



BISHOP  
GROSSETESTE  
UNIVERSITY

Education, Health and Lifelong learning (EDHaLL)  
Arts, Humanities & Social Sciences

## BA (Hons) Special Educational Needs, Disability and Inclusion (SENDI) and Sociology with Foundation Year

### Programme Specification

This document provides a concise summary of the main features of the course(s) & associated award(s) offered through this Programme Specification, and includes the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. More detailed information on the learning outcomes, curriculum content, teaching/learning, assessment methods for each module and on the Programme's relationship to QAA Subject Benchmark Statements may be found in the dedicated student handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to review by the Quality Assurance Agency for Higher Education or by other national bodies.

## Versioning of Programme Specification

*This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications may be updated during the period of approval to include modifications approved through the University's quality assurance processes.*

*This version provides a description of the programme as approved for the academic session(s) indicated in section 3 of the following table.*

<b>1</b>	<b>BGU approval – date and outcome of last approval</b>	17 May 2023 Oct 2023 Amendment due to academic integrity review
<b>2</b>	<b>Next Scheduled Review Date: [Month/Year]</b>	May 2028  <b>Combined Honours</b> Curriculum specifically attached to this programme specification will be reviewed at the same time.
<b>3</b>	<b>Programme Specification - Effective date: [Day/Month/Year]</b>	1 September 2024
<b>4</b>	<b>Version Number</b>	1.1

## Modifications to Programme Specification

*Modifications to the programme specification since approval/ last review, and the cohort(s) of students affected by the change, are listed in Section H (Log of Modifications) at the back of the document.*

## Cross Referencing of Programme/Module Specifications

*Modifications to any elements of Module Specifications attached to this Programme will be updated and then changes made to this document to reflect that. On each Module Spec the Programmes it relates to are clearly indicated for cross referencing.*

# **Part 1**

## **PROGRAMME ADMINISTRATIVE AND REGULATORY INFORMATION**



# Programme Specification

*The information in this document is organised into the following sections:*

*Section A – Administrative and Regulatory Information*

*Section B – Outcomes*

*Section C – Structure*

*Section D – Teaching, Learning and Assessment*

*Section E – Programme Management*

*Section F – Mapping*

*Section G – Graduate Attributes*

*Section H – Log of Modifications*

## SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

<b>1</b>	<b>Programme Specification Title</b>
BA (Hons) Special Educational Needs, Disability and Inclusion (SENDI) and Sociology with Foundation Year	
<b>1a</b>	<b>Programme Code</b>
BASNSO01F24	
<b>2</b>	<b>Brief Summary (for Marketing Purposes)</b>
<p><b><u>Foundation Year</u></b></p> <p>The Foundation Year is an articulated, structured programme of access to Higher Education. It will provide a solid basis for future undergraduate study at Bishop Grosseteste University. It is not a stand-alone qualification but is designed to underpin specific degree programmes to which it is directly attached e.g., BA (Hons) English Literature with Foundation Year.</p> <p>The Foundation Year offers an introductory grounding in what it means to be a university student. It will equip learners with the intellectual and interpersonal skills for effective undergraduate study. It provides a unique opportunity to develop core academic skills. In addition, students will begin to develop an impressive portfolio of transferable skills for employability in a range of careers.</p> <p>Students will benefit from small class sizes, intensive teaching and bespoke pastoral care which will help them to get the most out of the programme and settle into university life.</p> <p>This course is designed for students who do not have the usual academic qualifications or UCAS points for registration directly onto a degree course at Bishop Grosseteste University. On successful completion of the Foundation Year, students' progress directly to their chosen degree programme at Bishop Grosseteste University.</p> <p><b><u>BA (Hons) Special Educational Needs, Disability and Inclusion (SENDI) and Sociology</u></b></p> <p>The BA (Hons) Special Educational Needs, Disability and Inclusion (SENDI) and Sociology joint degree programme challenges norms and assumptions surrounding context and categorisation of Special Educational Needs and Disabilities (SEND). The programme provides students with the opportunity to engage in study that offers a balanced range of modules from both disciplines and allows for the interconnections in concepts to be explored. By exploring social, cultural and political landscapes, students</p>	

will gain an in depth and nuanced understanding of contested models of disability, within the context of inclusion and diversity. This joint programme challenges how we see, interpret and respond to needs in society, and practice, seeking solutions and opportunities to become advocates for change. Students develop knowledge and understanding of social divisions through examining theory and engaging in research-based placements. Social research methods are integrated across the degree as key transferrable skills for an array of career trajectories in public, private and third-sector settings. In undertaking a joint programme, students can develop in-depth knowledge and understanding which reflects their passion and interests in the chosen subjects.

The synergy between these two disciplines in this joint honours degree offers many opportunities to question and examine competing social and cultural norms expanding students' knowledge and understanding of current complexities across society. It is considered that upon completion students will be well placed to explore a variety of career options including education (teaching and administration) social policy development (local, national or global) or other related roles.

3	Awarding institution	Bishop Grosseteste University		
3a	Programme Length	Full-Time 4 years	Part-Time N/A	
3b	Mode(s) of Study	In person		
4	Home Academic Programme Portfolio	Education, Health and Lifelong learning (EDHaLL) Arts, Humanities and Social Sciences (AHaSS)		
5	HECoS/UTT/UCAS code(s)	HECoS/CAH2 100505 Sociology CAH15-01-02  100459 Education Studies CAH22-01	HTT	UCAS code generated at QAC stage by Admissions
6	Framework for HE Qualifications position of final award(s)	Certificate (Level 4) Diploma (Level 5) Honours (Level 6)		
7	Alignment with University Credit Framework	Undergraduate		
8	Compliance with University Assessment Regulations	Academic Regulations Governing Taught Qualifications.		
9	Progression routes with Foundation Degree (FdA) or Top-up	N/A		

## Awards

<b>10</b>	<b>Final Award title(s)</b>	BA (Hons) SENDI & Sociology with Foundation Year
<b>10a</b>	<b>Exit or Fall-back Award title(s)</b>	Certificate of Higher Education in SENDI & Sociology with Foundation Year Diploma of Higher Education in SENDI & Sociology with Foundation Year Ordinary Degree in SENDI and Sociology with Foundation Year
<b>10b</b>	<b>Pathway</b>	n/a
<b>11</b>	<b>(i) Combined Honours Awards available eg:</b> <ul style="list-style-type: none"> <li>BSc/BA (Hons) XX</li> <li>BSc/BA (Hons) XX and YY</li> </ul>	

## Arrangements with Partners

<b>12</b>	<b>Approved Collaborative partner(s)</b>	Partner Name	Type of Collaborative Partnership
		N/A	N/A
<b>13</b>	<b>Articulation Arrangements with Partners</b>	Partner Name	Details of Arrangements
		N/A	N/A

## Professional, Statutory and Regulatory Bodies

<b>14</b>	<b>PSRB(s) associated with final award of any route within the programme specification</b>	N/A
<b>15</b>	<b>Date and outcome of last PSRB approval/accreditation</b>	N/A
<b>16</b>	<b>Expiry Date of PSRB approval</b>	N/A

## **Part 2**

# **PROGRAMME CONTENT**

## SECTION B1 (YEAR 1) FOUNDATION YEAR: OUTCOMES

17	<b>QAA Benchmark Statement(s)</b>
	<p>The programme has been written to correspond closely with the:</p> <ul style="list-style-type: none"> <li>• <i>UK Quality Code for Higher Education</i> (QAA 2018)</li> <li>• <i>Framework for Higher Education Qualifications in England, Wales, and Northern Ireland</i> (FHEQ)</li> <li>• specific reference to benchmark statements for <i>Education Studies</i> (2015)</li> <li>• specific reference to relevant Bishop Grosseteste University codes of practice and guidance on programme specifications</li> </ul>
18	<b>Programme Aim</b>
	<p>The Foundation Year aims to contribute to widening participation and lifelong learning by encouraging participation by learners who may not previously have considered studying for a higher-level qualification, or those who, for a variety of circumstances, are unable to immediately satisfy typical entry criteria for undergraduate degrees.</p> <p>The programme aims to prepare learners for Level 4 undergraduate study at Bishop Grosseteste University. It will:</p> <ul style="list-style-type: none"> <li>• Provide learners with knowledge and understanding of basic academic communication and problem-solving skills</li> <li>• Develop learners as critical thinkers utilising enquiry, investigation, and evidence-based analysis within interdisciplinary contexts</li> <li>• Support learners to become self-directed learners in preparation for undergraduate study</li> <li>• Enable learners to develop a range of transferable skills as a foundation for employment.</li> </ul> <p>The Foundation Year provides an extended and intensive induction to Higher Education (HE) that feeds directly into learners' learning across the Foundation Year and beyond into their full degree programme. The Foundation Year is a direct articulation into existing and future undergraduate, non-QTS degree courses. Successful completion of this programme is required in order to follow the articulated degree programmes at Bishop Grosseteste University.</p> <p>A number of degree programmes at Bishop Grosseteste University will benefit from the articulated Foundation Year, which will raise the number of appropriately prepared learners. It aims to reduce the level of additional academic support that might otherwise be necessary for some learners.</p>
19	<b>Programme Specific Outcomes</b>
	<p><b>(a) <u>Final Award Learning Outcomes</u></b></p> <p><b>Students successfully completing the Foundation Year will be able to:</b></p>



**K&U 1:** Demonstrate foundational knowledge of the fundamental concepts, principles and techniques which underpin future study at Level 4 and higher.

**SPS 1:** Demonstrate emerging ability to construct and evidence critical arguments as part of academic development.

**SPS 2:** Develop and provide evidence of application of core academic study skills such as time management, study methods, research, interpreting evidence, academic writing, presentation skills and digital tools for learning.

**IS 1:** Demonstrate a basic understanding of different approaches to problem solving that underpin future study at Level 4 and higher.

**TS 1:** Be able to work independently and collaboratively as part of a wider team and communicate effectively

**TS 2:** To begin to demonstrate reflective evaluation and responsibility for their own learning and personal development.

Programme-based learning outcomes are necessarily generic to support the development of key study skills applicable across all potential undergraduate programmes of further study at Bishop Grosseteste University.

The Bishop Grosseteste University Graduate Attribute framework identifies further outcomes learners should acquire. These reflect a collective understanding of the essential skills of a Bishop Grosseteste University graduate. Those completing this one-year programme will therefore be further equipped with attributes suitable for a range of careers and lifelong learning.

These programme outcomes combine to provide a strong foundation for learners' future study and employability

<b>20</b>	<b>PGCE or Exit Award Learning Outcomes</b>
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There is no premature exit award for this one-year, non-award bearing programme.

## SECTION B2 (YEAR 2-4) BA (HONS) SENDI & SOCIOLOGY: OUTCOMES

17	QAA Benchmark Statement(s)
	<p>The QAA Benchmark statements that are applicable to both joint honours subjects are outlined as:</p> <p>There are no subject specific benchmark statements for Special Educational Needs degrees. As such this programme has been written to correspond closely with the:</p> <p>QAA Quality Code (2018): <a href="http://qaa.ac.uk">Quality Code (qaa.ac.uk)</a></p> <p>With specific reference to benchmark statements for:</p> <p>Education Studies (2019): <a href="http://qaa.ac.uk">Subject Benchmark Statement: Education Studies (qaa.ac.uk)</a></p> <p>Sociology (2019): <a href="http://qaa.ac.uk">Subject Benchmark Statement: Sociology (qaa.ac.uk)</a></p> <p>Social Policy (2019): <a href="http://qaa.ac.uk">Subject Benchmark Statement: Social Policy (qaa.ac.uk)</a></p> <p>Health Studies (2019): <a href="http://qaa.ac.uk">Subject Benchmark Statement: Health Studies (qaa.ac.uk)</a></p> <p>SEEC level descriptors have also been used in designing module and programme outcomes (SEEC, 2021) credit level descriptors for Higher Education available at <a href="http://uall.ac.uk">SEEC (uall.ac.uk)</a>.</p>
18	Programme Aim
	<p>The SENDI and Sociology degree programme provides graduating students with qualities and transferable skills necessary for specific employment or further training in a range of related fields of special education, social or health care settings for example PGCE, policy administration or support work. This will be characterised by students who have not only attained the subject and module outcomes at the appropriate levels but have also begun to understand the diversity of human needs within a complex society and the importance of challenging existing values, attitudes and prejudices in the wider community. Graduates will be able to contribute to society through advocacy for both themselves and the needs of others, using informed knowledge and understanding in judgements and actions.</p> <p>In addition to this, the Graduate Attribute framework identifies further outcomes students should acquire. These reflect a collective understanding of the essential skills of a BGU graduate who, through the study of this degree will be equipped with intellectual and transferable skills suitable for a range of professional careers and lifelong learning. These generic outcomes will be demonstrated in any given subject where a student studies a combined or single honours programme. Outcomes relating to knowledge and understanding and practical and/or professional skills are subject-specific. The generic skills indicate a minimum for all Education, Health and Lifelong Learning graduates.</p> <p>The aims of the BA (Hons) SENDI and Sociology:</p> <ul style="list-style-type: none"> <li>• Offer a programme of study that develops an integrated knowledge and understanding of the disciplines of SENDI and Sociology.</li> <li>• Introduce students to the philosophy and theory underpinning SENDI and Sociology, and how these apply in real world contexts and the wider challenges of living and working in an increasingly global, informational and interdependent world.</li> </ul>

- Enable students to demonstrate systematic breadth and depth of knowledge and understanding of contemporary issues within SENDI and Sociology, considering professional and academic challenges of local, national and global perspectives and relevant ethical and values-based issues.
- To provide a research-led curriculum and offer support to students in pursuing their own research interests
- Enable students to develop a range of transferable skills (cognitive and intellectual, and generic and key skills) that will equip them to function effectively in contemporary study and work environments, and which will also provide the basis for continuing personal development in line with the BGU Graduate attributes.
- Establish and cultivate a safe, inclusive, diverse, and engaging student-centred and deep learning focused teaching environment.

## 19 Programme Specific Outcomes

### (a) Final Award Learning Outcomes

On successful completion of BA SENDI & Sociology, students will be able to:

#### **Knowledge and Understanding [K&U]**

- K&U1 Demonstrate a comprehensive knowledge and understanding of principal features and key paradigms of SENDI and Sociology, recognising differing social, political, cultural and historical contexts, with in-depth individual areas of specialisation;
- K&U2 Demonstrate a critical and reflective understanding of the wide range of values and principles which inform inclusive practice at local, national and global levels;
- K&U3 Have a critical understanding of how a range of competing personal, social and educational systems, values and attitudes determine and shape society and special education and inclusive provision;
- K&U4 Demonstrate a thorough and critical understanding of how a wide range of theory, policy and practice can impact upon wider society, group and individual experience with specific reference to labels and acronyms: categories of need.

#### **Subject-Specific and Professional Skills [SPS] SENDI**

- SPS1 Apply academic, critical and reflective approaches to meeting a diverse range of individual needs, recognising the complexity of competing social and educational ideologies;
- SPS2 Analyse methods and transfer techniques learned to engage others and support inclusive practice as advocates of change;

- SPS3 Review, consolidate, extend and apply thorough knowledge and understanding of SENDI to a wide range of contexts evidenced through confident presentations in a range of different formats;
- SPS4 Demonstrate the ability to complete work autonomously and to initiate and carry out work to completion, collating and evaluating data, showing an appreciation of theory evidence and relevance to current debates.

#### **Subject-Specific and Professional Skills [SPS] Sociology**

- SPS1 Develop relevant thinking and critical methodological skills via research conducted within a range of sociological contexts;
- SPS2 Undertake sociological research that involves evaluating thought, practice and evidence;
- SPS3 Demonstrate personal responsibility and ethical considerations in social and sociological projects.

#### **Intellectual Skills [IS]**

- IS1 Articulate critical arguments on specialist and complex subject matters, adopting and defending an evidence-based personal position;
- IS2 Abstract, synthesise and analyse secondary and primary sources, demonstrating confidence in the search, and manipulation of different data;
- IS3 Apply specialist knowledge to frame and solve problems of a predictable, unpredictable and complex nature;
- IS4 Comprehend the contested and pluralistic nature of their specialist areas of study.

#### **Transferable skills [TS]**

- TS1 Develop a range of employability skills appropriate to the subject areas;
- TS2 Demonstrate a wide range of effective oral, written and presentation skills for a number of audiences;
- TS3 Be able to apply a wide range of information and communications technology and other learning and communications resources;
- TS4 Plan and manage their own time effectively in order to achieve objectives, meet deadlines, and construct research, either independently or as part of a team.

<b>20</b>	<b>Exit Award Learning Outcomes</b>
<p>On successful completion of a Level 4 CertHE SENDI and Sociology, students will be able to:</p> <p><b>Learning outcomes for Cert.HE (Level 4)</b></p> <p>Students awarded the Certificate of Higher Education will be able to:</p>	

**Knowledge and Understanding [K&U]**

- K&U1 Demonstrate a knowledge and understanding of principal features and key paradigms of SENDI and Sociology, recognising differing social, political, cultural and historical contexts, with in-depth individual areas of specialisation;
- K&U2 Demonstrate an understanding of a range of values and principles which inform inclusive practice at local, national and global levels;
- K&U3 Have an understanding of how a range of competing personal, social and educational systems, values and attitudes determine and shape society and special education and inclusive provision;
- K&U4 Demonstrate an understanding of how a wide range of theory, policy and practice can impact upon wider society, group and individual experience with specific reference to labels and acronyms: categories of need.

**Subject-Specific and Professional Skills [SPS] SENDI**

- SPS1 Apply academic approaches to meeting a diverse range of individual needs, recognising competing social and educational ideologies;
- SPS3 Review knowledge and understanding of SENDI to a range of contexts evidenced through presentations in a range of different formats;
- SPS4 Demonstrate the ability to complete work autonomously and to initiate and carry out work , showing an appreciation of theory evidence and relevance to current debates.

**Subject-Specific and Professional Skills [SPS] Sociology**

- SPS1 Develop relevant thinking skills via research conducted within a range of sociological contexts;
- SPS2 Undertake sociological research that involves evaluating practice and evidence;
- SPS3 Demonstrate personal responsibility and ethical considerations in social and sociological projects.

**Intellectual Skills [IS]**

- IS1: Demonstrate understanding on specialist subject matter, adopting and defending an evidence-based personal position;
- IS2: Analyse sources, demonstrating the ability to search, and manipulate different data;
- IS3: Apply specialist knowledge to frame and solve problems of a predictable and unpredictable nature;
- IS4: Demonstrate understanding of the nature of their specialist areas of study .

**Transferable skills [TS]**

- TS1: Develop a range of employability skills appropriate to the subject areas.
- TS 2: Demonstrate a range of oral, written and presentation skills for a number of audiences.
- TS3: Be able to use and apply a range of information and communications technology and other learning and communications resources.
- TS4: Plan and manage their own learning in order to achieve objectives and meet deadlines, either independently or as part of a team.

**Learning outcomes for Dip.HE (Level 5):**

Students awarded the Diploma of Higher Education will be able to:

**Knowledge and Understanding [K&U]**

- K&U1: Demonstrate a detailed knowledge and understanding of principal features and key paradigms of SENDI and Sociology, recognising differing social, political, cultural and historical contexts, with in-depth individual areas of specialisation;
- K&U2: Demonstrate a reflective understanding of the wide range of values and principles which inform inclusive practice at local, national and global levels;
- K&U3: Have a detailed understanding of how a range of competing personal, social and educational systems, values and attitudes determine and shape society and special education and inclusive provision;
- K&U4: Demonstrate a thorough understanding of how a wide range of theory, policy and practice can impact upon wider society, group and individual experience with specific reference to labels and acronyms: categories of need.

**Subject-Specific and Professional Skills [SPS] SENDI**

- SPS2: Show understanding of methods and transfer techniques learned to engage others and support inclusive practice as advocates of change;
- SPS3: Review and consolidate thorough knowledge and understanding of SENDI to a wide range of contexts evidenced through confident presentations in a range of different formats;

**Subject-Specific and Professional Skills [SPS] Sociology**

- SPS1: Develop relevant thinking and methodological skills via research conducted within a range of sociological contexts.

- SPS2: Undertake sociological research that involves evaluating practice and evidence.
- SPS3: Demonstrate personal responsibility and ethical considerations in social and sociological projects.

#### **Intellectual Skills [IS]**

- IS 1: Articulate arguments on specialist and complex subject matters, adopting and defending an evidence-based personal position;
- IS2: Abstract and analyse secondary and primary sources, demonstrating confidence in the search, and manipulation of different data;
- IS3: Apply specialist knowledge to frame and solve problems of a predictable, unpredictable and increasingly complex nature;
- IS4: Demonstrate in-depth understanding of the contested and pluralistic nature of their specialist areas of study.

#### **Transferable skills [TS]**

- TS1 Develop a range of employability skills appropriate to the subject areas;
- TS2 Demonstrate a wide range of effective oral, written and presentation skills for a number of audiences;
- TS3 Be able to apply a wide range of information and communications technology and other learning and communications resources;
- TS4 Plan and manage their own time effectively in order to achieve objectives, meet deadlines, and construct research, either independently or as part of a team.

In order to qualify for an Ordinary Degree (Level 6):

The student must meet the requirements as laid down in *Academic Regulations Governing Taught Qualifications*.

## SECTION C1 (YEAR 1) FOUNDATION YEAR: STRUCTURE

21a	Structures, modes of delivery (e.g., FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements
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### Level 4

September		January	
FDY00120 Self As Learner	FDY00220 Resourcing Learning	FDY00520 Effective Communication	FDY00620 The Digital Learner
FDY00320 Critical Thinking	FDY00420 Critical Engagement	FDY00720 Reflective Learning	FDY00820 Academic Writing

21b	Module Structure
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### Level 4

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
FDY00120	CORE	Self As Learner	1 (Autumn)	N/A
FDY00220	CORE	Resourcing Learning	1 (Autumn)	N/A
FDY00320	CORE	Critical Thinking	1 (Autumn)	N/A
FDY00420	CORE	Critical Engagement	1 (Autumn)	N/A
FDY00520	CORE	Effective Communication	2 (Spring)	N/A
FDY00620	CORE	The Digital Learner	2 (Spring)	N/A
FDY00720	CORE	Reflective Learning	2 (Spring)	N/A
FDY00820	CORE	Academic Writing	2 (Spring)	N/A



## SECTION C2 (YEARS 2-4) BA (HONS) SENDI & SOCIOLOGY: STRUCTURE

<b>21a</b>	<b>Structures, modes of delivery (eg FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements</b>
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### Level 4 – 120 credits

Level 4	Semester 1	SND40122 From Excluded to Included: A Century of Change 30c	SOC40122 Writing and Thinking Sociologically 15c	SOC40222 Social Research Skills: Texts and Interactions 15c
	Semester 2	SND40222 The Whole Child: Holistic Approaches to Meeting Needs 30c	SOC40422 What is (the point of) Sociology? 30c	

### Level 5 – 120 credits

Level 5	Semester 1	SND50122 Meeting Different Needs 30c	SND50722 Interpreting the World: Research & Practice 15 c	SOC50222 Public Sociology: Race, Religion and Sexuality 30c	
	Semester 2		SND50422 Rhetoric or Reality?  Or GA Enhancement module 15c	SOC50422 Sociology of Happiness 15c	SOC50122 Crime and the Media  Or Graduate Attribute or other subject enhancement module 15c

### Level 6 – 120 credits

Final year project in SENDI

Level 6	Semester 1	SND60122 Hidden Inequalities 30c	SND60522 (SENDI) Capstone Project Proposal 15c	SOC60222 Surveillance and Society 15c	SOC60522 Contemporary Imprisonment  : 15c
	Semester 2		SND60622 (SENDI) Capstone Project 30c		SOC60622 Sociology of personal life.  15c

## Final year project in Sociology

Level 6	Semester 1	SOC60222 Surveillance and Society 15c		SND60322 Spectrums and Kaleidoscopes  Or  SND60222 Leading the Learning Environment 15c	SND60122 Hidden Inequalities 30c
	Semester 2	SOC60622 Sociology of personal life.  15c		SOC60422 Capstone Project Dissertation 45c	

**21b | Module Structure****Level 4**

Core Modules				
<i>Period Codes – 1 (Autumn) – 2 (Spring) – 3 (Summer –MA ONLY) – 4 – Full Year</i>				
Code	Status	Module Title	Period (number)	No of credits
SND40122	Mandatory	From Excluded to Included: A century of Change	1	30
SND40222	Mandatory + Placement	The Whole Child: Holistic Approaches to Meeting Needs	2	30
SOC40122	Mandatory	Writing and Thinking Sociologically	1	15
SOC40222	Mandatory	Social Research Skills: Texts and Interactions	1	15
SOC40422	Mandatory	What is (the point of) Sociology?	2	30

**Level 5**

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
SND50122	Mandatory + Placement	Meeting Different Needs	1 & 2	30
SND50722	Mandatory	Interpreting the world: Research & Practice	1	15
SOC50222	Mandatory	Public Sociology: Race, Religion and Sexuality	1	30

SOC50422	Mandatory	Sociology of Happiness	2	15
<b>Option Modules</b>				
Code	Type	Module Title	Period (number)	No of credits
SND50422	Subject Enhancement	Rhetoric or Reality?	2	15
SOC50122	Subject Enhancement	Crime and the Media.	2	15

## **Level 6**

<b>Core Modules</b>				
Code	Status	Module Title	Period (number)	No of credits
SND60122	Mandatory + Placement	Hidden Inequalities	1 & 2	30
SOC60222	Mandatory	Surveillance and Society	1	15
SOC60522	Mandatory	Contemporary Imprisonment.	1	15
SOC60622	Mandatory	Sociology of personal life.	2	15
<b>Option Modules</b>				
Code	Type	Module Title	Period (number)	No of credits
SND60322	Subject Enhancement	Spectrums and Kaleidoscopes	1	15
SND60222	Subject Enhancement	Leading the Learning Environment	1	15
SND60522	Subject Enhancement	Capstone Project Proposal	1	15
SND60622	Subject Enhancement	Capstone Project	2	30
SOC60422	Subject Enhancement	Capstone Project Dissertation	1 and 2	45

## SECTION D1 (YEAR 1) FOUNDATION YEAR: TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design
	<p>The Bishop Grosseteste University Foundation Year programme is in line with national practice and resembles Foundation Year programmes successfully offered by a number of UK higher education institutions to provide supportive access into higher education (HE). The Bishop Grosseteste University Foundation Year aims to contribute to widening participation and lifelong learning by encouraging participation by learners who may not previously have considered studying for a higher-level qualification.</p> <p>The Bishop Grosseteste University Foundation Year is therefore designed to support a wide range of learners from different backgrounds and with non-standard academic qualifications to enter HE. The programme provides an opportunity for learners to study at the University who are unable to evidence the usual level of entry qualifications / UCAS points required for entry to degree programmes at Bishop Grosseteste University.</p> <p>The Bishop Grosseteste University Foundation Year programme is a complimentary internal programme of study to enable access to degree study at Bishop Grosseteste University. The Foundation Year programme is therefore designed to provide a common core of academic and generic study skills sufficient to build confidence and self-discipline to prepare learners for subsequent study and academic success at undergraduate level.</p> <p>The Foundation Year programme is a pass-fail programme and is therefore non-award bearing. There are 8 modules, equally distributed between two semesters. Modules are studied over a 7-week period and are paired so that learners engage with two aligned, yet separate, modules each week. The pairing of modules enables accumulative development of skills through a generic approach in which all learning is connected and builds incrementally throughout the year. It is anticipated that typically learners will attend face-to-face sessions for 6 hours weekly.</p> <p>The programme has been designed to be delivered and assessed at Level 4 equivalence within the QAA FHEQ. This level indicates the intellectual demand and rigour of academic study required to successfully complete each module and provide a taster of the demands of degree level study.</p> <p>A key design feature of the Foundation Year has been the commitment to providing a programme which is suitable for a potentially diverse mix of learners. In recognition of the diversity of learner experiences and needs, this programme has been designed to balance the current needs of learners with the future demands that studying at degree level will place on them. The purpose of the programme is not to fully mirror a full undergraduate degree programme but to provide a foundational experience and, moderately and gradually, build confidence and capability of the learners. As such, the indicative hours of study are less than what might normally be expected on a full degree programme, but the delivery is condensed and intensely delivered per week. This delivery pattern is proved to best support the needs of learners on Foundation Year programmes, who typically have other life-commitments outside university.</p>

Learning and teaching approaches utilise a blended approach of face-to-face, directed, online and independent study. A key feature of delivery are the 'learner-led, tutor-facilitated' group tutorials. These take place weekly and encourage individual learners to re-engage with education, to 'deconstruct' what might have been previously, less than positive, engagements with education. The tutorials encourage learners to 'reconstruct' and to take personal responsibility and ownership of their learning during the Foundation Year and beyond. Peer support and dialogic approaches form a strong element of this process.

The Foundation Year programme offers incremental steps to foster a thirst for, and enjoyment of, learning and a gradual acculturation into university life. This approach will help ensure that individuals who successfully complete the Foundation Year programme are effective, successful undergraduate learners who reach their own potential within the next stages of their learner journey at full degree programme level.

Learners on the Foundation Year build a set of knowledge, skills and attributes associated with university study which they will be able to directly transfer into their degrees. The generic nature of the modules aims to ensure that learners are equipped with the necessary study skills, and written and verbal communication abilities to succeed, as well as gaining independence and confidence to progress. To avoid duplication of content at a later date, learners do not formally study their chosen degree subject during the Foundation Year. However, subject-specific learning is integrated as part of each module, allowing them to focus on their chosen subject route. Learners will have the opportunity to engage with subject-specific materials, which may, for example, include attending taster sessions or tutorials delivered by Faculty subject experts. Learners may also select topics for study that allow them to explore their personal interests and prepare for their future studies.

Throughout the Foundation Year programme, learners are encouraged to draw on their knowledge from across their learning in all module sessions, with the aim that they become active in their approach to learning. The final piece of work requires learners to demonstrate their consolidated learning and understanding and involves the application of research, critical thinking, and academic writing.

## **23 Learning and Teaching Strategies**

Learning and teaching strategies for the programme as a whole are balanced and comprehensive, underpinned by the need to provide a supportive and directed framework for learners entering at Level 4 with widely differing experience, familiarity, and confidence with prior study, from diverse backgrounds and with a variety of entry qualifications. The programme provides the foundation for consolidated skills development in the learner's future degree programme. The modules are designed to be stimulating, challenging, relevant and useful. The modules enable learners to experience, engage with, and develop a range of key skills necessary for independent learning and effective undergraduate study.

Learning and teaching are characterised by a combination of directive, structured, supportive, and practical strategies, and opportunities. These strategies aim to ensure that learners are supported in their learning whilst also developing skills, knowledge, and confidence as independent learners as appropriate for future HE study. Learning and teaching strategies aim to make effective use of

social integration, group, and project work to build confidence and support a community of learning.

Delivery is directed and guided, being designed to meet the needs and experience of learners who may not yet be ready to work with the full confidence and levels of autonomy normally expected at Level 4. Delivery of modules will therefore be through directive and interactive sessions, seminars, and tutorials. Group work and workshop methods are also utilised. Learning will be additionally supported through the Virtual Learning Environment (VLE), and independent study.

The Foundation Year has a strong tutorial element, both group and personal tutoring. Typically, there are normally 6 scheduled learning hours per week, of which, 2-3 hours per week of 'learner-led, tutor-facilitated' sessions take place each week. Weekly study tutorials allow learners to discuss their formative tasks, assessed work, all feedback, key readings, and issues raised in sessions with peers and tutors. Dialogic approaches enable learners to work on skills and areas of understanding in a supportive peer environment but also familiarises them with the processes of discussion and debate. The incorporation of group work also encourages learners to develop positive and supportive working relationships within the cohort.

Learning and teaching strategies have been selected to compliment the concepts being delivered, for example, digital skills workshops and library-based research tasks, discussion, debate, writing and speaking to a range of specialist and non-specialist audiences. The Foundation Year is intended to develop a strong learning community amongst the cohort but also to create a sense of institutional identity and a growing sense of subject community. The programme seeks to engender a sense of individual learner's 'belief in self' and also belief that they are academic, with a true entitlement to be members of a HE community of learners.

Throughout the year, learners work with their tutor to set and review personal targets so that they can clearly track their development across the year and avoid feeling overwhelmed by the level at which they will be required to work at on entry to their degree studies.

The programme team will work closely with the Foundation Year learners to ensure they are engendered as members of the Bishop Grosseteste University community.

The Foundation Year equips learners with the necessary skills to be autonomous and effective HE learners. Skills developed during the Foundation Year programme will be utilised and consolidated throughout undergraduate study and beyond, be that further study and/or employment. Collectively, the modules support all of Bishop Grosseteste University's Graduate Attributes and embed transferrable skills for employability.

## **24 Assessment Strategies**

The Foundation Year programme offers learners opportunities to experience a range of formative and summative assessments. These include, short form writing, annotated bibliography, presentations, micro-teach, use of digital technologies, reflective journal, and academic essay.

Assessment strategies are designed to be supportive, build confidence and also aim to ensure learners develop the core skills required for successful study in Higher Education (HE). Assessment strategies deployed across the Foundation Year are balanced, comprehensive, diverse, and

inclusive, ensuring that learners experience a range of assessment formats to assess attainment of intended learning outcomes but also to provide supportive preparation for undergraduate study. All modules employ early, small, and frequent formative, as well as summative assessment, to ensure that learners gain confidence in their knowledge and abilities as they progress through the Foundation Year. Learners will also have opportunity for self-evaluation and reflection on their own learning progress and development of skills.

Formative feedback is an integral part of the Foundation Year programme. Learners receive feedback on plans and draft materials before final summative assessment submission and have the opportunity to discuss the comments made in more detail with their tutor and peers to enable them to take responsibility for their learning and improvement. Feedback addresses key writing skills (including spelling, grammar, and punctuation) as well as more advanced skills such as the structuring of arguments, summary of key concepts and demonstration of subject knowledge. There is also a focus on helping learners to gain an understanding of scholarly activity and the importance of accurate referencing, which will feed forward into their degree studies. Opportunities for verbal feedback and peer review are provided by interactive seminars and tutorials. Learners continue to reflect on their own performance and progression throughout the Foundation Year. Summative feedback is provided for all assessed pieces of work, and the comprehensive combination of formative and summative feedback allows learners to reflect on their progress, strengths, and areas for improvement, and forms the basis for self-reflective and tutor-directed target setting.

The feedback cycle provides a strong sense of coherence and continuity of development within the course. Tutorial group sessions provide a focal point for learners to discuss their learning and track their acquisition of knowledge and study skills. The final module culminates in an academic writing project which provides learners the opportunity to demonstrate all of their Foundation Year learning and to receive the final detailed summative feedback they can utilise as they progress on to their continuing programme of undergraduate degree study.

Learners are assessed predominantly through coursework. Each module has an assessment portfolio that contains two or three tasks. This will include extensive use of portfolio-based assessment, in which learners assemble evidence of key tasks, often including reflection and critical review of their progress, strengths and weaknesses.

There are no formal examinations in the Foundation Year. This is in order to build learner confidence and ensure that learners are provided with supportive entry at Level 4. In general, the undergraduate curriculum at Bishop Grosseteste University makes limited use of formal examinations, although they are more common in social science subjects such as Psychology. Appropriate exam preparation is included in the relevant degree programmes as needed once learners progress from the Foundation Year.

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
FDY00120	Self As Learner	N/A	1	-	-	100
FDY00220	Resourcing Learning	N/A	1			100
FDY00320	Critical Thinking	N/A	1			100
FDY00420	Critical Engagement	N/A	1			100

FDY00520	Effective Communication	N/A	1			100
FDY00620	The Digital Learner n	N/A	1			100
FDY00720	Reflective Learning	N/A	1			100
FDY00820	Academic Writing	N/A	1			100

The following table provides the indicative content of assessment tasks:

Module	Unistat	Task	Weighting	Indicative Word Counts	Indicative Content of Assessment Tasks
FDY00120 Self As Learner	Coursework	Portfolio	100%	1000	<ul style="list-style-type: none"> <li>• SWOT analysis: Strengths, weakness, opportunities and threats</li> <li>• Discuss good and poor learning experience</li> <li>• Time management exercise e.g., Covey's '4-quadrant time management matrix'</li> </ul>
FDY00220 Resourcing Learning	Coursework	Portfolio	100%	1000	<ul style="list-style-type: none"> <li>• Exercise to demonstrate effective library searching</li> <li>• Peer review referencing</li> <li>• Annotating a bibliography</li> </ul>
FDY00320 Critical Thinking	Coursework	Portfolio	100%	1000	<ul style="list-style-type: none"> <li>• Explore approaches to, and models of, critical thinking e.g., Chatfield's 'Smart Study Model'</li> <li>• With peers, begin to deconstruct arguments in the literature in order to explore critical thinking</li> <li>• Create a personalised toolkit and action plan for critical thinking</li> </ul>



FDY00420 Critical Engagement	Coursework	Portfolio	100%	1000	<ul style="list-style-type: none"> <li>• Explore approaches to critical reading e.g., frame of reference</li> <li>• Read critically and annotate a text/source</li> <li>• Utilise techniques and tools to organise ideas e.g., visual organiser</li> </ul>
FDY00520 Effective Communication	Coursework	Portfolio	100%	1500	<ul style="list-style-type: none"> <li>• Deliver an effective spoken presentation of ideas</li> <li>• Create a written handout and annotated bibliography to support the presentation</li> </ul>
FDY00620 The Digital Learner	Coursework	Portfolio	100%	1500	<ul style="list-style-type: none"> <li>• Reflecting on workshop activities that have enabled the development of skills and appropriate uses of digital technologies to support learning e.g., use of VLE, collaborate online discussion, wikis, online safety, online profile</li> <li>• Self-evaluation of digital capabilities and confidence</li> <li>• Create an effective audio-visual presentation of ideas</li> </ul>
FDY00720 Reflective Learning	Coursework	Portfolio	100%	2000	<ul style="list-style-type: none"> <li>• Group collaboration to develop reflective template and action plan</li> </ul>

					<ul style="list-style-type: none"> <li>• Complete reflective journal of taster sessions</li> <li>• Micro-teach of something learnt from the taster sessions</li> </ul>
FDY00820 Academic Writing	Coursework	Portfolio	100%	2000	<ul style="list-style-type: none"> <li>• In consultation with tutor select a topic for study</li> <li>• Academic essay</li> </ul>

## 25 Inclusive Practice and Personal Development Planning

Bishop Grosseteste University is committed to widening access and participation and adheres to a strict policy of non-discrimination. Learners will be supported for the duration of the Foundation Year through the range of services offered through the Centre for Enhancement in Learning and Teaching (CELT), Student Advice and Library Services.

The Foundation Year programme will support personal development planning through the use of the Bishop Grosseteste University Development and Career Plan (DCP) and the personal tutor system. Learners will also be aligned to a 'subject liaison tutor' who will be a subject-specific point of contact for individual learners. The subject liaison tutor will provide advice regards the subject taster-sessions and also provide subject-context and mentoring/tutorial support for learners as appropriate. Learners will be encouraged to access the wider services of BG Futures for professional career advice and opportunities.

All learners develop an e-portfolio, the Development and Career Plan (DCP). This is a detailed record of the development of skills, experience, and knowledge which:

- Supports reflection on academic and assessed work and ensures learners are able to respond effectively to feedback from tutors and improve their grades
- Allows learners to collect evidence of the things that they achieve during their studies that promote their employability
- Supports the development of a close and well-informed relationship with their Personal Tutor.

Tutorials will allow learners to identify their strengths and weaknesses and receive targeted support, and this process ensures that learners' individual progress is tracked across all modules and that any academic or pastoral concerns are addressed promptly.

## 26 Technology Enhanced Learning

Learners will be encouraged to apply skills that they already have and to develop new ones. A central tool for technology enhanced learning is through the use of Blackboard, Bishop Grosseteste University's Virtual Learning Environment (VLE). As part of the blended learning pedagogical approach for the programme, preparatory, directed, and follow-up tasks and activities will be

provided to inform, engage, and reinforce the learning for each module. Learning materials for the Foundation Year programme will be accessed through the module areas on Blackboard and extensive use will be made of specific online resources that exist within the CELT areas of the VLE; especially Digital Learning and Learning Development resources, guides and self-reflection tools and materials.

Learners will have a range of opportunities for critical discussion and active engagement with VLE materials through a range of synchronous and asynchronous learning spaces including module blogs, wikis, and discussion forums. In addition, learners will engage with research for relevant literature through online databases and electronic search engines as part of Bishop Grosseteste University's library provision. Included within the Library Systems are access to journals and specific subject related learning resources.

## **27 Work-related Learning and/or Placement**

There is no direct connection to work-related learning or placement. However, the Foundation Year programme recognises the integral nature of core employability skills as part of undergraduate study.

## **28 Employability**

All modules in the Foundation Year are organised around the development of transferable skills, such as presentation skills, successful time management, group work, critical thinking and problem solving. Collectively, the programme modules support all of Bishop Grosseteste University's Graduate Attributes and embed transferrable skills for employability. As such, Foundation Year learners will develop a range of relevant graduate attributes and skills including:

- problem-solving
- decision making
- locating resources
- analysis and evaluation of resources/evidence/data
- organisational skills, including time management, and project planning
- the ability to work in teams
- appropriate utilisation of digital technologies
- appropriate levels of communication – written, oral and visual

In addition to the development of a range of transferable skills, learners will engage with the Development and Career Plan (DCP) which encourages reflection on career aspiration and target setting to help achieve academic and career goals. The DCP e-portfolio allows learners to collect evidence of the things that they achieve during their studies that promote their employability

As Bishop Grosseteste University students, learners on the Foundation Year programme, will be eligible to engage with all workshops, sessions and extra-curricular activities as provided by BG Futures and Careers.

## SECTION D2 (YEARS 2-4) BA (HONS) SENDI & SOCIOLOGY: TEACHING, LEARNING AND ASSESSMENT

22	<b>Curriculum Design</b>
	<p>The defining principles of the SENDI and Sociology programme are reflected in the aims and outcomes and are articulated through content, teaching, learning, and assessment. The programme draws together a wide range of academic and contemporary source materials, provides broad and balanced knowledge, understanding and skills, acknowledges the dynamic nature of knowledge and theory, encourages questioning, sets study in a wide range of contexts, develops the ability to argue, promotes intellectual independence and develops critical engagement. In particular, the programme aims to enable students to be confident in subject knowledge and articulate as advocates of change towards a more equitable society.</p> <p>The modules on the programme will provide students with an enhanced understanding of human behaviour from a sociological perspective that is focused on society and societal structures as things to be critiqued and considered rather than taken for granted or inevitable. The curriculum is designed to enable students to apply sociological tools to question that system and the power it holds asymmetrically over certain communities and groups of people with a particular focus on disability and inclusion and the needs of all. This will enable students to critically question what that means for society as a whole and to explore hidden inequalities.</p> <p>At each level, modules build knowledge and understanding. Modules such as SOC60622 Sociology of personal life and the sociology of happiness ensure that students can move completely and confidently through all three levels of social analysis – micro, meso and macro in such a way that enables exploration and understanding of the complex systems that interact with human beings on physical, emotional and psychological levels as well as social.</p> <p>BGU students that emerge as graduates will do so with a range of employability skills: knowledge and understanding of the subject matter, critical thinking skills, analytical reasoning, research and inquiry skills, digital and media literacy, cross-cultural understanding of society, team work, leadership skills and independent work skills.</p>
23	<b>Learning and Teaching Strategies</b>
	<p>Teaching will be delivered through interactive lectures, workshops, tutorials and seminars to promote engagement and independent learning with opportunities for cross-disciplinary learning aligned with the student's particular interests and aspirations. Subject material is delivered using a wide range of genres, including traditional lectures, interactive seminars, peer led discussion, cooperative group work, tutorials, fieldwork, work in classrooms and other educational environments (subject to safe access), independent work and self-study; including VLE (Virtual Learning Environment), on-line materials. For example, independent learning in several modules makes specific use of carefully integrated e-study units utilising a wide range of resources, including podcasts, video, YouTube, e-texts, articles and directed tasks. The programme team has engaged with Centre for the Enhancement of Learning and Teaching (CELT) on integrating technology in both teaching and assessments. Students are expected to develop IT competence and demonstrate this in different assessments.</p> <p>Each module specification describes the pedagogic strategies employed within that module and gives a qualitative account of the texture of those learning hours. In practical, measurable terms, whole-class, face-to-face sessions are offered in typical 15 or 30 credit modules.</p> <p>One of the characteristics of a BGU graduate is that they will have the ability to undertake in-depth or extended study, which develops and demonstrates key programme outcomes with a high degree of</p>

independence and autonomy. To achieve this outcome, the course has been designed within the following framework:

Distinctive features of this programme's teaching and learning strategy includes the integral use of placement (where possible) within modules at all levels. These placements enable students to contextualise and develop understanding of taught module content as well as provide structured and planned opportunities to develop transferable and professional skills. Students examine and reflect upon challenges to practice of policy implementation and social influences. Any changes to placement offer are subject to risk assessments. Where placements are not advised, additional/ comparative hours of teaching/ online or face 2 face will be offered. Students will be supported and encouraged to consider alternative access/ dates to placements/ SEND practice with lower related risks.

Learning and Teaching of the programme will be through a combination of approaches designed to promote engagement and independent learning. Approaches used to promote

**Knowledge and understanding** will include;

Lectures, some of which will be interactive, using audio and video for contextualisation of topics and problem-based learning exercises, to encourage student engagement. Guest/ visiting tutors from across the University, from other HEIs (Higher Educational Institutions) (international) and from local and national statutory, private and voluntary organisations will add to the learning experience. Seminars, some of which will be tutor-led and some of which will be student-led, will be designed around enquiry-based learning, to encourage active participation. Students will be given the opportunity to discuss their experiences, findings and ideas with their peers or to take part in-group presentations. Through active participation, students are encouraged to challenge ideas and test their own knowledge and understanding.

Group work sessions will be used to critically review research, policy and provision exploring challenges and issues for those with SEND in society, searching for meaningful interpretations, which can inform individual learning and practice.

Tutorials: students will be offered the opportunity within each module to discuss ideas and demonstrate progress and engagement with the learning outcomes.

**Subject specific skills:**

Delivery of the programme will facilitate opportunities for students to analyse knowledge and understanding of different contexts and to encourage assessment of different social, cultural and community values whilst being aware of their prejudices and biases. Students will be encouraged to explore different approaches to societal and individual needs following demonstration and discussion of possible strategies and interventions. The aim will be to promote reflective practice leading to confidence in creating positive change in provision when students graduate.

**Intellectual Skills:**

Students will apply critical enquiry and creativity in the application of knowledge and independent judgment across the programme. Students will be provided with opportunities to acquire, analyse, evaluate and synthesise information through research and independent study and relate these to practice. They will achieve the required levels of intellectual skills through rigorous and varied assessment practices across the modules.

**Transferable Skills:**

Experiential, self-directed teaching and learning strategies will enable students to develop graduate attributes: transferable skills. Students will be encouraged to show insight and originality, demonstrate

critical and reflective abilities, and apply these to problem-based approaches, to practice issues and case studies.

Students will have resources, including indicative texts and supplementary reading available through Bb for all modules. They will be encouraged to make use of the library resources either on campus or electronically. They will also be able to access the range of support services available through student support and CELT. Independent and peer-supported strategies and research are encouraged at all stages of the programme

While the course adopts an in person (face to face) learning and teaching approach opportunities to support and deepen student understanding and outcomes through augmented individual (and / or group) activity via the VLE will be used where appropriate. In exceptional circumstances, contingency measures to ensure learning and teaching can continue will be implemented in accordance with BGU policies and procedures.

Teaching overall is informed by research practise and experience. The sociology modules of this joint course will present sociology as an applied phenomenon, foregrounding both contexts or settings (i.e. the various private, public and third sector organizations and institutions within which sociological work is conducted or processed) and data-based results (i.e. the details of attempts to change the society in which we live in). Some specific examples found in the BGU course are: increasing the health and wellbeing of a disadvantaged community group; enhancing existing government programmes and policies; and curating critical and reflective exhibitions on given topics at local museums, community centres. Consequently, the degree will offer opportunities for the application of sociological understanding in relevant professional contexts. These opportunities will be supported by external partners and/or internal research-based project activities. Consequently, sociology will support students in their future career choices, developing their analytic and problem-solving skills and giving them confidence to operate within dynamic, fast paced and complex working environments.

Teaching on the course will be delivered via a wide range of styles and methods, where the central concern when choosing methods will always be to employ methods appropriate to the intended learning objectives and practical situation/context of the module in question. While the course adopts an in person (face to face) learning and teaching approach opportunities to support and deepen student understanding and outcomes through augmented individual activity via the VLE will be used where appropriate. Contingency measures to ensure learning and teaching can continue will be delivered in accordance with BGU policies and procedures. A core and central tool for supporting teaching and learning will be the use of the University's Virtual Learning Environment (VLE). Students will be supported to use interactive web tools, for instance live online documents and audience response systems, as a strategy for sharing resources, discussions and in leading their own learning.

All students are introduced gradually to skills of analysis, argument and research through an integrated academic literacies approach stranded through the programme and developed in conjunction with Centre for Enhancement in Learning and Teaching (CELT). In addition to dialogic classroom learning and augmented individual activity via the VLE students will achieve the required levels of intellectual skills through a rigorous framework of deliberately varied assessment practices. Assessment will, in all cases, test knowledge and understanding, and will provide opportunities for students to demonstrate higher level thinking skills, such as evaluation and synthesis; intellectual skills; professional and/ or transferable skills and communication skills. All learning, teaching and research will fully comply with the Bishop Grosseteste University Research Ethics Policy and other subject-specific and relevant codes of practice and guidance.

Module effectiveness will be reviewed through the BGU system of module evaluation and informal opportunities to gather more regular mid-module student feedback enabling tutors to make responsive adaptations to students' needs as far as is practicable.

## 24 Assessment Strategies

The assessment strategy for BA (Hons) SENDI and Sociology supports the overall demonstration of the programme learning outcomes and is designed to engage students in a range of assessments throughout the programme in both half subjects. It systematically builds knowledge and understanding to support the skills required. The assessment strategies specific to the half subjects are outlined below.

The programme's pedagogic approach is to develop student's knowledge and skills progressively across the levels, building on a foundation of core concepts and theoretical models and frameworks introduced at level 4. The assessments enable tutors to determine how effectively students apply learning in an increasingly independent and critical way for their chosen field, sector or profession.

Level 4 assessments include; reports, portfolios and oral presentations (group and individual). These varied assessments enable tutors to assess student's conceptual understanding of foundational theories and frameworks, as well their ability to apply learning to practical situations and scenarios.

Level 5 assessments include; poster presentations, debates, essays and portfolio development providing a flexible and effective way for the students to demonstrate knowledge and skills. Students are expected to build upon previous foundational knowledge and understanding.

Level 6 assessments include; Capstone project (dissertations), group discussion, podcasts, posters, report writing, and a case study. Students focus upon developing research projects, reflecting their area of interest.

In designing the assessments, across all levels, creativity in output is considered and use of e-technology is developed as appropriate. For example, students will be expected to use varied software for posters and portfolios. Where appropriate assessment design is developed with support from CELT.

Another principle that underpins our assessment strategy is that students need to learn and develop skills to succeed. As such the medium of assessment should not be a barrier to demonstrating achievement of learning outcomes. Therefore, each type of assessment is rehearsed at a lower level, before being repeated at a higher level.

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
SND40122	From Excluded to Included: A Century of Change	30	1		50%	50%
SND40222	The Whole Child: Holistic Approaches to Meeting Needs	30	1			100%
SOC40122	Writing & Thinking Sociologically	15	1			100%
SOC40222	Social Research Skills	15	1		50%	50%
SOC40422	What's (the point of) Sociology?	30	1			100%
SND50122	Meeting Different Needs	30	2		Sem 1 30%	Sem 2 70%

SND50722	Interpreting the world: Research & Practice	15	2			100%
SND50422	Rhetoric or Reality?	15	2			100%
SOC50422	Sociology of Happiness	15	2			100%
SOC50222	Public Sociology: Race, Religion & Sexuality	30	2		100%	
SOC50122	Crime and the Media	15	2			100%
SND60122	Hidden Inequalities	30	3		Sem 1 40%	Sem 2 60%
SND60222	Leading the Learning Environment	15	3			100%
SOC60222	Surveillance & Society	15	3			100%
SND60522	Capstone Project Proposal	15	3			100%
SND60622	Capstone Project	30	3			100%
SOC60522	Contemporary Imprisonment	15	3		100%	
SOC60622	Sociology of personal life	15	3			100%
SOC60422	Capstone Project	45	3			100%

### Indicative Assessment Strategy

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Assessment Loading	Indicative submission
SND40122	From Excluded to Included: A Century of Change	30	A1: Narrated PPT 50% A2: Report 50%	15 minutes 1,000 words	December January
SND40222	The Whole Child: Holistic Approaches to Meeting Needs	30	Portfolio 100%	4,000 words	May
SOC40122	Writing and Thinking Sociologically	15	Portfolio – 2 x 1000 word responses 100%	2000 words	January
SOC40222	Social Research Skills	15	Portfolio 100%  Discourse analysis & recorded power point applying Bechdal test	1,000 words  5-minute recorded PowerPoint	January



SOC40422	What's (the point of) Sociology?	15	Portfolio 100%	3x 1,300 words	May
SND50122	Meeting Different Needs	30	A1: Literature Review 30% A2: Essay 70%	1,500 words 3,500 words	Jan May
SND50722	Interpreting the world: Research & Practice	15	Report 100%	2500 words	January
SND50422	Rhetoric or Reality?	15	Report 100%	2500 words	May
SOC50422	Sociology of Happiness	15	Essay 100%	2500 words	May
SOC50222	Public Sociology: Religion, Race & Sexuality	30	Debates x 4 (each worth 25% of overall grade) 100%	8 minutes per debate	January
SOC50122	Crime and the Media	15	Portfolio – reports from a news broadcast and a television series 100%	2,500 words equivalent poster	January
SND60122	Hidden Inequalities	30	A1: Group Discussion 40% A2: Report 60%	15 minutes 3000 words	Jan May
SND60322	Spectrums and Kaleidoscopes	15	Case Study	3000 words	Jan
SND60222	Leading the Learning Environment	15	Portfolio	4000 words	Jan
SND6022	Capstone Project Proposal	15	Written Proposal	3000 words	Jan
SND60622	Capstone Project	30	Dissertation or multi-media	6000 words Or equivalent	May
SOC60322	Sociology of the body	15	Podcast 100%	20 mins	May
SOC60622	Sociology of personal life	15	Portfolio - Creative response to 3 interviews 100%	3000 words	May
SOC60522	Contemporary Imprisonment	15	Debates (x4) 100%	5 mins per debate	January
SOC60422	Capstone	45	Dissertation 100%	8000 words	May

## 25 Inclusive Practice and Personal Development Planning

BGU is committed to widening access and participation and adheres to a policy of non-discrimination. Students will be supported throughout their programme through the full access to the range of services offered through the Centre for Enhancement in Learning and Teaching (CELT), Student Advice and Library Services.

The programme will support personal development planning through the use of the BGU Development and Career Plan (DCP) and the personal tutor system. Students will be encouraged to access the wider services of BG Futures for professional career advice and opportunities.

All students develop an e-portfolio, the DCP. This is a detailed record of the development of skills, experience and knowledge which:

- supports reflection on academic and assessed work, and ensures students are able to respond effectively to feedback from tutors and improve their grades;
- allows students to collect evidence of the things that they achieve during their studies that promote their employability;
- makes explicit links between students' work experience and professional standards and in both subject areas supports the development of a close and well-informed relationship with their personal tutor.

Employability is an important issue to all students, and careers in graduate employment are particularly competitive. When our joint honours students graduate, they will find themselves competing with large numbers of graduates and need to distinguish themselves from them in their application and interview. The DCP ties in with the employability award plan and careers services, and provides students with a means of gathering evidence of all the things they do that would be of interest to an employer. It enables them to frame their skills, knowledge and work experience in such a way as to make explicit how these are relevant for the posts for which they are applying.

This joint programme ensures that the methods of delivery and support reflect student's different starting points into H.E. and students are given guidance and tutorial support throughout the programme in relation to both academic, and as needed, personal guidance. When relevant students are directed to access further support from the services (i.e. Student support, CELT, NUS) offered within BGU.

In addition, students joining the programme from non-traditional learning routes are encouraged to engage in the same processes. However, tutors recognise that the needs of such students (e.g. mature students, single parents) vary and adjustments to programme delivery to accommodate differing needs are made when possible.

To support personal and professional development each student is assigned a personal tutor (PT). The PT offers guidance through tutorial time above the support given within each module. The tutorial sessions are timetabled each semester, to which students sign up.

The curriculum has been intentionally designed to ensure that students experience a full reach of teaching approaches and assessment styles. This is to enable students to gain grades in the approaches they are already good at whilst slowly building up their capacity and confidence in the areas they are either weaker in or have not yet experienced. It is designed this way to try and limit student anxiety in such a way that you can cope with what is being required and, potentially, thereby learn better coping mechanisms for their responses to deadlines, pressure and new experiences – all of which are vital employability, and life, skills post-graduation.

As a department we have created specific tools to ensure an inclusive learning environment, these range from learning student's names and pronouns, to modelling inclusive language. Our

curriculum has been rigorously put together in such a way as to ensure that all students, including those from minority communities, see themselves reflected in the texts we read, the case studies we examine and the questions we ask. We set ground rules with the students for speaking, listening, debating and challenging their own assumptions, and we strive to be fair and consistent in our application of those rules – often developed collaboratively with the students. Given that our subject necessitates the detailed working with material on very sensitive and emotive, sometimes triggering, topics this is a vital tool in ensuring inclusivity and in setting students up to develop as assured, confident learners.

## **26 Technology Enhanced Learning**

Students will be encouraged to apply skills that they already have and to develop new ones. A central tool for technology enhanced learning is through the use of BGU's Virtual Learning Environment (VLE), as part of the augmented learning pedagogical approach for the programme. The learning materials will be accessed through the module areas on the VLE.

Students will have a range of opportunities for critical discussion and active engagement with VLE materials through a range of synchronous and asynchronous learning spaces including module blogs, wikis and discussion forums.

Students will be encouraged to engage in research within the Library Systems that provide access to journals and specific subject related learning resources. Module specific elements are laid down within individual modules.

Students will be encouraged to apply skills that they already possess and to develop new ones. A central tool for technology enhanced learning is through the use of BGU's Virtual Learning Environment (VLE), as part of the blended learning pedagogical approach for the programme. The BA (Hons) in SENI and Sociology learning materials will all be accessed through the module and weekly session areas on Blackboard. In lectures and workshops, presenters make use of interactive approaches, e.g., Mentimeter and Padlet to obtain immediate input from the students displayed in a variety of visual formats to enhance presentations. Interactive whiteboards are used when appropriate. In assessments, alternative forms of presentation have been used.

Within sessions, technology will be utilised in a variety of ways to enhance the learning experience, consolidate knowledge and do short summative checks of understanding. We have guest lectures via TEAMS from scholars in other countries that would be too prohibitive in terms of finance or visa requirements to bring to BGU, thus letting our students benefit from direct access to experts within their field. Video clips, twitter feeds, music and sound recordings are also utilised as appropriate learning tools both by staff and by students.

Technology is also used to teach students how to undertake research and analyse data. Students are taught how to make sound recordings, video clips, photo elicitation from qualitative projects, and how to work with the files as raw and polished data. They are taught to use data software such as SPSS Statistics for quantitative analysis of data.

Within assessments, technology is used as a tool for the students to develop their digital literacy, presentation skills and technology capacity. They are given scaffolded assessments that result in them creating e-posters, recorded and narrated multi-media power points, and podcasts. To scaffold these assessments, we break them down into their constituent parts, give you examples from previous years, and work with in class to help you slowly build up the assessments ready for submission. We work closely with Digital Learning for each of these assessments, and with the podcast we also work closely with a podcast broadcaster. These are valuable employability skills and help the students understand the role of technology in terms of networking as well for a globally connected world of work.

## 27 Work-related Learning and/or Placement

Students on BA (Hons) SENDI and Sociology will have the opportunity to undertake work-related placements as part of their SENDI programme. This will usually be embedded into the SENDI part of the programme and typically provides at least one placement during each year of academic study.

Joint honours graduates develop a range of skills transferable to graduate careers. These include:

- communication – oral, visual and written.
- understanding and using data.
- decision making;
- organisational skills;
- information technology;
- handling of data/statistics;
- problem-solving, and
- the ability to work in teams

Students will be encouraged to undertake varied placements to increase their knowledge and understanding of inclusive practice in a range of settings. Placements embrace educational, health, social care and other settings, selected through discussion with module leaders. Students are encouraged to determine placements which align with their individual areas of research and progression pathway.

Any changes to placement offer are subject to risk assessments. Where placements are not advised, additional/ comparative hours of teaching/ online or face 2 face will be offered. Students will be supported and encouraged to consider alternative access/ dates to placements/ SEND practice with lower related risks.

The Programme team works with the BGU Placement Services Office to determine dates and preferred settings. Students are required to complete a preparatory placement form which helps the Placement Services Office to identify and co-ordinate access to schools or alternative placements.

Placements can be completed in organisations other than those, which are local to BGU. Placements offered might include special education settings, alternative education settings, colleges, and outreach or community provision. The purpose of the placements is to contextualize the university-based theoretical learning. This is seen as central to the course due to the nature of much of the subject content.

Placements are intended to allow students to develop understanding of the world of formal education, in both mainstream and special school settings. These experiences are used to allow students to become familiar with the application of theoretical principles to school environments and to begin to examine those environments in a critical manner.

As students progress through the programme, they undertake placements or projects, which are broadly relevant to a career for which their degree prepares them. Placements allow students to explore expected levels of individual achievement in a range of educational or alternative settings. This enables students to identify barriers to learning across different Labels and acronyms: categories of need, reviewing and evaluating strategies to support needs.

### Placements

The following placements (subject to risk assessments) will be offered as part of the course

Level	Module	Semester
Level 4	The Whole Child: Holistic Approaches to Meeting Needs[P]	2

<b>Level 5</b>	Meeting Different Needs[P]	1 1/2
<b>Level 6</b>	Hidden Inequalities[P]	1/2
	Capstone Project [IRS]	2

## 28 Employability

This SENDI and Sociology joint degree offers a firm base for students hoping to enter a variety of career pathways including but not limited to education-related, health, mental health or voluntary sector careers. The ability to critically analyse a problem, formulate a considered response, create an argument and generate new ideas, lend themselves well to careers in the creative industries, the legal sector, government administration and education. Maintaining the focus on real-world application throughout the programme is vital for providing students with a sustained focus on employability and possible career routes. This joint programme and BGU values the partnerships with key stakeholders for academic work-related courses.

This programme will build upon this reputation for employability by encouraging and facilitating students to engage in voluntary work with our established partnerships, particularly in the second year of their course. The University provides all students with access to a personalised on-line 'Development and Career Plan' (DCP). This enables students to identify career goals and construct actions plans to achieve them. In collaboration with their personal tutor students can reflect on their academic progress and assessment results, engage with the BGU Graduate Attributes framework and the BGU Employability Award, and evidence additional academic and professional achievements. The DCP is a critical component in the compilation by personal tutors of institutional references for students.

The programme has been written in consultation with key stakeholders such as advisory teachers, head teachers and teachers, the civil service, police, policy work for NGO / councils / government, researcher for media outlets, housing support, community development, youth workers and marketing. Employers were clear that they wanted students who were adept at analysing problems, but more importantly, could provide potential solutions and improvements, perhaps by addressing social inequalities relating to factors such as class, gender, race, disability or poverty. Wider consultation has taken place with sector representatives including speech and language therapists, ADHD (Attention Deficit Hyperactive Disorder) support teams and other therapists. The programme also reflects observations, as governors and researchers in SEND, of developments in practice and changing employment patterns within the sector.

Students already enjoy very high levels of employability and a range of well-defined career pathways from its various degrees. Typically, BGU performs very well in the official HESA performance indicators for graduates being in employment or further study within 6 months of gaining their qualification.

Many existing students pursue further qualifications to enable them to work in education and it is expected that this trend will continue. All students on courses within the modular framework will be well placed when they apply for a career in primary teaching, educational support or early year's education whether they are studying a single or combined honours degree.

Graduating cohorts of the SENDI programmes have gone on to initial Teacher Training (both Schools Direct and PGCE), teaching assistant roles, and continued in higher education. In addition to careers in education and ultimately special educational needs, graduates in this subject are also well-placed to work in the following areas:

- local authority provision;
- Policy Work
- Government and local councils
- Youth Work and Communities
- Private sector educational providers;
- Social care settings;
- Voluntary sector.

Employers are also brought into modules and course content as guest speakers or to run specific workshops.

For all of our students they face a far more uncertain and unstable working landscape that has previously been the case, a degree in sociology from BGU is intended to equip them with the transferable and analytical skills required to move between sectors and adapt with ease to the changing employment landscape.

## SECTION E1 (YEAR 1) FOUNDATION YEAR: PROGRAMME MANAGEMENT

<b>29</b>	<b>Programme Specific Admission Requirements</b>
<p>There is no formal requirement for UCAS points to join the Foundation Year although normally GCSE English or equivalent is desirable. The Foundation Year syllabus does not include any specific element of upskilling in English language. Entrants must be able to demonstrate a minimum level of competence in English language.</p> <p>In addition to this, some programme pathways have specific entry requirements, either at point of entry to the Foundation Year, or as a requirement in order to progress to the articulated degree programme. Details of specific entry requirements for each programme pathway are outlined in Appendix 1.</p> <p>There is no provision for Accreditation of Prior Learning in respect of the Foundation Year.</p> <p>Applicants may be interviewed to ascertain their suitability for the Foundation Year. This may be undertaken by MS Teams or telephone where required.</p> <p>Applicants will select, at the time of application, the articulated degree programme that they wish to follow. The suitability of the selected, articulated degree programme will be assessed separately.</p> <p>You may be required to undertake an Enhanced DBS check prior to enrolment on one of our programmes. For further information regarding this including a list of relevant programmes please see the university's Code of Practice for DBS Checks for Applicants and Students.</p>	
<b>30</b>	<b>Programme Specific Management Arrangements</b>
<p>The Foundation Year sits within the Secondary, FE and teacher Development portfolio as part of the academic Faculty and is led by the Programme Leader for Foundation Year. The programme will be taught by the dedicated Foundation Year team.</p>	
<b>31</b>	<b>Staff Responsibilities</b>
<p>Leadership of modules will be undertaken by specified team members as Module Leaders. Staff on the programme will be allocated to learners as personal tutors. In addition, an academic 'subject liaison tutor', for each subject, will be a subject-specific point of contact for individual learners. The subject liaison tutor will provide advice regards the subject taster-sessions and also provide subject-context and mentoring support for learners as appropriate. Academic staff from subject discipline areas will engage with Foundation Year learners during their studies by welcoming them to attend subject-taster sessions of the existing, validated undergraduate degree programme at Level 4. This enables Foundation Year learners to experience subject-specific 'tasters', typically of 8 hours, as part of module FDY007: Reflective Learning.</p>	

<b>32</b>	<b>Programme Specific Academic Student Support</b>
<p>Close engagement with the wider professional services as part of the learner experience will be embedded within each module of the Foundation Year programme. The CELT team, specifically Learning Development and Digital Learning, will support academic literacies, digital capabilities, and work towards assessments. In addition, IT will lead sessions to ensure basic digital literacies and the Library Liaison Team will support information literacies. BG Futures will support career aspiration and development. The Student Advice team will support wellbeing and, alongside CELT, will seek to develop the resilience and growth mindset of the Foundation Year learners. Learners will have an allocated personal tutor as part of Bishop Grosseteste University's Personal Development Plan (PDP). The PDP is monitored via the Development and Career Plan (DCP) process including the development of the learner's e-portfolio. Learners will also be aligned to a 'subject liaison tutor' who will be a subject-specific point of contact for individual learners. The subject liaison tutor will provide advice regards the subject taster-sessions and also provide subject-context and mentoring support for learners as appropriate.</p>	
<b>33</b>	<b>Programme Specific Student Evaluation</b>
<p>The Foundation Year programme complies with current institutional evaluation policies and annual monitoring.</p> <p>The programme team are committed to ensuring a positive learner experience and working in partnership with learners to feed forward and enhance the learner experience at both modular and programme level. Learner engagement and evaluation is considered on all aspects of the programme both formally through University processes and informally through the personal tutor structures. The programme team will work closely with the Foundation Year learners to ensure they are engaged participants in the evaluation process.</p> <p>In addition, student representatives will be invited to team meetings at regular intervals to provide opportunity for student voice, as well as feeding forward news and enhancements to the programme. Actions will be minuted and channeled through relevant boards, committees, and quality assurance processes.</p>	



## SECTION E2 (YEARS2-4) BA (HONS) SENDI & SOCIOLOGY: PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements
	<p>Students joining this course will normally need 96 -112 UCAS tariff points (from a maximum of four Advanced Level qualifications). There are a range of acceptable qualifications that meet this requirement, such as A/AS Levels, BTEC, Access Courses, International Baccalaureate (IB), Cambridge Pre-U, Extended Project, etc.</p> <p>A satisfactory DBS is required.</p> <p>Experiences, which have given prospective students an insight into the realities of Special Educational Needs and /or Disabilities, are recommended.</p> <p>Candidates with other entry qualifications and experiences are welcome. The Admissions Team advise on their equivalence to the standard entry qualifications.</p> <p>In line with the priority which it gives to promoting opportunities for lifelong learning and widening access to Higher Education, the University welcomes applications from prospective students who are seeking to gain exemption from some parts of an academic programme by gaining accreditation for prior learning. Such claims may be based either on a previous course of study or on experience gained in paid employment or voluntary activities, bridging assignments are also available if required. If a prospective student has recently completed or studied modules as part of a previous qualification, they may apply for Accreditation for Prior Learning in line with the relevant Code of Practice. In addition, bridging assignments are available to enable students seeking direct entry into Levels 5 or 6 to meet programme specific Level 4 and 5 module outcomes. NB Minimum admission points for entry to the University are reviewed on an annual basis. For entry requirements refer to the current University on-line prospectus <a href="https://www.bishopg.ac.uk/courses/edus">https://www.bishopg.ac.uk/courses/edus</a></p> <p>We encourage applications from mature students and recognise that their experience or qualifications are likely to be different. Candidates with other entry qualifications and experience are welcome. The Admissions Team advise on their equivalence to the standard entry qualifications. Formal reference should also be made to the Code of Practice for the Admission of Students.</p>
30	Programme Specific Management Arrangements
	<p>The Programme Leader for both subject areas will each lead and manage their specific half programme. The programme will be taught by module leaders and tutors, who are all research-active subject specialists. The programme is overseen by the Academic Enhancement Committee and institutionally reports to SENATE. Yearly reviews of delivery are conducted (AMRs (Annual Monitoring Reports)) informed by module evaluations, student and staff feedback, External Examiners comments and the BGU Learning and Teaching strategy. Targets for year on development are set and effected to enhance programme delivery.</p> <p>Visiting tutors and speakers will be used as a core enhancement to modules for currency and sector specific content. Expertise will be drawn from within the programme team and across BGU for the teaching of particular research methodologies and competencies, alongside research-informed content.</p> <p>Programme specific</p>

A Programme Leader leads each subject within the joint degree framework. Programme Leaders follow the organisational processes for timetabling and programme planning as determined by the Dean of Faculty, Heads of Programme and CELT. Aside from the formal methods of programme management, Programme Leaders discuss student progression on an 'as needed' basis and consider processes that facilitate engagement and opportunities for development as needed.

Other

The programme team work closely with BGU Placement Services Office to arrange placement opportunities.

### **31 Staff Responsibilities**

Staffing expertise within the respective subject teams is a close match to the module content which enhances module delivery and leadership of different modules aligns with individual skills and expertise. Leadership of modules will be designated to those with particular interests and research-informed understandings to support the varied modules. Module Leaders are responsible for co-ordinating the specific delivery including developing and promoting VLE resources for each module. When needed, Hourly Paid Lecturers (HPLs) form part of the delivering team. HPLs complete a BGU induction programme and are tutored in teaching, planning, delivery and assessment in line with the modules they are teaching. Staff on the programme will be allocated to students as personal tutors and, in the third year of the programme, as research supervisors.

The respective programme Leaders: organisational responsibility and QA monitoring, oversight student progression.

Module Leaders: determining and delivering module content and ensuring student engagement and progression.

The Programme Leader in consultation with the subject team reviews programme delivery and sets the timetable and staffing for each year.

### **32 Programme Specific Academic Student Support**

Students will have opportunity to engage with university, programme and module inductions. They will be informed of differing processes for assessment submissions, extensions and extenuating circumstances if needed. Tutorial support will be offered for continuous development and module progression.

Students have an opportunity through the admissions process to declare support needs and to revisit this as they progress through the programme. Student Support responds to these needs and advises the delivering lecturers on adjustments required.

Programme and Module Leaders ensure students have access to appropriate IT support, pastoral care and academic coaching, as appropriate for their personal or academic needs and the level of their programme. This is supported through CELT.

Students are also encouraged to engage in the Graduate Attributes Award offered at BGU.

Close engagement with the wider professional services as part of the student experience will be embedded within each module. Sessions led by the Library Services team and Centre for Enhancement in Learning and Teaching (CELT) staff, specifically from Digital Learning and Learning Development, will support academic literacies and work towards assessments. Each student will be allocated a designated research supervisor in the third year of study who will oversee, with the student, the development of the research design and

ethics forms for submission to the Ethics committee, and the collection and analysis of data for the dissertation. Students will also have an allocated tutor, who will act as personal tutor as part of the Development and Career Plan (DCP) process.

### **33 Programme Specific Student Evaluation**

The Programme complies with current institutional evaluation policies. Through the Students' Union Representative Feedback System (RFS), a formal procedure has been established to enable students to contribute to the enhancement of the programme through their elected Student Representative. End of module evaluations are used to inform and improve practice. In addition, the role of student/ course rep provides on-going feedback to make meaningful, timely adjustments to module delivery.

An intrinsic element is that effective teachers, including lecturers in higher education, are reflective practitioners who adjust their pedagogic strategies year-on-year in response to feedback. This feedback comes in the forms of;

- student outcomes (e.g., retention, achievement);
- student comments (in various surveys, through representatives and directly through informal verbal feedback);
- professional judgment of module effectiveness and;
- changes to the external environment (notably professional or other employer needs, or institutional policies and procedures).

We therefore continually review, refine and improve assessment approaches and methods based upon practical experience of working with and assessing students on this programme. We will seek to adopt imaginative and innovative approaches to teaching and assessment, which reflect the creative nature of the subject.

## SECTION F1 (YEAR 1) FOUNDATION YEAR: MAPPING

### MAP I

#### ASSESSMENT /OUTCOMES MAP

Module Name	K&U1	SPS1	SPS2	IS1	TS1	TS2
FDY00120 Self As Learner						
FDY00220 Resourcing Learning						
FDY00320 Critical Thinking						
FDY00420 Critical Engagement						
FDY00520 Effective Communication						
FDY00620 The Digital Learner						
FDY00720 Reflective Learning						
FDY00820 Academic Writing						

## SECTION F2 (YEARS 2-4) BA (HONS) SENDI & SOCIOLOGY: MAPPING

### MAP I

#### ASSESSMENT /OUTCOMES MAP

#### SENDI and Sociology JOINT HONOURS Level 4

Module Name	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
From excluded to included: A century of change	x	x		x	x		x		x			x		x	x	
The Whole Child: Holistic Approaches to Meeting Needs		x	x	x	x				x				x	x	x	

Module Name	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Writing & Thinking Sociologically	x	X		x	x				x			x	x	x	x
Social Research Skills	x	X		x	x	x	x	x	x	X			x	x	x
What's (the point of) Sociology?	x		x		x	x		x			x	x	x	x	

## Level 5

	SENDI Level 5															
Module Name	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Meeting Different Needs		x		x		x			x				x	x	x	
Interpreting the world: Research & Practice		x					x		x	x	x			x	x	x
Rhetoric or Reality?			x	x		x			x		x			x	x	

Module Name	Sociology Level 5														
	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Sociology of Happiness	x	x				x	x	x	x	X		x	x	x	x
Public Sociology: Race, Religion & Sexuality	x	X	x	x	x	x	x	x	x		x	x	x	x	x
Crime and the Media	x		x		x		x	x	x	x		x	x	X	

**Level 6**

	SENDI Level 6															
Module Name	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Hidden Inequalities		x	x				x					x	x	x		x
Leading the Learning Environment	x			x		x	x		x		x		x	x	x	
Spectrums and Kaleidoscopes	x	x		x		x	x		x		x		x	x	x	
Capstone Project Proposal	x					x		x		x				x		x
Capstone Project	x							x	x	x			x	x		x

Module Name	Sociology Level 6														
	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Surveillance & Society	X	x	x		x	x	x	x	x	X		x	x	X	x
Capstone / Independent project		x	x	x	x	x	x	x	x	X	x	x	x	X	x
Contemporary Imprisonment	X	x	x		x	x	x	x	x	x		x	x	X	x
Sociology of personal life	X		x	x	x	x	x	x	x			x	x	X	x

## SECTION G1 (YEAR 1) FOUNDATION YEAR

### MAP 2

#### Graduate Attribute Mapping

Please indicate which of the Graduate Attributes that you have considered and where they are considered within the course.

Attribute	K&U1	SPS1	SPS2	IS1	TS1	TS2
Academic Literacies						
Global Citizenship						
Information Literacy						
Digital Fluency						
Employability						
Being Enterprising						

#### Graduate Attributes

- GA1. [Academic Literacies](#) This covers the range of academic skills that you develop through undertaking university-level study.
- GA2. [Global Citizenship](#) This is about understanding the global context in which you live, study and work
- GA3. [Information Literacy](#) This is about being able to search for, locate, utilise and manage information effectively and ethically
- GA4. [Digital Fluency](#) These are the skills and practices of using digital technology effectively for learning, working and participating in society
- GA5. [Employability](#) This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life
- GA6. [Being Enterprising](#) This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

*NB the above align to the Employability outcomes on the module specifications*

<http://www.bishopg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx>



## SECTION G2 (YEARS 2-4) BA (HONS) SENDI & SOCIOLOGY

### MAP 2

### Graduate Attribute Mapping

Please indicate (with a X) which of the Graduate Attributes that you have considered and where they are considered within the course.

Attribute	SENDI Joint Programme Learning Outcomes															
	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Academic Literacies	x	x	x	x	x		x	x	x	x	x	x	x			
Global Citizenship	x	x	x	x	x	x	x	x	x	x	x	x				
Information Literacy	x	x				x	x	x		x			x	x	x	x
Digital Fluency	x					x	x	x		x			x	x	x	x
Employability														x	x	x
Being Enterprising		x		x		x		x			x		x	x	x	x

Attribute	Sociology Joint Programme Learning Outcomes															
	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Academic Literacies	x	x	x	x	x				x	x	x	x		x		
Global Citizenship	x		x		x		x			x		x	x		x	
Information Literacy	x	x		x	x	x				x	x			x	x	
Digital Fluency						x				x		x		x	x	x
Employability	x	x	x		x	x	x		x		x		x	x	x	x
Being Enterprising		x	x		x	x	x				x		x		x	x

## **Graduate Attributes**

- GA7. **Academic Literacies** This covers the range of academic skills that you develop through undertaking university-level study.
- GA8. **Global Citizenship** This is about understanding the global context in which you live, study and work
- GA9. **Information Literacy** This is about being able to search for, locate, utilise and manage information effectively and ethically
- GA10. **Digital Fluency** These are the skills and practices of using digital technology effectively for learning, working and participating in society
- GA11. **Employability** This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life
- GA12. **Being Enterprising** This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

*NB the above align to the Employability outcomes on the module specifications*

<http://www.bishopg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx>

# SECTION H (YEARS 1-4) BA (HONS) SENDI & SOCIOLOGY WITH FOUNDATION YEAR

## MAP 3

### Approved Modifications to Programme Specification since Approval/Last Review

The following log provides a cumulative of minor and major modifications made to the Programme Specification since its approval/last review.

QASA Reference	Brief Outline of Light/Minor Modification/ Major Modification <i>(Light/Minor - include level &amp; title of modules &amp; a brief description of modification)</i> <i>(Major - include details of change such as new routes, pathways etc)</i>	Date of QASA Approval (or event)	Approval effective from:	Details of cohort of students who will be affected by the modification <i>(eg students entering Level 5 from September 2016 onward)</i>

# SECTION I (YEARS 1-4) BA (HONS) SENDI & SOCIOLOGY WITH FOUNDATION YEAR

## MAP 4

### Mapping of PSRB requirements against the Programme

*The following should be used as a guide to identify and specify all PSRB requirements that have to be met in order to qualify a learner against the PSRB.*

	PSRB Name/Standard:					
	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>
Met?						
Modules Identified in:						
Evidence of Requirement met						
Location of PSRB Approval Document						