

Programme Information & PLOs			
Title of the new programme – including any year abroad/ in industry variants			
BA Hons Sociology and Education			
Level of qualification			
Please select:	Level 6		
Please indicate if the programme is offered with any year abroad / in industry variants		Year in Industry Please select Y/N	No
		Year Abroad Please select Y/N	Yes
Department(s): Where more than one department is involved, indicate the lead department			
Lead Department	Sociology		
Other contributing Departments:			
Programme Leader			
Daryl Martin			
Purpose and learning outcomes of the programme			
Statement of purpose for applicants to the programme			
<p>The Sociology and Education programme (BASE) explores the social processes and educational contexts that shape and characterise learning and development in contemporary societies. As such, the Sociology and Education programme explores educational issues and cultural trends from multiple perspectives that range from the individual to the institutional, and from the local to the global. As a Sociology and Education student, therefore, you will develop the ability to analyse educational topics and social practices in critical and complex ways, drawing on the richness of multiple disciplines to do so. You will build the skills needed to follow your curiosity about, and challenge, commonly held assumptions about the ways societies work and the learning cultures that shape them. You will be enabled to make links between theory, policy and practice implications across the disciplines studied in the programme. As a graduate of the programme, you will be prepared for a range of careers in a variety of sectors – our previous graduates have entered the fields of educational research, consultancy, and adult education, as well as a wider range of professional areas, including publishing, the media, charities, law, primary school teaching and journalism. Whatever you choose as a career path, you will be in a position to apply rigorous empirical techniques, creative ways of thinking and culturally sensitive approaches to social and educational issues in your professional life and beyond</p>			
Programme Learning Outcomes			
Please provide six to eight statements of what a graduate of the programme can be expected to do.			
Taken together, these outcomes should capture the distinctive features of the programme. They should also be outcomes for which progressive achievement through the course of the programme can be articulated, and which will therefore be reflected in the design of the whole programme.			
PLO	On successful completion of the programme, graduates will be able to:		
1	Define, interpret and explain multi-faceted contemporary issues, and their implications for individuals, groups and institutions, by combining knowledge of key educational policies and/or sociological ideas and debates.		
2	Access, evaluate and critically review evidence-based claims and/or data concerning educational issues and/or social trends		
3	Address emerging social problems effectively by challenging common assumptions systematically and with reference to their educational contexts		
4	Design and undertake ethical, responsible research projects which can work with data and draw upon appropriate qualitative and/or quantitative skills to produce empirically rigorous analysis of social issues and/or learning cultures		
5	Synthesise and communicate complex information and arguments within educational and/or sociological research in appropriate formats and via a range of media and digital technologies		

6	Work creatively in teams by cooperating with others in a manner which recognises diverse views, values and the cultural position of others
Programme Learning Outcome for year in industry (where applicable)	
For programmes which lead to the title 'with a Year in Industry' – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year in industry b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year in industry by alteration of the standard PLOs.	
n/a	
Programme Learning Outcome for year abroad programmes (where applicable)	
For programmes which lead to the title 'with a Year Abroad' – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year abroad or b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year abroad by alteration of the standard PLOs.	
n/a	
Explanation of the choice of Programme Learning Outcomes	
Please explain your rationale for choosing these PLOs in a statement that can be used for students (such as in a student handbook). Please include brief reference to:	
i) Why the PLOs are considered ambitious or stretching?	
They are considered ambitious and stretching because the degree of independent learning, thinking and writing that our students engage in across both departments, combined with our encouragement - from year one, term one - of students to immerse themselves in challenging debates within sociological and educational research. Through modules in both departments, students engage with data and design their own empirical studies to come to their own positions on issues in both disciplines, drawing on the richness of their interdisciplinary backgrounds in doing so.	
ii) The ways in which these outcomes are distinctive or particularly advantageous to the student:	
Taken together, we are confident that our PLOs articulate the progression of our student throughout the degree to the point that they graduate as truly independent thinkers, with the ability to cogently analyse social dynamics, educational issues and situations in all their complexities. Our graduates leave with a diverse range of skills and a critical sensibility that transfer across disciplines and professions and can point to a host of varied empirically driven tasks and projects that demonstrate their flexibility to prospective employers.	
iii) How the programme learning outcomes develop students' digital literacy and will make appropriate use of technology-enhanced learning (such as lecture recordings, online resources, simulations, online assessment, 'flipped classrooms' etc)?	
This is most explicitly addressed in PLO 5. In the course of planning for the single honours programmes, which will develop in tandem with the joint honours programme, we will continue to work with colleagues such as Wayne Britcliffe to ensure that technology-based learning is integrated more fully at more points in the curriculum from an early stage. The programme mapping exercise has identified specific gaps in the earlier stages of the programme, more so than in the later years, and so Daryl will plan with Wayne ways of addressing this via the Cultivating module, which is a core module for Soc/Ed students. This will feed into work with Alison Kaye and colleagues to deepen the impact and reach of digital literacy throughout the programme, using JISC's 6 Digital Capabilities as a model to anchor learning in this area, making more explicit to students those capabilities addressed in existing teaching and allowing us to plan new teaching to address less developed capabilities.	
iv) How the PLOs support and enhance the students' employability (for example, opportunities for students to apply their learning in a real world setting)?	
The programme's employability objectives should be informed by the University's Employability Strategy: http://www.york.ac.uk/about/departments/support-and-admin/careers/staff/	
All PLOs contribute to the development in our graduates of excellent transferable skills, but especially PLOs 4, 5 and 6, which have been articulated to highlight the importance of employability within the programme. These are developed in an iterative way throughout the programme, through workshop tasks and assessed work (both formative and summative). However, there is still a need to do more, not least in making more explicit to students the value of skills developed in the programme to prospective employers. We do so at the moment, not least through termly staff-student supervision slots, where employability alongside assessment informs, in a structured way, these sessions, as well as regular Careers events tailored to our programmes - but we will work with Vicky Barton and other department colleagues over the year to look for opportunities for embedding employability within the programme more deeply.	
vi) How will students who need additional support for academic and transferable skills be identified and supported by the Department?	

Students on the Soc/Ed programme are allocated pastoral supervisors in the first week of their first term. We require students to meet with their supervisors at least twice a term and following marks and feedback. This gives supervisors the opportunity to highlight potential challenges the student may be facing and to signpost to various support services on campus.

vii) How is teaching informed and led by research in the department/ centre/ University?

All staff teaching on the Soc/Ed programme are research active, and many staff teach on specialist modules that link directly to their research portfolios. Staff teaching on the programme span a wide range of research interests, thus exposing students to a variety of key issues within both disciplines and the latest research informing our knowledge and understanding of these issues.

Stage-level progression

Please complete the table below, to summarise students' progressive development towards the achievement of PLOs, in terms of the characteristics that you expect students to demonstrate at the end of each year. This summary may be particularly helpful to students and the programme team where there is a high proportion of option modules.

Note: it is not expected that a position statement is written for each PLO, but this can be done if preferred (please add information in the 'individual statement' boxes). For a statement that applies across all PLOs in the stage fill in the 'Global statement' box.

Stage 0 (if your programme has a Foundation year, use the toggles to the left to show the hidden rows)

Stage 1

On progression from the first year (Stage 1), students will be able to:	Understand core sociological concepts and educational theories, engage with primary research in core sociological and educational topics and demonstrate that understanding and awareness of the academic field. They will do so through a series of individual assessments that develop independent learning and require excellent time management skills and group activities that encourage collaborative modes of working.
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PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Use introductory core disciplinary concepts and theories to identify the sociological significance of contemporary issues and the wider implications of educational policies	Access and evaluate sociological literature on contemporary issues and cultural trends, and educational debates on contemporary policy	Develop confidence in contesting common place social and education assumptions with reference to academic research	Undertake scoping studies which draw upon appropriate empirical skills to produce summary analysis of social issues, and match research questions with appropriate research methodologies	Synthesise and communicate sociological and educational research and arguments to peers, via a range of media and digital technologies	Work creatively in teams by cooperating with others in a manner which develops awareness of the diverse views, values and the cultural position of others		

Stage 2

On progression from the second year (Stage 2), students will be able to:	Consolidate their understanding of core and specialist sociological concepts and educational theories, engage with primary research in core and specialist sociological and educational topics and use their understanding and awareness of the academic field, evidenced through a series of individual assessments and group activities, in order to plan their own research project, develop their own analytical approach and demonstrate increasing confidence in critically evaluating social issues and educational debates.
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PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
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Use core disciplinary concepts and theories to identify and interpret the sociological significance of a range of contemporary social issues and the wider implications of educational policies	Access, evaluate and critically review empirical literature on contemporary sociological issues and educational topics	Interpret social issues and educational policies effectively by challenging common assumptions systematically	Design responsible research projects which demonstrate awareness of appropriate qualitative and/or quantitative skills to produce empirically rigorous analysis of social issues	Synthesise and communicate complex information, sociological arguments and educational theories, in appropriate formats and via a range of media and digital technologies	Work creatively in teams by cooperating with others in a manner which recognises diverse views, values and the cultural position of others		
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Stage 3

(For Integrated Masters) On progression from the third year (Stage 3), students will be able to:

Apply their understanding of core and specialist sociological and educational concepts to emerge

PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Use sociological, educational and interdisciplinary concepts and theories to define, interpret and explain multi-faceted contemporary social issues, and their implications for individual lives, social groups and educational institutions	From a basis in cutting-edge sociological and educational debates, access, evaluate and critically review evidence-based claims concerning contemporary social trends and learning cultures	Address emerging social problems and educational debates effectively by challenging common assumptions systematically	Design and undertake ethical, responsible research projects which draw upon appropriate qualitative and/or quantitative skills to produce empirically rigorous analysis of social and/or educational issues	Synthesise and communicate complex information and arguments about emerging social and educational issues, in appropriate formats and via a range of media and digital technologies	Work creatively in teams by cooperating with others in a manner which recognises diverse views, values and the cultural position of others		

Programme Structure

Module Structure and Summative Assessment Map

Please complete the summary table below which shows the module structure and the pattern of summative assessment through the programme.

‘Option module’ can be used in place of a specific named option. If the programme requires students to select option modules from specific lists these lists should be provided in the next section.

From the drop-down select 'S' to indicate the start of the module, 'A' to indicate the timing of each distinct summative assessment point (eg. essay submission/ exam), and 'E' to indicate the end of the module (if the end of the module coincides with the summative assessment select 'EA') . It is not expected that each summative task will be listed where an overall module might be assessed cumulatively (for example weekly problem sheets).

If summative assessment by exams will be scheduled in the summer Common Assessment period (weeks 5-7) a single 'A' can be used within the shaded cells as it is understood that you will not know in which week of the CAP the examination will take place.

Divisions and Inequalities	Creative Writing for Children	Cinema, Cities and Crime	Science, Education and Society				
Social Interaction and Conversation Analysis	Educational Theory and Practice	Sociology of the North	How Do Children Learn Mathematics?				
Science in Society		Humans and Other Animals	Language and Psychology				
		Art, Tastes and Stratification	Philosophy, Education and Childhood				
		Migration and Tourism	Supporting Pupils' Psychological Development in Schools				
		Racial State	The Psychology of Social Pedagogy				
		Global transformation of Health	Transcultural Communication				
		Emotions in the Social World	Placement Study				
		Body and Society	Independent Module				
		Morbidity, Culture and Corpses	Education and Citizenship				
		Performance and Society	Learning Gender, Exploring the Links between Gender, Education and Society				
		Imagining Sociological Alternatives	Landmarks in British Poetry				
			Disorders of Language and Cognition				
			Genetics and Education				

Management and Admissions Information

This document applies to students who commenced the programme(s) in:

2017/18

Interim awards available Interim awards available on undergraduate programmes (subject to programme regulations) will normally be: Certificate of Higher Education (Level 4/Certificate), Diploma of Higher Education (Level 5/Intermediate), Ordinary Degree and in the case of Integrated Masters the Bachelors with honours. Please specify any proposed exceptions to this norm.

Certificate of Higher Education (Level 4/Certificate) Generic
Diploma of Higher Education (Level 5/Intermediate) Generic

Admissions Criteria

TYPICAL OFFERS

A levels
AAB for L611, LL32,
VL53, LL2V
ABB for L300, L390,
L392, LX33
IB Diploma programme
35/34 points
BTEC Extended Diploma
DDM/DDD

Length and status of the programme(s) and mode(s) of study

Programme	Length (years)	Status (full-time/part-time) Please select	Start dates/months (if applicable – for programmes that have multiple intakes or start dates that differ from the usual academic year)	Mode				
				Face-to-face, campus-based		Distance learning		Other
BA (Hons) Sociology / Education	3	Full-time	n/a	Please select Y/N	Yes	Please select Y/N	No	n/a

Language(s) of study

English.

Language(s) of assessment

English.

Programme accreditation by Professional, Statutory or Regulatory Bodies (PSRB)

Is the programme recognised or accredited by a PSRB

Please Select Y/N:	No	if No move to next Section if Yes complete the following questions
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Name of PSRB

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Are there any conditions on the approval/ accreditation of the programme(s)/ graduates (for example accreditation only for the full award and not any interim award)

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Additional Professional or Vocational Standards

Are there any additional requirements of accrediting bodies or PSRB or pre-requisite professional experience needed to study this programme?

Please Select Y/N:	<input type="checkbox"/>	if Yes, provide details
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(max 200 words)

University award regulations

The University's award and assessment regulations apply to all programmes: any exceptions that relate to this programme are approved by University Teaching Committee and are recorded at the end of this document.

Are students on the programme permitted to take elective modules?

(See: <https://www.york.ac.uk/media/staffhome/learningandteaching/documents/policies/Framework%20for%20Programme%20Design%20-%20UG.pdf>)

Please Select Y/N:	<input type="checkbox"/>	
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Careers & Placements - 'With Placement Year' programmes

Students on all undergraduate and integrated masters programmes may apply to spend their third year on a work-based placement facilitated by Careers & Placements. Such students would return to their studies at Stage 3 in the following year, thus lengthening their programme by a year. Successful completion of the placement year and associated assessment allows this to be recognised in programme title, which is amended to include 'with Placement Year' (e.g. BA in XYZ with Placement Year'). The Placement Year also adds a Programme Learning Outcome, concerning employability. (See Careers & Placements for details).

In exceptional circumstances, UTC may approve an exemption from the 'Placement Year' initiative. This is usually granted only for compelling reasons concerning accreditation; if the Department already has a Year in Industry with criteria sufficiently generic so as to allow the same range of placements; or if the programme is less than three years in length.

Programme excluded from Placement Year?	No	If yes, what are the reasons for this exemption:
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Study Abroad (including Year Abroad as an additional year and replacement year)

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.

Does the programme include the opportunity to undertake other formally agreed study abroad activities? All such programmes must comply with the Policy on Study Abroad

<https://www.york.ac.uk/staff/teaching/procedure/programmes/design/>

Please Select Y/N:	Yes
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Additional information

Transfers out of or into the programme

ii) Transfers into the programme will be possible? (please select Y/N)	Yes
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Additional details:

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

ii) Transfers out of the programme will be possible? (please select Y/N)	Yes
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Additional details:

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
Please detail any exceptions to University Award Regulations approved by UTC	

Date on which this programme information was updated:

24/11/2017

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 they take 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.

Programme Map

Please note: the programme map below is in interim format pending the development of a University Programme Catalogue.

Programme Map: Module Contribution to Programme Learning Outcomes

This table maps the contribution to programme learning outcomes made by each module, in terms of the advance in understanding/expertise acquired or reinforced in the module, the work by which students achieve this advance and the assessments that test it. This enables the programme rationale to be understood:

• Reading the table vertically illustrates how the programme has been designed to deepen knowledge, concepts and skills progressively. It shows how the progressive achievement of PLOs is supported by formative work and evaluated by summative assessment. In turn this should help students to understand and articulate their development of transferable skills and to relate this to other resources, such as the Employability Tutorial and York Award;

• Reading the table horizontally explains how the experience of a student at a particular time includes a balance of activities appropriate to that stage, through the design of modules.

Stage	Module		Programme Learning Outcomes					
			PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
			Define, interpret and explain multi-faceted contemporary issues, and their implications for individuals, groups and institutions, by combining knowledge of key educational and/or sociological ideas and debates	Access, evaluate and critically review evidence-based claims and/or data concerning educational issues and/or social trends	Address emerging social problems effectively by challenging common assumptions systematically and with reference to their educational contexts	Design and undertake ethical, responsible research projects which can work with data and draw upon appropriate qualitative and/or quantitative skills to produce empirically rigorous analysis of social issues and/or learning cultures	Synthesise and communicate complex information and arguments within educational and/or sociological research in appropriate formats and via a range of media and digital technologies	Work creatively in teams by cooperating with others in a manner which recognises diverse views, values and the cultural position of others
Stage 1	Cultivating the Sociological Imagination CORE (Martin)	Progress towards PLO	Students are introduced to original sociological research studies, from a range of intellectual conceptual and theoretical traditions, that add to their knowledge of contemporary social issues	Students access and then evaluate empirical research papers and their findings, and analyse their underlying methodological and conceptual reasonings	Students evaluate, contextualise and contest common-place understandings of core social categories and themes (such as class, gender, race and age, and their intersection with education), through engaging with original sociological research, and distinguishing these from understandings derived from other disciplinary traditions (e. g. psychology, biology, economics)	Students are introduced to thinking about matching research questions with appropriate research methodologies	Students are introduced to principles of composing academic arguments by synthesising supporting literature and utilising their empirical findings or theoretically driven arguments	Seminars require collaborative team working on a range of tasks designed to develop students' understandings of the substantive themes of the module
		By working on (and if applicable, assessed through)	Seminar tasks (formative) and Spring term essay and Summer exams (summative assessment). Students will build their abilities in interpreting social issues and representing, through their arguments, their multi-faceted aspects. In particular, through the seminar tasks, discussions and readings selected throughout the year, students will develop their understanding of the individual experience of wider structural issues, and how these are related, and their progress will be summatively assessed through the Spring essay and Summer term exam.	The Autumn term assignment (a critical review of an original research paper), tests students' capacity for understanding and critiquing the hidden assumptions of empirically based research. This summative assessment builds on lecture material throughout the first term that aims to challenge widely held assumptions about social categories, divisions and issues.	Spring term seminar task (summative assessment).	Spring term seminar task (formative work) which requires desk based research on the ownership locations of businesses along Canary Street in York. This is group work which tests and develops students' capacities to collaboratively use the template of an ethically approved scoping study or research project to present an empirical analysis of the impact of globalisation in a medium sized city.	Spring term essay and Summer exam (summative assessment). Students will develop their ability to synthesise the arguments of others and use them to craft their own intellectual position on social issues. These are written assessments. Spring term group presentations (formatively assessed in the form of oral feedback given in class by tutors and peers) offer guidance that helps students to develop confidence in working collaboratively and making arguments in alternative formats using standard digital technologies.	
Stage 1	Introduction to Sociological Theory CORE (Brown)	Progress towards PLO	Students are introduced to the theories of core sociological thinkers from the classical and contemporary intellectual traditions.		Students engage with original writings of classical sociological theorists that offer examples of critical thinking that challenged commonplace accounts of the social.	A proportion of the course and its assessment is dedicated to researching the continuing relevance, or otherwise, of sociological theories and concepts. This includes investigating the relationship between social theory, contemporary illustrative examples and recent sociological scholarship.	The module is taught through participative learning in seminars, in which students are encouraged to present and articulate their ideas.	Seminars are collaborative endeavours structured through cooperation around a range of learning and research tasks.
		By working on (and if applicable, assessed through)	Students use the theories of core classical and contemporary sociological thinkers to articulate their understanding of social issues in seminars and in written work (summative assessments).		In their first assessment (summative), students critically reflect upon an original piece of writing from classical social theory.			
Stage 1	Introduction to Key Concepts of Education CORE	Progress towards PLO	Students are asked to critically reflect on the ways in which key educational concepts are applied in current national and international debates about education.	Students are asked to identify, read and critically use educational literature about different key concepts, thinking about the ways in which they might reliably inform educational research and policy.	Students are asked to engage with different types of educational research that deal with key concepts in education, familiarising themselves with qualitative and quantitative approaches to analysing these concepts and applying them to educational policy and practice.		Students are asked to engage with academic-level writing about key issues in educational theory, research and practice.	
		By working on (and if applicable, assessed through)	Formative Works: read and critically analyse theory and research on core educational concepts, reflecting on how they apply to current educational debates. Summative Assessment: making links between educational research and theoretical perspectives and contemporary political, social and educational debate is assessed through the concept paper and long essay.	Formative works: search, find and evaluate educational research literature in online and print formats. Summative Assessments: critical use of sources to discuss key educational concepts are assessed in concept paper and long essay.	Formative works: identify and critically analyse educational research which uses different types of data to analyse key educational issues. Summative Assessment: critical use of research to understand and discuss educational concepts is assessed in concept paper and long essay.		Formative works: participate in small and large group discussions about key issues in education research and practice and written coursework preparation. Summative Assessment: oral communication is assessed formatively and written communication is assessed in a research paper on one major educational concept and a long essay.	
Stage 1	Introduction to Disciplines of Education CORE	Progress towards PLO	Students are asked to critically read and reflect on educational theory and research from a range of disciplines and to apply their knowledge to current national and international debates.	Students are asked to identify, read and critically use educational texts from a range of disciplines, as they relate to educational research, policy and debate.	Students are asked to engage with different types of data in educational texts and the ways in which this might be used to evidence claims in educational research, policy or practice.		Students are introduced to academic-level writing and oral presentations about disciplines of education.	
		By working on (and if applicable, assessed through)	Formative works: read and critically analyse theory, making links to current educational debates. Summative Assessments: critical use of theory as it applies to current educational debates is assessed in essay and exam.	Formative works: search, find and evaluate educational texts in online and print formats. Summative Assessments: critical use of sources are assessed in essay and exam.	Formative works: identify and critically analyse different types of data. Summative Assessment: critical use of different types of data is assessed in essay and exam.		Formative works: participate in small and large group discussions, oral presentation and written coursework preparation. Assessment: oral communication is assessed formatively and written communication is summatively assessed in the essay and exam which require students to undertake sustained writing.	

