**UNIVERSITY OF YORK**

**UNDERGRADUATE PROGRAMME REGULATIONS**

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| **This document applies to students who commence the programme(s) in:** | | | October 2015 | |
| **Awarding institution** | | | **Teaching institution** | |
| **University of York** | | | **University of York** | |
| **Department(s)** | | | | |
| Sociology, Education | | | | |
| **Award(s) and programme title(s)** | | | **Level of qualification** | |
| BA (Hons) Sociology / Education | | | Level 6/Honours | |
| **Interim awards available** | | | | |
| Certificate of Higher Education (Level 4/Certificate) | | | Generic | |
| Diploma of Higher Education (Level 5/Intermediate) | | | Generic | |
|  | | |  | |
| **Length and status of the programme(s) and mode(s) of study** | | | | |
| **Programme** | **Length (years) and status (full-time/part-time)** | **Mode** | | |
|  |  | **Face-to-face, campus-based** | **Distance learning** | **Other** |
| BA (Hons) in Sociology/Education | 3 Years full-time | Yes | No | No |
| **Programme accreditation by Professional, Statutory or Regulatory Bodies (if applicable)** | | | | |
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| **Educational aims of the programme** | | |
| The educational aims of the programme are:  - to provide students with an understanding of the nature, content and scope of the two disciplines (Sociology and Education).  - to enable students to understand the value and distinctiveness of sociological and Educational Studies approaches, in addition to aspects of overlap between the two disciplines.  - to actively participate in rigorous educational training based around core skills.  - to provide knowledge of the theoretical dimensions of the disciplines, together with an understanding of their application to problems and examples.  - to develop a thorough grounding in the methodological and research dimensions of Sociology and Educational Studies.  - to understand the nature and value of argument based on theory and evidence from perspectives in Sociology and Educational Studies.  - to offer choice in the curriculum with options equally distributed between the two disciplines.  - to equip students for the world of work and professional career development. | | |
| **Intended learning outcomes for the programme – and how the programme enables students to achieve and demonstrate the intended learning outcomes** | | |
| *This programme provides opportunities for students to develop and demonstrate knowledge and understanding qualities, skills and other attributes in the following areas:* | | *The following teaching, learning and assessment methods enable students to achieve and to demonstrate the programme learning outcomes:* |
| **A: Knowledge and understanding** | | |
| Knowledge and understanding of:  Knowledge of:  1. Key sociological theories and debates  2. Theory and research findings in relation to aspects of policy and practice in Education  3. A range of literature relating to sociological and educational theory, practice, issues and empirical findings  4. Salient features of the subject content of their chosen modules  Understanding of:  Students should show an understanding of:  5. Key concepts of sociological and educational theory  6. How theory and research findings impact upon policy and practice in Education and in society more generally  7. How coherent arguments about sociological and educational matters can be constructed, developed and conveyed and subjected to critical scrutiny  8. How to design and carry out a small-scale empirical social science research project | | Learning/teaching methods and strategies (relating to numbered outcomes):   * Lectures (1-8) * Seminars (1-8) * Directed reading (1-8) * Use of the VLE (1-8) * Independent research (for dissertation) (1-8) |
| Types/methods of assessment (relating to numbered outcomes):   * Open book examinations (1-7) * Coursework essays (1-7) * Dissertation (1-8) * Closed examinations (1-7) |
| **B: (i) Skills - discipline related** | | |
| Able to:  1. Synthesise and evaluate theory and research findings in relation to aspects of policy and practice in education; and also to social and cultural phenomena and trends more broadly  2. Write critical and evaluative reviews of literature studied  3. Think critically about sociological and educational issues, and recognise and question assumptions  4. Critically and effectively analyse different kinds of social science data | | Learning/teaching methods and strategies (relating to numbered outcomes):   * Lectures (1-4) * Seminars (1-4) * Directed reading (1-4) * Use of the VLE (1-4) * Independent research (for dissertation)) (1-4) |
| Types/methods of assessment (relating to numbered outcomes):   * Open book examinations (1-4) * Coursework essays (1-4) * Dissertation (1-4) * Closed examinations (1-4) |
| **B: (ii) Skills - transferable** | | |
| Able to:   1. Construct, develop and convey coherent arguments 2. Design and carry out a small scale empirical research project 3. Plan, organise and execute work to set deadlines 4. Work both collaboratively and independently | | Learning/teaching methods and strategies (relating to numbered outcomes):   * Lectures (1-3) * Coursework essays (1-3) * Supervision of empirical dissertation (2, 4) * Group exercises (4) |
| Types/methods of assessment (relating to numbered outcomes):   * + Open book examinations (1, 3)   + Coursework essays (1, 3)   + Empirical dissertation (2, 4) |
| **C: Experience and other attributes** | | |
| Able to:   1. Communication (both in writing and orally); 2. Work independently and with others; 3. Comprehend and analyse complex material 4. Access and research information sources; 5. Use information technology effectively | | Learning/teaching methods and strategies (relating to numbered outcomes):   * Lectures (1-5) * Seminars (1-5) * Use of the VLE (1-5) * Directed reading (1-5) |
| Types/methods of assessment (relating to numbered outcomes):   * Coursework essays (1-5) * Open book examinations (1-5) * Dissertation (1-5) |
| **Relevant Quality Assurance Agency benchmark statement(s) and other relevant external reference points (e.g. National Occupational Standards, or the requirements of Professional, Statutory or Regulatory bodies)** | | |
| QAA benchmark statement for Education http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/Education07.pdf  QAA benchmark statement for Sociology  http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/Sociology07.pdf | | |
| **University award regulations** | | |
| To be eligible for an award of the University of York a student must undertake an approved programme of study, obtain a specified number of credits (at a specified level(s)), and meet any other requirements of the award as specified in the award requirements, programme information, and other University regulations (e.g. payment of fees). Credit will be awarded upon passing a module’s assessment(s) but some credit may be awarded where failure has been compensated by achievement in other modules. The University’s award and assessment regulations specify the University’s marking scheme, and rules governing progression (including rules for compensation), reassessment, award requirements and degree classification. The award and assessment regulations apply to all programmes: any exceptions that that relate to this programme are approved by University Teaching Committee and are recorded at the end of this document. | | |
| **Departmental policies on assessment and feedback** | | |
| Detailed information on assessment (including grade descriptors, marking procedures, word counts etc.) is available in the written statement of assessment which applies to this programme and the relevant module descriptions. These are available in the student handbook and on the Department’s website: | | |
| http://www.york.ac.uk/depts/soci/current/assessment.htm | | |
| Information on formative and summative feedback to students on their work is available in the written statement on feedback to students which applies to this programme and the relevant module descriptions. These are available in the student handbook and on the Department’s website: | | |
| http://www.york.ac.uk/depts/soci/current/assessment.htm | | |
| **Are electives permitted?** | Yes, in Stages 2 and 3 of the programme (see overview of module choices by stage for details) | |
| **Can a Languages For All (LFA) module be taken ab initio (i.e. beginner level) in Stage 1?** | Yes, but not for credit | |

**Diagrammatic representation of the programme structure by stage, showing the distribution and credit value of core and option modules**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **BA (Hons) Sociology / Education** | | | | |
| **Autumn Term** | **Spring Term** | | **Summer term** | |
| **Stage 1** | | | | |
| Cultivating a Sociological Imagination (30 Credits, Core) | | | | |
| Sociological Theory (30 Credits, Core) | | | | |
| Introduction to Disciplines of Education (30 Credits) | | | | |
| Introduction to Key Concepts of Education (30 Credits) | | | | |
| **Stage 2** | | | | |
| Social Research Methods (30 Credits, Core) | | | | |
| Sociology Field Option (1 of 6) from Table A1 (30 Credits) | | | | |
| Education, Policy and Society: Past and Present (30 Credits) | | | | |
| Education Option see Table A2 (30 Credits) (Spring and Summer) | | | | |
| **Stage 3** | | | | |
| Sociology Option from Table B1  (20 Credits) | | Sociology Option from Table B1  (20 Credits) | |  |
| Education Option from Table B2  (20 Credits) | | Education Option from Table B2  (20 Credits) | |  |
| Joint Dissertation – (Sociology *or* Education) (40 Credits, Core) | | | | |

**Overview of modules by stage**

**Stage 1**

**Core module table**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Module title** | **Module**  **code** | **Credit**  **level[[1]](#footnote-1)** | **Credit**  **value[[2]](#footnote-2)** | **Prerequisites** | **Assessment rules[[3]](#footnote-3)** | **Timing and format of main assessment**  (AuT – Autumn Term, SpT- Spring Term, SuT – Summer Term) |
| Cultivating a Sociological Imagination | SOC00001C | 4/C | 30 | None | None | Exercise wk 10 AutT (20%) + Essay wk 10 SpT (30%) + Closed Exam wks 5/7 SuT (50%) |
| Sociological Theory | SOC00001C | 4/C | 30 | None | None | Exercise wk 10 AutT (20%) + Essay wk 10 SpT (30%) + Closed Exam wks 5/7 SuT (50%) |
| Introduction to Disciplines of Education | EDU00001C | 4/C | 30 | None | None | 1000 word essay, SpT week 1 (33%)  Open note exam, SuT week 6 (67%) |
| Introduction to Key Concepts of Education | EDU00004C | 4/C | 30 | None | None | 1000 word critical review, SpT week 1, (33%)  2000 word critical review, SuT week 5, (67%) |

**Stage 2**

**Core module table**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Module title** | **Module**  **code** | **Credit**  **level** | **Credit**  **value** | **Prerequisites** | **Assessment rules** | **Timing and format of main assessment** |
| Soc: Social Research Methods | SOC00003I | 5/I | 30 | Stage 1: Sociological Theory | None | Exercise (1500 words) wk 10 AutT (25%) + Exercise (1500 words) wk 1 SuT (25%) + Project wks 5/7 (3000 words) SuT (50%) |
| Education, Policy and Society: Past and Present | EDU000241 | 5/I | 30 | EDU00001C | None | Summative assessment , SpT week 1, 2000 word essay (40%); SuT week 7 open note exam (60%) |

**Option modules: Table A1**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Module title** | **Module**  **code** | **Credit**  **level** | **Credit**  **value** | **Prerequisites** | **Assessment rules** | **Timing and format of main assessment** |
| Gender, Sexuality and Diversity | SOC00001I | 5/I | 30 | None | None | Essay (3000 words) wk 10 SpT (40%) + Closed Exam wks 5/7 SuT (60%) |
| Popular Culture, Media and Society | SOC00004I | 5/I | 30 | None | None | Essay (3000 words) wk 10 SpT (40%) + Closed Exam wks 5/7 SuT (60%) |
| Contemporary Political Sociology | SOC00005I | 5/I | 30 | None | None | Essay (3000 words) wk 10 SpT (40%) + Closed Exam wks 5/7 SuT (60%) |
| Social Interactions and Conversation Analysis | SOC00006I | 5/I | 30 | None | None | Exercise 1 (1500 words) wk 10 AutT (25%) + Exercise 2 (1500 words) wk 10 SpT (25%) + Project (3000 words) wk 5/7 SuT (50%) |
| Sociology of Health and Illness | SOC00007I | 5/I | 30 | None | None | Essay (3000 words) wk 10 SpT (40%) + Closed Exam wks 5/7 SuT (60%) |
| Division and Inequalities | SOC00020I | 5/I | 30 | None | None | Portfolio (3000 words) wk 10 SpT (40%) + Closed Exam wks 5/7 SuT (60%) |

**Option modules: Table A2**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Module title** | **Module**  **code** | **Credit**  **level** | **Credit**  **value** | **Prerequisites** | **Assessment rules** | **Timing and format of main assessment** |
| Psychological Practice in Schools | EDU000261 | 5/I | 30 | None | N/A | Summative assessment, SpT Week 1, 2000 word essay (40%); SuT week 6, 3000 word essay (60%) |
| Psychological Aspects of Teaching | EDU000251 | 5/I | 30 | None | N/A | Summative assessment, SpT Week 1, 2000 word essay (40%); SuT week 6, 3000 word essay (60%) |
| Teaching, Learning and Using Language in Educational Contexts | EDU000281 | 5/I | 30 | None | N/A | Summative assessment, SpT Week 1, 2000 word lesson plan and rationale (40%); SuT week 6, 3000 word report (analysing talk) (60%) |
| Teaching and Learning Literature | EDU000271 | 5/I | 30 | None | N/A | Summative assessment, SpT Week 1, 2000 word essay (40%); SuT week 6, 3000 word essay (60%) |
| Children and Literature | EDU000231 | 5/I | 30 | None | N/A | Summative assessment, SpT Week 1, 2000 word essay (40%); SuT week 6, 3000 word essay (60%) |

**Stage 3**

**Core module table**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Module title** | **Module**  **code** | **Credit level** | **Credit value** | **Prerequisites** | **Assessment rules** | **Timing and format of main assessment** |
| Dissertation | SOC00024H | 6/H | 40 | Stage 2: Social Research Methods | None | 10,000 word dissertation, SuT Week 6 |
| Dissertation | EDU00001H | 6/H | 40 | Stage 2: Social Research Methods | None | 9,000 word dissertation, SuT Week 5 |

**Option modules: Table B1**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Module title** | **Module**  **code** | **Credit**  **level** | **Credit**  **value** | **Prerequisites** | **Assessment rules** | **Timing and format of main assessment** |
| Advanced Social Theory | SOC00032H | 6/H | 20 | None | None | Written Assignment (4000 words) Week 1 of Term Following Term in which option offered |
| Analysing Doctor-Patient Interactions | SOC00002H | 6/H | 20 | None | None | Written Assignment (4000 words) Week 1 of Term Following Term in which option offered |
| Art, Tastes & Stratification | SOC00013H | 6/H | 20 | None | None | Group presentation (15%), Critical reflection (750words, 10%) Week 10, Written Assignment (3000 words) Week 1 of Term Following Term in which option offered (75%) |
| Birth, Marriage and Death | SOC00023H | 6/H | 20 | None | None | Portfolio (3000 words) Week 10 of Term in which option offered, In-class essay Week 10 of Term in which option offered (1 hour). |
| Body, Identity and Society | SOC00003H | 6/H | 20 | None | None | Written Assignment (4000 words) Week 1 of Term Following Term in which option offered |
| Cinema, Cities & Crime | SOC00035H | 6/H | 20 | None | None | Written Assignment (4000 words) Week 1 of Term Following Term in which option offered |
| Humans and Other Animals | SOC00007H | 6/H | 20 | None | None | Written Assignment (4000 words) Week 1 of Term Following Term in which option offered |
| Migration & Tourism | SOC00036H | 6/H | 20 | None | None | Written Assignment (4000 words) Week 1 of Term Following Term in which option offered |
| Morbidity, Culture & Corpses | SOC00040H | 6/H | 20 | None | None | Written Assignment (4000 words) Week 1 of Term Following Term in which option offered |
| Paranormal in Society | SOC00009H | 6/H | 20 | None | None | Written Assignment (4000 words) Week 1 of Term Following Term in which option offered |
| Performance and Society | SOC00026H | 6/H | 20 | None | None | Written Assignment (4000 words) Week 1 of Term Following Term in which option offered |
| Social Memory | SOC00037H | 6/H | 20 | None | None | Written Assignment (4000 words) Week 1 of Term Following Term in which option offered |
| The Racial State | SOC00039H | 6/H | 20 | None | None | Written Assignment (4000 words) Week 1 of Term Following Term in which option offered |
| The Global Transformation of Health | SOC00041H | 6/H | 20 | None | None | Written Assignment (4000 words) Week 1 of Term Following Term in which option offered |
| Emotions in the Social World | SOC00042H | 6/H | 20 | None | None | Portfolio (1500 words, 35%), Written Assignment (2500 words) Week 1 of Term Following Term in which option offered |

**Option modules: Table B2**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module title** | | **Module**  **code** | | **Credit**  **level** | **Credit**  **value** | **Prerequisites** | **Assessment rules** | | **Timing and format of main assessment** |
| Assessment in Education | | EDU00010H | | 6/H | 20 | None | N/A | | Final assessment , SuT week 5, 5000 word essay |
| Education and Social Change | | EDU00011H | | 6/H | 20 | None | N/A | | Final assessment , SpT week 1, 5000 word essay |
| Science, Education and Society | | EDU0002H | | 6/H | 20 | None | N/A | | Final assessment , SpT week 1, 5000 word essay |
| Education and Development | | EDU00005H | | 6/H | 20 | None | N/A | | Final assessment , SpT week 1, 5000 word essay |
| Education and Citizenship | | EDU00003H | | 6/H | 20 | None | N/A | | Final assessment , SuT week 5, 5000 word essay |
| Perspectives on Literacy | | EDU00008H | | 6/H | 20 | None | N/A | | Final assessment , SuT week 5, 5000 word essay |
| Drama in Education | | EDU00007H | | 6/H | 20 | None | N/A | | Final assessment , SpT week 1, 5000 word essay |
| Models of Writing | | EDU00009H | | 6/H | 20 | None | N/A | | Final assessment , SpT week 1, 5000 word essay |
| Language and Psychology | | EDU00016H | | 6/H | 20 | None | N/A | | Final assessment , SpT week 1, 5000 word essay |
| Landmarks in British Poetry | | EDU00017H | | 6/H | 20 | None | N/A | | Final assessment , SuT week 5, 5000 word essay |
| Philosophy, Education and Childhood | | EDU00041H | | 6/H | 20 | None | N/A | | Final assessment , SpT week 1, 5000 word essay |
| Understanding Motivation and Emotions in Childhood | | EDU00039H | | 6/H | 20 | None | N/A | | Final assessment, SpT week 1, 5000 word essay |
| Psychology of Social Pedagogy | | EDU00040H | | 6/H | 20 | None | N/A | | Final assessment, SpT week 1, 5000 word essay |
| Genetics and Education | | EDU00038H | | 6/H | 20 | None | N/A | | Final assessment, SuT week 6, 5000 word essay |
| Disorders of Language and Cognition | | EDU00037H | | 6/H | 20 | None | N/A | | Final assessment, SuT week 6, 5000 word essay |
| Learning Gender | | EDU00035H | | 6/H | 20 | None | N/A | | Final assessment, SuT week 6, 5000 word essay |
| Independent Module of Work | |  | | 6/H | 20 | None | N/A | | Final assessment , SpT week 1 or SuT weeks 5-7, 5000 word essay |
| Placement Study | | |  | 6/H | 20 | None | N/A | | Final assessment , SpT week 1, 5000 word report |
| **Additional year variants e.g. year in Europe, year in industry** | | | | | | | |
|  | | | | | | | |
| **Replacement year variants** | | | | | | | |
| The Department of Education has links with universities in Germany, Switzerland and Norway and the Department of Sociology with Finland, the Netherlands, Norway and Sweden which allow for study abroad. Programmes taken at these other universities can take the place of the appropriate number of modules at York | | | | | | | |
| Students on all programmes may apply to spend Stage 2 on the University-wide North America/Asia/Australia student exchange programme. Acceptance onto the programme is on a competitive basis.  Marks from modules taken on replacement years count toward progression and classification. | | | | | | | |
| **Transfers out of or into the programme** | | | | | | | |
| Requests to transfer in or out of the programme may be considered before the end of stage 1. Students who transfer would be in good academic standing. Detailed discussions will be handled by the admissions tutor. | | | | | | | |
| **Exceptions to University Award Regulations approved by University Teaching Committee** | | | | | | | |
| **Exception** | **Date approved** | | | | | | |
|  |  | | | | | | |
| **Quality and Standards** | | | | | | | |
| The University has a framework in place to ensure that the standards of its programmes are maintained, and the quality of the learning experience is enhanced.  Quality assurance and enhancement processes include:   * the academic oversight of programmes within departments by a Board of Studies, which includes student representation * the oversight of programmes by external examiners, who ensure that standards at the University of York are comparable with those elsewhere in the sector * annual monitoring and periodic review of programmes * the acquisition of feedback from students by departments, and via the National Student Survey.   More information can be obtained from the Academic Support Office: <http://www.york.ac.uk/admin/aso/teach/>  Departmental Statements on Audit and Review Procedures are available at: <http://www.york.ac.uk/admin/aso/teach/deptstatements/index.htm> | | | | | | | |
| **Date on which this programme information was updated:** | August 2015 | | | | | | |
| **Departmental web page:** | <http://www.york.ac.uk/education/programmespecifications/>  <http://www.york.ac.uk/sociology> | | | | | | |
| **Please note**  The information above provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.  Detailed information on the learning outcomes, content, delivery and assessment of modules can be found in the module descriptions.  The University reserves the right to modify this overview in unforeseen circumstances, or where the process of academic development, based on feedback from staff, students, external examiners or professional bodies, requires a change to be made. Students will be notified of any substantive changes at the first available opportunity. | | | | | | | |

1. The **credit level** is an indication of the module’s relative intellectual demand, complexity and depth of learning and of learner autonomy (Level 4/Certificate, Level 5/Intermediate, Level 6/Honours, Level 7/Masters) [↑](#footnote-ref-1)
2. The **credit value** gives the notional workload for the module, where 1 credit corresponds to a notional workload of 10 hours (including contact hours, private study and assessment) [↑](#footnote-ref-2)
3. **Special assessment rules**

   P/F – the module marked on a pass/fail basis (NB pass/fail modules cannot be compensated)

   NC – the module cannot be compensated

   NR – there is no reassessment opportunity for this module. It must be passed at the first attempt [↑](#footnote-ref-3)