



BISHOP  
GROSSETESTE  
UNIVERSITY

Arts, Humanities & Social Sciences

## Sociology

### BA (Hons) Sociology with Foundation Year

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.*

1	BGU approval – date and outcome of last approval	13 July 2022
2	Next Scheduled Review Date: [Month/Year]	July 2027  <b>Foundation Degree &amp; Combined Honours</b> Curriculum specifically attached to this programme specification will be reviewed at the same time.
3	Programme Specification - Effective date: [Day/Month/Year]	1 September 2022
4	Version Number	v1.0

## 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.*

**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

# **Part 1**

## **PROGRAMME ADMINISTRATIVE AND REGULATORY INFORMATION**

## SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

<b>1</b>	<b>Programme Specification Title</b>
BA (Hons) Sociology with Foundation Year	
<b>1a</b>	<b>Programme Code</b>
BASOC01F22	
<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) Sociology</u></b></p> <p>BGU's Sociology programme provides a comprehensive and exciting introduction to the study of all aspects of the social world. The course takes you on a journey from the 19th-century foundations of the discipline through to the social, cultural and political changes that are reshaping our globalising world. Along the way, you'll see how sociological thinking is crucial for people who want to understand the world around them.</p> <p>You will be introduced to and develop your knowledge and understanding of concepts such as intersectionality (Crenshaw, Hill-Collins); identity (Foucault, Rose, Lawler); discourse (Foucault, Agustín, Cixoux); presentation of self (Goffman); and how such presentation is encoded and decoded to and by others (Hall) and how that impacts us in terms of crime, media, emotional labour, inequality, social mobility and globalisation. You will deepen your analysis on key sociological categories and protected characteristics such as race, ethnicity, gender, sexuality, religion, disability, and class.</p> <p>Studying Sociology at BGU means you won't 'just' be studying sociological theory – you'll be exploring the ways theories help demystify phenomena like terrorism, nationalism, sexism, surveillance, globalisation and multiculturalism. Similarly, when you study research methods you won't 'just' be studying research</p>	

methods – you'll be looking at how those methods are used in the real world by marketing agencies, governments, local councils, advertising agencies, PR companies, polling companies and many others. The course showcases sociology's relevance beyond the confines of academia. Sociology at BGU will provide you with state-of-the-art understanding of key classical and contemporary social, cultural and sociology theories as well as rigorous training in social research methods that employers demand.

3	Awarding institution	BGU		
3a	Programme Length	Full-Time 4	Part-Time N/A	
3b	Mode(s) of Study	Full-time		
4	Home Academic Programme Portfolio	Arts, Humanities and Social Sciences		
5	HECoS/UTT/UCAS code(s)	HECoS/CAH2 100505 CAH15-01-02	ITT	UCAS code L300
6	Framework for HE Qualifications position of final award(s)	Foundation Year: Non-award bearing (Level 4)  Certificate (Level 4) Diploma (Level 5) Honours (Level 6)		
7	Alignment with University Credit Framework	Undergraduate		
8	Compliance with University Assessment Regulations	Undergraduate Awards		
9	Progression routes with Foundation Degree (FdA) or Top-up	N/A		

## Awards

<b>10</b>	<b>Final Award title(s)</b>	BA (Hons) Sociology with Foundation Year
<b>10a</b>	<b>Exit or Fall back Award title(s)</b>	Certificate of Higher Education (CertHE): Sociology Diploma of Higher Education (DipHE): Sociology Ordinary Degree in Sociology
<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>	BA(Hons) Education Studies & Sociology / with Foundation Year BA(Hons) Psychology & Sociology / with Foundation Year

## Arrangements with Partners

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

## Professional, Statutory and Regulatory Bodies

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

17	QAA Benchmark Statement(s)
	<p>The QAA Sociology benchmark document makes clear that ‘sociology is both theoretical and evidence based...no single theoretical framework should dominate the discipline, and there are numerous, legitimate, sources of theoretical diversity’.<sup>1</sup> In that diverse and under-determined context, however, it also notes that sociology has ‘a lasting concern for a number of overarching issues’, which include:</p> <ul style="list-style-type: none"> <li>• The relationship between individuals and groups;</li> <li>• Social action and social structure;</li> <li>• Biography and history;</li> <li>• Social institutions and culture;</li> <li>• The underpinnings of social order;</li> <li>• Social inequality and conflict;</li> <li>• Diverse cultural practices, and the causes and consequences of social change.<sup>2</sup></li> </ul> <p>The content of the programme will address these ‘overarching issues’ (henceforth OIs) through the progressive development of the degree across levels 4-6 of the programme. In line with the FHEQ, therefore:</p> <p>Level 4 study modules will enable students to demonstrate:</p> <ol style="list-style-type: none"> <li>1) basic knowledge of the underlying concepts and principles associated with the OIs;</li> <li>2) an ability to evaluate and interpret these within the context provided by the study module in question;</li> <li>3) an ability to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgments in relation to basic concepts and principles associated with the OIs. (FHEQ, Section 4.1, p. 21)</li> </ol> <p>Level 5 study modules will show progression from Level 4, enabling students to demonstrate:</p> <ol style="list-style-type: none"> <li>4) knowledge and critical understanding of well-established concepts and principles in social and sociological study, and of the way that those principles have developed over time (and in the context of authors writing from various epistemological standpoints);</li> <li>5) an ability to apply underlying concepts and principles outside the context in which they were first studied;</li> <li>6) knowledge of the major methods of enquiry in social and sociological study, and ability to critically evaluate the appropriateness of different approaches to solving problems in the study of the OIs. (FHEQ, Section 4.12, p. 23)</li> </ol> <p>Level 6 study modules will show progression from Levels 4 and 5, allowing students to demonstrate:</p> <ol style="list-style-type: none"> <li>7) a systematic understanding of key aspects of social and sociological study, at least some of which is informed by the forefront of defined aspects of the OIs;</li> </ol>

<sup>1</sup> QAA (2019). *Benchmark Statement for Sociology*. Mansfield: QAA, Section 1.2.

<sup>2</sup> Ibid., Section 1.

- 8) an ability to deploy accurately established techniques of analysis and enquiry in order to critically evaluate the OIs; a conceptual understanding that enables students to devise and sustain arguments in relation to the OIs, and to use ideas and techniques which are at the forefront of social and sociological study;
- 9) the ability to manage their own learning in relation to the OIs; and an appreciation of the uncertainty, ambiguity and limits of knowledge in relation to the OIs. (FHEQ, Section 4.15, p. 26).

The QAA benchmark 2019 document also emphasizes the idea of sociology as public or applied sociology, noting that ‘sociological knowledge provides a basis for examining and evaluating social, public and civic policy’;<sup>3</sup> that ‘students of sociology should be able to appreciate the use of sociological insights’;<sup>4</sup> and that ‘through analysis and research, [sociology] informs debates about society and contributes to discussions with other disciplines, public policy makers and in the public media’.<sup>5</sup> Tapping into this growing movement within the social sciences towards refiguring sociology as a specifically *public* sociology, BGU’s course has been designed to enable students to approach sociology as a discipline that can – and *should* – have relevance beyond the confines of the academy.<sup>6</sup>

<b>18</b>	<b>Programme Aim</b>
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The Sociology degree has six aims. The aims state what a graduate of the programme will be able to offer future employers or further postgraduate study and are therefore expressed in terms of: meeting local, regional or national needs; internationalisation; preparation for further study or research; preparation for the world of work; social goals such as widening access; and enabling students to continue to appreciate or pursue independent study in the subject. The overall aims of the Sociology course are to:

1. Provide an appropriate, relevant and cutting-edge education and training for students seeking to pursue careers in social, cultural, political, policy, economic and media-relevant fields in the private, public and third sectors in the UK and internationally.
2. Produce graduates capable of articulating and making enterprising use of sociology and the wider challenges of living and working in an increasingly global, informational and interdependent world.
3. Equip and prepare students with the practical and transferable skills necessary for further research at the graduate level or within the public, private and third sector employers by providing modules which address multi-disciplinary issues and concerns that are directly relevant to a variety of contemporary social, political, cultural, policy, economic and media relevant issues in the UK and internationally.
4. Embed employability within the curriculum such that graduates acquire skills that are valued by employers.
5. Develop the social experiences, understandings, ambitions, and horizons of students.
6. Establish and cultivate a safe, inclusive, diverse, and engaging student-centred and deep learning focused teaching environment.

<b>19</b>	<b>Programme Specific Outcomes</b>
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<sup>3</sup> Ibid., Section 1.5.

<sup>4</sup> Ibid., Section 1.7.

<sup>5</sup> Ibid., Section 2.2.

<sup>6</sup> Burawoy, M. (2005). For Public Sociology, *American Sociological Review*, 70(1): 4-28; The Campaign for Social Science (2013). *Annual Report 2013*. London: HESA; Fleck, A., Hess, A. (eds.) (2014). *Knowledge for Whom? Public Sociology in the Making*. Farnham: Ashgate.

**(a) Final Award Learning Outcomes**

On successful completion of single honours sociology, students will be able to:

Knowledge & Understanding:

- K&U 1 Demonstrate a comprehensive knowledge and understanding of the scope of the subject of sociology;
- K&U 2 Demonstrate an understanding of the relationship between theory and method in the discipline of Sociology;
- K&U 3 Demonstrate a critical understanding of the contested nature of society.

Subject-specific & Professional Skills:

- 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

- IS1 Articulate critical arguments based on specialist subject matter using an evidence-based personal position;
- IS2 Abstract, synthesise and analyse primary and secondary sources;
- IS3 Apply specialist knowledge to frame and solve problems of a predictable, unpredictable and complex nature;
- IS4 Demonstrate understanding of the contested and pluralistic nature of their sociological areas of study.

Transferable Skills

- TS1 Develop a range of employability and business-related skills appropriate to the subject area;
- TS2 Demonstrate a range of oral, written and presentation skills;
- TS3 Be able to use a wide range of information and communications technologies and resources;
- TS4 Plan and manage personal time effectively in order to achieve objectives and meet deadlines, either independently or as part of a team.

<b>20</b>	<b>Exit Award Learning Outcomes</b>
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On successful completion of a Level 4 CertHE, students will be able to:

- demonstrate basic knowledge of the underlying concepts and principles associated with broad sociological categories, and an ability to evaluate and interpret these within the contexts of media; and power in society / institutions

- demonstrate a basic understanding of social research skills and methods, why and where they are used and what data can be gained through their application.
- present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of sociology.

On successful completion of a Level 5 DipHE, students will be able to:

- demonstrate developing knowledge and critical understanding of the sociological categories, and of the way in which those categories have developed and changed
- apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context;
- demonstrate knowledge of the main methods of enquiry, both qualitative and quantitative, within sociology and an emerging ability to evaluate critically the appropriateness of different approaches to solving problems in the field of sociology;
- demonstrate an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

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

- The student must meet the requirements as laid down in the Regulations for Undergraduate Awards (which is available from the University Website).

## 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) SOCIOLOGY: STRUCTURE

21a	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
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### Level 4 – 120 credits

Level 4	Semester 1	SOC40122 Writing and Thinking Sociologically Credits: 15	SOC40222 Social Research Skills: Texts and Interactions Credits: 15	SOC40322 A Sociological Introduction to Crime & Society Credits: 30
	Semester 2	SOC40522 Sociology of the Moving Image: Film and Television Credits: 15	SOC40622 Crime, Culture and Social Change Credits: 15	SOC40422 What is (the point of) Sociology? Credits: 30

### Level 5 – 120 credits

Level 5	Semester 1	SOC50222 Public Sociology: Race, Religion and Sexuality Credits: 30		SOC50122 Crime and the Media Credits: 15	SOC50622 Sociology of Business and Enterprise Credits: 15 or Graduate Attribute or other subject enhancement module
	Semester 2	SOC50322 Sociology of Sport Credits: 15	SOC50522 Advanced Social Research Skills: Online and Offline Contexts Credits: 15	SOC50422 Sociology of Happiness Credits: 15	SOC50722 Sociology of Education Credits: 15 or Graduate Attribute or other subject enhancement module

### Level 6 – 120 credits

Level 6	Semester 1		SOC60122 Visual Culture, Communication and Commerce Credits: 15	SOC60222 Surveillance and Society Credits: 15	SOC60522 Contemporary Imprisonment Credits: 15 or Subject enhancement module
	Semester 2	SOC60422 Dissertation Project Credits: 45		SOC60322 Sociology of the Body Credits: 15	SOC60622 Sociology of Personal Life Credits: 15 or Subject enhancement module

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

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
SOC40122	Mandatory	Writing and Thinking Sociologically	1	15
SOC40222	Mandatory	Social Research Skills: Texts and Interactions	1	15
SOC40322	Mandatory	A Sociological Introduction to Crime & Society	1	30
SOC40422	Mandatory	What is (the point of) Sociology	2	30
SOC40522	Mandatory	Sociology of the Moving Image	2	15
SOC40622	Mandatory	Crime, Culture and Social Change	2	15

**Level 5**

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
SOC50122	Mandatory	Crime and the Media	1	15
SOC50222	Mandatory	Public Sociology: Race, Religion and Sexuality	1	30
SOC50322	Mandatory	Sociology of Sport	2	15
SOC50422	Mandatory	Sociology of Happiness	2	15
SOC50522	Mandatory	Advanced Social Research Skills	2	15
Option Modules				
Code	Type	Module Title	Period (number)	No of credits
SOC50622	Optional	Sociology of Business & Enterprise	2	15
SOC50722	Optional	Sociology of Education	2	15

**Level 6**

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
SOC60122	Mandatory	Visual Culture, Communication & Commerce	1	15
SOC60222	Mandatory	Surveillance and Society	1	15
SOC60322	Mandatory	Sociology of the Body	2	15
SOC60422	Mandatory	Dissertation	1 & 2	45



Option Modules				
Code	Type	Module Title	Period (number)	No of credits
SOC60522	Subject enhancement	Contemporary Imprisonment	1	15
SOC60622	Subject enhancement /Optional	Sociology of Personal Life	2	15

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

22	<b>Curriculum Design</b>
<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.

<b>23</b>	<b>Learning and Teaching Strategies</b>
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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.

<b>24</b>	<b>Assessment Strategies</b>
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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.

<b>27</b>	<b>Work-related Learning and/or Placement</b>
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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.

<b>28</b>	<b>Employability</b>
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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) SOCIOLOGY: TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design
<p>“The function of sociology, as of every science, is to reveal that which is hidden” – Pierre Bourdieu.</p> <p>The hidden aspects of society that this curriculum has been designed to reveal are the structures and outworkings of power in multiple forms within society. This curriculum has been designed to enable you to look at the world in a more critical way and to question why society functions in the way that it does, especially in relation to inequality and the function of power. It seeks to do this through the study, critique and application of a broad range of sociological perspectives such as functionalism, feminism, Marxism and identitarianism. This curriculum has been designed to ensure that studies from and of such perspectives are not isolated or abstracted, but rather built upon each semester by their application to different contexts, case studies and foci such as: media, education, sport, politics, religion, race, sexuality, gender, crime, and family.</p> <p>Sociology’s curriculum is enhanced through modules that explore crime from a sociological perspective. This will provide you 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. That means that whilst the curriculum is designed to familiarise you with the criminal justice system it then enables you to also apply your sociological tools to question that system and the power it holds asymmetrically over certain communities and groups of people. To critically question what that means for society as a whole.</p> <p>Modules such as 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 you to grasp the complex systems that interact with human beings on emotional and psychological levels as well as social. Sociology is a science rich in useful approaches for the study of well-being. Role-identity theory as well as socialisation theory enable testing of hypothesis on well-being and contentment that could bring new perspectives to long-standing sociological theories.</p> <p>During this first year, students will study a range of modules at Level 4 and will be provided the opportunity to develop the basic skills, techniques and values that make for successful undergraduate learning. These skills are introduced via a series of lectures, practical group tasks, seminars and one-to-one tutorial sessions.</p> <p>As the first year progresses, level 4 modules will increase emphasis in developing those specifically sociological skills, subject knowledge and understanding required to progress towards more advanced undergraduate study at level 5 and 6. This is one of the most immediate ways that this degree creates and strengthens already existing, research methods “module pathways” which can then be marketed to students as demonstrably providing employability and/or transferable skills. For example, the module SOC40222 is the first in a research method oriented ‘pathway’ that continues across level 5 (SOC50522) and level 6 (SOC60422) of the degree. In SOC40222, students are introduced to the basics of empirical social research. A diverse range of qualitative and quantitative research methods for studying two key types of social data (i.e. textual and interactional data) will be discussed, as will their respective strengths and weaknesses.</p> <p>In and as part of this introduction students are provided with an understanding of the theoretical questions that underpin the application of such methods in empirical social research, and the methodological and practical issues that arise during their application. Students will explore different areas of social research in lectures, small group tasks and class presentations and debates. There will also be a strongly practical flavour to this module. Students will not only follow along as the research process converts various types of textual</p>	

and interactional data into research findings and presentations. They will also get a chance to experience the practical challenges of managing and negotiating this process for themselves.

In this way, students will become equipped with some of the basic skills necessary to undertake qualitative and quantitative projects, from project planning and set-up right through to the conduct of 'real world' research and the final presentation and dissemination of research findings.

Over the three years, modules will equip them with the skills necessary to undertake empirical social research. Students conclude the programme by gaining a clear and in-depth knowledge of specific areas of the field of Sociology, and by designing and undertaking an empirical study. This will include providing students with opportunity to develop a project of choice all the way from planning to writing up findings, developing their collaborative and presentational skills and enhance their appreciation of the relationship between sociology and the "real world".

Our 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, teamwork, leadership skills and independent work skills. For those students intending to go into teaching what you study in Sociology will give you the necessary broad basis of knowledge on topics that are common on a wide range of exam boards and curriculum requirements. Modules which explore crime from a sociological perspective will enable those interested in the police service or policy development to consider a broader range of employment positions within that, including some that are more focused on criminal justice policies or government advisement. For those going on to post-graduate education, the curriculum design gives them multiple avenues to follow as a through route, thus expanding the scope of places that they can apply to.

<b>23</b>	<b>Learning and Teaching Strategies</b>
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Teaching overall is informed by research practise and experience. You will be taught using lectures, seminar groups, discussion groups, debates and with guest speakers. You will also have learning experiences outside of the classroom, through the use of field trips as well as structured and supported small research tasks. These teaching approaches ensure that sociology remains in line with section 5 of the QAA benchmark statement 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.

Lectures are more formal delivery points of knowledge and expertise and can be delivered both in person and as pre-recorded material. Seminars are informal delivery points of knowledge and an opportunity to take a slower paced approach to texts, theories and case studies, these are spaces in which your lecturer functions to support but not drive your learning, with peers playing a more significant role. Discussion groups are facilitated by your lecturer through the use of prompts (questions or quotes from texts for example), but the learning primarily takes place through interaction with your peers to solidify and re-evaluate your knowledge and application of data or theory. Debates are structured opportunities to present your ideas and interpretations of material through a focused question to which your replies have to quickly adapt to the responses of other peers. Field trips are to subject relevant locations which may include local areas in Lincoln that are tourist driven, knowledge-based or business based. Field trips are used to help you consolidate the theories you have been examining in practical, 'real-word' spaces. Field trips can also function as opportunities for you to conduct small research or data gathering activities that will be supported by staff with the aim of building student capacity and confidence long before they embark on their final larger research project.

Sociology makes extensive use of its VLE (Virtual Learning environment) throughout the three degree years. We post pre-recorded material that we expect you to watch and come to seminars, discussion groups and debates ready to engage with in greater depth. We also use it to further aid your learning by hosting discussion boards in which you respond to material assigned. Your responses and ideas and then further responded to by your peers so you all develop an ongoing learning-based dialogue throughout the module, and in between the more formal lecture delivery.

Our teaching is focused on the following three areas:

**Knowledge and Understanding:**

The course will offer students a range of teaching and learning contexts in which to build and demonstrate knowledge and understanding. This will include classroom, field visits and VLE-based approaches: lectures, seminars, workshops, tutorials and discussion fora. Assessment will, in all cases, test knowledge and understanding at the appropriate levels.

**Intellectual Skills:**

Students will acquire, develop and apply intellectual skills in classroom, field and VLE-based contexts and as they progress through levels 4 to 6. Students will have opportunities to develop and exercise the required levels of intellectual skills through the rigours and framework of deliberately varied assessment practices.

**Practical/Professional/Transferable Skills:**

Experiential, individualised and self-directed teaching and learning strategies are used to enable students to develop personal, professional and transferable skills. Staff-led, peer-supported and independent strategies, which relate closely to relevant professional contexts, are manifest in the projects and studies undertaken at this level.

The 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.

## 24 Assessment Strategies

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

Assessments comprise practical and coursework for instance discussions, oral presentations, portfolios, research report, and essays. Students will be provided with formative opportunities to inform and provide feedforward guidance for future success.

Assessments are designed to support students to develop relevant professional and transferable skills for Sociology and related careers and to provide a positive way for them to confidently demonstrate their knowledge and understanding during the programme.

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
SOC40122	Writing and Thinking Sociologically	15	1			100

SOC40222	Social Research Skills: Texts and Interactions	15	1		50	50
SOC40322	A Sociological Introduction to Crime and Society	30	1			100
SOC40422	What is (the point of) Sociology?	30	1			100
SOC40522	Sociology of the Moving Image: Film and Television	15	1			100
SOC40622	Crime, Culture and Social Change	15	1			100
SOC50122	Crime and the Media	15	1			100
SOC50222	Public Sociology: Religion, Race and Sexuality	30	2		100	
SOC50322	Sociology of Sport	15	2			100
SOC50422	Sociology of Happiness	15	2			100
SOC50522	Advanced Social Research Skills	15	2		100	
SOC50622	Sociology of Business & Enterprise	15	2			100
SOC50722	Sociology of Education	15	2			100
SOC60122	Visual Culture, Communication and Commerce	15	3			100
SOC60222	Surveillance and Society	15	3			100
SOC60322	Sociology of the body	15	3		100	
SOC60422	Dissertation Project	45	3			100
SOC60522	Contemporary Imprisonment	15	3		100	
SOC60622	Sociology of Personal Life	15	3			100

### **Indicative Assessment Strategy**

<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Indicative Assessment Type and weighting</b>	<b>Indicative Assessment Loading</b>	<b>Indicative submission</b>
SOC40122	Writing and Thinking Sociologically	15	Portfolio 100% – 2 x 1,000 words	2,000 words	January Semester 1
SOC40222	Social Research Skills: Texts and Interactions	15	Portfolio 100% Discourse analysis & recorded power point applying Bechdal test	1,000 words 5-minute recorded PowerPoint	January Semester 1
SOC40322	A Sociological Introduction to Crime and Society	30	Essay 50% E-poster 50%	2,000-word essay 2,000-word equivalent poster	January Semester 1
SOC40422	What is (the point of) Sociology?	30	Portfolio 100% - 3 x 1,300 words	4,000 words	May Semester 2

SOC40522	Sociology of the Moving Image: Film and Television	15	Portfolio 100% – 3 x 700 words	2,000 words	May Semester 2
SOC40622	Crime, Culture and Social Change	15	Coursework poster 100%	2,000-word equivalent poster	May Semester 2
SOC50122	Crime and the Media	15	Portfolio 100% – reports from a news broadcast and a television series	2,500 words (or equivalent)	January Semester 1
SOC50222	Public Sociology: Religion, Race and Sexuality	30	Practical 100% Debates x 4 (each worth 25% of overall grade)	8 minutes per debate	January Semester 1
SOC50322	Sociology of Sport	15	Coursework poster 100%	2,500-word equivalent poster	May Semester 2
SOC50422	Sociology of Happiness	15	Photo essay 100%	2,500 words	May Semester 2
SOC50522	Advanced Social Research Skills	15	Presentation 100%	15-minute presentation	May Semester 2
SOC50622	Sociology of Business and Enterprise	15	Reflective journal 100%	2,500 words	January Semester 1
SOC50722	Sociology of Education	15	Essay 100%	2,500 words	May Semester 2
SOC60122	Visual Culture, Communication and Commerce	15	E-Poster 100%	3,000-word equivalent poster	January Semester 1
SOC60222	Surveillance and Society	15	Essay 100%	3,000 words	January Semester 1
SOC60322	Sociology of the Body	15	Podcast 100%	20 minutes	May Semester 2
SOC60422	Dissertation	45	Dissertation 100%	8,000 words	May Semester 1 & 2
SOC60522	Contemporary Imprisonment	15	Practical 100% Debates x 4 (each worth 25% of overall grade)	5 minutes per debate	January Semester 1

SOC60622	Sociology of Personal Life	15	Portfolio 100% - Creative response to 3 interviews	3,000 words	May Semester 2	
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25	<b>Inclusive Practice and Personal Development Planning</b>
<p>All students are entitled to a learning environment that respects diversity, enables participation, removes barriers and anticipates and considers a variety of learning needs and preferences. Achieving this means working with student services such as disability and accessibility to identify students who may have additional support needs in the form of a specific learning difficulty or need adapted materials and ensuring they are provided in collaboration / consultation with the student. It also entails working with CELT to identify areas in which students are persistently asking for help as that will indicate an area that needs to be revisited / represented by academic staff, or by academic staff alongside CELT staff as appropriate.</p> <p>The use of personal tutors and the pattern established of regular meetings with them, will help us to identify and thus support students who may be struggling in ways that are not academic in nature, but will impact on their work. For example, if a student is facing homelessness, food scarcity or childcare problems. Solutions can be put in place by working with that student and the relevant experts on campus through student services.</p> <p>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.</p> <p>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.</p>	
26	<b>Technology Enhanced Learning</b>
<p>Included within the Library Systems are access to journals and specific subject related learning resources. Module specific elements are laid down within individual modules through the ‘My Reading’ link on Blackboard.</p> <p>Within the classroom technology is 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. We use tools such as Menti Meter, Kahoot or Socrative to undertake quick assessments of prior knowledge and understanding of material presented. Video clips, twitter feeds, music and sound recordings are also utilised as appropriate learning tools both by staff and by students.</p>	

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.

<b>27</b>	<b>Work-related Learning and/or Placement</b>
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Placement is used only on the L5 module "Sociology of Business & Enterprise". The module placement is intended to be for a short period of time with carefully selected places that are directly related to sociology as an important factor in their business or wider concerns / ethos. For example, a placement with Lincoln County Council could be situated within community outreach or community development, housing or family support. The purpose of the placement is for the student to see how their degree directly relates to workplace environments, management styles and decisions, policy development and to consider ways in which a sociology background prepares them for employment routes and options.

Students who want to do this course may be required to successfully complete an enhanced DBS check in accordance with the University's Code of Practice for DBS Checks.

The process for the selection of the placements is undertaken by the curriculum area alongside the contacts the programme team and the careers / BG Futures team have within Lincoln. The students will be consulted and will, as much as possible, be placed somewhere that aligns with their career goals, or for those students still unsure somewhere that they will be well suited to but may not have considered. All potential placements will be vetted in accordance with BGU regulations, and a full health and safety risk assessment carried out. Meetings with the employers will take place prior to the semester beginning so that they are absolutely certain of what is expected from them, what is reasonable to expect from the students and the purpose of placement.

Relationships between the students and the employers will be developed throughout the semester prior to the placement be undertaken. The employers have to agree to give a talk to the cohort about their work and how they would value and utilise a sociology graduate. It is hoped, and being planned for, that a placement employer would be willing to undertake a small number of interactions with the student(s) to be placed there prior to the placement, most likely in the form of email and one video chat supervised by the module leader. The purpose of these is to allay anxiety on the part of the student, build their confidence by having a working knowledge of the person, and help the student understand the process of building a working relationship (including professional standards) with an employer.

After the placement has been completed, a debrief will take place with the student, the employer will be asked to either undertake a debrief or complete a short report about the student whilst on placement (that can be used for job applications or CV construction). This report will not form part of the student's final grade for the module, that will be based on the reflective diary they keep of their experience. The final week of the course would be a regathering of the students and the employers for an informal celebration and presentation of the student's work based on the placement.

It should be noted that the placement is not mandatory, and any student who is unable or does not want to undertake a placement will have the option to complete the module through a placement style task based on



campus. That task will require them to undertake a project that will necessitate them negotiating and interacting with different bodies such as marketing, chaplaincy, housing, groundskeeping, security, and so on.

<b>28</b>	<b>Employability</b>
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Please see above section for detail of module that is specifically aimed at involvement with employers in delivery of content and placement.

Programme Leader engagement with employers in the most common fields for those with sociology degrees – education (including further and higher), civil service, police, policy work for NGO / councils / government, researcher for media outlets, housing support, community development, youth workers and marketing. She asked them what qualities/ skills they want to see in sociology graduates, what qualities/ skills they currently thinking are lacking and what knowledge / understanding they require. The answers they gave have shaped the new module framework being offered with a more enhanced focus on diversity in society, social situations and social structures; and the dynamics of class, age, gender, disability and ethnicity. 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. By bringing in modules exploring crime from a sociological perspective, we are adding awareness of how laws and regulations affect society and interpersonal relationships to our student's employability toolkit.

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

29	<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>
30	<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>
31	<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) SOCIOLOGY: PROGRAMME MANAGEMENT

29	<b>Programme Specific Admission Requirements</b>
	<p>96-112 UCAS tariff points (from a maximum of four Advanced Level qualifications) are required for admissions. We welcome a range of qualifications that meet this requirement, such as A/AS Levels, BTEC, Access Courses, International Baccalaureate (IB), Cambridge Pre-U, Extended Project etc.</p> <p>For students who do not meet the UCAS tariff points, there is the option to join through the Foundation year and then upon successful completion progress into the degree programme.</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">https://www.bishopg.ac.uk/courses</a></p>
30	<b>Programme Specific Management Arrangements</b>
	<p><u>General</u></p> <p>The programme is managed through the Arts, Humanities and Social Sciences (AHSS) portfolio. The Programme Leader for Sociology reports to the Head of Programmes (HoP) for AHaSS and is supported by the staff of the Faculty Administration Office (FAO). An additional level of oversight and line management is provided by the Pro Vice-Chancellor (Students).</p> <p>The quality of the programme is overseen by the Academic Enhancement Committee (AEC) which institutionally reports to the University's Senate. Yearly reviews of programme quality and delivery are conducted by Programme Leaders (Annual Monitoring Reports) which are informed by module evaluations, student and staff feedback, External Examiners' comments and the BGU Learning and Teaching strategy. Targets for year-on-year development are set and effected to enhance programme delivery.</p> <p>The programme will be managed by the Programme Leader who is an experienced, research led and informed practitioner within Sociology and is engaged in ongoing research and impact work. Visiting speakers will be used as an enhancement to modules for currency and sector specific content.</p> <p><u>Foundation Year</u></p> <p>The Programme Leader has responsibility for liaising with the Programme Leader for the Foundation Year programmes ensuring the sociology community extends to Foundation Year students. The Programme Leader is responsible for delivery of content to Foundation Year students. Lecturers are responsible for supporting them through their subject specific assignment via tutorials.</p> <p><u>Combined Honours</u></p> <p>The Programme Leader for Sociology works collaborative across a number of programme portfolios</p>

with fellow Programme Leaders to ensure the quality of student outcomes on combined routes.

### 31 Staff Responsibilities

#### General

Staffing expertise within the current sociology team corresponds with the module content within the curriculum. Leadership of modules is designated to those with particular interests and PL supports them with research-informed understandings and insight or experience as necessary.

The Programme Leader and lecturing staff are allocated to students as personal tutors.

### 32 Programme Specific Academic Student Support

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.

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

Graduate Attribute	Level 4	Level 5	Level 6
<b>Academic Literacies</b>	<b>SOC40122 Writing and Thinking Sociologically</b> This module is designed to help and support students as they adapt to life as an undergraduate sociology student.	<b>SOC50522 Advanced Research Skills</b> This module is structured around the different methodological approaches that can be taken in social research. Each focus will be focused on through a different case study, to broaden both students' knowledge and understanding of different context.	<b>SOC60422 Dissertation</b> The aim of this module is for the student, supported by formal training seminars and supervision meetings, to undertake a piece of sociological research on a topic of their own choice and to pursue this research in depth and with rigour over the course of the final year.
<b>Global Citizenship</b>	<b>SOC40422 What is (the point of) Sociology?</b> This module is designed to give students a positive view of the impact that the social sciences have had, and will continue to have, on modern societies, politics,	<b>SOC50722 Sociology of Education</b> This module will take a look of the UK education system as a case study for helping us to understand the ways in which political, social, moral and economic agendas have shaped schools and universities.	<b>SOC60222 Surveillance and Society</b> This module introduces students to the study of surveillance society. The module draws on key sociological concepts such as crime, inequality, social class, gender, race, ethnicity, the body, and globalisation, to offer an analysis of the ways in which forms of surveillance

	<p>cultures and economies.</p> <p><b>SOC40622 Crime, Culture and Social Change</b> This module is intended to introduce students to the issues of crime, culture and social change, otherwise known as cultural criminology.</p>	<p><b>SOC50322 Sociology of Sport</b> This module critically examines the functions, impacts and roles that sports have on different societies.</p> <p><b>SOC50222 Public Sociology</b> This module taps into a growing movement within the social sciences towards refiguring sociology as a specifically public sociology. The aims of the movement are to refresh the disciplines sociological imagination, engaging audiences beyond the academy and contributing in a meaningful way to the debates that are sparked by, and the solutions that are proposed in response to, pressing societal issues and challenges.</p>	<p>pervade individuals' everyday lives and how they are utilised by agents of control.</p>
<b>Information Literacy</b>	<p><b>SOC40222 Research Skills: Texts and Interactions</b> In this module, students will be introduced to the basics of empirical social research. A diverse range of qualitative and quantitative research methods for studying two key types of social data (i.e. textual and interactional data) will be discussed.</p>	<p><b>SOC50522 Advanced Social Research Skills</b> this module focuses on equipping students with the skills necessary to undertake empirical social research using both primary and secondary data drawn from online and offline contexts. Traditional (or 'offline') methods of social research (e.g. interviews, focus groups, diary research, ethnography) are taught alongside a range of cutting-edge 'online' methods (e.g. the various theoretical, methodological and analytic strategies available when seeking to explore data drawn from internet chatrooms, websites, blogs, fans forum pages, social media sites, emails, and so on) that have developed within the social sciences and humanities in order to grapple with the challenges of understanding online spaces of social</p>	<p><b>SOC60322 Sociology of the Body</b> The module begins by considering key social theories of the body, highlighting perspectives drawn from medical and historical sociology, medical and cultural anthropology, social and political theory and the history of science. These are theories that invite us to question how power works through bodies, how we take up (or refuse) invitations to work on our bodies, and how various forms of identity are visible in our bodily dispositions.</p>

		interaction and self-preservation.	
<b>Digital Fluency</b>	<p><b>SOC40522 Sociology of the Moving Image: Film and Television</b></p> <p>The aim of this module is to introduce students to the moving image as a central and distinctive feature of modern societies. In a mediated world where graduate employers are increasingly recruiting employees that are confident in working with and across various communicational formats, it is crucial for our students to master the art of 'reading' the 'language' of the moving image.</p>	<p><b>SOC50122 Crime and the Media</b></p> <p>The module examines how media representations propagate particular perceptions of crime, criminality and justice. It goes on to consider the manner in which those who 'offend' experience and interpret their own behaviour, which may be focused on the attainment of excitement or indeed on attaining their own conception of justice.</p>	<p><b>SOC60122 Visual Culture, Communication and Commerce</b></p> <p>In an increasingly global, informational and mediated world, an ability to understand and communicate effectively through various forms of technology (e.g. PC and Mac compatible textual, visual and video production software) and/or technological platforms (e.g. social media, blogs and vlogs, video sharing websites) is a vital employability skill. The aim of this module is for students to consolidate but also to extend their research, critical evaluation, presentation and technological skills in the context of contemporary social and sociological debates.</p>
<b>Employability</b>	<p><b>SOC40422 What is (the point of) Sociology?</b></p> <p>This module equips students with the intellectual resources to understand that and how the point of and purpose of sociology can be demonstrated, articulated and, where necessary, argued.</p> <p><b>SOC40522 Sociology of the Moving Image: Film and Television</b></p> <p>Students are introduced to a range of canonical television programming and provide insight into both the formal</p>	<p><b>SOC50622 Sociology of Business and Enterprise</b></p> <p>A significant amount of time on the course will be spent focused on practical experience of the workplace through a negotiated placement related to an aspect of sociology. This will enable the student to gain first-hand experience relevant to their capacity post-graduation rather than a part-time job whilst a student. It will also enable students to critically engage with the development of what constitutes enterprise, and how that is related to the focus of social change that drives sociology as a discipline.</p>	<p><b>SOC60322 Sociology of the Body</b></p> <p>The module will then consider how those concepts and theories can be put to use 'in practice' by examining a series of case-studies drawn from every-day media and popular cultures. Students will encounter and be asked to critically consider topics such as tattooing and body modification; the gendering of cosmetic surgery, fitness regimes and the neoliberal body, female bodies and male medicine; the deviant and/or criminalised body; the cyber-body of science fiction and popular culture; the spectacular body within the contemporary advertising and music industries; and the classed body within</p>

	narrative conventions of certain television formats (the news, documentaries, soap operas, sit-coms).		contemporary lifestyle and make-over television shows.
<b>Being Enterprising</b>	<b>SCO40122 Writing and Thinking Sociologically</b> This module equips students with the skills necessary to undertake empirical social research (from project planning to writing up findings), develop their collaborative and presentational skills and enhance their appreciation of the relationship between sociology and the 'real world'.	<b>SOC50622 Sociology of Business and Enterprise</b> This module explores sociological approaches to work, but it does so critically in that we apply sociological perspectives to explore the value and purpose of work in society. This encourages a critical reflexive appreciation of the kind of expectations that fundamentally shape working life.	<b>SOC60122 Visual Culture, Communication and Commerce</b> Upon completion of this module students will know how to make most types of video and poster presentations media. They will also have developed a portfolio of content that may well assist them in entrepreneurial work in the creative and cultural industries. Finally, they will understand how new and digital technologies are not only complementing, but also challenging, existing forms of culture, politics, law, and business

### 33 Programme Specific Student Evaluation

The Programme complies with current institutional evaluation policies.

#### Programme Specific Evaluation

Module evaluation questionnaires, student representatives on the student forum hold a meeting with Programme Leader to feedback any issues that have arisen. Throughout the modules, staff take small, informal feedback about the course through verbal questioning, on-line surveys, emails and tutorials. This is fed back to the Programme Leader who can then respond when necessary or advise staff on how to respond (or confirm / support their desired response).



## 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						
FDY005206 Effective Communication						
FDY00620 The Digital Learner						
FDY00720 Reflective Learning						
FDY00820 Academic Writing						

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

MAP I

### ASSESSMENT /OUTCOMES MAP

#### Level 4

Module Name	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
SOC40122 Writing and Thinking Sociologically	x	x		x				x			x	x		x
SOC40222 Social Research Skills	x	x		x	x		x	x	x			x	x	x
SOC40322 A Sociological Introduction to Crime and Society	x	x	x	x		x	x	x		x		x	x	x
SOC40422 What is (the point of) Sociology?	x		x	x	x		x			x	x	x		
SOC40522 Sociology of the Moving Image		x		x	x		x	x	x			x		x
SOC40622 Crime, Culture and Social Change		x	x	x		x	x		x	x	x	x	x	x

## Level 5

Module Name	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
SOC50122 Crime and the Media	x		x	x		x	x	x	x		x	x	x	
SOC50222 Public Sociology: Race, Religion and Sexuality	x	x	x	x	x	x	x	x		x	x	x	x	x
SOC50322 Sociology of Sport	x		x	x	x		x	x	x		x	x	x	x
SOC50422 Sociology of Happiness	x	x	x	x		x	x	x	x	x	x	x	x	
SOC50522 Advanced Social Research		x		x	x	x	x	x	x		x	x	x	x
SOC50622 Sociology of Business and Enterprise	x	x		x		x	x	x	x		x		x	x
SOC50722 Sociology of Education	x	x			x	x	x	x	x		x	x	x	x

## Level 6

Module Name	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
SOC60122 Visual Culture, Communication and Commerce	x	x		x	x	x		x	x			x	x	x
SOC60222 Surveillance and Society	x	x	x	x	x	x	x	x	x		x	x	x	x
SOC60322 Sociology of the Body	x	x	x	x	x	x	x	x	x	x	x	x	x	x
SOC60422 Dissertation Project		x	x	x	x	x	x	x	x	x	x	x	x	x
SOC60522 Contemporary Imprisonment	x	x	x	x	x	x	x	x	x			x	x	x
SOC60622 Sociology of Personal Life	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 about 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) 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	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Academic Literacies	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	
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

- 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 H (YEARS 1-4) BA (HONS) 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) 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						