**BA (Hons) Black Studies**

**Programme Code (TBC)**

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

**School of Social Sciences**

**Department of Sociology & Criminology**

This document is presented in three 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.

## Section Three

This section collates the Module Guides from across the programme.

## Section One

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| Programme Philosophy |
| The BA (Hons) Black Studies degree programme builds on developments that have been made establishing Black Studies in British higher education. Black Studies is the study of society from the perspective and experiences of those in the African Diaspora. It is a vital subject because these perspectives and experiences have largely been excluded from academia in Britain. In the last few years numerous student led movements arguing for the diversification of the curriculum have emerged and the development of a Black Studies degree is a first step in providing spaces for a range of perspectives. Central to the philosophy of Black Studies at BCU is the commitment to taking the knowledge gained from academic insights into impacting on the world outside academia. Black Studies, therefore, will directly engage students in applying their degree in practice in the world of employment or voluntary sector. As an interdisciplinary subject, Black Studies includes history, sociology, political theory, social philosophy, cultural and media studies, literary studies and the arts. Its focus is on the African world both before the disruption of African civilization caused by the Transatlantic Slave Trade, as well as the post1492 imperial context in which the modern Black identity of the African Diaspora was formed hand-in-hand with the emergence of the modern world. As well as charting the history of pre-modern Africa and modern racism, empire and colonialism, the course also gives particular emphasis to the cultural and political formations of the modern Black identities and cultures, exploring the cultural, social and intellectual forms of self-making and resistance of diverse Black populations, and what these contribute to our understanding of human history, society and experience. What is distinctive about Black Studies in the UK is that it draws on intellectual traditions that reflect the formation of Black Britain in the context of the British Empire, drawing particularly on the Anglophone experience in Africa and the Caribbean. However, the multiple diasporas and transnational identities out of which Black Britain and Black Europe have been formed, means that Black Studies in the UK is truly global in its scope – incorporating attention to the diverse diasporas of Black experience formed in the crucible of European imperialism, postcolonial global migrations, as well as the changing formations of race and racism in the modern world.The aim of Black Studies at Birmingham City University is to provide students from all backgrounds access to the knowledge, experiences and histories of the African Diaspora and Britain’s Black populations. This is a direct expression of the importance of education in achieving social justice.Our goal is to develop an intellectual environment on and off campus, in which debate, research and knowledge production become more inclusive of a range of perspectives previously marginalised from the work of higher education and in which the academics can work in partnership with communities to produced socially engaged scholar-activism to advance social justice and equality. Black Studies at BCU is committed to linking the university to the wider communities and other efforts aimed at social change and improving social justice. Black Studies at BCU offers students the opportunity to acquire the theories, practices, methodologies, and critical perspectives necessary to engage students in the thinking and practice of connecting their work outside the walls of the university. In this way Black Studies at BCU aims to directly contribute to developing global citizens equipped to meet the demands of the modern world, and to contribute to more just and shared global futures.Key strands that cut across the Black Studies degree are:* Global Black Studies
	+ Recognition that Blackness is a construct across the African Diaspora
* Engagement in the social world
	+ Experiential and practice based learning
* Commitment to education for social justice
	+ Understanding the context of racism
	+ Application of learning to improving social life
* Black Arts and Cultural Studies
	+ Key site to exploring Black Studies globally and in the UK
* Interdisciplinary
	+ Include a broad range of disciplines
* Intersectional
	+ Ensuring Black Studies is inclusive of perspectives on gender, sexuality, disability and class.
* Decolonial theoretical perspectives on race and coloniality in the modern world.
* Developing critical thinking and the deployment of more globally inclusive research, knowledge and practice.

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: * Provide students with critical perspectives on society, developed from Black perspectives from across the African Diaspora.
* Engage students in a discussion of the histories and politics of Black communities in the UK and abroad.
* Enable students to apply a range of theories to the understanding social life.
* Equip students with the skills of applied research so that they can use their knowledge in communities of practice.
* Offer students international experiences through exchanges with universities abroad.
* Provide students with opportunities to construct a meaningful and relevant individual programme of study;
* Encourage the incorporation of individual students’ interests and original research into the programme of study and assessed work;
* Facilitate a learning environment that develops transferable skills which will enhance academic and career prospects.

This knowledge, and these skills, alongside the mandatory work placement experience, prepare the students on this programme for a range of graduate outcomes in a variety of occupations and occupational sectors (e.g. Public, Voluntary and Private). Black Studies graduates can 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. |
| Programme AimsThis section articulates the programme level learning outcomes framed by the five themes of the Academic Plan. |
| 1. Pursuing Excellence
 | The development of a Black Studies undergraduate degree programme at BCU is part of a larger project to establish Black Studies as a discipline in higher education in Britain. We are leading the development of this cutting edge research agenda and have made BCU the home of Black Studies in the UK. This has involved developing a highly respected research agenda as part of the new Centre for Critical Social Research; hosting high profile academic conferences bringing in the world leaders in the field; establishing an international network of scholars through the Black Studies Association and; embedding this research in local networks. Black Studies at BCU now has an international reputation for excellence in research and the undergraduate programme will embed this excellence throughout our teaching and learning activities.The programme aims to encourage socially and intellectually 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 Black Studies, 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
 | One of the key tenets of the Black Studies that we are developing at BCU is the principle that the research we do has to be connected to practice and work that is going on outside of academia. Teaching 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.There is a strand of applied knowledge throughout the degree. In the first year the students are required to interact with the city of Birmingham on the module ‘City, Community Culture’, learning ethnographic methods and applying theories of the city. In the second year there is a mandatory placement, where the students will engage in the public, private or voluntary sector. There is also a module called ‘Black Studies Methods’, which will teach methods of applied and practice based research. The third year culminates with the students applying the principles they have learnt into a Black Studies project, where they have to engage with an organisation working outside of the university. |
| 1. Interdisciplinarity
 | Another key principle of Black Studies is that it is interdisciplinary in nature, drawing on work across a range of disciplines. The proposed degree is housed within sociology, which is already interdisciplinary, and draws on history, philosophy, politics, media, psychology, cultural studies, economics and international relations in order to explore Black Studies. The programme aims to give students the flexibility and opportunity, through their optional modules, to explore other related disciplines and perspectives such as sociology, criminology, economics and security studies |
| 1. Employability-driven
 | The applied nature of Black Studies means that employability lies at the heart of the degree. In the placement module the students will have to directly engage with an employer in the private, public or voluntary sector, making important links between theory and practice, and gaining applied experience. In the final year Black Studies Project they will also have to engage with an employer or voluntary organisation where they will apply the knowledge they have learnt over the course of the degree. We will therefore be building links with employers thought the degree, which can benefit the student post-graduation.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
 | Black Studies is by definition international in nature, focusing as it does on the experiences and contributions of the African Diaspora. From the very start of the degree students are introduced to perspectives, experiences and histories that span from the African continent to the Americas, Caribbean, continental Europe and beyond. These international perspectives are vital for how we teach Black Studies in the UK. We are developing specific opportunities for students to undertake exchanges with universities in different countries. We are currently in discussion with a number of Black/African American and African Studies programmes in the US as well as with the University of Bremen, and will be offering a range of possible exchanges to students. 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. |

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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 Black Studies knowledge and a broad range of academic, personal, and professional skills
* To teach students how to apply the academic knowledge gained in the degree concretely in practice outside of the university.
* 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. Dedicated time for tutorials have been adopted across all modules in order to give students one-to-one access to members of staff to disucss their assignments.*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.*Applied Learning:* This is a particular strength of Black Studies, which places applied knowledge at its heart. A strand of modules of applied learning runs through the degree, starting with at level 4 City Community Culture; moving to Black Studies Methods and Black Studies Placement at level 5 and; culminating in the Black Studies Project at level, where the students design and carry out their own project in the form of engaged research in collaboration with a public, private or voluntary sector, not-for-profit organisation. Throughout the degree there is an emphasis enabling student students to directly apply their knowledge outside of the university. *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. We are developing specific links with US Black and African American Studies departments.
* 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.*Performative assessments:* A key strand running through the degree is Black Arts and Cultural Studies. As such we are keen to engage students in performative elements to be assessed. For the Black Studies Placement and also the Black Studies Project students are able to use performative elements in their assessments. *Portfolio Assessments:* The degree includes a number of modules where students compile a portfolio work over the course of the module. We have included these assessments in order to help the students build components of their work to act as a scaffolding mechanism for their learning. It also helps ensures that students engage with the course from the beginning as they have to be involved in developing their portfolios. These portfolios include written as well as visual elements that the students engage with over the course of a module. For example in City, Community, Culture students need to observe urban spaces and can include photography in their assessments. *Presentations:* The ability to verbally present their work is a key skill in terms of building confidence and preparing for work. We have therefore including presentations across the degree as a tool for both summative and formative assessments.*Reflective assessments:* all of the above forms of assessment involve some level of reflective work. Assessment particularly focus on the following skills: thoughtful and insightful self-reflection, the ability to identify areas for social and personal development, the ability to apply theoretical ideas to oneself and one’s personal and social experiences to date.*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 ‘Black Studies Project’, which allows students to do their own original research in the form of an engaged research project in collaboration with a public, private or voluntary sector, not-for-profit organisation. 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.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. **Word Count for written assignments**The degree engages students in a range of written assignments and we have staggered the word length of these for different levels. The aim is to use the approach to scaffold students writing so they are capable of writing full length essays and extended pieces of research by the time they graduate. The word limits are as follows for each level :* Level 1 – 2000 words
* Level 2 – 2500 words
* Level 3 – 3000 words
* Final project – 8000 words

**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 staff 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.

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| 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 & InclusivityHigher 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 Black Studies:* Black Studies is part of a broader movement to broaden HE curricula, including ‘Why is my professor white?’ and ‘Rhodes Must Fall’. We aim to expand the curriculum by introducing perspectives, experience and contributions of the African Diaspora. In doing so, we will also be intersectional in our approach expanding knowledges of study to include a more inclusive curriculum.
* A key group that we are targeting to recruit for Black Studies is people who may have been put off from higher education because of its Eurocentric biases. We hope that it will attract a group of first generation students to HE and also specifically to attract those who are involved in community and activist work, who may be mature students who had never considered the university a space for them.
* 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 optional modules etc
* 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 Black Studies:* 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 Black Studies: * Black Studies is global by definition, focusing as it does on the African Diaspora. Modules cover context from the Americas, Caribbean, Europe and African continent throughout the course, as well as situating these experiences in the global context. A key emphasis of teaching is the concept of Western Imperialism, and the ‘Third World Movement’ that emerged as a key decolonial project. We also draw on the international focus in the sociology modules, for example ‘Globalisation’.
* We emphasise the importance of sustainability throughout many of our modules, and particularly in the 2nd year module ‘Black Political Activism’ and the sociology optional module 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. Students have to engage with organisation working in communities outside of the university, and issues of sustainability will be key to these engagements.
* 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.
* We are building links with universities in the US and Europe to provide study abroad opportunities for students to have international experience.
* 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 Black Studies:* The Black Studies Cluster of the Centre for Critical Social Research is already active in communities outside of the university. Hosting community and participating in community engagement activities; engaging in community engaged research and; has developed active links with a number of groups and organsiations. One fo the main aims of the degree is to engage Black Studies students outside theuniversity and with the ongoing activists the students will be abel to get invooved in a wide array of activitie beyond their degree course.
* 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 Black Studies:* Black Studies has developed in partnership with community organisations; employers; an international network of academics; and also prospective students.
* 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 mandatory 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
* The Level 6 module ‘Black Studies Project’ engages students directly with a not-for-profit organisation in the public, private or voluntary sector to carry out an engaged research project in partnership.

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 Black Studies:* 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 Black Studies:* 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 Black Studies:Black Studies is committed to providing a range of teaching, learning and engagement experiences that will benefit student’s employability. There is a strand of applied Black Studies that runs through the degree and students have to engage outside the university at every stage of the degree. The mandatory work placement and the final year Black Studies Project ensure that students will engage with employers and be offered the opportunity to develop skills that can only be learnt through practice.Our commitment to excellent employability outcomes for our students not only involves a mandatory experience of 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 programme. In addition to practical experience and in-depth theoretical knowledge, graduates of this programme can expect to have acquired the following: * have developed a research project in partnership with a not-for-profit public, private or voluntary sector organisation
* 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. |

## 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.

**Black Studies Programme Structure**

|  |  |
| --- | --- |
| Level 4 | Level 4 HE Learner Programme (e.g. Two weeks) |
| Semester 1 | Understanding Society (20 Credits) | State & Society (20 Credits) | Introduction to Black Studies(20 Credits) |
| Semester 2 | Black Intellectual Thought(20 Credits) | City, Community & Culture (20 Credits) | Sociological Imagination(20 Credits) |
| Level 5 | Level 5 Transition Programme |
| Semester 1 | Exploring Popular Culture(20 credits) | Black Political Activism(20 credits) | Black Studies Methods(20 credits) |
| Optional International Exchange |
| Semester 2 |  Black Feminism (20 credits) | Black Studies Placement(20 credits) | OPTION(20 credits) |
| Optional International Exchange |
| Work Placement (e.g. 12 months) |
| Level 6 | Level 6 Transition Programme |
| Semester 1 | Power & Inequality (20 credits) | Black Studies Project (40 credits) | OPTION (20 credits) |
| Semester 2 | Black Arts Movement (20 credits) | OPTION (20 credits) |

Options

|  |  |  |
| --- | --- | --- |
| Level 5 |  |  |
| Semester 1 | N/A |  |
| Semester 2 | Race, Racism and Ethnicity (20 credits) | Available to following routeways: Black studies, Sociology, Sociology and Criminology; Crim routeways |
|  | Sociology of the media (20 credits) | Available to following routeways: sociology; sociology & criminology; Black Studies; possibly Crim routeways |
|  | Youth, Socialisation & Identity (20 credits) | Available to following routeways: sociology; sociology & criminology; Black Studies; possibly Crim routeways |
| Level 6 |  |  |
| Semester 1 | Globalisation, People and Society (20 credits) | Available to following routeways: sociology; Black Studies; possibly Crim routeways |
|  | Visual Sociology (20 Credits) | Available to following routeways: sociology; Black Studies; possibly Crim routeways |
| Semester 2 | Music & Society (20 credits) | Available to following routeways: sociology; sociology & criminology; Black Studies; possibly Crim routeways |
|  | Activism, Social Movements and Social change (20 credits) | Available to following routeways: sociology; sociology & criminology; Black Studies; possibly Crim routeways |
|  | Self, identity & Society (20 credits) | Available to following routeways: sociology & criminology; possibly Crim routeways |

**Modules by modes of delivery**

|  |  |  |
| --- | --- | --- |
| **Core modules: Level 4** | **Credits** |  **Delivery**  |
| Understanding Society | 20 | 2 hours lecture, 1 hour seminar, 1 hour scheduled activity. |
| Introduction to Black Studies | 20 | 2 hour lecture, 1 hours seminar, 1 hour VLE |
| State and Society | 20 | 2 hour lecture, 1 hours workshop, 1 hour VLE |
| Sociological Imagination | 20 | 1 hours lecture, 2 hour seminar, I hour VLE |
| Black Intellectual Thought  | 20 | 1 hour lecture, 2 hour seminar and 2 hour VLE |
| City, Community and Culture | 20 | 2 hours workshop, 1 hour seminar, 1 hours activity |
|  |  |  |
| **Core modules: Level 5** |  |  |
| Black Political Activism  | 20 | 3 hours workshop, 1 hours VLE |
| Exploring Popular Culture | 20 | 3 hours workshop and 1 hour VLE |
| Black Studies Methods | 20 | 3 hours workshop and 1 hour VLE |
| Black Feminism | 20 | 2 hours lecture, 1 hours seminar, 1 hour VLE |
| Black Studies Placement  | 20  | 4, 3 hours workshops and time on placement  |
|  |  |  |
| **Optional modules (Semester 2):** **Level 5** |  |  |
| 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** |  |  |
| Black Arts Movement | 20 | 2 hours lecture, 1 hour seminar, 1 hour VLE |
| Power and Inequalities | 20 | 3 hour workshop and 1 hour VLE |
| Black Studies Project  | 40 | [To be specified] |
|  |  |  |
| **Optional modules (Semester 1):** **Level 6**  |  |  |
| Visual Sociology | 20 | 3 hour workshop and 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 |
| Globalisation, People and Society | 20 | 3 hour workshop and 1 hour VLE |
| Self, Identity and Society | 20 | 4 hours workshop  |

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| --- | --- | --- | --- | --- | --- | --- |
| **Level 4 CORE Modules** | **Understanding Society** | **State & Society** | **Introduction to Black Studies** | **Sociological Imagination** | **Black Intellectual Thought** | **City, Community & Culture** |
| Credit level (ECTS value) | 20(10) | 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 | 40/60/00 |
| Assessment method | Essay | Group Presentation | Essay | Group Seminar Paper  | Essay | Portfolio |
| Assessment scope | 2000 words | 15 mins | 2000 words | 15 mins  | 2000 words | 2000 words equivalent |
| 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 later | 20 days later |
| Delivery mode | Lecture/Seminar | Lecture/Seminar | Workshop | Lecture/seminar | Lecture/seminar | Workshop |
| Learning Outcomes  | 1. Demonstrate knowledge of classical understandings of modernity | 1. Understand different political ideologies | 1. Understand the key principles of Black Studies | 1 Demonstrate knowledge and understanding of contemporary theoretical frameworks and concepts that have been presented to explain social identities and divisions | 1. Demonstrate an understanding of relevant knowledge and understanding of Black intellectual thinkers and their theoretical ideas. | 1. Understand theories of urban sociology |
| 2. Demonstrate knowledge of classical sociological perspectives | 2. Explore the influence of political ideologies on state policy making | 2. Explore the implications of Black Studies for understanding society | 2 Be developing a critical approach to different theoretical perspectives and empirical data | 2. Identify and discuss the different traditions of Black intellectual thought. | 2. Ability to carry out an urban ethnographic study |
| 3. Critique ideas of modernity, using histories of slavery, genocide and colonialism  | 3. Begin to analyse the impact of politics on groups in society  | 3. Develop student abilities to explain Black Studies perspectives.  | 3 Provide an analytical account of social diversity and inequality and their effects | 3. Explain the importance of Black Intellectual Thought.  | 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 key essay analytical and presentation skills  | 4. Present a coherent argument in relation to Black Studies and its importance | 4. Analyse ways in which sociology can be distinguished from other forms of understanding |  4. Develop structured and coherent lines of argument in relation to Black Studies with an ability to communicate them effectively. | 4. Engage effectively with building 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🗹 2🗹 3🗹 4🗹 5🗹 | 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) | 40% | A Certificate of Higher Education in Black Studies 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) | 60% |
| **Pl**acement (including external activity and study abroad) | % |
| **Impact of options** (indicate if/how optional choices will have a significant impact)N/A |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level 5 CORE Modules** | **Black Political Activism** | **Black Studies Methods** | **Exploring Popular Culture** | **Black Studies Placement**  | **Black Feminism** |
| 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 | 5/30/65 | 40/60/00 |
| Assessment method | Essay | Research Plan | Presentation | Portfolio/presentation | Essay |
| Assessment scope | 3000 words | 2500 words | 15 minutes presentation | Equivalent to 3000 words | 2500 words |
| Assessment week | Term 1, week 16 | Term 1, Week 14 | Term 1, Week 14 | Term 2, week 15 | Term 2, week 14 |
| Feedback scope  | 20 days later | 20 days later | 20 days later | 20 days later |  |
| Delivery mode | Workshop | Workshop | Workshop | Workshop |  |
| Learning Outcomes  | 1. Critically examine different approaches to Black political activism  | 1. Critique mainstream approaches to sociological theories and methods of research  | Demonstrate knowledge and a critical understanding of theories relevant to studying popular culture. | 1. Apply Black Studies to the real world experiences  | 1. Demonstrate a critical understanding of theories relevant to studying Black Feminism. |
| 2. Discuss the relevance and prospects for forms of activism in contemporary society | 2. Understand a range of novel Black Studies approaches to research | 2. Evaluate and apply theory to critically analyse aspects of popular culture in wider society. | 2. Demonstrate skills in work that benefit Black communities | 2. Demonstrate an ability to apply Black feminist theories to critically analyse aspects of society and culture. |
| 3. Explore different forms of activism in a range of international contexts  | 3. Develop a plan of research based on Black Studies methodological approaches  | 3. Develop knowledge and understanding of the methodological issues and problems relevant to this area of study. | 3. Analyse institutional forms using Black Studies theory  | 3. Critical evaluate knowledge and understanding of the methodological issues and problems relevant to this area of study. |
| 4. Develop structured and coherent lines of argument in relation to Black political activism. | 4. Understand how to apply Black Studies methods in practice | 4. Demonstrate presentation skills showing clear, concise delivery and engagement with the audience. | 4. Demonstrates clear presentation skills | 4. Coherently structure and present an argument in relation to Black Feminism |
| 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 of the Media**  | **Race, Racism & Ethnicity**  | **Youth, Socialisation & Identity**  |
| Credit level (ECTS value) | 20 (10) | 20(10) | 20 (10) |
| Study Time (%) S/GI/PL | 40/60/00 | 40/60//00 | 40/60/00 |
| Assessment method | Essay | Essay | Video presentation  |
| Assessment scope | 2500 words | 2500 words | 10 minutes  |
| Assessment week | Term 2, week 12 | Term 2, week 16 | Term 2, week 12 |
| Feedback scope  | 20 days later | 20 days later | Audio – 20 days |
| Delivery mode | Workshop | Workshop | Workshop  |
| Learning Outcomes  | 1. Demonstrate an understanding of some of the 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. Show ability to analyse a text through one or more media theories. | 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. Illustrate an understanding of representation in the media. | 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. 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🗹 |

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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.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 related degree.  | 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) | 34% | A Diploma of Higher Education in Black Studies 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) | 55% |
| **Pl**acement (including external activity and study abroad) | 11% |
| **Impact of options** (indicate if/how optional choices will have a significant impact) | If students opt for prisons and punishment the overall scheduled learning would dip slightly. |

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| **Level 6 CORE Modules** | **Black Studies Project** | **Power & Inequalities**  | **Black Arts Movement** |
| Credit level (ECTS value) | 40 (20) | 20 (10) | 20 (10) |
| Study Time (%) S/GI/PL | 15/65/20 | 40/60/00 | 40/60/00 |
| Assessment method  | Project | Critical Essay | Visual Project |
| Assessment scope | 8,000 words equivalent | 3000 words | 3000 words equivalent |
| Assessment week | Term 2, Week 14 | Term 1, week 14 | Term 2, Week 15 |
| Feedback scope  | 20 days later | 20 days later |  20 days later  |
| Delivery mode | Independent study, supported by supervisor | Workshop | Workshop/fieldtrips  |
| Learning Outcomes  | 1. Carry out an independent Black Studies research project.  | 1. Critique theories relevant to studying coloniality and inequality | 1. Understand the relationship between social institutions, social change, identity politics, and black art |
| 2. Explore how Black Studies Research can be integrated into the work of a public, private or third sector, not-for-profit organisation | 2. Show an ability to critically investigate historical narratives of power and inequality and relate them to contemporary problems. | 2. Demonstrate critical awareness of the social, political and cultural contexts which produced the Black Arts Movement |
| 3. Critically evaluate the potential role for the academia, outside of the university  | 3. Develop critical perspectives on epistemologies and the production of knowledge | 3. Design and reflect on a research project which critically evaluates an art exhibition, art collection or single art work  |
| 4. Critically evaluate skills in Black Studies that can be applied in practice |  | 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🗹 |

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| **Level 6 OPTIONAL Modules** | **Music & Society** | **Visual Sociology**  | **Activism, Social Movements and Social change** | **Self, Identity and Society** | **Globalisation, People& Society** |
| 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 | 30/70/00 |
| Assessment method | Critical Essay | Visual project  | Essay | Autobiography Narrative Essay | Journal article or conference paper |
| Assessment scope | 3000 words | 3000 words | 3,000 words | 3000 words  | 3000 words |
| Assessment week  | Term 2, week 14 | Term 2, week 14 | Term 2, week 12 | Term 1, week 14 | Term 1 week 12 |
| Feedback scope  | 20 days later | 20 days later | 20 days later | Written – 20 days | 20 days later |
| Delivery mode | Workshop | Workshop | Workshop | Workshops | Lecture/workshop/seminar |
| 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 competence in critically evaluating visual culture, using diverse sociological approaches  | 1.Apply theory relevant to the study of social movements and activism | 1. To 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.Critical understanding of the concepts and core debates surrounding the idea of globalisation |
| 2 Critically examine the key concepts, theories and perspectives associated with the sociological analysis of music | 2 Demonstrate a sound understanding of the significance of the social, economic, and cultural contexts in which visual forms are produced | 2. Critically investigate contemporary or historic social movements | 2. To critically demonstrate a recognition of how multiple intersections shape the processes through which we elaborate our identities; | 2. Appraise the effects of globalisation on people and society. |
| 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 Demonstrate 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. To critical evaluate ways cultural, political, social and economic contexts impact on your own and others identities; | 3. Apply information and concepts from a number of disciplinary areas |
| 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 the ability to undertake independent research, and select appropriate academic sources for oral discussions, presentations and written work | 4.Produce theory-informed and grounded written work | 4. To critically reflect in a thoughtful, evaluative and engaging written manner.  | 4. Develop well-reasoned judgement  |
| 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) | 32% | The award of Bachelor’s Degree with Honours in Black Studies 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.If the ‘sandwich option’ is taken for a minimum of 36 weeks, and with regard to the above, a Degree in BA (Hons) Black Studies (sandwich) will be awarded.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. |
| **Guided Independent** learning (including non-time constrained blended tasks & reading and assessment preparation) | 61% |
| **Pl**acement (including external activity and study abroad) | 7% |
| **Impact of options** (indicate if/how optional choices will have a significant impact) |  |

