contemporary or historic social movements | 2 Demonstrate critical awareness of the social, political and cultural contexts which produced the Black Arts Movement |
| 3 Evaluate the links between music and social identity and identify the potential social and political role of music in providing a voice to marginal social groups | 3. Develop critical perspectives on epistemologies and the production of knowledge | 3. Demonstrate critical insight into the importance of studying visual texts, representations and discourses in relation to institutional structures, social practices and individual agency | 3. Understand social contexts that underlie the formation, operation, and outcomes of social movements | 3 Design and reflect on a research project which critically evaluates an art exhibition, art collection or single art work |
| 4 Apply an excellent understanding, appreciation and use of a wide range of relevant reading, whilst demonstrating an individual approach to the material, drawing conclusions based on an analytical and critical approach, and presenting written work in a clear and well-structured manner | 4. Construct a coherent and effective argument | 4. Undertake independent research, and select appropriate academic sources for oral discussions, presentations and written work. | 4. Produce theory informed and grounded written work | 4 Evaluate some of the major ways of analysing cultural forms, and to interpret specific cultural forms in light of these examples of analysis |
| Programme Aim Links | 1🗹 2🞏 3🗹 4🗹 5🗹 | 1🗹 2🗹 3🗹 4🞏5🗹 | 1🗹 2🗹 3🗹 4🗹 5🗹 | 1🗹 2🞏 3🗹 4🞏 5🗹 | 1🗹 2🗹 3🗹 4🗹 5🗹 |

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| **Level 6 Programme** | | | | | |
| Entry Requirements and pre-requisites, co-requisites & exclusions | Accreditation of Prior Experience or Learning (APEL) | Study Time Breakdown | | | Exit award(s) |
| In addition to the entry requirements outlined at Level 4 above, you will (normally) be expected to have successfully completed 120 credits at Level 4 and 120 credits at level 5 before proceeding to Level 6. | It may be possible for you to claim that you have already met the learning outcomes of one or more modules on your course, either by gaining credits on a similar course at another institution, or through some previous professional experience. The Associate Dean (Academic), acting in conjunction with experienced tutors from your course team, considers any claims for AP(E)L submitted by students.  It may be possible in this way to recommend to the examination board that you have already obtained the credits for a module in this way and do not need to do the assessment for that module. | **Scheduled** learning and teaching activities  (including time constrained blended or directed tasks, pre-sessional and post-sessional tasks) | | 38% | The award of Bachelor’s Degree will be made if you satisfy the requirements for the award. The award is governed by the Standard Undergraduate Regulations (SUAR). In order to achieve the Bachelor’s Degree you must gain 300 credits of which 60 must be at level 6 and not more than 120 at level 4. With regard to the above, a Degree in BA Sociology will be awarded.  The award of Bachelor’s Degree with Honours will be made if you satisfy the requirements for the award. The award is governed by the Standard Undergraduate Regulations (SUAR) and in order to achieve the honours degree you must gain 360 credits. Each module carries a specified number of credits and the course is designed to give you 120 credits at each level of study. With regard to the above, a Degree in BA (Hons) Sociology will be awarded.  If the ‘sandwich option’ is taken for a minimum of 36 weeks, and with regard to the above, a Degree in BA (Hons) Sociology (sandwich) will be awarded. |
| **Guided Independent** learning (including non-time constrained blended tasks & reading and assessment preparation) | | 62% |
| **Pl**acement (including external activity and study abroad) | | 0% |
| **Impact of options** (indicate if/how optional choices will have a significant impact) | Approx the same as above with options.  Integrative options (especially community development and social entrepreneurship) may involve some informal placement element | |



