Programme Information & PLOs				
Title of the new programme – inclu	uding any year abroad/ in industry variants			
BA Hons Sociology and Education				
Level of qualification				
Please select:	Level 6			
Please indicate if the programme is	s offered with any year abroad / in industry variants		Year in Industry Please select Y/N	No
riease indicate ii the programme is	s offered with any year abroad / in mudstry variants		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

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

Programme Learning Outcomes

Please provide six to eight statements of what a graduate of the programme can be expected to do.

	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 lated, 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 desmonstrate 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.

the stage fill in the 'Global statemer	nt' box.								
	oundation year, use the toggles to the left to show the hidde	n rows)							
Stage 1					1 1 11 11				
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.							
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	communicate sociological and educational research and	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 yea	ar (Stage 2), students will be able to:		Consolidate their under theories, engage with p topics and use their und series of individual asse project, develop their o critically evaluating soci	rimary research in lerstanding and av ssments and grou wn analytical appi	n core and specialing wareness of the activities, in orderoach and demonstract.	st sociological and cademic field, evic ler to plan their ov	l educational lenced through a vn research		
PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8		

Use core disciplinary concepts and	Access, evaluate and critically review empirical literature on	Interpret social	Design responsible	Synthesise and	Work creatively	
theories to identify and interpret	contemporary sociological issues and educational topics	issues and	research projects which	communicate	in teams by	
the sociological significance of a		educational	demonstrate awareness of	complex	cooperating	
range of contemporary social		policies	appropriate qualitative	information,	with others in a	
issues and the wider implications		effectively by	and/or quantitative skills	sociological	manner which	
of educational policies		challenging	to produce empirically	arguments and	recognises	
		common	rigorous analysis of social	educational	diverse views,	
		assumptions	issues	theories, in	values and the	
		systematically		appropriate	cultural position	
				formats and via	of others	
				a range of		
				media and		
				digital		
				technologies		
Stage 3						

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 emerg

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

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.

Stage	(if you have modules for St	age 0, use the toggles to the left to show the hidden rows)																									
Stage :	1																										
Credi																											
ts		Module Autumn Term Spring Title 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5																Summer Term									
	Code	Title	1 2	3	4	5 6	5 7	7 8	9	10	1	2	3	4	5 (6 7	8	9	10	1	2	_	l 5	6	7	8 9	10
	SOC00001C	Cultivating a Sociological Imagination	S							Α									Α		E	_			EA		\bot
	SOC00002C	Introduction to Sociological Theory	S				_			Α					_				Α		E		_	_	EA		_
	EDU00004C	Key Concepts in Education	S								Α						-					E	_	-			_
	EDU00001C	Disciplines of Education	S						L		Α	_						<u> </u>				E		Α			
Stage :	2																										
Credi		Madula				A		T						c:	7	·						c		T			
ts	Code	Module Title	1 2	-	4	5 6	-	n Tei 7 8		10	1	2			ng i	erm		9	10	4	2		mm I 5	er T	erm 7	0 0	10
20	SOC000031	Social Research Methods	S	3	4	3 6	,	8	9	10	1		3	4	5 (0 /	8	9	-	A	2 E	_	5	ס	EA	8 9	10
			S							А	\vdash			+	+	+	-		Α	А	E	_	+	+	EA		+
	Various Various	Option from List A	S				+				_						-		A		E	_			EA		+
	EDU00024I	Option from List B	S				+	+			A		_	+	+	+	+					: E	+	+	A		+
		Education Policy and Society: Past and Present	3				_	-	-		A		_	4	_	_		-			_	E	_	-	Α	_	┶
Stage : Credi				-	-		-	-	-			-	-	-	-	-	-	-			-	-	-	-	-		
ts					Aut	um	n Tei	m					Spri	ng T	erm						Su	mm	er T	erm			
	Code	Title	1 2 3 4 5 6 7 8 9 10					10					6 7 8 9 10			10	1	2	3 4	ı 5	6	7	8 9	10			
40	SOC00024H	Dissertation	S												1										EΑ		Т
40	EDU00001H	Dissertation	S																				E	A			T
		Options from List C - one in Autumn Term, one in Spring																									T
20	Various	Term	S																			E			Α		
		Option from List D - one in Autumn Term, one in Spring																									
20	Various	Term	S			Ш	\perp			E	Α																丄
Option	nal module lists																										
If the r	programme requires students	to select option modules from specific lists these lists should l	ne nrovi	hahi	hρ	low I	f vo	II na	ad r	nore chace lis	ο th	o to	مماد	s or	the	ا اما	to r	-0V-0	al to	n fu	rtho	r hid	ldar	row	ıc		
Option		Option List B	Option					on Lis		nore space, as	Opt				-	ptic					ion l					List H	
Ориог	I LIST A	Option List B	Advan			_	•	ation		d	Орі	LIOI	LISC	_		ptic	/II LI.	361		Орі	.1011	-13(\	J		rtion	LISCII	
Popula	r Culture, Media and Society	The Psychology of Teaching and Pastoral Care in Schools	Theor		500			lopn																			
•		, , ,	Analys																								
		Teaching, Learning and Using Language in Educational	Docto							of Literacy in																	
Conter	mporary Political Sociology	Contexts					atior																				
	0 10 11 10	L	Sociology of the Understanding Motivation																								
Gende	r, Sexuality and Inequality	Teaching and Learning Literature	Paranormal			a	and Emotion in Education																				
			Paranormal in Society Drama and Education								- 1																
Social	ogy of Health and illness	Children and Literature	Parano		al ir		ıran	12 25	d E	ducation																	

Divisions and Inequalities	Creative Writing for Children	Cinema, Cities and Crime	Science, Education and Society			
Social Interaction and Conversation Analysis		Sociology of the	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-	Start dates/months (if applicable – for programmes	Mode									
		time) that have multiple intakes or start dates that differ from the select usual academic year)		Face-to-face, campus	s-based	Distance learnii	ng	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 accred	ditation by	Professional, Statutory or Regulatory Bodies (PSRB)
Is the programme red	cognised or a	ccredited by a PSRB
Please Select Y/N:	No	if No move to next Section if Yes complete the following questions
Name of PSRB		
Are there any conditi	ions on the a	pproval/ accreditation of the programme(s)/ graduates (for example accreditation only for the full award and not any interim award)
		ocational Standards
Are there any addition	nal requirem	nents of accrediting bodies or PSRB or pre-requisite professional experience needed to study this programme?
Please Select Y/N:		if Yes, provide details
(man 200 manda)		
(max 200 words)	vo avelation a	
University award I		
the end of this docume		nt regulations apply to all programmes: any exceptions that relate to this programme are approved by University Teaching Committee and are recorded at
Are students on the p	programme p	ermitted to take elective modules?
(See: https://www.yo	ork.ac.uk/me	dia/staffhome/learningandteaching/documents/policies/Framework%20for%20Programme%20Design%20-%20UG.pdf)
Please Select Y/N:		
Careers & Placeme	ents - 'With	Placement Year' programmes
		l integrated masters programmes may apply to spend their third year on a work-based placement facilitated by Careers & Placements.
	~	ir studies at Stage 3 in the following year, thus lengthening their programme by a year. Successful completion of the placement year and
		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 a	adds a Progra	mme Learning Outcome, concerning employability. (See Careers & Placements for details).

	• •		' initiative. This is usually granted only for compelling reasons concerning generic so as to allow the same range of placements; or if the programme is less
Programme excluded from Placement Year? No If yes,	s, what are the reasons for th	is exemption:	
Study Abroad (including Year Abro	oad as an additional ye	ear and replaceme	nt year)
	_	•	merica/ Asia/ Australia student exchange programme. Acceptance onto the count toward progression and classification.
Does the programme include the opport Abroad	tunity to undertake other f	formally agreed study	abroad activities? All such programmes must comply with the Policy on Study
https://www.york.ac.uk/staff/teaching/p	procedure/programmes/d	esign/_	
Please Select Y/N: Yes			
Additional information			
Transfers out of or into the programme			
ii) Transfers into the programme will be poss (please select Y/N)	Yes Yes		
Additional details:			
Requests to transfer in or out of the program will be handled by the admissions tutor	nme may be considered befor	re the end of stage 1. St	udents who transfer would be in good academic standing. Detailed discussions
ii) Transfers out of the programme will be po (please select Y/N)	ossible? Yes		
Additional details:			
Requests to transfer in or out of the program will be handled by the admissions tutor	nme may be considered befor	re the end of stage 1. St	udents who transfer would be in good academic standing. Detailed discussions
Exceptions to University Award Regulat	tions approved by Univers	sity Teaching Committ	ee
Exception Please detail any exceptions to University Av	ward Regulations approved b	oy UTC	Date approved
Date on which this programme informa	ition 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.

			bution to Programme L		erms of the advance in under	rstanding/ expertise acquire	d or reinforced in the modu	le the work by which
students	achieve this advan	ce and the	assessments that test it. This	enables the programme rat				
by forma such as ti	ative work and evalu the Employability Tu	uated by su utorial and '	mmative assessment. In turn fork Award;	this should help students to	o understand and articulate	their development of transfe	erable skills and to relate th	is to other resources,
· Reading	ig the table horizon	tally explain	is how the experience of a s	udent at a particular time in	icludes a balance of activities	s appropriate to that stage, t	through the design of modu	les.
Stage	Module	_	1		Programme Les	arning Outcomes		
			PLO1 Define, interpret and explain		PLO3 Address emerging social	PLO4	PLOS Synthesise and communicate	PLO6 Work creatively in teams by
			multi-faceted contemporary issues, and their implications	review evidence-based claims and/or data concerning	problems effectively by challenging common	responsible research projects	complex information and	cooperating with others in a
			for individuals, groups and institutions, by combining	educational issues and/or social trends	assumptions systematically and with reference to their	qualitative and/or quantitative	arguments within educational and/or sociological research in appropriate formats and via a	diverse views, values and the cultural position of others
			knowledge of key educational and/or sociological ideas and debates		educational contexts	skills to produce empirically rigorous analysis of social issues and/or learning cultures	range of media and digital technologies	
Stage 1	Cultivating the Sociological Imagination	Progress n towards	Students are introduced to original sociological research	Students access and then evaluate empirical research	Students evaluate, contextualise and contest	Students are introduced to	Students are introduced to principles of composing	Seminars require collaborative team working on a range of
	CORE (Martin)	PLO	studies, from a range of intellectual conceptual and theoretical traditions, that add	papers and their findings, and analyse their underlying methodological and conceptual	common-place understandings of core social categories and themes (such as class, gender,	research questions with appropriate research methodologies	academic arguments by synthesising supporting	tasks designed to develop students' understandings of the substantive themes of the
			to their knowledge of contemporary social issues	reasonings	race and age, and their insection with education).	methodologies	literature and utilising their empirical findings or theoretically driven arguments	module
					through engaging with original sociolgical research, and distinguishing these from			
					understandings derived from other disciplinary traditions (e.			
					g., psychology, biology, economics)			
		By working on (and if applicable,	Seminar tasks (formative) and Spring term essay and Summer exams (summative	The Autumn term assignment (a critical review of an original research paper), tests students'	Spring term essay (summative assessment).	Spring term seminar task (formative work) which requires desk-based research	Spring term essay and Summer exam (summative assessment). Students will develop their	
		assessed through)	assessment). Students will build their abilities in interpreting	capacity for understanding and critiquing the hidden		on the ownership locations of businesses along Coney Street	ability to synthesise the arguments of others and use	
			social issues and representing, through their arguments, their multi-facted aspects. In	assumptions of empirically based research. This summative assessment builds		in York. This is group work which tests and develops students' capacities to	them to craft their own intellectual position on social issues. These are written	
			particular, through the seminar	on lecture material throughout the first term that aims to		collaboratively use the template of an ethically	assessments. Spring term group presentations	
			selected throughout the year, students will develop their understanding of the individual	challenge widely held assumptions about social categories, divisions and issues.		research project to present an	(formatively assessed in the form of oral feedback given in class by tutors and peers) offer	
			experience of wider structural issues, and how these are	categories, divalota and labors.			guidance that helps students to develop confidence in	
			related, and their progress will be summatively assessed through the Spring essay and				working collaboratively and making arguments in alternative formats using	
Stage 1	Introduction to	Progress	Summer term exam. Students are introduced to the		Students engage with original	A proportion of the course and	standard digital technologies. The module is taught through	Seminars are collaborative
5	Sociological Theory CORE (Brown)	towards PLO	theories of core sociological thinkers from the classical and		Students engage with original writings of classical sociological theorists that offer examples	its assessment is dedicated to researching the continuing	participative learning in seminars, in which students are	endeavours structured through cooperation around a range of
			contemporary intellectual traditions.		of critical thinking that challenged commonplace accounts of the social.	relevance, or otherwise, of sociological theories and concepts. This includes	encouraged to present and articulate their ideas.	learning and research tasks.
						investigating the relationship between social theory,		
						contemporary illustrative examples and recent sociological scholarship.		
		By working on (and if	Students use the theories of core classical and		In their first assessment (summative), students critically			
		applicable, assessed	contemporary sociological thinkers to articulate their		reflect upon an original piece of writing from classical social			
		through)	understanding of social issues in seminars and in written work (summative		theory.			
Stage 1	Introduction to Key	Progress	assessments). Students are asked to critically	Students are asked to identify,	Students are asked to engage		Students are asked to engage	
	Concepts of Education CORE	towards PLO	reflect on the ways in which key educational concepts are applied in current national and	read and critically use educational literature about	with different types of educational research that deals with key concepts in education,		with academic-level writing about key issues in educational theory, research and practice.	
			international debates about education.	about the ways in which they might reliably inform	familiarising themselves with		theory, research and practice.	
				educational research and policy.	approaches to analysing these concepts and applying them to			
		By working on (and if	Formative Work= read and critically analyse theory and	Formative work= search, find and evaluate educational	educational policy and practice. Formative work= identify and critically analyse educational		Formative work= participate in small and large group	
		applicable, assessed	research on core educational concepts, reflecting on how	research literature in online and print formats.	research which uses different		discussions about key issues in education research and practice	
		through)	they apply to current educational debates.	Summative Assessment= critical use of sources to discuss key educational concepts are	educational issues. Summative Assessment=		and written coursework preparation. Summative Assessment= oral	
			making links between educational research and	assessed in concept paper and long essay.	understand and discuss		communication is assessed formatively and written	
			theoretical perspectives and contemporary political, social		assessed in concept paper and long essay.		communication is assessed in a research paper on one major	
			and educational debate is assessed through the concept paper and long essay.				educational concept and a long essay .	
Stage 1	Introduction to Disciplines of Education	Progress towards	Students are asked to critically read and reflect on educational	read and critically use	with different types of data in		Students are introduced to academic-level writing and oral	
	CORE	PLO	theory and research from a range of disciplines and to apply their knowledge to	educational texts from a range of disciplines, as they relate to educational research, policy	educational texts and the ways in which this might be used to evidence claims in educational		presentations about disciplines of education.	
			current national and international debates.	and debate.	research, policy or practice.			
		By working on (and if	Formative work= read and critically analyse theory, making	Formative work= search, find and evaluate educational texts	Formative work= identify and critically analyse different types		Formative work= participate in small and large group	
		applicable, assessed through)	links to current educational debates.	in online and print formats. Summative Assessment= critical use of sources are	of data. Summative Assessment= critical use of different types of data is		discussions, oral presentation and written coursework preparation. Assessment= oral	
		tillough	critical use of theory as it applies to current educational	assessed in essay and exam	assessed in essay and exam.		communication is assessed formatively and written	
			debates is assessed in essay and exam.				communication is summatively assessed in the essay and exam	
							which require students to undertake sustained writing.	

Stage 2	Social Research Methods CORE (Huijts)	Progress		Students are taught how to		Students employ quantitative		Seminars require teamwork and					
	Methods CORE (Huijts)	towards PLO		evaluate and critically assess the methodology employed in existing empirical research		and qualitative research methods, and learn how		collaborative work					
				existing empirical research		different methodologies are appropriate for addressing							
						diffeerent types of research questions. They are taught how							
							1						
						projects, considering data collection, data analyis, and							
						ethics							
		By working on (and if		Summative assessment in the form of a methodological		Practical skills are developed through the student survey (a		Students work together to design the student survey, and					
		applicable,		critical review requires students		sample survey designed in		present the results of archival					
		assessed through)		to evaluate and critically analyse evidence-based claims		seminars and analysed in computer lab sessions by		research they have conducted. This is not assessed					
				in social research		students) and assessed through summative assessment in the							
						form of a written research							
						report. Practical qualitative skills in data collection and							
						analysis are learnt in seminar settings. Students develop							
						interview schedules run							
						practice focus groups, conduct their own observation studies,							
						conduct thematic analysis of interview data, and complete							
						other practical tasks. Summative assessment comes							
						in the form of an essay discussing the application of							
						qualitative methods, and a							
						research report where they write up the results of a piece							
						of qualitative research they have conducted. Students							
						consider how to ensure ethical							
						issues are addressed in research in practical seminar							
						exercises. Summative assessment in the form of a							
						mandatory section dedicated to outlining the ethical issues	1						
						associated with a research project.							
Stage 2	Social Interaction and	Progress	By focussing on micro- sociological contributions to	Students are taught to ground analytic claims in the	Students are taught how to	Students conduct their own	Students use a course blog to	Students partcipate in data					
	Conversation Analysis (Toerien and Jackson)	towards PLO	understanding social life,	interactional data with which	avoid relying on their assumptions when analysing social interaction	the research questions, selecting and analysing data	communicate with teaching staff and with each other. They make use of digital audio and	sessions that invite them to share analytic insights					
			students appreciate the role talk-in-interaction plays in	they work	social interaction	selecting and analysing data from existing copora	video files. They communicate						
			producing social action			- '	their analyses in seminars and through their written work						
		By working	Formative assessment through	Formative assessment through	Formative assessment through	Summative: Analytic project	Summative: Analytic exercises	Formative: Opportunity to					
		on (and if applicable,	smaller exercises and an opportunity to submit for	smaller exercises and an opportunity to submit for	smaller exercises and an opportunity to submit for		and project	provide peer-review on small analytic exercises					
		assessed through)	feedback. Summative: Two analytic exercises and an	feedback. Summative: Two analytic exercises and an	feedback. Summative: Two analytic exercises and an			,					
			analytic project	analytic project	analytic project								
Stage 2	Popular Culture, Media and Society (Beer)	Progress towards	contemporary issues on this	The module draws upon a range of claims about the social	Students look at commonly held assumptions about work in		This module deals with a range of complex issues that the	student to reflect critically on					
	, , , , , , , ,	PLO	module. They then use a range fo theories to examine the	and cultural world, from a range of different types of	held assumptions about work in the cultural industires, the deposition of social class and		of complex issues that the students have to try to understand. It also tries to	the culture and media that they consume. Enabling them to					
			implications of those issues for people's lives, social groups and	sources - including news	other assumptions about identity, social divisions and		show connections between these issues - so students are	make informed choices about how they relate to other people					
			institutions. This operates on a	interviews, historical soruces	processes of distinction. We		encouraged to find points of	and how their viewpoints are					
			range of scales, from the body through the major changes in	and commercial marketing materials. It uses sociological	look ta how popular culture and media based resoruces lead to		synthesis and to make connections between different	shaped by those cultural and media based resources. The					
			work and the cultural economy.	concepts to question these	commonly held assumptionms and explore how these can be		issues in the field being covered. However, the formats	students also work in groups on seminar tasks.					
				Ciamo.	challenged.		used to test this are the same	Schille Water					
							essay based formats and discussions.						
		By working on (and if		Formative: The analysis of these documents, seminar	Formative: Seminar discussions, Summative:		Summative: The essay on this	Formative: Students					
		applicable,		discussions and also the use of student led-illustrative examples. Summative: This	Possibly in the essay,		students towards the synthesis	together during seminars and					
		assessed through)	Summative: Students write a	examples. Summative: This	is chosen. Also, the book		of ideas and to find connections between the issues covered on	collaborate and work together during seminars and group tasks. Summative: Importantly, they also work					
			1,000 word book review (20%), a 3,000 word essay	is also assessed in the essay and the book reivew (which	term requires the students to		the module.	this module (a group radio					
			(40%), and produce (in a small group) a 15 minute	requires detailed examination of one set of issues)	tackle on issue in depth, exploring its complexity.			programme/podcast). This requires them to collaborate					
			radio programme and					and produce a group					
			transcript (40%). Formative: Students take part in seminar tasks and discuss key					group mark. To do this, they will work for several weeks in					
			readings.					groups of 4.					
Stage 2	Contemporary Political Sociology (Loader and	Progress towards	Examine contemporary theories and debates about changing social relations of power as a	Access and interpret empirical data and social scientific	political parratives myths and		Draw upon theories and debates developed in class and						
	Manning)	PLO		findings as a means to evaluate to contested understandings of	of social domination and as		use them to critically analyse a contemporary political issue in						
			individualization and mediatization, and critically	contemporary political and social issues and trends.	means to contest dominant discourses.		order to share with fellow students a formulated						
			access their influence for	and the same of th			argument on the course blog.						
			understanding citizenship, nation states, human rights and										
		Du workin -	democratic politics.	Summative arrangment f	Summative arrangements forms	-	Summative arrorrment: 81						
		on (and if	Summative assessment: Essay and exam (80% of mark)	Summative assessment: Essay and exam (80% of mark)	Summative assessment: Essay and exam (80% of mark)		Summative assessment: Blog exercise (20% of mark)						
		assessed											
Stans 3	Gender, Sexuality and	through) Progress	Students critically examine a	Students are required to road	Students will be taught to		Students will develop their skills	Students are given question: *-					
Stage 2	Inequality (Vincent)	towards PLO	range of contemporary issues	sociological and feminist	critically interrogate taken-for-		in synthesising relevant	prepare material to discuss in					
		PLO	related to gender and sexuality (and its intersection with other	literatures and to evaluate evidence-based claims and	granted assumptions about 'natural' categories (gender.		academic and feminist literature and using their	seminar groups each week on issues that can be controversial					
			social inequalities), drawing on sociological and feminist	arguments	sexuality) and will develop confidence in critiquing their		findings to present empirically or theoretically driven	and generate divergent views. They are required to discuss					
			theories to explore how inequalities are produced,		own and others' pre-existing		argument.	these views in a manner than is informed, critical and					
			perpetuated, challenged and		Deneth Co.			informed, critical and respectful.					
		By working	resisted. Seminar tasks (formative)	Seminar tasks (formative),	Students debate and discuss		Presentations, debates and						
			requiring critical sociological engagement with topics	exam and essay (summative) evaluating evidence-based	idear in reminary (formative):		discussions in seminars (formative); exam and essay						
		assessed	(beauty, gendered health	claims	sit an exam and produce an essay that evaluates claims		evaluating claims (summative)						
		through)	inequalities, LGBTIQ discrimination); essay and exam		(summative)								
			(summative) in which students argue their positions.										

				Students are given questions to prepare material to discuss in seminar groups each week on susses that can be controversial and generate divergent views and are required to discuss these views in a manner that is informed, critical and yet must remain respectful.	Critically synthesise and communicate complex information, evidence, data and arguments about issues relating to health and illness		sociolgical research, and distinguishing these from understandings derived from other disciplinary traditions (e. g., psychology, biology).	Students learn to conduct indepth reading of emprical research papers, policy documents and theoertical literatures. Students critically analyse and evaluate the evidence-based claims of these texts in relation to other theoretical positions and evidence. Analytical and evaluation skills.	Students critically examine a range of issues related to health, illness and medicine, by drawing on key sociological theories and concepts such as medicalisation, illness anratives, health risks and health inequalities	towards PLO	ciology of Health and tess (Nettleton)	Stage 2 S
				and garnering academic materials			week (formative) and, in respect of summative assessment, the essay students produce and the essays written during the exam.	are assessed formatively through a written assessment, and through group discussions and presentation of arguments within weekly seminars.	group seminar discussions each week and, complete formative written assessments. Students also write a summative essay and exam.	on (and if		
				Students are given questions to prepare material to discuss in seminar groups throughout the module. These questions tend to relate to sensitive topics about how we should like the subscribe the student like th	communicate complex information and arguments about emerging social issues throughout the module.	project planned for this module but they are taught some skills in quantitative and qualitative	taught to challenge common assumptions that we are living in a meritorcatic society and that key institutions, such as the NNS, are not subject to forms of latent raction or discrimination, that constitutions in desertic, acculation, religion-based regulation, latent forms of inequalities (through) discussed, which gives the students a unique expertise to challenge common susumptions.	evidence-based claims, when we examine different scademia and non-address material. and some address material exclusive scale and some scademic material. From the scale	Students critically examine insuses of class, religion and race/ethnicities. They are introduced to a variety of empirical and theoretical work and develop an understanding understanding the control of	Progress t) towards PLO	visions and equalities (Hanquinet	Stage 2 Ir
				revisions for the exam.	group presentations or debate about the publication of cartoons such as Charlie Hebdo		seminars and (summative) portfolios in which they identif is social problems and select appropriate scientific readings and approach to evaluate then	Formative: Discussions during seminars and (summative) portfolios in which they have to actively analyse evidence-base claims.	are given readings and engage with them during the seminars. Different types of exercises are used (presentations, debates, etc.). Summative: Students are assessed in the Autumn and in the Spring term during which they have to prepare a portfolio on key issues related to the main themes of this module. Are exam in the Summer term is also organised.	on (and if applicable, assessed through)		
				Seminars require close collaboration and teamwork to produce presentations and to contribute successfully to debate	results of their research/preparation both individual and as part of a group, using a range of media and technique		as well as the use of science and scientific information in the media and within politica debates	range of theoretical and empirical problems relating t the role of expertise and techno-science in Western culture.	This module examines the politics, practices and performance of modern Western techno-science.		cience in Society lees)	Stage 2 S
				The nature of the material under consideration will require students to direct and to tail or their discussions depending on group composition and the ethical questions attending the discussions of technoscience and embodied knowledge	Assessment (through examination and essay) will require students to reflect, critique and re-present a range of ideas, concepts and material		(autumn) assessment, students will be expected to consider the issues under discussion within their economic and political context. They will pay particular attention to the ways in which technoscience is communicated to different audiences.		the roles which they play in relation to goverance, policy and identity.	on (and if applicable, assessed through)		
				whole-class presentation on an aspect of educational history and policy.	writing and oral presentations about the historical contexts of education and policy at a more advanced level, building on skills learned in Stage 1.		educational, archival and historical texts and the ways in which this might be used to evidence claims in current educational research, policy or practice.	Students are asked to identify, read and critically use research and policy texts and resources, as they relate to historical and current educational policy and debate.	theory and research which allows them to expand their knowledge to current and historical national and international debates on education and policy.	PLO	lucation Policy and ciety: Past & Present ORE)	s
				Formative works: plars and organize a group presentation based on wide-ranging, gualty research. Assess, gualty research. Assess, gualty research assess with a second of time is formatively assessed by delivering a group presentation.	participate in more sustained and independent small and large groups discussions, oral presentations and written		of data and apply these to owr argumentation. Summative Assessment= critical use and application of different types of data is assessed in essay and exam.	policy texts and resources in online and print formats. Summative Assessmenta critical use of more specialised sources that identifies their strengths and weakensses is assessed in essay and exam	more complex links to current and historical educational debates and comparisons between them. Summative Assessment: critical use of theory as it applies to current and historical educational debates is assessed in essay and exam.	on (and if applicable, assessed through)		
				Students will plan and undertake group and independent project work on a range of complex issues relating to special educational needs and inclusion.	Students will communicate confidently and reflectively in a range of written and spoken formats, including individual presentations, whole class debates and essays.		children and young people and specific data generated in and	access a range of sources abou circumstances affecting s children and young people and psychological interventions to	apply theoretical perspectives	Progress towards PLO	e Psychology of aching and Pastoral ire in Schools	T
				based on wide ranging, quality research. Assess more independent collaborative working over a period of time is working over a period of time is defined to the collaborative working over a period of time is delivering a group presentation. Students will plan and understake group and understake group and understake group and independent project work on a sindependent project work on a special education position.	and independent small and large groups discussions, or all presentations and written coursework preparation. Assess assessed in short presentations to the whole group, class debates with guest speakers, tutors, and other students (formatalve). Written was a considerable of the students		Formative work: identify and critically analyse different type of data and apply these to own argumentation. Summative Accessmenter Certical sus and data is assessed in essay and essam. Students will analyse different forms of data about complex circumstances affecting ridden and young people and finders and young people and ridden and young people and young peop	policy texts and resources in contine and print formats. Summatter Assessment: Summatter Assessment: Summatter Assessment: Summatter Assessment: strengths and weakensses is assessed in essay and exam summatter and summatter assessment as summatter assessment assessment assessment circumstances affecting children and young people and psychological interventions to redress these, paying attention redress these, paying attention	Formative works read and critically analyse theory, making more complete lists to current debates and comparisons between them, summative Assessments critical use of a comparison between them. Summative Assessments critical use of a comparison of the comparison of	on (and if applicable, assessed through)	aching and Pastoral	T

		By working on (and if	Work=by reading a range of theoretical and research	Work=by searching research and professional databases and	Work-by engaging with different literatures within		Work=by undertaking individual multi-media presentations and	discussions and individual					
		applicable,	literature in preparation for individual presentations, neer	journals to inform their critical understanding of key issues.	psychology in education to inform their critical		critically-informed small group presentations about a variety of	presentations. Assess= group and individual planning					
		through)	feedback and weekly learning logs. Assess= students'	Assess: students' ability to	understanding of multiple		key concepts. Assess=students' oral communication is assessed formatively through individual	preparation and presentation is					
			understanding of theoretical	identify and evaluate sources is assessed by learning logs and	approaches to reducing educational disadvantage.		formatively through individual	tormatively assessed. In addition students' ability to					
			perspectives on psychological interventions to redress	class presentations and two essays.	Assess=students' critical understanding of different		and group presentations. Their written communication is	work independently is assessed in two essays across the year.					
			educational diradvantane will	Campa.			assessed in two essays across the year.	in two casays across the year.					
			be formatively and summatively assessed in individual		effectiveness of psychological interventions is assessed in the		the year.						
			presentations, learning logs and two essays.		individual presentations and the two essays.								
Stage 2 To	eaching, Learning and sing Language in	Progress		Students will evaluate the usefulness of texts about		Students will organise, plan and undertake data collection	Students will communicate assuredly and effectively on the						
U:	sing Language in ducation Contexts	towards PLO		usefulness of texts about teaching, learning and using		and undertake data collection relating to everyday talk in	assuredly and effectively on the teaching, learning and use of English within a nationally						
				teaching, learning and using language using their increasingly advanced		English.	English within a nationally diverse student and staff body						
				knowledge of relevant theory.			orally and in a range of written						
							formats.						
		By working on (and if		Formative work = By engaging		Formative work = By choosing a	Formative work = By						
		on (and if applicable,		in preparatory reading, group discussion, and student			participating in group discussion and weekly blogging,						
		assessed through)		presentations. Summative Assessment = through 2000		and transcribing data, negotiating data collection ethics. Summative Assessment	by preparing peer teaching activities and student						
		through)		word rationale formative		= 3000 word essay with data	presentations. Summative						
				reflective blog, analysis of talk data in 3000 word essay		analysis.	Assessment = 2000 word rationale and 3000 word essay.						
Stage 2 To	eaching and Learning	Progress		Students will identify, access and evaluate an increasing			Students will be increasingly	Students will work effectively as					
Li	terature	towards PLO		range of literary theory and			Students will be increasingly able to communicate assuredly and effectively about English	part of a small team on specific projects with concrete					
				criticism about plays, poems, novels, short stories and other			literature and its teaching, orally and in a range of written	outcomes. They will create teaching packs and					
				creative texts from the early			formats, to an international	presentations as an aid to					
				modern period onwards.			English-speaking audience.	learning about literary texts for school and HE students.					
		By working on (and if		Formative work = By searching subject-specific databases,			Formative work = By practising in class time the	Formative work = By					
		on (and if applicable,		subject-specific databases, journals and online texts, using									
		assessed		texts identified therein and			literature, preparing, writing and re-drafting resource packs	literary texts and pedagogies					
		through)		comparing and contrasting those found by peers in			and other documents, inspired	classroom, Assessment =					
				seminar discussion . Assess = Students' ability to identify,			by literary and creative texts, with and for school audiences	formatively, presentations in pairs or small groups.					
				access and evaluate a range of literary theory and criticism			(of topologic and students) or	Summatively, the group production of a pack for					
				about plays noems novels			well as their peers in HE. Assessment = formatively,	teaching Shakespeare which					
				short stories and other creative texts is assessed formatively by			presentations in pairs or small groups. Summatively , an essay	forms the basis for an individual reflection on the group					
				class presentations and summatively by a combination			and the group production of a pack for teaching Shakespeare	production processes.					
				of essays, teaching resourse packs and critical reflections.			which forms the basis for an individual reflection on the						
							group production processes.						
Stage 2 Ci	hildren and Literature	Progress towards	Students will critically read and apply literary theory to key	Students will identify and access educational sources			Students will communicate individual insights into	Students will undertake collaborative work to produce					
		PLO	issues in education, such as teaching children about death,	which deal with literary theory and representations of			literature and literary theory well, in oral and written	educational resources.					
			representations of family, and	education and childhood and			formats, including creative						
			racism in education. Students will apply these perspectives to	these perspectives can be			writing.						
			current educational research, policy and debate.	relevant to educational policy and debate									
			, , ,										
		on (and if	Formative work=by reading key literary texts and relevant	and searching subject-specific			Work=by participating in seminar discussions, individual	Work= by preparing peer handouts on learning texts to					
		applicable, assessed	theory and criticism each week, in preparation for class	databases, journals and online texts to inform their critical			and group presentations to the class and preparing handouts	be accessed by all students and by planning and undertaking					
		through)	discussions and aroun	understanding of less irrups			for their neers Assess:	group presentations Assess					
			presentations which will help to develop and hone their	around education, children and literature. Assess= students'			assessed formatively by	students' ability to work collaboratively is formatively					
			interpretations. Assess= students' ability to apply	ability to identify and evaluate texts is assessed formatively in				assessed through group and individual presentations.					
			literary theory to educational research and debate is assessed	class presentations and seminar			handouts, and summatively by a combination of essays on one or more literary texts and	, p					
			through their class contributions (formative) and	through a combination of essay and critical reflection on			creative writing accompanied by a critical reflection.						
			in a combination of academic	and critical reflection on creative practice.			by a critical reflection.						
			essay and critical reflection on creative practice (summative).										
Stage 2 Cr	reative Writing for	Progress	Students are asked to examine			Students are asked to engage in							
C	hildren	towards PLO	a variety of texts and perspectives, to enable them to		their own writing practice and deepen their understanding of	flexible and deep thinking about what it may mean to							
			develop a wider understanding of creative writing and children'		deepen their understanding of what teaching creative writing for children might involve. The	conduct a research project that involves creative writing and							
			s book publishing in the UK in			practice.							
			addition to enhancing knowledge of other countries		based on learning by doing: by participating in workshops, learning to give feedback,								
			from a comparative perspective. Students will		learning to give feedback, learning to spot good practice,								
			develop a deeper understanding of current		students hone their skills at becoming leaders of creative								
			debates in writing for children, writing with children, and the		writing workshops themselves.								
			place of children's literature in										
			culture and society, applying educational theory and										
			research to a specialist educational field.										
		_	voucerollidi iliciu.		L	L		l	1				

		By working	Formative Work = think each		Formative Work= weekly	Formative Work = work on two							
		on (and if applicable.	week about the social and political ramifications, both of		practice of creative writing and reflection on that practice.	different projects that relate to children's writing and children's							
		assessed	the texts studied and students'		enables students to become	literature and are informed by							
		through)	own writing practice. Summative Assessment =		increasingly aware of how they	recent research. The first							
			Summative Assessment =		might manage the workshops.	project is in part creative, the							
			critical essay which is reflective of the social, cultural and		might manage the workshops. The last term is entirely devoted to teaching creative	second project in part pedagogical. The students must							
			educational context(s) of		writing and designing workshops. Summative Assessment = students are								
			writing.		Assessment = students are	which those projects may inform, in educational and in							
					own design and practice of creative writing workshops with	Summative Assessment = formative and summative							
					children.	assessments are evaluated							
						according to both rigour of							
						research and the creativity/ independence of the individual							
						projects. They must							
						demonstrate the kind of							
						original thinking expected at Stage 3.							
Stage 2	Educational Theory and	Progress	Students are asked to critically			Students are asked to		Students are asked to apply					
-	Practice	towards	evaluate educational policy and			undertake activities which will		prior knowledge and skills					
		PLO	theory relating to teaching, learning and development.			further develop their research skills, e.g. searching for and		(gained during Stage 1) to an educational practice setting					
			They will study the relevance of			critically reviewing research		educational practice setting. They will contribute effectively					
			these to practice settings and take increased independence in			literature related to an educational intervention, which		to groups/teams in a practice					
			take increased independence in their selection of relevant texts			they will then carry out and		environment by communicating confidently, professionally and persuasively with them. They					
			their selection of relevant texts and specialist knowledge			they will then carry out and evaluate, applying this to an		persuasively with them. They					
			pertaining to a practice setting.			authentic practice setting. In							
						addition, students will develop their skills in managing specific		reviewing educational research literature, presenting to peers					
	1			1	1	educational projects within the	1	and other colleagues.					
						constraints of the practice environment.							
		By working	Formative work= reviewing			Formative work= participate in		Formative work= work in a					
	1	on land if	literature to inform practice in	1	1	an advertional practice in	1	professional setting during 2					
	1	applicable, assessed	an educational setting. They will identify a particular aspect	1	1	addition to lectures, seminars and workshops focusing on effective teaching, and how to	1	blocks of practice following workshops, seminars and					
						effective teaching, and how to							
	1		analyse and critique appropriate literature to	1	1	design, carry out and evaluate instructional activities.	1	practice in educational settings. They will be expected to inform					
			appropriate literature to prepare a report for the			instructional activities. Summative		They will be expected to inform this practice by reviewing					
			prepare a report for the practice setting. Summative Assessment = a literature			Assessment=students will carry		research literature relevant to the setting, presenting this to					
			Assessment = a literature			out a synthesis of research into		the setting, presenting this to					
			review will be submitted identifying the key implications			an aspect of practice relevant to their setting, and will report		colleagues, and using the findings to inform the design of					
			of research for practice.			on the design and evaluation of		instruction. Summative Assess					
						an activity informed by this		= cumulative assessment					
						research. They will also be		comprises weekly reflective tasks, a written research					
						assessed via their participation in weekly reflective tasks.		synthesis and a reflective report					
						,		on the practice experience.					
Stage 3	Morbidity, Culture and Corpses (Beynon-Jones and Penfold-Mounce)	Progress towards PLO	Students are introduced to key sociological theories of death	Students are taught to ground	Preassigned groups seek to challenge students to work beyond friendship groups		Students are assigned a theme and set readings which they	Students are taught to					
	and Penfold-Mounce)	towards PLO	sociological theories of death and the dead	their claims in evidence and examples	challenge students to work beyond friendship groups		and set readings which they synthesis and present to the	challenge assumptions about death and the dead within					
							teaching group	global culture					
		By working	Summative: By written work students express in their own words the complexity of social	Through written work (summative) and fieldtrips (formative) students use skills	Summative: By practicing		Formative assessment via	Formative assessment via group presentations. Staff and Peer review of presentation is					
		on (and if	students express in their own	(summative) and fieldtrips (formative) students are skills	written work students demonstrate their analytical		group presentations. Staff and Peer review of presentation	group presentations. Staff and					
		assessed		to locate, access and evaluate	skills and the ability to		content is offered	offered					
		through)	the dead by drawing on concepts and theory	evidence	formulate reasoned arguments								
Stage 3	Advanced Social Theory	Progress	Define, interpret and explain		Address and evaluate social		Critically synthesise and						
	(Manning and Martin)	towards	multi-faceted contemporary		problems and interactions		communicate complex						
		PLO	issues, and their implications for individual lives, social		effectively by systematically challenging commonly held		information and arguments about emerging social issues						
			groups and institutions, by		assumptions		about emerging social issues						
			combining knowledge of key										
			sociological concepts and theories with a critical										
			understanding of the										
			complexities of present-day										
			societies										
		By working on (and if	Essay (summative). Students		Essay (summative). Students will demonstrate their capacity to challenge evidence based		Essay (summative). Students						
		applicable,	demonstrate their abilities to understand and apply		to challenge evidence based		will demonstrate their confidence in composing well-						
		assessed	sophisticated sociological										
		through)	theories to craft their own intellectual positions on		through deploying theoretical arguments that add complexity		through the review and synthesis of advanced						
			contemporary social issues		to our understanding of them		statements of sociological						
							theory						
Stage 3	Paranormal in Society (Wooffitt)	Progress towards	Students are introduced to a range of theoretical	Students are encouraged to draw on sociological theories to offer theoretically informed	Students are taught to								
		PLO		offer theoretically informed	the conventional		1						
	1		methodologies in the social scientific study of a range of	critiques of exceptional states	skeptical/proponent positions with respect to claims of		1						
			scientific study of a range of exceptional states of	of consciousness and non ordinary experiences.	lanomalous experiences, instead		1						
	1		consciousness and non ordinary		situating these claims with		1						
			experiential claims.		broader cultural, socio- historical and interpersonal		1						
					historical and interpersonal contexts.								
	1	By working	Formative: Key readings; discussion of contemporary	Formative: Students undertake guided focused readings of	Formative: Group seminar discussions each week and, in								
	1	applicable.	claims of experience culled	selected texts: students are	respect of summative		1						
	1	assessed	claims of experience culled from online repositories;	taken on a field trip to see	assessment, the essay students		1						
	1	through)		demonstrations of psychic	produce.		1						
			materials; seminar discussion and activities.	observational data to inform									
	1			observational data to inform their critical reflections on the	1		1						
				role of these demonstrations in									
	1			society.	1								
Stage 3	Analysing Dr-Patient	Progress towards	Students critically interrogate	Students are given support to read - with a critical eye - the	Students are guided through a		Students make use of digital	Students have weekly two-hour					
	Interaction (Toerien)	towards	everyday and medical sociological understandings of a	read - with a critical eye - the	critical, evidence-based		audio and video files. They	seminars that are heavily dependent on small-group					
	1	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	key institution, through	relevant medical sociology and conversation analytic	about medical authority,		communicate their analyses in seminars and through their	work, which involves jointly					
			systematic analysis of	literatures and to	through analysis of consultations in which patients			decelerates an english of					
			recordings of real doctor-	apply/critically evaluate those	consultations in which patients		incorporate both an	developing an analysis of empirical materials in light of reading set prior to the					
			patient consultations, thereby gaining insight into the	findings in relation to their own analyses of recordings of real	also demonstrably 'take the initiative', and doctors			reading set prior to the seminar.					
	1		significant role that language	doctor-patient interactions.	demonstrably seek patients'		analysis of doctor-patient						
	1		plays in the work of health	1	involvement in decision-		interactions.						
	1		professionals and how an analysis thereof can shed light	1	making.		1						
	1		on core sociological questions	1	1		1						
			(e.g. relating to the exercise of authority and				1						
			authority and acceptance/resistance to that				1						
			acceptance/resistance to that authority).				1						

			By working	Formative: At weekly	Formative: At weekly	Formative: At weekly		Formative: At weekly	Formative: At weekly			
			on (and if	workshop-style seminars, the	workshop-style seminars, the	workshop-style seminars, the		workshop-style seminars, the	workshop-style seminars, the			
			applicable,	students undertake empirical	students undertake empirical	students undertake empirical		students undertake empirical	students undertake empirical			
			through)	analysis in small groups, drawing on what they've learnt	analysis in small groups, drawing on what they've learnt	analysis in small groups, drawing on what they've learnt		analysis in small groups, drawing on what they've learnt	analysis in small groups, drawing on what they've learnt			
				from the lectures and reading	from the lectures and reading	from the lectures and reading		from the lectures and reading	from the lectures and reading			
				Students also have an	Students also have an	Students also have an		Students also have the	Students also have a workshop			
				opportunity to write up one of the pieces of classwork for	opportunity to write up one of the pieces of classwork for	opportunity to write up one of their pieces of classwork for		opportunity to write up one of the pieces of classwork for	dedicated to helping them develop an analytic argument.			
				formative, written feedback.	formative, written feedback. Summative:The final assessed	formative, written feedback.		formative, written feedback. Summative: The final assessed	which includes working			
				Summative: The final assessed essay requires students to	Summative: The final assessed essay requires students to	Summative: The final assessed essay requires students to		Summative: The final assessed essay requires students to	individually on an outline and then working with classmates			
				incorporate both their	incornorate both their	incorporate both their		incorporate both their	to help each other critically			
				understanding of the literature	incorporate both their understanding of the literature	understanding of the literature		understanding of the literature	assess these.			
				and their own analysis of empirical materials.	and their own analysis of empirical materials.	and their own analysis of empirical materials.		and their own analysis of empirical materials.				
-	2 The	Racial State	Progress	Students define, interpret and	Students are taught to evaluate	All the law rendings in this		Students synthesise and	Students work in seminar			
36	(Kap	poor)	towards	explain a range of issues	and critically analyse a range of	course and the course content		present complex information	groups each week to consider			
			PLO	relating to race, racism, the	discourses on race covering	are designed to challenge		from across the course using	questions that often produce			
				state and society and apply race critical theory to a range of	topics such as immigration, multiculturalism, integration	commonly held assumptions on topics relating to race and the		technologies such as powerpoint through presenting	diverse views and are required to discuss these views in a			
				social concerns and events in	and citizenship, policing and	nation-state. As such students		their work at the course	manner that is both critical and			
				order to enhance their	engage with a range of data	will learn how to evaluate and		conference held in the last	respectful.			
				knowledge and develop their understanding of them.	including media articles, social representations, government	critically question populist discourses relating to race and		weeks of the course. They are also required to synthesise				
					representations, government statistics in order to do so.	the state.		complex information in order to				
								construct responses for their				
			Occurations	Their knowledge and	This is developed formatively	Formatively, through		Summatively assessed	Formative group seminar			
			on (and if	understanding is developed	though group seminar	undertaking course readings		presentation and essay	discussions			
			applicable,	formatively though group	discussions each week and is	and participating in group						
			assessed through)	seminar discussions each week and is summatively assessed	summatively assessed through an oral presentation and essay.	discussions seminars, as well as through the summative						
				through an oral presentation	p	assessments – essay and						
				and essay.		presentation.						
St	age 3 Migr	gration and Tourism	Progress towards	Students care taught to	Students learn to conduct	Students are taught to address and evaluate a wide range of		Students are encouraged to critically synthesise and	Students will exchange their views and raise questions for			
	(Lin)	,	PLO	critically examine a range of issues related to migration and	critical reading of evidence- based research article, policy	and evaluate a wide range of social issues in relation to		communicate complex	views and raise questions for disucssion in their weekly			
				tourism by drawing on key sociological theories and		migration and tourism. They are		information and seconds	reading club/seminar			
					literatures from different social and cultural contexts. They	also introduced to compare contemporary issues in		about emerging social issues of migration and tourism.				
				annulus committee and	develop critical appreciation of	migration and tourism and to						
				ethonicity. They are introduced to different forms of migration	the similarities and differences in sociological approaches to	address the assumptions in the differnt forms of migration and						
				and tourism, such as labour	existing studies of migration	tourism through different						
				migration, lifestyle migration,	and tourism.	sociological lenses.						
				working holiday and sex tourism.								
			By working	Students develop their	This is developed formatively	This will be assessed through		Students are expected to	Formatively, students are			
			on (and if	knowledge formatively in the	though weekly reading club	the summative essay. They are expected to develop the skills		develop critical discussion for	expected to contribute to the			
			applicable, assessed	field of enquiry through reading and readling club/seminar	discussions.	expected to develop the skills formatively through weekly		their formative weekly reading club discussion. This is also	weekly reading club/seminar through introducing their own			
			through)	discussion. They also work on a		reading and discussion.		assessed through their	reading.			
				summative assessement, a 4000 words essay.				summative essay.				
St		otions in the Social	Progress	Students are introduced to		Students analyse a number of	Students work on an anlysis of		Students engage in seminar			
	Wor	rld (Lawler)	towards	contested definitions of emotions, self and the social		implicit or explicit claims about	cultural texts (for the portfolio)		discussion and present work in			
			PLO	emotions, self and the social world. They interpret and		emotions in social context and bring the conceptual literature	throughout the module. They use the readings and lectures /		progress			
				explain a range of ways in		to bear on these claims.	seminars to guide this work and					
				which emotions both shape and are shaped by social relations			develop their skills in					
				are shaped by social relations and use sociological and			epistemology and in textual analysis					
				and use sociological and cultural concepts and theories								
				to analyse the significance of								
			By working	Their knowledge is developed								
						Through guided reading and	As above - the progress cannot		The portfolio presentation			
			on (and if	through guided reading		Through guided reading and seminar discussion (formative);	As above - the progress cannot be separated from the work		The portfolio presentation demands that students present			
			applicable,	through guided reading throughout the module, and		seminar discussion (formative):	As above - the progress cannot be separated from the work students do		demands that students present their own work but also listen			
			applicable, assessed through)	through guided reading throughout the module, and through seminar discussion. They work on a portfolio and		seminar discussion (formative); through considering the sociality of emotion in these readings and discussions:	be separated from the work		demands that students present			
			applicable, assessed through)	through guided reading throughout the module, and through seminar discussion. They work on a portfolio and		seminar discussion (formative); through considering the sociality of emotion in these readings and discussions:	be separated from the work		demands that students present their own work but also listen			
			applicable, assessed through)	through guided reading throughout the module, and through seminar discussion. They work on a portfolio and data set throughout the module and are formatively assessed		seminar discussion (formative); through considering the sociality of emotion in these readings and discussions; through analysing the representation of emotions	be separated from the work		demands that students present their own work but also listen			
			applicable, assessed through)	through guided reading throughout the module, and through seminar discussion. They work on a portfolio and data set throughout the module and are formatively assessed on a presentation of their portfolio work. The portfolio		seminar discussion (formative); through considering the sociality of emotion in these readings and discussions; through analysing the representation of emotions (and considering underlying assumptions about emotion) in	be separated from the work		demands that students present their own work but also listen			
			applicable, assessed through)	through guided reading throughout the module, and through seminar discussion. They work on a portfolio and data set throughout the module and are formatively assessed on a presentation of their		seminar discussion (formative); through considering the sociality of emotion in these readings and discussions; through analysing the representation of emotions (and considering underlying assumptions about emotion) in one or more cultural texts	be separated from the work		demands that students present their own work but also listen			
1 St	age 3 The	e Global	applicable, assessed through)	through guided reading throughout the module, and through seminar discussion. They work on a portfolio and data set throughout the module and are formatively assessed on a presentation of their portfolio work. The portfolio itself is summatively assessed.	Evaluation of evidence-based	seminar discussion (formative); through considering the sociality of emotion in these readings and discussions; through analysing the representation of emotions (and considering underlying assumptions about emotion) in one or more cultural texts (summatively assessed).	be separated from the work	Communication and	demands that students present their rown work but also listen to and give constructive feedbackon the work of others.			
St		nsformation of	applicable, assessed through) Progress towards	through guided reading throughout the module, and throughout the module, and through seminar discussion. They work on a portfolio and data set throughout the module and are formatively assessed on a presentation of their portfolio work. The portfolio itself is summatively assessed. Critical reflection on theories of globalisation, mobilities, and	Evaluation of evidence-based claims in interdisciplinary	seminar discussion (formative); through considering the sociality of emotion in these readings and discussions; through analysing the representation of emotions (and considering underlying assumptions about emotion) in one or more cultural texts (summatively assessed). Students address the social problems associated with plobal.	be separated from the work	Communication and exploration and critical	demands that students present their own work but also listen to and give constructive feedbackon the work of others. Students engage in seminar work of varcious kinds			
St	Tran	e Global nsformation of alth (Annandale)	applicable, assessed through) Progress towards PLO	through guided reading throughout the module, and through seminar discussion. They work on a portfolio and data set throughout the module and are formatively assessed on a presentation of their portfolio work. The portfolio itself is summatively assessed. Critical reflection on theories of globalisation, mobilities, and global inequality which are	claims in interdisciplinary research literature in the field	seminar discussion (formative); through considering the sociality of emotion in these readings and discussions; through analysing the representation of emotions (and considering underlying assumptions about emotion) in one or more cultural texts (summatively assessed). Students address the social problems associated with global health transaformations, with a health transaformations, with a	be separated from the work	exploration and critical synthesis of complex arguments in the field of global	demands that students present their own work but also listen to and give constructive feedbackon the work of others. Students engage in seminar work of varolous kinds rerelated to weekly topics			
St	Tran	nsformation of	applicable, assessed through) Progress towards PLO	through guided reading throughout the module, and through seminar discussion. They work on a portfolio and data set throughout the module and are formatively assessed on a presentation of their portfolio work. The portfolio work was applied to a range of rontencars issues in	claims in interdisciplinary research literature in the field e.g medical sociology, medical	seminar discussion (formative); through considering the sociality of emotion in these readings and discussions; through analysing the representation of emotions (and considering underlying assumptions about emotion) in one or more cultural texts (summatively assessed). Students address the social problems associated with global health transformations, with a particular focus on implications for the elohals count including	be separated from the work	exploration and critical synthesis of complex arguments in the field of global	demands that students present their own work but also listen to and give constructive feedbackon the work of others. Students engage in seminar work of varcious kinds			
St	Tran	nsformation of	applicable, assessed through) Progress towards PLO	through guided reading through guided reading and through seminar discussion. They work on a portfolio and data set throughout the module and are formatively assessed on a presentation of their portfolio work. The portfolio tistelf is summatively assessed. Critical reflection on theories of global insequently which are applied to a range gof conteporary issues in transmational health, but with a transmational health, but with a transmational health, but with a	claims in interdisciplinary research literature in the field e.g medical sociology, medical anthropology, health epidemiology, political science.	seminar discussion (formative) through considering the) through considering the sociality of emotion in these readings and discussions; through analysing the representation of emotions (and considering underlying assumptions about emotion) in one or more cultural texts (summatively assessed). Students address the social problem associated with global health transaformations, with a particular focus on implications for the global south, including securitisation of health,	be separated from the work	exploration and critical synthesis of complex arguments in the field of global health as proposed by academic researchers and various policy	demands that students present their own work but also listen to and give constructive feedbackon the work of others. Students engage in seminar work of varolous kinds rerelated to weekly topics			
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Sta	e 3 Sociole	logy of the North		Students draw upon	Students will evaluate and	Critically explore a range of		Draw upon social theories	Students work in seminar				
	(Marti	in)	towards PLO	sociological, geographical and	critically analyse policy documents relating to urban	narratives, myths and histories about social class through a		discussed in class to carry out research on any building and/or	groups to consider readings (e.				
			PLO	practice (and their implications	and regional regeneration,	reading of the architectural		regeneration project and	the stigma of place) and must				
				for domestic, economic.	making connections to their	artefacts and filmed		present that research to their	discuss these respectfully within the wider group.				
				religious and public cultures) to understand the architectural	wider political contexts	representations of Northern English cities		peers	within the wider group.				
				and social development of		English cities							
				Northern English cities									
			By working	Essay (summative). Students	Essay (summative). Students	Essay (summative). Students		Seminar presentation (formative). Students are					
			on (and if	will demonstrate their abilities	can demonstrate the policy	can challenge received wisdom		(formative). Students are					
			applicable,	to understand and apply core sociological theories to	implications of how and why cities develop as they do	of industrial cities in the North of England, and how they have		encouraged to incorporate this research into their final essays					
			through)	understand contemporary	cities develop as they do	developed since the Victorian		as illustrative case studies					
				urban issues, and their		era on							
				historical roots									
Sta	e 3 Body 8	& Society (Brown)	Progress	The module introduces students to key theoretical	Students are led through a series of major themes in the	A key area of challenge lies in the preparation of a group	Assessment is based around the student's investigation of a	The module requires active discussion and feedback to the	See student group presentation				
			PLO	perspectives and empirical	sociology of the body which are	presentation (formative).	topic together with the extent	whole module based on small					
				research on the sociology of the	sociology of the body which are discussed and debated.	, , , ,	to which they are able to	group work.					
				body across a range of contexts and themes.			marshal new research-informed						
				and themes.		Formative:The presentation	materials and perspective. See above	Formative and Summative: The					
			on (and if	Themes for formative work and summative assessments	workshop	tackles one of the core themes	See above	capacity of students to	See above				
			applicable,	include the 'turn' towards the		covered in the module. This		communicate is based on this					
			assessed	body in humanities and social		involves shared investigation		and a number of other core					
			through)	science; visualisation and visual culture; body boundaries and		into a topic. The presentation is followed by a Q&A-style		components including the student presentation and					
				immunity; diet and the		discussion at which presenters		student essay.					
				contemporary economy, time		respond to comments and							
				and the temporalities of aging.	1	reflections by the module of as							
50.	e 3 Art. Ta	arte and	Progress	Students are encouraged to	Students are taught to evaluate	Students are asked to air	There is no such research	Students synthesise and	After each group presentation.	1			
363	Stratif	fication	towards	develop a critical view on these	and critically analyse examples	group presentation in which	project in this module.	present complex information	there is a debate about the				
	(Hanq	quinet)	PLO	different aspects of the	illustrating how art and culture	they choose an artist, artistic	However, in week 9, they are	from across the course through	arguments presented in class.				
				relationships between art and society. They are taught to	are produced and consumed. Discussions about the value of	movement or artwork and	asked to prepare a short research project proposal in	different exercises (presentations, critical	Students are asked to exchange views on them in a respectful				
				perceive that art is socially	culture are encouraged. From	explain sociologically why they can be conceived as an artist or	small groups about how to	reflections, essays). They are	way. The critical reflections are				
				produced and to examine the	times to times, policy	as art or why they can't. They	study people's tastes and	asked to engage with different	also the place where students				
				production, mediation, and consumption of art and culture	documents are used in class and analysed by students.	are encouraged to challenge	cultural consumption.	materials ranging from articles, news items to films and	can critically reflect upon the				
				in the society and their	and analysed by students.	common assumptions about the sacred nature of art, the		reportages. The module has a	for the presentations.				
				relations to social inequalities.		perception of artists as genius		blog that I have used in the past	for the presentations.				
						and of tastes as natural.		but students didn't engage very					
								much with it.					
			By working on (and if	Assessements: Students give formative group presentations.	Formative: Students engage with group discussions and	Formative: Students engage with group discussions and	Formative: Seminar tasks.	Formative: Seminars and different types of assessments	Formative: Seminars, group presentations, critical				
			applicable,	which they then critically reflect	prepare and give group	prepare and give group		dinerent types orassessinents	reflections				
			assessed	on. Students also produce a	presentations.	presentations.							
			through)	summatively assessed essay. Fach of them requires specific									
				skills. In addition to this, each									
				week, students engage with									
				different forms of material									
				(scientific readings, reportages, news items, etc.) and exercises									
				to discuss key topics in the									
				module.									
Sta		na, Cities and	Progress	Students draw upon concepts	Students are taught to evaluate		Students design and answer	All students are expected to					
	Crime	(Millington)	towards PLO	and theories from urban sociology and to understand	and critically analyse the urban content of cinema from the		their own research project—on themes such as race, class or	contribute a 500-word entry to a Cinema, Cities, Crime blog					
			1.0	historical and contemporary	1920s through to the present		nostalgia in relation to a	(publically available online).					
				urban transformations.	day. Students will learn how to		standard, open-ended essay	Here, students will bring					
				Students are encouraged to use	construct arguments about		question on cinematic urbanism. Students are taught	together concepts and theories					
				such work to define and explain the urban content of cinema.	their urban historical relevance.		how to analyse cinema from a	from urban sociology and film studies in order to analyse the					
							qualitative sociological	urban content of one film.					
							perspective.						
			By working on (and if	Summative assessment of knowledge of concepts and	Summative assessment of argument and analysis		Summative assessment of ability to design and undertake	The blog entry is a formative assessement and students will					
				theories in urban sociology	techniques in essay Formative		research in essay.	receive written feedback on					
			assessed	through essay	assessment in writing of blog		,	their entry.					
			through)		entry								
Sta	2 Imagir	ning Sociological natives (Loader)	Progress towards	Contemporary social, political and cultural issues and	Where appropriate a range statistical, oral, visual and	The entire course is directed at systematically challenging		Students will explore, critique and present their analyses of					
	Aitern	iauvės (Loader)	PLO	and cultural issues and challenges will be critically	statistical, oral, visual and textual data will be used to	dominant perspectives,		and present their analyses of complex theoretical approaches					
				analysed through a range of	inform analysis of alternative	commonly held assumptions		through a range of					
				alternative sociological perspectives to the neoliberal	perspectives.	and ideological certainties.		communications media. Students will be encouraged to					
				perspectives to the neoliberal discourses that currently		1		search online and share					
				dominate debate and	1	1		material, thoughts and ideas through the online module					
				understanding. The credibility				through the online module					
				and theoretical coherence of these utopian, critical and				discussion forum and in class discussions and presentations.					
				futurist approaches will be considered in relation to their	1	1		ргезептацопъ.					
				considered in relation to their									
				potential for social, institutional, systemic and		1							
				personal change.	1	1							
			By working	Essay (summative): students	Analysis will take place in class	The module readings will		Students will be encouraged to					
			on (and if	will choose one of the	discussions and students will be	provide examples of		search online and share					
			applicable, assessed	theoretical topics a class discussion that will form the	encouraged where appropriate to undertake such critical	sociological enquiry that has disrupted commonly held		material, thoughts and ideas through the online module					
			assessed through)	discussion that will form the basis of a researched in-depth	to undertake such critical evaluations in their essays.	assumptions and hegemonic		through the online module discussion forum and in class					
				written essay.		perspectives in order to enable		discussions and presentations					
						students to question		Where possible students will discuss with other scholars – in					
						contemporary dominant social and cultural assumptions.		discuss with other scholars – in person and online – their					
					1	l		alternative sociological theories					
								to contemporary issues.					
Sta	e 3 Perfor	rmance and	Progress	Students are introduced to	Students access and then	Students evaluate,	Students are introduced to	Students are introduced to	Seminars require collaborative				
	Socie	ety (Reed)	towards PLO	original sociological research studies, from a range of	evaluate empirical research papers and their findings,	contextualise and contest	thinking about matching research questions with	principles of composing academic arguments by	team working on a range of tasks designed to develop				
				intellectual conceptual and	and analyse their underlying	common-place understandings of core social	appropriate research	synthesising supporting	students' understandings of the				
				theoretical traditions, including performance	methodological and conceptual reasoning.	categories and themes (such as class, gender, race and	methodologies	literature and utilising their	substantive themes of the				
				theory, that add to their	conceptual reasoning.	age), through engaging with		empirical findings or theoretically driven	module				
				knowledge of contemporary	1	age), through engaging with original sociological		arguments					
				social issues	1	research, and reflecting on them in relation to concentual							
						ideas and traditions related							
					1	to performance theory and							
					I	practice	1		1				

		Bv	Students will build their	The end of module	Seminar discussions	Seminar task (formative) which requires group based	Summer essay (summative	End of module task	
		working	shilities in interpreting encial	assignment (a written essay	(formative) and group work	which requires group based	assessment). Students will		
		on (and if	issues and representing,	based on pre-defined questions), tests students'	based on performance theory and practice and their	development of a	develop their ability to	'performative presentation' involving a multimedia	
		applicable	through their arguments, their multi-faceted aspects. In		influence and incorporation		synthesise the arguments of others and use them to craft		
		through)	particular, through the seminar tasks, discussions	and critiquing the hidden assumptions, and weakness	into social science theory	music video, etc.) that addresses a key sociological	their own intellectual position on social issues based on	piece (poem, rap, video drama, music video, etc.).	
			seminar tasks, discussions	assumptions, and weakness	and concepts.	addresses a key sociological	on social issues based on	drama, music video, etc.).	
			and readings selected	of existing sociological	Students will develop	issue. Students will develop	social and performance	This summative assessment	
			throughout the module, students will develop their	research methods. This summative assessment	confidence in questioning commonly held assumptions	confidence in presenting	theory and concepts. These are written assessments.	brings together social science and performance	
					labout core social issues and	ideas and views in a novel	IStudents will build	related practice, and enables	
			individual experience of wider structural issues, and	throughout the module that aims to challenge traditional	cultural trends.	format.	confidence in combining theory and proactive to	the students to produce impactful presentations.	
				Imethods by comparing them				impactiui presentations.	
			enlivened by performance and art practice.	to performance and art			advocate change through active involvement and		
			and art practice.	practice, and encourages students to critically evaluate			active involvement and practice.		
				the claims made in all			practice.		
				research they read					
				throughout the degree.					
Stage 3	Dissertation CORE IF		Students will be guided towards	Students will evaluate and		The dissertation module has at	The dissertation is a critical		
	DISSERTATION NOT TAKEN IN EDUCATION	towards PLO	an independent project which demonstrates in-depth	critically assess a wide range of empirical (and theoretical)		is heart an independent (ethically sound) research	synthesis of complex information including both		
	(Penfold-Mounce)	PLO	demonstrates in-depth understanding of sociological	empirical (and theoretical) literatures in the area of their		(ethically sound) research project which draws upon	empirical and theoretical		
	(**************************************		debates and empirical material	choice, and are encouraged to		appropriate qualitative and/or	reports as well as (where		
			and synthesises this into an	relate this to educational		quantitative skills to produce an			
			original piece of work that rigorously and systematically	issues. They thus draw on			data. This aspect of the		
			analyses a social issue of their	conceptual content and methodological approaches		theoretically coherent) analysis of a social issue of the student's	indeement on the part of the		
			choice. The dissertation thus is	introduced throughout the		of a social issue of the student's choice. Their ability to do so	student as to appropriate ways		
			an opportunity for students to	degree programme through		derives from their knowledge	of presenting their arguments		
			demonstrate skills developed throughout the degree in	core modules.		of research design introduced in core modules in Year 1	and findings - skills developed in cumulative way, formatively		
			defining, interpreting and			(through research tasks in	and summatively, in both		
			offering explanations of social			Cultivating a Sociological	disciplines throughout the		
	l		issues.		I	Imagination) and covered	degree programme.	1	
	1					intensively in Year 2's compulsory module (i.e., Social	1		
	l				I	Research Methods).	I	1	
	1	By working	4 hours of supervision,	4 hours of supervision,		All students must submit an	4 hours of supervision,		
	1	on (and if	dissertation workshops	dissertation workshops		ethics proposal to the	dissertation workshops,		
		applicable,	(including one on scoping the	(including one on advanced		Departmental Ethics	feedback on a draft (formative)		
	ĺ	assessed	literature) feedback on a draft (formative) and a 10,000 word	thematic analysis), feedback on	1	Community for scrutiny and	and a 10,000 word report on a	1	
	l	through)	report on a topic of their choice	a draft (formative) and a 10,000 word report on a topic	I	approval before they can begin their research. A dissertation	(summative)	1	
			(summative)	of their choice (summative)		workshop on ethics is held near	(Janimative)		
						the beginning of the module. 4			
						hours of supervision, feedback on a draft (formative) and a			
						10,000 word report on a topic			
						of their choice (summative)			
Stage 3	Education Dissertation CORE IF NOT TAKEN IN	Progress	Students will enage with and will apply theoretical and	Students will access a wide	Students will work with 'data' in various formats, including	The dissertation requires	Students will be required to	Students will work	
-	CORE IF NOT TAKEN IN	towards	will apply theoretical and	range of educational	various formats, including	students to design and carry	demonstrate their ability to	independently to carry out their	
	SOCIOLOGY	PLO	empirical perspectives on specific issues in Education,	information sources in order to	statistical, narrative, textual and visual data. Analysis and	out a research project on a pertinent educational issue.	communicate in formal and academic writing at the most	research project.	
			specific issues in Education, linking these to the particular	inform the design,	and visual data. Analysis and interpretation of data is a key	Students will be prepared for	academic writing at the most advanced level of their		
			educational issues and debates	their dissertation study,	component of the empirical	this task and can use their	programme.		
			they are handling in their	building on skills developed in	dissertation, and students will	knowledge of research design			
			dissertation, building on	core education modules in	build on their knowledge of	introduced in core modules in			
			knowledge developed in core education modules in years 1	years 1 and 2 (Introduction to	educational data sets	Year 1 (such as research tasks			
			and 2 (Introduction to Key	Key Concepts of Education, Introduction to Disciplines of	degree in core modules such as	Imagination) and covered			
			Concepts of Education,	Education and Education Policy	Introduction to Key Concepts	intensively in Year 2's			
			Introduction to Disciplines of	and Society: Past & Present).	of Education and Introduction	compulsory module on			
			Education and Education Policy and Society: Past & Present).		to Disciplines of Education (Year 1) and Education Policy	research methods for Sociology/Education students			
			and society: Past & Present).		and Society: Past & Present	(i.e., Social Research Methods).			
					(Year 2).				
					Work= all students will be	Work= students develop	Formative work= students will		
		on (and if	themselves with the context of	demonstrate their ability to	required to work with 'data' in	research questions based on	engage in analytical writing	independently, with support	
		applicable, assessed	the field in which they are working, as well as to design	critically evaluate these sources in the development of their	some form, whether it be collecting empirical data (e.g.	supervisors' topic suggestions (formative), they develop a	throughout the dissertation and the development of their skills	from their supervisors, to	
		through)	their research study (and	research questions and in their	quantitative or qualitative) or	research study design, select	is supported by regular	research projects. Supervisory	
		,	subsequently conduct analysis)	analysis of data. Summative	whether it be data in the form	appropriate methods, collect	dissertation workshops	support is tapered such that	
			students will be required to	Assessment= one of the	of texts or images. Many students work with a		throughout the final year of the	students' working becomes	
			undertake a thorough review of the relevant educational theory	dissertation is students' ability	combination of data forms to	up their research findings in a 10,000 word dissertation	programme. Summative Assessment= an essential	increasingly independent as the dissertation advances.	
			and apply this to their specific	to evidence critical reading and	investigate a specific	(summative). Assessment= the	element of the dissertation is		
	l		topic of study. Summative	application of a wide range of	educational issue. They are	dissertation assesses students'	clear and precise written	1	
	1		Assessment= one of the requirements of the	education information sources.	required to analyse their data and make links to past and	ability to design and carry out an independent research	communication, and this includes accurate referencing of		
	1		dissertation is to demonstrate		current educational literature	an independent research project.	existing academic and other		
	l		critical awareness of relevant		and debate in order to develop		literature.	1	
	l		theoretical and empirical perspectives.		our understanding of a particular educational issue.	1	I	1	
	1		perspectives.		particular educational issue. Summative Assessment= a key		1		
	ĺ				requirement of the dissertation	1	1	1	
	1				is students' ability to critically		1		
	1				analyse and reflect on different forms of data.		1		
Serve 2	Drama and Education	Progress	Students will evaluate the		IOTHIS OF GATA.	 	Students will communicate	 	
stage 3	or uma anu Education	towards	Students will evaluate the usefulness of, texts and		1	1	assuredly and effectively on a	1	
	1	PLO	resources for teaching and				range of issues relating to		
	ĺ		learning drama in diverse		1	1	drama and education, orally	1	
	l		settings and for diverse learners at an advanced level.		I	1	and in a range of written formats, at greater length than	1	
	1						previously.		
	1	By working	Work = by reading widely and				Work = by researching and		
	ĺ	on (and if	independently in preparation		1	1	delivering presentations and	1	
	l	applicable.	for presentations and small		1	1	offering feedback on each	1	
	1	assessed through)	group discussion, by offering feedback on classmates'				others' communication during these as well as less formal		
	1	airougiij	presentations and the texts and				class discussion. Assess =		
	ĺ		resources used therein. Assess		1	1	formatively, through	1	
	ĺ		= formative presentations and		1	1	presentations, essay plans;	1	
			plans for assessed piece,				summatively, through lesson plan and rationale or essay.		
	ĺ		summatively by lesson plan and rationale or essay.		1	1	print and radionale or essay.	1	
Stage 2	Language and	Progress	Students will understand.						
Stage 3	Psychology	towards	critically reflect on and apply						
	ĺ	PLO	theory research and debate in		1	1	1	1	
	ĺ		relation to how language users	Students will critically and effectively analyse evidence	1	1	1	1	
	1		(including language learners and bilingual speakers) process	from experimental research on			1		
			language while listening,	language use and language	I	1	I		
			reading and writing.	learning					
			reading and writing.	learning					

		By work	ng Formative work= Classes will		Formative work =Students will								
		on (and applicab	e. including tutor presentation, in		be expected to read papers describing original research								
		assessed	class replication of well-known		studies; they will be provided								
		through)	problem-solving activities, and		with guided reading questions to help them analyse evidence								
			whole-class discussions based on follow-up or preparatory		and arguments; peer- and tutor-feedback will be provided								
			reading. Assess= The work is		during in-class discussions.								
			summatively assessed through a 5,000 word essay.		Assess= The work is summatively assessed through								
					summatively assessed through a 5,000 word essay.								
Sta	ge 3 Philosophy, Edi and Childhood	cation Progress towards	Students critically critically reflect on the nature and										
		PLO	purpose of education, and in										
			particular of an education in philosophy.										
		By work	g Formative work: students will				Formative work: At key points						
		on (and applicab	read and critically analyse e, selected philosophical texts and	d			in the module, students practice different types of						
		assessed	practice and research literature	:			writing, to be shared with and critically commented on by						
		tillough	Students will complete written				their peers.						
			tasks in response to required reading, and they will create										
			philosophical questions in relation to education and										
			contribute to philosophical										
			dialogue during practical classes.										
			Summative Assessment: students will critically reflect or										
			philosophical literature and	"									
			research relating to philosophy for children to respond to a	1									
			philosophical question of their										
			own creation in a 5000 word essay.	1									
Sta	ge 3 Science, Educat Society	ion and Progress towards	Students will critically reflect or	n			Students will develop their oral and written communication						
	Society	PLO	the nature and purpose of education, and in particular				skills.						
			science education. They will be expected to understand and	1									
			apply theory, policy and										
			international research to contemporary debates in										
			science education.										
		on (and					Work: students will present a critical review of a research						
		applicab assessed	e, selected books, articles and policy documents in relation to				article, participate in group discussions and will prepare a						
		through)	teaching, learning and	1			written briefing note on one of						
			participation in science education. Students will				the course themes. Assess: oral communication is assessed						
			complete a written task in response to one of the course				formatively by peers and tutors. Written communication is						
			themes, and will participate in				assessed formatively through						
			class discussion in relation to the course themes.				submission of the briefing note and summatively in a 5000						
			Summative Assessment: students will critically reflect or				word essay.						
			theory, policy and research in	n l									
			science education in a 5000 word essay.										
Sta	ge 3 Learning Gende	r Progress		Students will be required to read a range of different			Students will further develop their communication skills, both						
		towards PLO	key concepts, including 'gender	r' sources on gender inequality in			their communication skills, both written and oral.						
			and 'inequality' to understand	education and will be building on their critical reading skills to									
			organises our social, cultural,	reflect on the validity and									
			political, economic and educational lives. Students will	reliability of research underpinning the key									
			apply a range of theoretical lenses on gender to educationa	arguments being made.									
			research and debates about a	"									
			variety of issues, including achievement, learner identities										
			violence and teachers/teaching										
		By work on (and	formative work= students will discuss key issues in gender an education each week and will	discuss the validity and			Work= students' oral communication skills will be						
		applicab	e, education each week and will begin to think critically about	reliability of information sources through class debates			honed through active class discussion on a range of						
		through	the theoretical positions	on contested issues, such as			contested issues, including						
			adopted in these debates through small group discussion	subject choice in STEM participation. Summative			whole-class debates, small discussion 'teams' and						
			and activities, including curriculum deconstruction and	Assessment= students' ability to			individual presentations. Written skills will be developed						
			policy analysis. Summative	information sources will be			through learning logs and a						
			Assessment= students ability to critically reflect on and apply	assessed in a 5,000 word essay.			formative essay plan. Assess= written communication is						
			theory to key debates in gende and education will be assessed	r			summatively assessed through a 5,000 word essay.						
			through a 5,000 word essay.				a 3,000 word essay.						
Sta	ge 3 Transcultural Communication	Progress towards	Students are asked to engage with the critical analysis of		Students are asked to critically and effectively analyse								
		PLO	texts, developing a thorough		and effectively analyse evidence from research on								
			understanding of monolithic views of language proficiency and how these influence		culture and communication transcending culture								
			and how these influence language education theory and	J	_								
			policy and assessment design a	t									
			national and international levels. This specialised					Students are asked to enhance and expand their					
			knowledge will equip students to contribute to discussions an					communication skills by discussing and generating					
			debates on communicative	1				criteria for the assessment of					
			competence	1		1		communication					

			By working	Formative work = participate in		Formative work = develop a				-								
			on (and if	group discussions and reading groups in which students		thorough understanding of the origins of "standard English"												
			applicable,	groups in which students		origins of "standard English"												
				analyse and evaluate current		and definitions of "grammatical												
			through)	concepts and definitions of culture, standard English and		accuracy", to enable students												
				accuracy, how this influences		to challenge concepts of effectiveness in												
				assessment and participant self-		communication. Through text												
				evaluation of linguistic		analysis students will develop												
				competence, Students		an awareness of data to												
				participate in transcultural tasks and evaluate the influence of		support challenges and recommendations of systems to												
				these ideals on their own and		recognise the value of the												
				their peers' communicative		contribution of "non-native"												
				performance. Summative		English speaking pupils to the												
				Assessment=students are		education of "mono-cultural"												
				assessed, using criteria that		"native speakers" of the												
				they have generated, on their		language. Summative Assessment=students are												
				performance in a transcultural communication group task.		Assessment=students are assessed, using criteria that												
				Students self and peer assess		they have generated, on their												
				transcultural communicative														
				performance in group tasks.		communication group task. Students self and peer assess												
				Through the development of a		Students self and peer assess												
				thorough understanding of		transcultural communicative												
				effective transcultural		performance in group tasks.												
				communication, students will be able to offer counselling and														
				be able to offer counselling and advice to peers on how to														
				improve their transcultural														
				communication skills	1	I			Formative work = participate in	bi-weekly, problem-based tasks fo	cussing on the design of assessme	ent criteria, to gain advanced kn	owledge of communication strate	gies for effective transcultural co	nmunication. Summative Assess	ment=students are assessed, usin	g criteria that they have generated	d, on their performance in a transcultural communication group t
St	tage 3 La	andmarks in British	Progress	Students will further develop				Students will further develop	·									
	Po	oetry	towards	their ability to independently	1	1		their oral and written										
			PLO	develop and present an	1	I		communication skills		1								
				extended, focussed, and evidenced academic argument	1	1												
			December 1	Work= by choosing their own				Work=by participating in group		1								
			By working on (and if	Work= by choosing their own focus area with regard to	1	1		Work=by participating in group discussions about various texts.										
			applicable	noetry and devising a question	1	1		by getting feedback from the										
			assessed	to address and writing an	1	I		module tutor and their neers		1								
			through)	to address and writing an extended (5,000-word), theory,	1	I		on their ideas; by delivering		1								
				focussed argument				individual presentations and										
				demonstrating their ability to				receiving feedback from their										
				analyse primary texts and apply critical theory to those texts				peers. Assess= by submitting an essay proposal(word-limited)										
				(summative)				for in-person or written tutor										
				(feedback (formative); by										
								writing an extended (5,000-										
								word) essay on a poet or poets										
_								of their choice (summative).										
St	tage 3 Ed	ducation and	Progress	Students are asked to critically read and reflect on a range of	Students are asked to identify, read and critically use research	Students are asked to engage	Students are asked to plan,	Students work on academic										
	De	evelopment	towards PLO	read and reflect on a range of theories of development	read and critically use research and policy texts and resources.	with different types of data	organise and undertake collaborative work towards a	writing and oral presentations about the nature of different										
			1.00	relating to education. They are	as they relate to historical and	outcomes of international	whole-class presentation on an	educational issues around the										
				asked to apply these theories to	current international	development policy and the	issue in education and its	world and engage with these at										
				different development issues	educational policy and debate.	relationships between	relationship to international	a more advanced level, building										
				and consider how the		development and education.	development. They also	on skills learned in stages 1 and										
				theoretical framework impacts on debates and decisions on		Theoretical perspectives are used to consider the ways that	undertake extensive research on the topic of their choice for	^{2.}										
				international policy and		different evidence claims are	their long summative											
				practice in education and		used in educational research,	assignment.											
				development.		policy and practice.	-											
			By working	Formative work = read and	Formative work= search, find,	Formative work= identify and	Formative work= plan and	Formative work= participate in										
			on (and if	critically analyse theory, making	read and evaluate research and policy texts and resources in	critically analyse educational research which uses different	organise a group presentation based on wide-ranging, quality	regular small and large group discussions about key issues in										
			applicable,	links to current international debates in education and	policy texts and resources in	research which uses different	based on wide-ranging, quality	discussions about key issues in international education										
				debates in education and development. Read research in	online and print formats,	types of data to analyse key educational issues. Assess=	research about a particular educational issue in one	research and practice and										
			tin ougn)	a range of contexts to develop a	international organisations and	critical use of research to	development context. Assess=	written essay preparation.										
				critical understanding of the	international organisations and development non-	understand and discuss	more independent	Assess= oral communication is										
				relationships between	governmental organisations.	development and education is	collaborative working over a	assessed formatively through a										
				education and development.		assessed in the long essay	period of time is formatively	group presentation on an										
						(summative).	assessed by delivering a group presentation, while in depth	international issues in a particular context, as well as										
							research skills are assessed	through regular class debates										
							through the background	(formative). Written										
							understanding demonstrated in	communication is assessed in a										
							the final essay.	long essay on one major educational issue considered										
					1	I		through a particular theoretical		1								
					1	I		lens in a chosen context, which		1								
					1	I		requires specialised and		1								
								sustained writing (summative).										
St	tage 3 Pe	erspectives on Literacy	Progress	The course spans a number of		I	Students are required to											
			towards PLO	approaches to literacy and the	1	I	undertake a complex critical evaluation of one aspect of			1								
			700	complex understandings of that term in contemporary	1	I	evaluation of one aspect of literacy in education. They may			1								
				educational settings. Students	1	1	choose a historical,											
				are invited to reflect upon the	1	1	sociocultural philosophical or											
				applications of the knowledge	1	I	educational perspective. The assessment should both draw			1								
				and skills gathered in the course for potential uses in	1	I	assessment should both draw upon the course and their			1								
				course for potential uses in classrooms		1	upon the course and their independent research.											
			Ry workin-	Formative work=Sessions on			Formative work=Each week,			1								
			on (and if	non-traditional or innovative	1	I	time is given to workshopping			1								
			applicable,	approaches to literacy in	1	I	different aspects of the			1								
				education are scheduled. One	1	1	assessment. A swap is											
			through)	of the sessions' preparatory	1	1	organised where students in pairs discuss each other's work											
				work involves designing and	1	I	pairs discuss each other's work. Research skills are mobilised in			1								
				presenting a potential project for application in the classroom.	1	I	nesearch skills are mobilised in every session preparation. The			1								
				pp	1	I	every session preparation. The students are particularly			1								
						1	encouraged to reflect on the											
						1	question of literacy from the											
- 1							point of view of educationalists.			1								
				Students will be introduced		1	Students consider the design	Students will appraise the	Students will build on skills									
				to theoretical models of	1	I	and implementation of their		from stage 1 and 2 to work	1								
				motivation and emotions	1	I	assessment task, taking	communication, building on	effectively in producing	1								
				and research investigating application to education;	1	I	responsibility for selecting an assessment topic and	skills at stages 1 and 2	group presentations	1								
				application to education; students will develop skills to	1	1	an assessment topic and working independently to											
				synthesize and evaluate	1	1	meet the deadline for											
			Progress	relevant psychological and	1	I	meet the deadline for submission			1								
			Progress towards	educational data and	1	I				1								
			PLO	theories	1	1												
										-								

		By working on (and if	Formative work: engaging			Work: students will work	Work: preparing for group	Work: working					
		applicable,	with research, theory, and practice-based texts, and			independently on a research-based summative	oral presentations on a research topic and for	collaboratively in small groups on an oral research					
		assessed	through class discussion.			essay assignment, accessing	summative assignment	presentation, students will					
		through)	Assess: through summative			and selecting a range of	Assess: formatively through	develop presentation skills					
			essay			appropriate sources Assess: through final summative	summatively through final	and build their knowledge of motivation and emotions in					
						essay	essay	education settings Assess:					
	Motivation and Emot in educational conte	ion						formatively through group presentations in class					
Stage	s in educational conte	xts	Students develop skills in	Students will develop high	Students will seek their		Students will draw on the	Students will take a cross-					
			evaluating literature in	level critical skills in	knowledge of ethics to issues		skills developed at stage 1	disciplinary view and					
			critical depth	evaluating research evidence	regarding policy and practice		and stage 2 to further	consider how areas such as philosophy, politics, social					
				and policy documents			develop their communication skills.	work, and social policy,					
		Progress						interface with the					
		towards PLO						psychological perpective adopted here					
		120	Work: engaging in dialogic	Work: synthesising research	Work: By engaging in		Work: preparing and	Work: engaging in small					
			discussion and student	and policy documents to	dialogic discussion and		participating in student	group Work activities and					
			presentations drawing on	analyse and evaluate relevant policy issues and by	student presentations.		presentations followed by discussion and follow up	dialogic discussions of key texts and online videos					
			frameWorks to explore	engaging with dialogic	assessment through		small group Work activities	Assess: formative through					
			social pedagogic practice Assess: formatively by	discussion and student presentations in class Assess:	engagement in class		which serve to develop and enhance students' ability to						
		By working on (and if	engagement with class	formatively by engagement	activities		communicate complex ideas.						
		applicable	discussion and summatively	with class discussion and summatively through essay.			Assess: formatively through						
Stage	The Psychology of So Pedagogy	ial assessed through)	through essay.	summatively through essay.			discussion in class and small group activities						
	2.07		Students synthesise	Students crtically evaluate	Students apply their			Students demonstrate					
			pertinent theories and methodologies in order to	the contribution of research to key areas of education	knowledge of ethics to a hypothetical "real world"		Students refine key	effective collaborative working building on the skills					
		Progress	evaluate their relevance to	and develop further their	context		academic writing and oral presentation skills, in	developed at stage 1 and					
		towards	education	knowledge of the links			communicating their ideas	stage 2					
		PLO	Work: By examining	between theory and practice Work: critically evaluating	Work: Students develop a		coherently	Work: By engaging in small					
			pertinent theories, research	the contribution of research	hypothetical intervention for			group Work designing a hypotheical intervention of					
			and methodologies in class	to key areas of education	supporting pupils'			hypotheical intervention of					
			and through further reading, students are enabled to	students learn how research	psychological well-being in school, taking account of a			children/young people, students develop a range of					
			evaluate the direct relevance	informs educational policy	range of ethical issues which			team building skills, such as					
			of these to current debates within education. Assess:	and practice Assess: formatively during class	need careful consideration prior to implementing the		Assess = engaging in class	collaboration of ideas and creation of resources					
		By working on (and if	formatively through class	discussion and summatively	interventrion Assess:		discussion, essay planning	Assess: formatively through					
	Supporting Pupils	applicable,	discussion and summatively through final essay	through final essay	formatively through presentation of their		(formative assessment) and essay writing (summative	presentation of their intervention in class					
Stage	Psychological Development In Schi	ols through)	tirough mui casuy		intervention		assessment).	intervention in class					
			Students become	Students develop a new lens			Students develop the						
		Progress	sophisticated in their thinking about the	through which to view education and its	idesa about genetics in education could do more		capacity to communicate unfamiliar material to their						
		towards	application of psychology to	complexities.	harm than good.		peers and their tutor.						
		PLO	education. Work: Engaging with	Work: Engaging with	Work: In this highly sensitive		Work: prepare a						
		on (and if	behavioural genetic	behavioural genetics and	area of research students		presentation on a						
		applicable, assessed	literature and using it to	having the opportunity to	continually assess, in class		controversial topic with						
		through)	reassess what they have learned previously about	develop, and argue the case for, new ideas about how	and in written Work, whether ideas about		consideration of how to present ideas sensitively.						
			individual differences,	educational policy and	genetics in education could		Assess: formatively through						
			development and education. Assess: fomatively through	practice could be enhanced. formatively through class	be harmful by, for example, triggering negative teacher		in-class presentations on a controversial topic of their						
			class based discussion and	based activities and	expectancy effects. Assess:		choice.						
			summatively through final essay	summatively through final	formatively through engagement in thoughtful								
Stage	Genetics and Educat	ion	essay	essay	discussion in class activities								
			Students will develop knowledge of theoretical	Students will be introduced to current research	Students will apply their knowledge of ethics to	Students contribute to the design and implementation	Students will employ the most effective means of	Students use skills from stage 1 and 2 to work					
			models of developmental	underpinning effective	current ethical issues in the	of their assessment task	communication, building on	effectively in producing					
			disorders and research	educational interventions for	field of developmental		skills at stages 1 and 2	group presentations					
			investigating educational interventions, and synthesise	developmental disorders and evaluate this in relation to	methodologies for								
		Progress	this with existing knowledge	knowledge of research	evaluating effective								
		towards PLO	of child development and research methods	methods	interventions								
			Work: students will regularly	Work: students will conduct	Work: students will discuss	Work: creating their own	Work: students will prepare	Work: Working					
			prepare and discuss critical evaluations of research	a systematic literature search investigating the	ethical issues in the design of	research question and developing their own search	presentations for lectures on	collaboratively on weekly presentations tackling					
			evaluations of research investigating theoretical	effectiveness of available	broader ethical issues	protocol which they are	developing skills that will	complex literature students					
			underpinnings of	interventions for specific	around topics such as	given feedback on by peers	help them to read, digest	demonstrate how effective					
			developmental disorders and educational interventions.	disorders, and will use this knowledge to make	labelling, inclusion, and a deficit view of disorders,	and tutor. Conducting a systematic review of the	and disseminate information within a limited time period.	teamWork can help in developing a shared					
			Assess: summatively	informed suggestions for	developing a broader	literature to answer their	By ensuring the	understanding of complex					
			students will prepare a systematic literature review	action to support children with developmental	understanding of ethics in a variety of contexts. Assess:	research question. Assess: formatively through	presentations meet a set time limit, students are	ideas and communciating these ideas appropriately.					
			evaluating the effectiveness	disorders. assess:	formatively through	production of a search	learning to extract and	Assess: formatively through					
			of educational interventions for a particular	formatively through class based discussion and	discussion and activities in	protocol and summatively through a 5000 word essay	present the most salient information. Students will	weekly presentations					
			developmental disorder.	activities. Summatively		using systematic review	produce a 5000 word						
				through systematic review of	1	methodology based on their own research question and	summative assessment,						
				the literature.		own research question and search protocol.	communication skills,						
							learning to produce longer pieces of writing while still						
							maintaining coherence,						
							structure and form. Assess: formatively through weekly						
		By working on (and if					presentations and						
		applicable,					summatively through						
Stage	Disorders of Langua and Cognition	ge assessed through)					systematic review as summative assessment						
			Students will develop a deep			Students will apply their	Students will consolidate						
			understanding of the theoretical models of	current evidence regarding the application of theory to		prior knowledge of research methods and statistics, and	their communication skills, building on skills at stages 1						
			numerical development and	the teaching of mathematics		methods and statistics, and also extend this knowledge	and 2						
			research investigating application to education			base							
		Progress											
		towards PLO											

					T	T		1				
				Work: By engaging with	Work: engaging in discussion		Work: engaging in critical					
				literature on numerical	and conducting a systematic	and preparatory Work to participate in class	evaluation of research					
				this new knowledge with	g literature search about the implication of research	discussion and debates.	articles during class discussions, participating in	1				
				what they have learned in		Assess: formatively through	organized debates about	1				
				their previous modules both		class activities and	policy issues and writing an	1				
				in discussion and in	decisions, curriculums, and	summatively through	essay for an academic	1				
				assessments(e.g.,	available interventions.	completion of an essay usin	audience. Assess:	1				
				Developmental psychology,	Assess: formatively through	systematic review	formatively through	1				
				Cognitive psychology).	class based discussion and	methodology	participation in class	1				
				Assess: formatively through			activities and production of a	1				
		l.	Ry working	class based discussion and	protocol, and summatively		research protocol, and	1				
		ľ	on (and if	summatively through	through production of an		summatively through the	1				
			applicable,	production of an essay using			final systematic review essay	1				
	How	do children learn		systematic review	review methodology			1				
Stap	е 3	mathematics?		methodology								
			Progress	Students are asked to engage								
				with Citizenship debates in								
			PLO	relation to 2 key traditions: the civic republican and the liberal.								
				the former is broadly based	•							
					Students are asked to consider		Students are asked to develop a					
					educational policy and practice		greater range and depth to					
				latter emphasises rights in	specifically applied to		their analytical position using					
				relation to private individuals. This builds on explorations of			more ideas and evidence than expected for Stages 1 and 2.					
				perspectives about education			The nature of community for					
				and society undertaken by	contextualise the policy work of		example is seen through data					
				students in Stages 1 and	Crick and the empirical research		and philosophical reflection in a					
Stag	3 Educa	tion and Citizenship		2.	of Kerr, Whiteley and others.		multifaceted manner.					
							Formative work = explore the					
		- 1					idea of community as a panacea					
		- 1					for social problems, challenged					
		- 1					by reflecting on the meaning of a diverse society, the					
							characterization of volunteering					
					Formative work = explore the		and the nature of democracy.					
				Formative work= consider the	nature of curricular (and other)		These reflections are applied to					
				work of key theorists (e.g.	change in relation to citizenship		arguments for particular					
				Aristotle, Kant, Rawls) and	education. International		perspectives on the role of teachers and other					
				explore through	examples are used, in addition to debates about the National		professionals who wish to					
				ideas about virtue.	Curriculum and character		support the development of					
					education. Summative		citizenship education.					
				Summative Assessment = essay			Summative Assessmen = essay					
					submitted on one of a choice of		to be submitted on one of a					
			assessed	choice of titles relatining to material covered in the module	titles relating to material		choice of titles relating to					
			through)	material covered in the module	covered in the module.		material covered in the module.					
							Students are asked to develop Contribute effectively to					
				Students are asked to draw		Students are asked to manage	well-structured, evidenced placement projects and					
				upon and apply a broad, critica	1	placement project by defining	arguments and present such interdisciplinary groups by					
			Progress	understanding of educational		the focus, producing plans,	argument in written and oral communicating confidently,					
			towards	theory and research to		carrying out tasks and	formats to support work in a professionally and persuasively	1				
Sta	e3 Pi	acement Study	PLO	policy/practice settings	_	evaluating the placement.	placement setting. with others.					
							Formative work = contribute to the work in their placement.	9				
							Formative work = present taking part in interdisciplinary					
				Formative work =		Formative work = plan,	arguments in oral and written group work and communicating					
				independently select and		organise, carry out and	form during the placement. confidently and professionally	•				
				analyse a range of sources			Students will prepare an oral with those in the setting and					
				relating to their placement setting. Summative Assessmen		that they have organised	presentation to the placement any associated people.					
		I.		setting. Summative Assessmen = written report in which	t	independently. Summative	supervisor. Summative Summative Assessment = Assessment = written report in written report in which					
		ľ		students are required to		which students are required to	which students are required to students are required to					
		l:	applicable,	present well-structured,		present well-structured,	present well-structured, present well-structured,					
			assessed	evidenced arguments in		evidenced arguments in	evidenced arguments in evidenced arguments in					
				relation to the placement.	1	relation to the placement.	relation to the placement. relation to the placement.					
				Students are asked to draw								
				upon and apply a broad, critica understanding of educational	•	Students are asked to decide	Students are asked to manage					
				theory and research about their	ir	well-structured, evidenced	their own independent study					
				independent study topic to		argument about their chosen	project by defining the project					
			Progress	policy discussions and debates		independent study topic and	focus, producing project plans,					
		nendent Module	towards	at local, national and		present such argument in	carrying out project tasks and					
Stap	e s Inde	pendent Module	PLO	international levels.		written and oral formats.	evaluating project results.					
		- 1					Formative work = students					
		- 1					develop a study plan on their selected topic and with the					
		- 1					selected topic and with the study supervisor's support, they					
		- 1					set out key matters of interest					
		- 1					in the field, such as issues and					
		- 1					debates or important research					
		- 1				Formative work = research	questions, demonstrating wide					
				Formative work = research chosen topic, drawing on and		chosen topic, developing argumentation (written and	reading of key sources (substantive and					
				applying a broad, critical		oral) by writing essays using	methodological research.					
				applying a broad, critical understanding of educational		oral) by writing essays using policy, practice and research	methodological research, theory and policy, as					
				applying a broad, critical understanding of educational theory and research relating to		oral) by writing essays using policy, practice and research literature and discussing ideas	theory and policy, as appropriate) to give a critical					
				applying a broad, critical understanding of educational theory and research relating to independent study topic.		oral) by writing essays using policy, practice and research literature and discussing ideas with the study supervisor.	theory and policy, as appropriate) to give a critical and balanced account.					
			By working	applying a broad, critical understanding of educational theory and research relating to independent study topic. Summative Assessment =		oral) by writing essays using policy, practice and research literature and discussing ideas with the study supervisor. Summative Assessment =	theory and policy, as appropriate) to give a critical and balanced account. Summative Assessment =					
			By working on (and if	applying a broad, critical understanding of educational theory and research relating to independent study topic. Summative Assessment = demonstrate understanding of		oral) by writing essays using policy, practice and research literature and discussing ideas with the study supervisor. Summative Assessment = demonstrate understanding of	theory and policy, as appropriate) to give a critical and balanced account. Summative Assessment = demonstrate understanding of					
		l:	By working on (and if applicable,	applying a broad, critical understanding of educational theory and research relating to independent study topic. Summative Assessment = demonstrate understanding of policy, research and practice		oral) by writing essays using policy, practice and research literature and discussing ideas with the study supervisor. Summative Assessment = demonstrate understanding of policy, research and practice	theory and policy, as appropriate) to give a critical and balanced account. Summative Assessment = demonstrate understanding of policy, research and practice					
			By working on (and if applicable, assessed	applying a broad, critical understanding of educational theory and research relating to independent study topic. Summative Assessment = demonstrate understanding of		oral) by writing essays using policy, practice and research literature and discussing ideas with the study supervisor. Summative Assessment = demonstrate understanding of policy, research and practice	theory and policy, as appropriate) to give a critical and balanced account. Summative Assessment = demonstrate understanding of					