Course Handbook

BA (Hons) Education and Sociology
2020/21
Course Leader: Paul Doherty
The Centre for Excellence in Learning and Teaching (CELT)

Please read this Handbook in conjunction with the University's Student Handbook.

Contents

1. Welcome to the course

Welcome to the BA (Hons) Education and Sociology course, we hope that you have an interesting, exciting and rewarding time studying with us. This handbook has been produced to provide you with most of the answers to your questions about your course and how it is run. In this handbook, you will find information on what you need to do as a student on the course. There are details on the support we can offer to help you to succeed in your studies, along with practical information.

Some of the content may seem irrelevant at the moment, but as you progress through your course, you will hopefully find most (if not all) of the contents useful. If you have any query relating to your course, look here first: it might not provide the answer, but it may help you to know where to go and who to ask. If you have comments to make about this handbook at any time, please refer these to Paul Doherty, your course leader.

	Paul Doherty
Room	ME417 (Media Factory)
Telephone	01772 893975
Email	pwdoherty@uclan.ac.uk

1.1 Rationale, aims and learning outcomes of the course

Successful completion of the course, including the final year dissertation, will lead to a BA (Hons) in Education and Sociology.

The course provides excellent preparation for careers in teaching, in the broader children's workforce, research and for further study. Please discuss any career plans with our tutors and maximise the benefits you will gain from the course.

Aims of the Programme:

- To provide students with the opportunity to pursue an in-depth critical examination of principles, theories, debates, practices and processes that are fundamental within the disciplines of education and Sociology
- To enable students to foster and develop the ability to critically analyse diverse opinions, theories, perspectives and approaches to research
- To encourage students to engage with an intellectually challenging academic curriculum, focussed on a range of topics, which is informed by existing research data and literature within the field, including the research and scholarly activity of members of the teaching team
- to enable students to benefit from a supportive learning and teaching environment that will assist the academic and personal development of students on the course resulting in the emergence of independent learners with strong employability skills.

As a consequence, students successfully completing this course will be gain skills in different areas:

A. Knowledge and Understanding:

A1. Identify and describe a range of theories and concepts relating to each subject area, and critically evaluate and apply these

A2. Relate discussions within these disciplines to wider social, political, historical, psychological, cultural and theoretical frameworks

A3. Evidence knowledge of the complexity of interaction between learners and learning contexts

A4. Apply a range of primary and secondary sources and the process of research in each disciplinary area

A5. Demonstrate knowledge and understanding of a range of historical periods, topics and issues

B.   Subject-specific skills

B1. Identify and reflect upon past and present theory, policy and practice in order to accommodate new principles and understanding

B2. Select and critically evaluate primary and secondary sources

B3. Demonstrate the application and limitations of research methodologies in Education and Sociology

C.   Thinking Skills

C1. Reflect upon, analyse logically and make informed judgements about core issues and perspectives relating to each subject, drawing upon appropriate evidence and modes of enquiry

C2. Evaluate the effectiveness of various approaches to education and the impact of these upon changing educational practices and processes

C3. Identify and demonstrate skills in analysis and critical thinking

D.   Other skills relevant to employability and personal development

D1. Collect, apply and interpret numerical and other data as appropriate

D2. Express and argue rationally and in concise, clear, logically structured ways, and present evidence appropriate to support the contentions they make through both prose and in oral contexts.

D3. Plan, collaborate and fulfil responsibilities to others when working as a team

D4. Manage individual approaches to workloads and utilise appropriate time management skills

Education Studies

Education Studies is a long established subject which evolved from teacher education programmes and now exists as an academic discipline in its own right. It is concerned with "with understanding how people develop and learn throughout their lives, and the nature of knowledge and critical engagement with ways of knowing and understanding. It offers intellectually rigorous analysis of educational processes, systems and approaches, and their cultural, societal, political, historical and economic contexts" (QAA, 2007, page 1).

Education is a common and significant experience for everyone. It is encountered by us all, but in different contexts, accomplished by different means and with different results. It refers to more than what goes on in schools, colleges and universities. Education involves the acquisition of meanings, values, skills and interests and this can occur at home, at school, at work and at play. Hence there are two broad

concerns within the Education Studies element of this course: *the process of educating, and, the social structures in which this occurs*. In studying these two concerns, the subject draws upon several academic disciplines including psychology, social psychology, sociology, economics, politics, history and philosophy.

Perhaps this can be best illustrated by considering how these disciplines might contribute to the study of education. If we consider the individual we will need to look at concepts such as learning, memory, intelligence, etc. **(psychology)**. However, Education often also involves working with others for example in the formal context of schools and classrooms, and these relationships and their potential influence can be examined **(social psychology)**. The ability to take advantage of whatever opportunities are available might be dependent on a range of social factors such as home environment and school system **(sociology)**.

The process of being educated is often assumed to tie in with obtaining appropriate employment; education might be viewed as an investment of society's resources **(economics)**. Decisions must be taken about resources and about who receives what **(politics)**. The dilemmas which must be confronted in debating these issues and in taking decisions are not new, they have been around for many years **(history)** and there is a wealth of interesting discussion which tries to define 'education' and to distinguish it from 'schooling', 'training' and 'instructing' **(philosophy).**

The Education team at UCLan is a long established and experienced group of educators whom bring a wide range of expertise to the teaching of this programme. Areas of specialism range from early years through to continuing professional development for experienced professionals.

We must emphasise at this point, that the Education element of this degree, will not provide you with qualified teacher status (QTS). In other words, this programme is not a teacher training course. In order to qualify as a teacher, following your degree you will need to study further for another year through a programme such as a Post Graduate Certificate in Education (PGCE), or a variation of in-school training and further study (such as the Schools Direct programme).

For more information about qualifying to teach, you should consult the University's Careers Service, and the Department for Education for the most up to date advice, see the latest [advice on routes into the teaching profession](http://www.education.gov.uk/get-into-teaching)
http://www.education.gov.uk/get-into-teaching

Sociology at UCLan
Sociology remains a subject of enduring fascination and fundamental importance to our understanding of the world in which we live, and of our own place within it. This programme enables you to study Sociology alongside Education, drawing on social, cultural, local, regional, political and economic perspectives.

As well as enhancing your knowledge and understanding, the programme progressively develops your practical expertise in actually doing sociology, and the

more generally transferable skills that the study of sociology entails, including analysis and interpretation of evidence, the arts of persuasive argument and the capacity to work effectively as an individual or as a member of a team.

You will also have the opportunity to study and engage with the ways in which sociology has been communicated to and had an impact on the wider public, through education, policies and popular culture.

For students wishing to pursue post-graduate study at UCLan, a range of MA/MPhil and PhD research degrees are available, together with numerous professional teaching qualifications. Please speak to your Academic Advisor and/ or the careers service if you are interested in finding out about further study options.

Teaching and Learning Strategies
Teaching and learning strategies are designed to enable students to acquire subject specific knowledge, critical facility and transferable skills. In addition, strategies are employed which will enable students to achieve module specific outcomes as outlined in each of the module descriptions.

Our key focus is on learning rather than teaching, and within this we try to emphasise the role of the learner. There is a lot of research which demonstrates factors associated with effective learning:

- people learn best and recall more when they are involved actively in the process - thus we will try to involve you as much as possible in our sessions.
- people appreciate a variety of approaches - we employ a range of learning strategies for this purpose.
- people learn best when they see the contact as relevant and interesting – the teaching team ensure that their modules take into account contemporary policies and practices and often ground teaching in students' own personal experiences
- finally, and by no means of least importance, people learn best when the activity is enjoyable - we hope that this is the case for your studies.

Modules are taught primarily through a combination of lecture and seminar sessions. Lectures are important for explaining often difficult theories and concepts, and in guiding students in the application of these models and methods. Lectures also allow students to enhance their notation and synthesising skills.

In the seminar sessions, emphasis is placed on student activity, both as presenters and as participants in feedback. Seminar discussion and, in some modules, formal presentations enable students to further develop their subject-specific knowledge and understanding, strengthen their communicative skills and pursue research projects whether independently or in teams.

1.2 Course Team

Your course will be led by **Paul Doherty** in Education Studies and your key contact within Sociology will be **Megan Todd**

	Megan Todd	Paul Doherty
Room	LH310 (Livesey House)	ME417 (Media Factory)
Telephone	01772 89 2259	01772 893975
Email	Mtodd2@uclan.ac.uk	pwdoherty@uclan.ac.uk

You will be taught by a team of staff located within either Education or Sociology. In Education the team includes:

	Room	Telephone	Email
Andrew Baron	ME417 (Media Factory)	01772 893219	abaron@uclan.ac.uk
Charlotte Barrow		01772 893113	cljbarrow@uclan.ac.uk
Joanne Doherty		01772 893096	jdoherty@uclan.ac.uk
Paul Doherty		01772 893975	pwdoherty@uclan.ac.uk
Harold Heath		01772 895062	hheath@uclan.ac.uk
Sam Grainey		01772 895063	sgrainey@uclan.ac.uk

1.3 Expertise of staff

Charlotte Barrow

After completing a degree in Education Studies with Politics at UCLan, Charlotte went onto undertake research work and manage European Commission projects in the area of child exploitation online whilst undertaking her Masters in Education Research. She returned to the discipline of Education to lecture in 2004, and became a Senior Lecturer in 2010. Charlotte has taught across a wide range of undergraduate modules, particularly working with Year 1 students, and then focusing on expertise around vulnerable learners and those with disabilities and learning difficulties in the second and third year of the Education programmes.

She completed her PGCert Learning and Teaching in Higher Education and became a member of the Higher Education Academy in 2007, and began her PhD at Lancaster University in 2009, exploring student's learner identities and experiences of higher education from diverse perspectives. Her research and conference activities relate largely to child internet safety and diverse students' experiences in higher education, particularly those entering higher education from Foundation Degrees. She contributes to development across the University as a peer observer for other members of staff undertaking Higher Education teaching qualifications, and sitting on review panels for new course developments.

Paul Doherty

Paul is a Senior Lecturer and Course Leader in the Centre for Excellence in Learning and Teaching (CELT), teaching at undergraduate and postgraduate levels. His specialisms are

educational research and educational and youth disaffection, disengagement, risk and interventions that build resilience. He has a PhD in Education from the University of East Anglia in Norwich; his first degree was in Education here at UCLan. He is an experienced researcher, having worked on numerous governmental and non-governmental projects. Paul is a former student at the University of Central Lancashire and after carrying out research as part of his studies, gained a First in Education Studies and Social Policy. He was subsequently awarded a studentship at the Centre for Applied Research in Education (CARE) and gained his PhD under the supervision of Professor John Elliott, before embarking on a research career, firstly by joining the National Foundation for Educational Research (NFER) as a senior research officer and then by establishing an independent research company, focusing on research with marginalised children and families. Paul's interests are on those disaffected with, or excluded from educational provision, including further and higher education. He has led a number of research projects examining the risks young people face and the ways in which parents, teachers, schools and society can build resilience.

Paul's current research includes an evaluation of a student peer support system, interventions around risk with women in Lancashire, parental involvement, and reparation initiatives with offenders and victims in Merseyside. Previously he has been involved in a before and after study of a family and a community based crime reduction intervention in Oldham, researching the risks around secondary transfer (year 6-8) in Manchester, and researching drug and alcohol use and risk exposure among young people in Manchester (within and outside educational provision). He has previously researched for government departments such as the Home Office and DfES, he has worked on European Union funded projects looking at youth disaffection in Paris, and conducted evaluation for local authorities, government bodies, for Sure Start local projects and for Children's Centres. Paul currently teaches postgraduate research modules within CELT, contributing to Masters, PhD and EdD programmes.

Andrew Baron
Andrew teaches on the BA (Hons) Education Studies programme and the Foundation degree course. His subject specialism is Sociology having gained a BA (Hons) degree in Sociology and an MA in Globalisation Studies. One of his research interests is 'Emotional Well-being and Stress' within the teaching profession in Higher Education, a topic area that he is currently researching as part of his PhD studies

Andrew joined UCLan in September 2014 from Burnley UCLAN where he taught Education Studies and Sociology on the Combined Honours degree programme. At UCLan he teaches different year groups and various modules from the Education Studies degree programme, including 'An Introduction to Education Studies', 'Education for Everyone?', 'Sociology and Education' and 'The Education of Vulnerable Young People and Children'.
Prior to working in Higher Education he worked in the College sector working in both Further Education and Sixth Form Colleges, teaching on various Social Science programmes such as A-level, Access to University and Foundation Degree. Before commencing his career in education he worked in Residential Social Work and Counselling.
Andrew gained his academic and professional qualifications as a mature student, completing his degree in Sociology here at UCLan, followed by a PGCE at the University of Bolton. In 2011 he successfully achieved an MA in Globalisation Studies from Manchester Metropolitan

University. Research interests include sociological related themes in the area of education and specifically the topic of 'Emotional Well-being and Stress' in lecturers within Higher Education.

Joanne Doherty
Joanne is a Senior Lecturer in Education and currently course leader for the MA Educational Leadership (Cyprus). She also contributes to the BA Education and Professional Studies course and leads modules in the areas of Learning, Curriculum and Assessment, Families, Schools and Society as well as being module leader for Education Dissertations. Joanne supervises undergraduate, MA and doctoral students. Her main research interests lie in the area of student experience and identity.

Joanne was awarded an ESRC Studentship in 1997 to study for a PhD in Education at the University of East Anglia, under the supervision of Professor Ivor Goodson and gained her doctorate in 2001. Prior to this she studied at the University of Manchester, where she obtained her MSc in Educational Research, and the University of Central Lancashire where she read Education Studies and Social Policy. After working at the University of Manchester as a Research Associate she was appointed as a Senior Lecturer in Education at UCLan in 2003. Joanne is a Fellow of the Higher Education Academy.

Harold Heath
Harold is a senior lecturer in Education and contributes to the BA Education and Professional studies course along with various Postgraduate teaching and supervision responsibilities.

Harold originally qualified as an Engineer and for several years taught that subject in Further Education. Harold responded to the opportunity joining a team to deliver Initial Teacher Training validated by the University of Manchester. For many years Harold led that team until he joined UCLan in 2011.

Harold's main areas of interest lie in Teaching and Learning, History of Education and the principles of Significant Learning

Sam Grainey

Sam teaches on the BA (Hons) Education Studies programme. Her subject specialisms are Psychology and Education having gained a degree in Applied Social Sciences and an MEd in Educational Psychology.

Sam joined UCLan in March 2018 from Wigan and Leigh College where she taught Education Studies, PGCE and Certificate in Education. At UCLan she teaches different year groups and modules on the Education degree programme including Policy and Practice in Educational Settings, International Perspectives in Education and Theory, Philosophy and Policy in Education.

Prior to UCLan Sam worked in Higher Education in the Further Education sector teaching on teacher training programmes including PGCE (post compulsory) and Certificate in Education, Access to Education courses and A level Psychology and Sociology. Sam also

had a lead cross college role as a New Staff Mentor and worked closely to support teachers in improving teaching and learning. Before working in education Sam worked in the youth service in Wigan with young womens groups and in Droylsden as a play development worker.

Sam completed her teacher training qualification and Masters degree with the University of Manchester and her research interests include psychological related themes in the area of education and teacher development and also mental health and education.

In Sociology your team will include:

	Room	Telephone	Email
Kate Bacon	HA141 (Harrington Building)	01772 893981	kvbacon@uclan.ac.uk
Jessica Marshall	LH108 (Livesey House)	01772 892716	jlmarshall@uclan.ac.uk
Megan Todd	LH311 (Livesey House)	01772 890000	mtodd2@uclan.ac.uk

The tutors will be responsible for modules on your course. For queries about your course you should contact the course leader, Paul Doherty. Where you have a query about a module please contact the appropriate tutor above.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic advice and support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, providing insight and direction to enable you to realise your potential.

In Year One your Academic Adviser will be your Education Studies Seminar Tutor, either Andrew Baron or Sam Grainey. You will be informed which seminar group you will be in during induction. You may want to make a note of your Academic Advisor here:

My academic advisor is:	

In Years 2 and 3 your academic advisor may change. You may want to make a note of any changes here:

My new academic advisor is:	

1.5 Administration details

Campus Admin Services provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance

and advice regarding specific processes such as extenuating circumstances, extensions and appeals. Your administrative Hub is the **Foster Hub** and can be found here:

Foster Building
Room FB0598
Telephone: 01772 891990/891991
Email: FosterHub@uclan.ac.uk

1.6 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

We endeavour to reply to all emails within 2 working days, please bear in mind holidays and other periods where staff may be unavailable.

We will also communicate with you on your module learning spaces and by text, for example, if a lecture were to be changed to another building at short notice. Please ensure we have your correct contact details including mobile telephone number. Written communication will be sent to your contact address so please also make sure you notify us of any changes, for example, if you vacate Halls of Residence in summer.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range. The External Examiner for your course is **Ellie Hill** at the University of Worcester. Her report for each year can be found on your course Blackboard learning space i.e. BA (Honours) Education & Sociology.

2. Structure of the course

2.1 Overall structure

There is a foundation entry course for this programme. The programme specification detailing this is included in the appendix of this handbook.

Your undergraduate course is over 3 years (full time) and structured into two main stages, we call Year One Stage One and Years Two and Three is Stage Two. You have to successfully complete Stage One to progress to Stage Two and successfully complete Stage Two to graduate with your target award.

Full time students usually do 120 credits each year, and need 360 credits to gain their award. The modules you study in each year have a credit value, of 10, 20 or sometimes 30 credits. So, the number of modules you take may vary each year, but each year a full time student would take modules that would lead to 120 credits.

Part-time students may do less, the **most they can do is 90 credits** in any one academic year. The standard length of the course for a full time student is **3 years**, but some students take longer, taking a break (interrupting study) is permitted under certain circumstances.

The course can be seen as 3 blocks of 120 credits at increasingly more demanding levels. You begin at Level 4 and by the end of your course most of your modules will be at Level 6. In fact, 100 of your credits must be at this Level, so most of your third year will be spent studying the more demanding modules.

Year One	120 credits at Level 4
Year Two	240 credits at Level 5 and 6, at last
Year Three	100 of which must be at Level 6 including your dissertation

Each year a proportion of your modules will be in each subject, so we insist that half of the credits you accumulate are in Education.

YEAR ONE	YEAR TWO	YEAR THREE	DEGREE
120 credits	+ 120 credits	+ 120credits =	
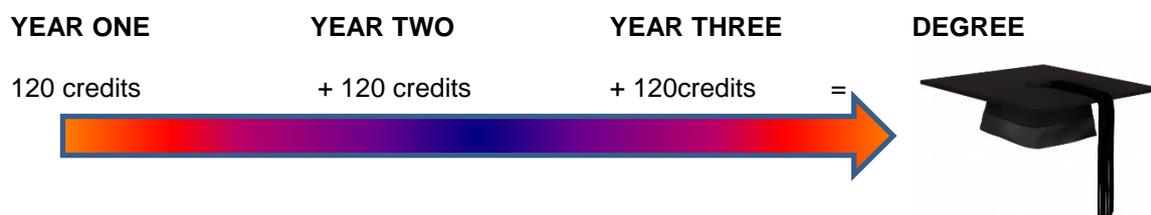
All of your teaching will take place on campus, in teaching rooms, lecture theatres and other appropriate or specialist settings.

On successful completion of Stage One students will progress to Stage 2. In Years 2 and 3 you will take a mixture of compulsory modules and choose from a range of optional modules. The dissertation is compulsory for all students but can be in Education **or** Sociology.

Most Year One modules have a classroom contact time of 4 hours per week, this may be over a single day, or 2 or more days: you may also be required to attend tutorials or group work outside core class contact times. Your placement will be for one day each week, term time only, in semester 2.

At Stage 2 (Years 2 and 3) modules have contact time of 2 or 3 hours, placement modules are for half a day each week within one semester.

A note on placements: the CELT does not arrange placements for students but supports students who take placements. All placement modules in Years One, Two and Three have group sessions, include one-to-one tutorial opportunities and administrative support to assist you. Please not that you will need **enhanced DBS clearance** to work in most settings, which is processed and paid for by the University. You cannot assume that if you already have

enhanced clearance in one setting it will transfer to another, or that clearance gained in the past will carry into a placement. The cost of travelling to and from any setting and any costs incurred are the responsibility of the student. The costs associated with any field trips are not included in the course, students may choose to join events or activities that incur additional costs and these will not be included in the course fee.

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

Current modules are listed on the programme specification at the end of this Handbook. The full list of options indicated may not all be delivered every year, and this may depend on how many students choose that particular option. When accepting your offer of a place to study on this course, you are accepting that not all of these options will be running. At (or before) the start of each year, you will have an opportunity to discuss your course and preferred options with your tutor. The University will do all it reasonably can to ensure that you are able to undertake your preferred options.

At Stage Two (Years Two and Three) students will choose from a range of modules, including approved modules from other subjects and the Free Choice Electives Catalogue
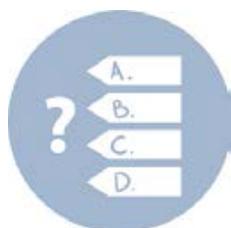
2.3 Course requirements
For changes to 2018 UCAS tariff entry requirements please see our important information. UCLan requires all undergraduate applicants to have a minimum attainment of five GCSEs at grade C/ grade 4 and above, or equivalent, (including Maths and English). International students can usually use their national equivalent level awards.

STANDARD ENTRY REQUIREMENTS FOR 2019-20:

112 Points at **A2**; General Studies accepted
BTEC Extended Diploma: Distinction, Merit, Merit
BTEC Diploma: Distinction*, Distinction*
Pass Access Course: 112 UCAS Points
International Baccalaureate Diploma: 28P
IELTS: 6.0 with no component lower than 5.5
GCSE: 5 at grade C including Maths & English or equivalent

Consideration will also be given to non-traditional qualifications and relevant work experience. Applicants are encouraged to produce evidence of their potential to benefit from the course. Applicants who believe they may be eligible for Accreditation of Prior Certificated and/or Experiential Learning (APCL/APEL) for certain modules will be considered on an individual basis – please enquire direct to the Course Leader.

Your programme of study includes compulsory and optional modules, please refer to the programme specification in the appendix for a full list of these.

2.4 Module Registration Options

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

2.5 Study Time

2.5.1   Weekly timetable

A timetable will be available once you have enrolled onto the programme, through the Student Portal. You will only be able to access this when you are enrolled on your course as it is password protected.

UCLan online timetable

Please check this frequently in case there are room changes at short notice. You must be enrolled on the course and on modules within the programme in order to view the details for that module or course.

2.5.2   Expected hours of study

20 credits is a standard module size and equals 200 notional learning hours. The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study.

This would mean that for a 20 credit module you would expect to spend 6-7 hours or more outside class studying. A typical Year one and Year two module has 3 hour class contact, this can be lectures, seminars and as stated above laboratory tasks or activities beyond the class contact.

In Year One, a typical week would see you in class or lectures on most days, Wednesday afternoon is always reserved for sports and social activities, some modules are year long and Education Studies modules tend to be in either Semester. In Education modules you are likely to be taught on two days in a whole group and your lecture is followed immediately by a seminar, you will be placed into one of two seminar groups. For Sociology the structure varies, so you may have a lecture on one day and then be placed into a seminar or workshop group that meets on a different day. The placement module is flexible in that you would negotiate a day a week that is convenient for both yourself and the setting; often this can be Wednesday afternoon or Fridays. In a typical week you would spend approximately 10 hours in class and the rest in the library or in independent study, including any additional demand to work with peers or a placement in Semester Two.

2.5.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to: **The Foster Hub**

Telephone: 01772 891990 **OR** 01772 891991
Email: FosterHubAttendance@uclan.ac.uk

It is also courteous to inform any module tutors affected by absence, please refer to the contact details above. If you have not gained the required authorisation for leave of absence,

do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

Attendance in timetabled sessions is recorded on the university's Student Attendance Motoring system (SAM). Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that **you must only enter your own details on the system**. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations. You can monitor your attendance record from My UCLan.

International students **have responsibilities under the Visas and Immigration (UKVI) Points Based System (PBS) - you MUST attend your course of study regularly; under PBS, UCLan is obliged to tell UKVI if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly**

3. Approaches to teaching and learning
3.1 Learning and teaching methods
Teaching and learning strategies are designed to enable students to acquire subject specific knowledge, critical facility and transferable skills. In addition, strategies are employed which will enable students to achieve module specific outcomes as outlined in each of the module descriptions.

Our key focus is on learning rather than teaching, and within this we try to emphasise the role of the learner. There is a lot of research which demonstrates factors associated with effective learning:

- people learn best and recall more when they are involved actively in the process - thus we will try to involve you as much as possible in our sessions.

- people appreciate a variety of approaches - we employ a range of learning strategies for this purpose.

- people learn best when they see the contact as relevant and interesting – the teaching team ensure that their modules take into account contemporary policies and practices and often ground teaching in students' own personal experiences

- finally, and by no means of least importance, people learn best when the activity is enjoyable - we hope that this is the case for your studies.

Modules are taught primarily through a combination of lecture and seminar sessions. Lectures are important for explaining often difficult theories and concepts, and in guiding students in the application of these models and methods. Lectures also allow students to enhance their notation and synthesising skills.

In the seminar sessions, emphasis is placed on student activity, both as presenters and as participants in feedback. Seminar discussion and, in some modules, formal presentations enable students to further develop their subject-specific knowledge and understanding,

strengthen their communicative skills and pursue research projects whether independently or in teams.

3.2 Study skills

Students are drawn onto university courses from a variety of academic backgrounds, and bring a range of skills and needs to their studies. For those who feel they need or want some additional support to study more efficiently and effectively, the university offers a number of Study Skills packages. S1200 Study Skills is a compulsory module for Single Honours BA students and is available as an elective for Combined Honours students. For those students requiring additional support, a series of workshops will be organised by the university on topics such as note-taking, reading skills, oral presentations, essay writing and revision and examination techniques. These sessions operate under the banner of 'Wiser' and are provided by the 'i' (see below). Wiser sessions are open to all students, no matter which subjects they are studying.

Students are also encouraged to look at the electives provision where there are a growing number of skills based modules available. There are a variety of services to support students and these include WISER http://www.uclan.ac.uk/students/study/wiser/index.php who offer tailored support to students including help with essay writing and study skills.

Study Skills - 'Ask Your Librarian'

https://www.uclan.ac.uk/students/support/study/it_library_trainer.php

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as "My lecturer says I need a wider variety of sources in my references, what do I do?"
"I need to find research articles, where do I start?"
"How do I find the Journal of ...?"
"How do I use RefWorks?"

3.3 Learning resources
3.3.1 Learning Information Services (LIS)
The best place to start when exploring the Library resources available to you is;
• Your 'Subject Guide' can be found in the Library Resources
• Your 'My Library' tab in the Student Portal
• Library search

Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

You must make the most of all the resources available to you. The library is an obvious place to start. You should learn to use the library effectively and use it to your full advantage. Make sure you participate in any induction sessions that are offered. A full range of 'Getting Started' instruction sheets relating to all aspects of services provided by the LIS (Library and Information Services) can be downloaded from the library website

It is particularly important that you locate the various resources relevant to your subjects, which because of their multi-disciplinary nature, are distributed throughout the library rather than in one easy location. Help and advice can also be obtained from the subject librarians, who can be contacted via the library Helpdesk.

It is also important that you learn how to find and use journal articles, as these represent the most up-to-date sources available to you. UCLan also allows access to a wide range of electronic resources and you can access these here

Specific references to journal articles are included in module bibliographies, and further help in identifying useful journals can be obtained from individual module tutors. Abstracts of articles from some journals can also be found online through electronic journal holdings directories such as Athens; further information on how to obtain passwords and access these resources is available from the library Helpdesk, or from the LIS web pages at http://www.uclan.ac.uk/students/study/it/index.php

There is also a range of useful advice relating Education Studies including details of our subject librarian.

3.3.2 Electronic Resources
LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.

Your course and each module will also have Blackboard spaces where you will find a range of resources such as lectures, reading or learning resources and other support.

3.4 Personal development planning
Personal Development Planning is an important aspect of every student's learning experience at University. It has been defined (by the Quality Assurance Agency) as

"a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement, and to plan for their personal, educational and career development".

As this implies, it is something you are ultimately expected to take responsibility for yourself. The basic idea is that from time to time you should lift your thoughts above the particular assignments or modules you are doing at that moment, and think about where your education is leading you, where you want to be in the future, and what you need to do in order to get there (such as developing particular skills or acquiring new knowledge).

We aim to support you in this process. Through course documentation, including assessment feedback, we will try to encourage reflection on your experience of study and your continuing personal development. At the beginning and end of each year, course leaders will facilitate group sessions around PDP. During the course of the year, your Academic Advisor will be available to advise you on planning and development issues which may arise, including decisions on module choice for the following year, or career possibilities.

You will be invited to complete a PDP record as you progress through your programme. Though this will not form part of the assessment for the programme, it will be retained on your personal file and will help us in, for example, writing references on your behalf for potential employers. Further details of the recording procedure and guidance in completing this will be given throughout your time as a student.

3.5 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it at every level. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is.

These "Employability Essentials" take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self- employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

Careers offer a range of support for you including:

- career and employability advice and guidance
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills
- Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

It's your future: take charge of it!

You will also find the Prospects website very useful: www.prospects.ac.uk

4. Student Support
Information on the support available is at: https://www.uclan.ac.uk/students/

Your key point of contact will be your Academic Advisor (see below) housed in Education, in Year One you will be allocated to Andrew Baron or Sam Grainey on arrival, for progressing students your Academic Advisor will be a member of the BA team (and could also be either of the two above). Finalists are always allocated their dissertation supervisor as Academic Advisor as this allows any careers advice to be personalised to their interests.

At course level you will be supported by Paul Doherty in Education and Megan Todd in Sociology. You can approach either for advice about your course or with queries or problems you might experience.

	Jonathan Colman	Paul Doherty
Room	LH311 (Livesey House)	ME417 (Media Factory)

Telephone	01772 890000	01772 893975
Email	mtodd2@uclan.ac.uk	pwdoherty@uclan.ac.uk

Both Academic Advisor and the course tutors can direct you to specialist services on campus and this could include for advice on housing, finance, or simply where to get involved in sport or social activities.

4.1 Academic Advisors

Your Academic Advisor will support you through your course, as stated above, in Year One your tutor will be allocated to you before you arrive. Their role is to act as appoint of contact

All new students will be given the opportunity to meet their Academic Advisor early in the first semester and you will be asked to book an appointment with them. It is essential that you book and attend this meeting and find out who your tutor is and more importantly, where and how they can be contacted. You might have need of advice within the first few weeks of term . . . so be prepared.

We also urge you to keep in close and regular contact with your Academic Advisor who can provide you with lots of useful information about progression between Stage One and Stage Two and about career opportunities. They are also there to help with your Personal Development Planning (PDP) and it would usually be your Academic Advisor who you would approach for a reference to employers or other institutions when you leave – so they need to know who you are! Your tutor will have successful experience of working with students before your own arrival at the University – and you would be foolish not to take advantage of this.

4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk

4.3 Students' Union One Stop Shop

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: http://www.uclansu.co.uk/
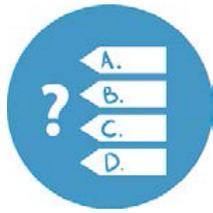
5. Assessment

5.1 Assessment Strategy

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

Your work will be assessed by a range of assessment strategies, including essays, presentations and exams.

Assessment supports your learning throughout the course and ensures that you satisfactorily meet the learning outcomes and make the most of your time here. Modules have different forms of assessment and this purposefully makes different demands on you as a student and allows you to express your ability in different ways.

In Education there are no examinations, whereas in Sociology modules may be assessed by examination, by successful project work and by written assessment.

5.2 Notification of assignments and examination arrangements

You will be notified of the requirements for individual assessments and their respective deadlines for submission and assessment arrangements in your module handbooks. All submissions of coursework are electronic through your Blackboard learning space using the TurnItIn portal.

Module leaders will provide guidance on assessment for each module in handbooks and in class, often as assessment workshops or as information released to students prior to assessment. The marking criteria used and guidance on submission will also be provided to you. All written assignments are marked electronically using Grademark.

5.3 Referencing

Referencing is one of the most important tasks a student has to complete when writing any academic work, such as essays, reports, logbooks, etc. References are used to show where any concepts or ideas you have gained from other writers have come from, or where quotes where found. Failure to reference sources is one of the most serious crimes you can commit as a student, as you are effectively passing other people's work off as your own. This is known as plagiarism and carries severe penalties.

References you use might be from books, journal articles, research reports, government policy documents, reliable websites (see more about this further on), newspaper or magazine reports, or video/ audio sources.

Reasons for including references are:

- To demonstrate that you have engaged in wider reading
- To show that you are aware of key writers and thinkers in your field
- To demonstrate that you are able to identify and select particularly pertinent sections of text
- To support or prove a point you are making
- To demonstrate that writers have differing views on an issue

There are two places in an assignment where referencing **must** occur:

- in the body of the assignment and
- at the end of the assignment.

In Education we use the **Harvard** referencing system, guidelines on how to reference correctly are given by module tutors. Help sheets on referencing are also available from the Helpdesk in the library, and from the university website which links to an excellent guide here

For the Sociology modules, you will be expected to use footnoting and these are detailed in the Assessment Handbook and are also available on the web. Please ask your tutors if you are unsure.

5.4 Confidential material
As part of your studies you may access confidential information, for example about a child or family known to social services during placement setting. You have very clear ethical and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations within any assignments, correspondence or communication. You must not disclose confidential information to others, including your peers or family members.

5.5 Cheating, plagiarism, collusion or re-presentation
Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

You are required to sign a declaration indicating that individual work submitted for an assessment is your own. If you attempt to influence the standard of the award you obtain through **cheating, plagiarism or collusion**, it will be considered as a serious academic and disciplinary offence as described within the Academic Regulations and the Assessment Handbook.

You will be required to use Turnitin for the submission of written assignments and you can access support on this from your module leader. You can use Turnitin to help reference your work correctly and avoid the risk of plagiarism.

5.6 How do I know that my assessed work had been marked fairly?
Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students' assessed work to make

sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades but can act as 'critical friends' and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

There is discretion for the board to award a degree at a higher classification in borderline cases, for example, if a student's average mark was 68.5 or above and certain conditions are met it is possible to award a first class degree. These conditions include the number of modules passed at the higher award level and where appropriate the dissertation grade. Further information about such procedures can be sought from your course leader.

7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give.

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

For example, we recently increased our teaching across the week based on student feedback and have introduced new modules to increase student choice.

The Students' Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means,

The Union's Student Affairs Committee (SAC), members of Students' Council and School Presidents each have particular representative responsibilities, and are involved with decision

making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

.1 Student Staff Liaison Committee meetings (SSLCs)
Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

You may want to become a course representative, this is a student who represents their fellow students' views and opinions to the course team, school, university and students' union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students. You may be asked for your views, whether you get involved as a rep or just share your experiences this is really valued by us.

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).
Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the Students' Union website or by emailing: coursereps@uclan.ac.uk.

School Presidents meanwhile are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who is your School President or more about the role visit the Students' Union website or email: coursereps@uclan.ac.uk

8. Appendices

8.1 Programme Specification(s)

The next section contains the programme specification. This sets out core and optional modules and the range available to you. Please be aware that optional modules can be rotated so not all may be available every year.

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of a combined programme in Sociology and Education, and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

1.	Awarding Institution / Body	University of Central Lancashire
2.	Teaching Institution and Location of Delivery	University of Central Lancashire, Preston Campus Burnley College (Year 1 only)
3.	University Department/Centre	Centre for Excellence in Learning and Teaching
4.	External Accreditation	N/A
5.	Title of Final Award	BA (Hons) Education and Sociology
6.	Modes of Attendance offered	Full Time and Part Time
7.	(a) UCAS Code	LX33
7 (b) JACS Code		X300/L300
7 (c) HECoS Code		100459/100505
8.	Relevant Subject Benchmarking Group(s)	Education Studies, Sociology
9.	Other external influences	N/A
10.	Date of production/revision of this form	April 2018
11. Aims of the Programme		

- To provide students with the opportunity to pursue an in-depth critical examination of principles, theories, practices and processes that are fundamental within education and sociology

• To enable students to explore social divisions and inequalities that characterise different societies and education systems both nationally and internationally
• To enable students to foster and develop the ability to critically analyse diverse opinions, theories, perspectives and approaches to research
• To encourage students to engage with an intellectually challenging academic curriculum, focussed on a range of topics, which is informed by existing research data and literature within the field, including the research and scholarly activity of members of the teaching team
• To enable students to have knowledge of the relevance of social scientific enquiry for areas of social, political, educational and civil life
• to enable students to benefit from a supportive learning and teaching environment that will assist the academic and personal development of students on the course resulting in the emergence of independent learners with strong employability skills.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

Students will be able to:

A1. Identify and describe a range of theories and concepts relating to each subject area, and critically evaluate and apply these

A2. Relate discussions within these disciplines to wider social, political, historical, psychological, cultural, theoretical and political frameworks

A3. Evidence knowledge of the complexity of interaction between learners and learning contexts

A4. Demonstrate knowledge and application of a range of primary and secondary sources and the process of research in each disciplinary area

Teaching and Learning Methods

Lectures, small group work and tutorials (singular or group) are the main teaching and learning methods used to achieve these outcomes.

Assessment methods

Assessment methods are mixed and include essay and report writing, critical book and literature reviews, reflective essays, portfolios and research proposals, group presentations, and poster presentations.

B. Subject-specific skills

Students will be able to:

B1. Identify and reflect upon theory, policy and practice in order to accommodate new principles and understanding

B2. Select and critically evaluate primary and secondary sources

B3. Demonstrate knowledge of the application and limitations of research methodologies

Teaching and Learning Methods
Lectures, small group work and tutorials (singular or group) are the main teaching and learning methods used to achieve these outcomes.

Assessment methods
Assessment methods are mixed and include essay and report writing, critical book and literature reviews, reflective essays, portfolios and research proposals, group presentations, and poster presentations.

C.   Thinking Skills
Students will be able to:

C1. Reflect upon, analyse logically and make informed judgements about core issues and perspectives relating to each subject, drawing upon appropriate evidence and modes of enquiry

C2. Evaluate the effectiveness of various approaches to education and the impact of these upon changing educational practices and processes

C3. Demonstrate skills in analysis and critical thinking |

Teaching and Learning Methods
Lectures, small group work and tutorials (singular or group) are the main teaching and learning methods used to achieve these outcomes.

Assessment methods
Assessment methods are mixed and include essay and report writing, critical book and literature reviews, reflective essays, portfolios and research proposals, group presentations, and poster presentations.

D.   Other skills relevant to employability and personal development
Students will be able to:

D1. Collect, apply and interpret numerical and other data as appropriate

D2. Express and argue rationally and in concise, clear, logically structured ways, and present evidence appropriate to support the contentions they make through both prose and in oral contexts.

D3. Collaborate and fulfil responsibilities to others when working as a team

D4. Manage individual approaches to workloads and utilise appropriate time management skills |

Teaching and Learning Methods

Lectures, small group work and tutorials (singular or group) are the main teaching and learning methods used to achieve these outcomes.

Assessment methods

Assessment methods are mixed and include essay and report writing, critical book and literature reviews, reflective essays, portfolios and research proposals, group presentations, and poster presentations.

13.	Programme Structures			14. Awards and Credits
Level	**Module code**	**Module title**	**Credits**	
Level 6	**Compulsory**			
	ED3993	Education Double Dissertation **OR**	40	**BA (Hons) in Education and Sociology**
	ED3991	Education Dissertation **OR**	20	Requires 360 credits including a minimum of 220 at Level 5 or
	SO3990	Sociology Dissertation	20	above and 100 at Level 6
				180 credits should be in
	Optional			Education
	ED3229	International Perspectives on Education	20	**BA in Education and Sociology**
	ED3223	Families, Schools & Society	20	Requires 320 credits including a minimum of 180 at Level 5 or
	ED3215	The Education of Vulnerable Young People	20	above and 60 at Level 6
	ED3210	Policy and Practice in Educational Settings	20	160 credits should be in Education
	ED3209	Studying Curriculum	20	
	ED3208	Reflective Practice in Educational Settings	20	
	ED3205	The Professional Role in its Context	20	
	SO3003	Understanding Security and Policing in the Twenty-First Century	20	
	SO3020	Sociology of Childhood	20	
	SO3108	Global Social Divisions	20	
	RB3007	Religion, Media & Culture	20	
	HY3064	Thatcher's Britain: 1979-1900	20	
	CJ3027	Human Trafficking & Modern Day Slavery	20	
	CJ3007	Sex, Violence & Strategies	20	
Level	**Module code**	**Module title**	**Credits**	
				Diploma of Higher Education in Education and Sociology
Level 5	**Compulsory**			Requires 240 credits including a
	SO2015	Innovative Research	20	minimum of 100 at Level 5 or
	SO2214	Contemporary Thinkers	20	above
	Optional			

Level	Module code	Module title	Credits	
	ED2243	Diversity and inclusion in Education	20	120 credits should be in Education
	ED2236	Representations of Education in Literature and Film	20	
	ED2218	Experiential Learning in Educational Settings	20	
	ED2216	Academic Writing and Research in education	20	
	ED2212	Models of Teaching and Learning	20	
	ED2205	Sociology and Education	20	
	SO2014	Sexy Bodies; sexuality and the body		
	SO2212	Childhood Inequalities	20	
	SO2103	Sociology of Social Movements & revolutions	20	
	SO2002	Sociology of Religion	20	
Level	**Module code**	**Module title**	**Credits**	
Level 4	**Compulsory**			**Certificate of Higher Education** Requires 120 credits at Level 4 or above
	ED1201	Introduction to Education Studies	20	
	ED1202	Education for Everyone?	20	
	SO1116	Sociological Ways of Thinking	20	
	SO1114	Doing Social Research	20	
	Optional			
	ED1204	Observing Education in Action	20	
	SO1115	Youth, Identity and Difference	20	
	SO1900	Contemporary British Society	20	
	CI1501	Social Construction of Childhood	20	
	CJ1101	Crime and Society	20	
	Students may also wish to choose an elective, such as language, as ONE of their options			
Level 3	**Compulsory**			**Foundation Programme** Requires completion of 120 credits at Level 3. Students who exit after the Foundation Year will receive a transcript of their modules and grades
	HUC110	Essential study skills for higher education	20	
	HUC111	Developing academic knowledge	20	
	HUC114	Target award extended study	20	
	HUC115	Learning by Experience	20	
	Optional			
	EDC101	Introduction to education	20	
	HYC101	Introduction to history	20	
	PIC101	Introduction to philosophy	20	
	SOC101	Introduction to sociology and contemporary religion	20	
	FIC002	Film and Media Theory	20	
	ENC012	Introduction to Literature	20	

	ENC013	Introduction to Creative Writing	20	
	LGC101	Introduction to English Language and Linguistics	20	
	MLC001	Skills for Language Students	20	
	EBC001	Foundation in TESOL	20	
	HUC101	Student Initiated Module	20	
	FZ004	Key Themes in Archaeology	20	
	PSC005	Introduction to Psychology	20	
	PVC001	Introduction to Film-making	20	
	PHC001	Approaches to Photography	20	

15. Personal Development Planning

Personal Development Planning and Transferable skills are integrated into the programme by means of specific elements that are built into each individual module on the programme. In particular, students are encouraged to develop skills (through work placements and other module specific means) which may later lead them to employment in a range of dedicated fields, including: Social Work, Learning Support Professional, Primary or post-compulsory teaching or lecturing, youth work, etc.

In addition, the School of Education and Social Science has facilitated development of practical intelligence and generic skill building, personal reflection and evaluation into an explicit and structured PDP programme. Skills and employability enhancement has been integrated into personal reflection on learning, teaching and assessment for development of core skills, process skills, transferable skills and personal qualities. Academic writing and thinking skills are also developed through seminars in Psychology and Education in year 1.

16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.

STANDARD ENTRY REQUIREMENTS FOR 2018/19:

112 Points at **A2**; General Studies accepted
BTEC Extended Diploma: Distinction, Merit, Merit
BTEC Diploma: Distinction*, Distinction*
Pass Access Course: 112 UCAS Points
International Baccalaureate Diploma: 28P
IELTS: 6.0 with no component lower than 5.5
GCSE: 5 at grade C including Maths & English or equivalent

For changes to 2017 UCAS tariff entry requirements please see our important information. UCLan requires all undergraduate applicants to have a minimum attainment of five GCSEs at grade C/ grade 4 and above, or equivalent, (including Maths and English).

Consideration will also be given to non-traditional qualifications and relevant work experience. Applicants are encouraged to produce evidence of their potential to benefit from the course.

Applicants who believe they may be eligible for Accreditation of Prior Certificated and/or Experiential Learning (APCL/APEL) for certain modules will be considered on an individual basis – please enquire direct to the Course Leader.

17. Key sources of information about the programme
• Prospectus
• Course Fact Sheet
• Course Handbook and Module Guide
• University Website: http://www.uclan.ac.uk
• Education Studies website:
• Open and Applicant days

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Knowledge and understanding				Subject-specific Skills			Thinking Skills			Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	D1	D2	D3	D4
6	ED3991	Education Dissertation OR	COMP or	X	X	X	X	X	X	X	X	X	X	X	X		X
	ED3993	Education Double Dissertation OR	COMP Or	X	X	X	X	X	X	X	X	X	X	X	X		X
	SO3990	Sociology Dissertation	COMP	X	X		X	X	X	X	X	X		X	X		x
	ED3229	International Perspectives on Education	O	X	X	X		X	X		X	X	X	X	X	X	X
	ED3215	The Education of Vulnerable Young People	O	X	X	X	X	X	X	X	X	X	X	X	X		X
	ED3223	Families, Schools and Society	O	X	X	X	X	X	X	X		X	X	X	X	X	X
	ED3205	The Professional Role in its Context	O	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	ED3210	Policy and Practice in Educational Settings	O	X	X	X		X	X		X	X	X	X	X		X
	ED3209	Learning, Curriculum and Assessment	O	X	X	X		X	X		X	X	X	X	X		X
	ED3208	Reflective Practice in Educational Settings	O	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	SO3003	Understanding Security and Policing in the Twenty-First Century	O	X	X		X	X	X		X	X		X	X	X	x

	Code	Module		A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	D1	D2	D3	D4
	SO3020	Sociology of Childhood	O	X	X		X	X	x	x	X	x		x	x	x	x
	CJ3007	Sex, Violence & Strategies	O	X	X		X	X	X		X	X		x	X	X	x
	CJ3026	Crime and New Technologies	O	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	CJ3027	Human Trafficking & Modern Day Slavery	O	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	HY3064	Thatcher's Britain: 1979-1900	O	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	RB3007	Religion, Media & Culture	O	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	SO3108	Global Social Divisions		X	X	X	X	X	X	X	X	X	X	X	X	X	X
	SO2015	Innovative Research	COMP	X	X		X	X	X	X	X	X		x	X	X	x
	SO2214	Contemporary Thinkers	COMP	x	x		x	X	x		X	x		x	x	x	x
	SO2014	Sexy Bodies; sexuality and the body	O	x	x		x	X	x		X	x		x	x	x	x
	SO2002	Sociology of Religion	O	x	x		x	X	x		X	x		x	x	x	x
	SO2212	Childhood Inequalities	O	x	x		x	X	x		X	x		x	x	x	x
	SO2103	Sociology of Social Movements & revolutions	O	x	x		x	X	x		X	x		x	x	x	x
5																	
	ED2243	Diversity and Inclusion in Education	O	X	X	X		X	X		X	X	X	X	X		X
	ED2236	Representations of Education in Literature and Film	O	X	X	X	X	X	X		X	X	X	X		X	X
	ED2223	Parents, Schools and Society	O	X	X	X		X	X		X	X	X	X	X		X
	ED2218	Experiential Learning in Educational Settings	O	X	X	X	X	X	X	X	X	X	X	X	X	X	X

	Code	Module	Type	A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	D1	D2	D3	D4
	ED2216	Preparing for Academic Writing and Research	O	X		X	X	X	X		X	X	X		X		X
	ED2212	Models of Teaching and Learning	O	X	X	X		X	X		X	X	X		X		X
	ED2205	Sociology and Education	O	X	X	X		X	X		X	X	X	X	X	X	X
4	ED1201	Introduction to Education Studies	COMP	X	X	X		X	X		X	X	X		X		X
	ED1202	Education for Everyone?	COMP	X	X	X	X	X	X		X	X	X	X	X	X	X
	ED1204	Observing Education in Action	O	X	X	X	X	X	X		X	X	X	X	X	X	X
	SO1116	Sociological Ways of Thinking	COMP	x	x			x			X	x			X	X	x
	SO1114	Doing Social Research	COMP	X	X		X	X	X	X		X	X	X	X	X	X
	SO1115	Youth, Identity and Difference	O	X	X		X	X	X	X		X	X	X	X	X	X
	SO1900	Contemporary British Society	O	X	X			X	X		X	X			X	X	x
	CI1501	Social Construction of Childhood	O	X	X		x	X			X	X		X	X	X	x
	CJ1101	Crime and Society	O	X	X			X			X	X			X	X	x

18. **Curriculum Skills Map (Foundation Year)**

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes													
				Knowledge and understanding				Subject-specific Skills		Thinking Skills					Other skills relevant to employability and personal development		
				A1	A2	A3	A4	B1	B2	C1	C2	C3	C4	C5	D1	D2	D3
LEVEL 3	HUC110	ESSENTIAL STUDY SKILLS FOR HIGHER EDUCATION	COMP	√	√	√	√			√	√	√	√		√		√
	HUC111	DEVELOPING ACADEMIC KNOWLEDGE	COMP	√	√			√		√	√	√	√	√	√		√
	HUC114	TARGET AWARD EXTENDED STUDY	COMP					√	√	√	√	√	√		√		√
	HUC115	Learning by Experience	Comp	√	√	√	√			√	√	√	√		√		√
	EDC101	INTRODUCTION TO EDUCATION	O					√	√	√	√	√	√	√	√	√	√
	HYC101	INTRODUCTION TO HISTORY	O					√	√	√	√	√	√	√	√	√	√
	PIC101	INTRODUCTION TO PHILOSOPHY	O					√	√	√	√	√	√	√	√	√	√

Code	Title																
SOC101	INTRODUCTION TO SOCIOLOGY AND CONTEMPORARY RELIGION	O					√	√	√	√	√	√	√	√	√	√
FIC001 Option	Film and Media Theory	O					√	√	√	√	√	√	√	√	√	√
ENC012 Option	Introduction to Literature	O					√	√	√	√	√	√	√	√	√	√
ENC013 Option	Introduction to Creative Writing	O					√	√	√	√	√	√	√	√	√	√
LGC101 Option	Introduction to English Language and Linguistics	O					√	√	√	√	√	√	√	√	√	√
HUC101	Student Initiated Module	O					√	√	√		√	√	√	√		
FZ004 Option	Key Themes in Archaeology	O					√	√	√	√	√	√	√	√	√	√
PSC005 Option	Introduction to Psychology	O					√	√	√	√	√	√	√	√	√	√
MLC001 Option	Skills for Language Students	O					√	√	√	√	√	√	√	√	√	√
EBC001	Foundation in TESOL	O					√	√	√	√	√	√	√	√	√	√
PVC001 Option	Introduction to Film-making	O					√	√	√	√	√	√	√	√	√	√
PHC001 Option	Approaches to Photography	O					√	√	√	√	√	√	√	√	√	√

19.   LEARNING OUTCOMES FOR EXIT AWARDS:

Learning outcomes for the award of: Certificate in Higher Education, (Level 4)

1. List key theories and concepts relating to each subject area

2. Link the disciplines to wider social, political, historical, psychological theory

3. Show awareness of interaction between learners and learning

4. Use sources and draw on research in each disciplinary area

5. Show an awareness of a range of historical periods, topics and issues

6. Identify key theories and policies in Education and Sociology

7. Draw on a range of sources

8. List common research methodologies in Education and Sociology

9 Describe core issues and perspectives relating to each subject

10. Consider the effectiveness of various approaches to education and Sociology

11. Demonstrate appropriate thinking skills

12. Collect and use appropriate data

13. Express and articulate arguments

14. Use ICT for gathering and presenting data

15. Collaborate with others

16. Plan and manage workloads

17. Consider future career planning

Learning outcomes for the award of: Diploma in Higher Education, Education and Sociology (Level 5)

1. Identify and describe a range of theories and concepts relating to each subject area

2. Link different disciplines to wider social, political, historical, psychological and cultural theories

3. Outline the interaction that takes place between learners and learning contexts

4. Use primary and secondary sources and show awareness of research in each disciplinary area

5. Outline a range of historical periods, topics and issues

6. Identify theory, policy and practice in order to link these to the disciplines of Education and Sociology

7. Draw on primary and secondary sources

8. Outline appropriate research methodologies in Education and Sociology

9. Make judgements about core issues and perspectives relating to each subject

10. Consider the effectiveness of various approaches to education and the impact of these on practice

11. Demonstrate skills in critical thinking

12. Collect and use appropriate numerical and other data

13. Express, organise and articulate arguments

14. Use ICT for gathering and presenting data

15. Collaborate with others and work as a team

16. Plan and manage workloads and demonstrate time management skills

17. Consider the implications of studies for future career planning

Learning outcomes for the award of: BA Education and Sociology (Level 6)

1. Identify and describe theories and concepts relating to most subject areas, and show evidence of being able to evaluate and apply these

2. Relate discussions within these disciplines to wider social, political, historical, psychological and cultural theories

3. Evidence knowledge of understanding the interaction between learners and learning contexts

4. Apply a range of primary and secondary sources and the process of research in each disciplinary area

5. Demonstrate knowledge of a range of historical periods, topics and issues and related subjects

6. Identify past and present theory, policy and practice in order to link these to new principles and understanding

7. Select and apply primary and secondary sources

8. Demonstrate the application of research methodologies in Education and Sociology

9. Make informed judgements about core issues and perspectives relating to each subject, drawing upon appropriate evidence

10. Consider the effectiveness of various approaches to education and the impact of these upon changing educational practices

11. Demonstrate skills in analysis and critical thinking

12. Collect and apply numerical and other data as appropriate

13. Express, organise and articulate opinions and arguments

14. Use ICT for gathering and presenting data

15. Collaborate with others when working as a team

16. Plan and manage workloads and demonstrate appropriate time management skills

17. Consider the implications of studies for future career planning and professional development