Course Handbook
BA (Hons) Sociology
2019/20
Course Leader: Dr Megan Todd
School of Humanities and Social Sciences

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

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.

COURSE SUBJECT TO CHANGE
This course is subject to formal course review and reapproval by the University during 2018/19 as part of its normal cycle of regular review (a process called Periodic Review). Course information and programme specifications are updated and reviewed as part of this process and course structure and content may be changed to enable the University to deliver a better quality of educational experience to students. This can be in response to various factors including: student feedback; annual reports from external examiners; feedback from the sector or industry advisors or as part of the regular review process by course teams.

This process may well result in changes to the structure and content of the current course as outlined in this Handbook. Any changes made as a result of the process will be immediately included in the course documentation and all students holding current offers will be provided with revised versions prior to the commencement of their programme. If you are not satisfied with the changes, you will be offered the opportunity to withdraw from the programme and, if required, reasonable support to transfer to another provider. The expected timetable for completion of this reapproval process is August 2019.
        *subject to reapproval

Contents

1. Welcome to the course

On behalf of all my colleagues in the School of Humanities and Social Science, I would like to extend a warm welcome to you, and to wish you well for your studies in the School.
We are striving to create a learning community within the School, embracing both staff and students. As with all communities, this includes treating each other with respect and accepting mutual responsibilities.

As staff, we accept the responsibility to provide you with the best quality of teaching and support that we can. We hope you will find your classes interesting and stimulating, and informed by contemporary scholarship and research.

Staff post office hours and contact details (telephone and e-mail) on their doors for you to make individual appointments if you need help. You will have a personal tutor who will be able to give you individual support and guidance with issues affecting your studies. Responsibility for your Subject or Course lies with the Subject or Course Leader who have other tutors to support them in the administration of their programmes.

As students, you also have responsibilities that you need to accept if we are to achieve a real learning community. We expect you to take your studies seriously. You should participate actively in classes so that we can all learn from each other. You also need to take responsibility for your own learning, studying both independently and collaboratively with other students. We also want you to feedback your views about how well we are supporting your studies by making full use of evaluation questionnaires sent to you and participating in staff/student liaison opportunities.

Our aim is to help you to achieve your full potential and, in so doing, to share with us a love of learning.

Dr Andrew Churchill
Dean of School of Humanities and Social Science

THE PROGRAMME

As you are reading this handbook it means you have just embarked on the B.A. (Hons) Sociology degree. The programme team would like to extend a warm and friendly welcome and sincerely hope that you enjoy studying here with us at the University of Central Lancashire.

Sociology is located in the School of Humanities and Social Science in the Livesey House Building. You should familiarise yourself with the location of your tutors' offices and your lecture and seminar rooms. Tutors' rooms are listed in item 1.3 of this handbook and your individual teaching rooms will be available on your timetable. Your timetable is available electronically through the Student Portal. Core modules will automatically be included on your timetable and your optional modules will be included once you have completed the relevant paperwork during induction.

The course will also provide a good foundation should you later choose to progress onto postgraduate study and research in the social sciences, education or social work or be planning to take further study and assessment to gain named professional awards.

Your learning experience starts with this handbook, so please make sure that you keep it and use it. You are setting out to some extent into unknown territory and the handbook provides a

map that will guide your progress. Thorough reading and regular referral to the handbook as you journey through your studies will ensure that you have a clear picture of where you are going and where you should be at any particular time. Although guidance and help is available through a number of channels, the handbook will help you traverse the various twists and turns of your academic journey and any (un)expected complications that arise along the way. As the course progresses, there will be opportunities for you to pursue options and other avenues that enable you to direct your own learning and progress, and we hope you will take full advantage of these to enhance and extend your learning experience, skills and opportunities for the future.

The handbook is updated annually and aims to provide the basic information necessary to plan your studies and complete your chosen award. It should be read in conjunction with

- **The University's Academic Regulations** which are referred to throughout and which can be viewed online via the University website
- **Module Handbooks,** provided by module tutors, which give detailed information about the content, timetable, learning opportunities, and the work that students will be required to submit for each specific module they study. In addition, the module handbooks will provide a list of resources to enable students to plan their reading and research.

We look forward to working with you over the course of your studies and wish you every success in meeting your goals.

1.1 Rationale, aims and learning outcomes of the course

The sociology programme at UCLAN is designed to provide a focused exploration of four central themes within sociology: social theory; research methodology; Inequalities and social divisions; culture and identity. We aim to provide you with the tools by which you can examine and evaluate how societies function, and how the lived experiences of individuals within larger society impact and are impacted in turn. We want you to be able to put these experiences into the correct historical, geographical, cultural and demographical contexts, and to be aware of how social change happens. The four important strands of social theory, research methodology, inequalities and identity run through all Sociology modules, sometimes with one theme more emphasized than others, but they provide the 'backbone' of the whole programme. All modules on your course are selected with the following aims in mind:

AIMS OF THE PROGRAMME

- To enable students to develop an understanding of the theoretical approaches and methodology of sociology
- To explore the social divisions and social inequalities that characterise different societies both nationally and internationally
- To examine the social significance of culture and identity
- To encourage awareness of the value of comparative analysis in both contemporary and historical contexts
- To promote opportunities for the critical analysis of social processes
- To enable students to have knowledge of the relevance of social scientific enquiry for areas of social, political and civil life
- To create a supportive teaching and learning environment that will assist students' academic development and seek to develop the wider potential of students from all educational backgrounds

As a consequence students successfully completing BA (Hons) Sociology will develop

Subject Knowledge and Understanding

Students will be able to:

- Examine key concepts and analyse theoretical perspectives within sociology
- Examine the social processes underpinning social change
- Critically evaluate social research methods and methodologies and identify a range of research issues relevant to social science research
- Develop a critical awareness of social inequalities, social diversity and social divisions
- Explore the role of culture and identity in shaping social life
- Appreciate the value of comparative analysis
- Examine the relationship between individuals, groups and social institutions

Subject Specific Skills

Students will be able to:

- Recognise sociologically informed questions and their relevance to social, public and civil policies
- Evaluate competing perspectives, debates and theories within the discipline of sociology
- Evaluate the findings of empirical social research and assess the fitness for purpose of particular methodological approaches
- Select and use appropriate research tools
- Recognise the ethical dimensions of social research
- Discuss sociological topics in light of current debates
- Devise a research project involving independent study, the location of appropriate sources and the analysis of relevant material relating to the academic study of sociology

Thinking Skills

Students will be able to;

- Assess the merits of competing sociological perspectives and explanations
- Demonstrate independent thought
- Recognise the appropriate applications of theoretical and methodological positions.
- Obtain, summarise and synthesize material from a range of sources
- Produce reasoned and evidence-based arguments

Employability and Personal Development Skills

Students will be able to:

- collect and evaluate information from a variety of sources
- communicate ideas and arguments effectively

- study independently managing deadlines, and displaying commitment to the principle and practice of life long learning.
- work as part of a team
- demonstrate that they understand the relevance of social awareness to their career

Each module has specific learning outcomes – please refer to module handbooks for further details.

1.2 Course Team

Name	Email	Telephone	Room
Megan Todd Senior Lecturer Course Leader	MTodd2@uclan.ac.uk	01772 892259	LH310
Jessica Marshall Senior Lecturer	JLMarshall@uclan.ac.uk	01772 892716	LH108
Zachari Duncalf Lecturer	zduncalf@uclan.ac.uk		LH 310
Kate Bacon Senior Lecturer	KVBacon@uclan.ac.uk	01772 893981	LH220
Caroline Blunt	CBlunt1@uclan.ac.uk	01772 893027	LH117

1.3 Expertise of staff

Dr Megan Todd researches issues relating to gender, sexuality and violence all of which underpin her teaching. Her doctoral research was on community responses to lesbian domestic violence. She joined UCLan in January 2013. Prior to this she lectured for over four years at Robert Gordon University in Aberdeen. Whilst completing her ESRC-funded PhD at Newcastle University, she taught at the universities of Newcastle and Sunderland and was research assistant on a British Academy project investigating educational capital and same-sex parenting and an ESRC-funded project researching into LGBT equalities initiatives in local government. Before returning to Higher Education, she taught English at a secondary school in Cumbria. She is currently involved in supervising three PhD projects and is writing a textbook on sexuality for Sage.

Jessica Marshall qualified with a BA (Hons) in Sociology from the University of Central Lancashire. She has since gone onto qualify for her MA in Sociology which explore issues of 'underdevelopment' in East Africa. Jessica has completed her PGCE in Further Education and is presently undertaking her PhD which explores issues relating to childcare and the Christian community. Jessica is a qualified

work based assessor and has been involved in teacher training at Preston College. Jessica worked as a researcher at the University of Bolton for three years where funding was granted by the European Social Fund (ESF) to explore barriers to progression within the retail sector for ethnic women. Jessica is an advocate of widening participation at the University and is involved in several activities to encourage students from deprived areas to consider higher education. This includes delivering taster sessions in sociology to students involved in 'junior university'. Presently she is involved in organising a student conference that will showcase the excellent work achieved by undergraduate students within ESS.

Dr Caroline Blunt joined UCLan in January 2017 following a career break and a relocation to the north west of England. She completed her ESRC funded PhD at Goldsmiths College, London where she was based at the Centre for Urban and Community Research (CUCR). Her PhD was a multi-sited ethnography of the making of home which reflected and developed her broad long-standing research interests in sociological understandings of space, place, home and everyday life but also her passion for and commitment to qualitative research methods. Other significant research experiences include working as a Research Assistant at CUCR on a Participatory Action Research (PAR) project addressing the public perceptions of refugees and other migrants. Over the course of her career, she has moved in and out of academia, working for the Citizens Advice Bureaux, managing a primary health care centre for homeless people in East London and through VSO's undergraduate training programme, working in a NGO undertaking gender-sensitive community based research in Lusaka, Zambia. This multi-sector career reflects her commitment to the practice of a critical, theoretically rich public sociology and informs her enthusiasm to work in a multi-disciplinary way. She is looking forward to experiencing her first full academic year at UCLan, supporting students in their academic development through teaching and dissertation supervision, collaborating with colleagues to develop projects and events based on shared interests and working on a series of publications from her research.

Dr Zachari Duncalf is an academic and experienced researcher, trainer and consultant within the in care and leaving care sector. She has undertaken numerous service evaluations and pieces of research into the experiences of young people in care and care leavers of all ages. Recently these projects have focused on identity, the experience of going into care, the experiences of leaving care, the longer term effects of care and periods of transition. I am currently a trustee of the British Association of Adoption and Fostering (BAAF) and Ambassador for the Care Leavers' Association.

Dr Kate Bacon is a Senior Lecturer in the School of Education and Social Science. Her academic training was in sociology and anthropology. She has conducted social research with children, exploring their experiences of twinship and, in a separate project, exploring their career aspirations. She has published on a range of topics including twinship and identity, children's citizenship, theoretical developments in childhood studies, researching children and children's attitudes towards nursing. She has discussed her book Twins in Society with Laurie Taylor on his Radio 4 show *Thinking Allowed*'. She is the academic consultant for The Centre of Excellence in Social Learning and is a peer reviewer for a range of journals including Children & Society and Qualitative Sociology Review.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic 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, including developing skills in self-awareness, reflection and action planning.

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.

Allen Building

Medicine
Dentistry
telephone:
email:

Harris Building

Lancashire Law School
Humanities and the Social Sciences
Centre for Excellence in Learning and Teaching
telephone:
email:

Foster Building

Forensic and Applied Social Sciences
Pharmacy and Biomedical Sciences
Psychology
Physical Sciences
telephone:
email:

Computing and Technology Building

Art, Design and Fashion
Computing
Physical Sciences and Computing
Film, Media and Performance
Engineering
Journalism, Languages and Communication
telephone:
email:

Greenbank Building

Sport and Wellbeing
Management
Business
telephone:
email:

Brook Building

Community, Health and Midwifery

Nursing
Health Sciences
Social Work, Care and Community
telephone:
email:

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.

This is the first point of urgent and other contact between you and your tutors. It may be that we need to change rooms, or postpone sessions. We may also text you if we have your contact details.

You can also contact us by email (see 'Meet the Team'), however as staff are teaching and have other commitments you may not receive an immediate response. Please do not expect a response after 5.00pm during the week, or at weekends and allow at least 2 working days for a reply, or longer if the tutor is away from the University and you may have to contact someone else.

Tutor office hours

Teaching staff in the School of Humanities and Social Science generally have 'Office Hours', that is, published times of their availability. These are displayed on their doors, so ensure that you are familiar with them. These hours are times that staff reserve for student contact. This is when you can go to speak to your tutors on a one-to-one basis.

Staff can also be contacted by email, however, again due to other commitments, please be aware that you may not receive an immediate response.

Student Portal and Blackboard

This is the page you will be automatically be sent to when you log in to the University network, giving you personalised access to your timetable, services, online resources, your academic record, news, etc. It also gives you access to Blackboard or eLearn, UCLan's virtual learning environment. Here you will find all the information you need regarding your modules, for example module handbooks, lecture notes, learning resources, reading lists etc. Staff may communicate information to you and you may be expected to contribute to discussion boards, so please check Blackboard regularly. You will also submit assignments electronically through Turnitin on Blackboard. More about this will follow later in the handbook and at induction.

a. Induction information

The induction week is designed to ensure you have smooth transition into University life. It is a key form of initial communication that will inform you of all the details you need to know regarding your programme and timetables etc. It also introduces you to University

procedures and academic regulations, as well as having the opportunity to meet Academic Staff and current students as well as make new friends.

There are sessions during the induction week where you will have to absorb much information; there are also sessions that you will have to participate in. These are all extremely important to prepare you for teaching, learning and personal involvement on the programme.

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.

The External Examiner for BA (Hons) Sociology is:

Dr Rachela Colosi, University of Lincoln

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.

2. Structure of the course
2.1 Overall structure
All degree courses are divided into two parts, known as Stage One and Stage Two. In practical terms, Stage One is the first year of a full time course and Stage Two is the second and third years.

Courses at the University are also *modular*. Modules in Stage One are called Level One modules and begin with a figure 1, for example HY1101 and HY1123. Modules in Stage Two are divided into Level Two, e.g. HY2001 and HY2098, and Level Three, e.g. HY3990 and HY3062.

The University of Central Lancashire has three basic sizes for modules:

standard module	:	20 credits
double module	:	40 credits
half module	:	10 credits

In order to graduate, you need to have accumulated a total of 360 credits. You will normally take modules adding up to 120 credits in each year of full time study. Please note that some modules are core or compulsory and others are optional. This means that you must study the core/compulsory module components but have a choice of which optional module(s) you may study. The university also offers students an opportunity to study an 'elective' module in years one and two. There is a wide range of elective modules available, and they offer you an opportunity to study an area of interest that may or may not be related to Sociology. For

more information on elective modules speak to your Course Leader, or Personal Tutor or visit: http://www.uclan.ac.uk/students/free_choice_electives.php

Each module has its own learning outcomes and assessments. This means there may be a number of different assessment elements such as assignments, exams, and presentations. These may be weighted differently. (For instance, a module may have an assignment worth 40%, a presentation worth 20% and an exam worth 40%.)

In order to pass the module you normally have to achieve 40% overall. In some modules, you also need to pass each element as well. **It is important that you read the assessment rules for each module carefully.**

Further particulars regarding your Sociology programme will be discussed in detail at the induction events and by your Course Leader and Personal Tutor throughout your degree.

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. The following table outline the modules available for each year of study. Core modules – modules which everyone following this programme *must* take – are highlighted in bold print.

	BA (Hons) Sociology
	Year One
SO1116	**Sociological Ways of Thinking**
SO1114	**Doing Social Research**
SO1900	British Society since 1950
SO1004	Media, culture and identity
SO1115	Youth, Identity and Difference
CI1501	The Social Construction of Childhood
CJ1101	Crime and Society
DF1113	Communities, Cultures and Identities
ED1202	Education for Everyone?
HY1117	State and Society: Europe c1815-1914
PO1101	Power, Politics and the State
VO1006	Volunteering and community action
VO1008	Peer led outreach education
ECTV	Elective (such as a Language)
	Year Two
SO2214	**Contemporary Thinkers**
SO2015	**Innovative Research**
SO2002	Sociology of Religion
SO2103	The Sociology of Social Movements
CI 2008	Diversity & Inclusive Practice with Children & Adults
ED2205	Sociology and Education
CJ2007	Understanding interpersonal violence

VO2001	Mentoring in the community
ECTV	Elective (such as a Language)
HY2098	The Good, the Bad and the Downright Evil. Perceptions of Crime and Punishment in England 1700-1900
	Year Three
SO3990	**Sociology Dissertation**
SO3108	Global Social Divisions
SO3110	Sociology of Disability
SO3004	Sexy Bodies: Sexuality and the Body
SO3020	Sociology of childhood
SO3003	Understanding Security and Policing in the Twenty-First Century
CJ3007	Sex, Violence and Strategies
CJ3027	Human Trafficking and 'Modern Day' Slavery
CJ3026	Crime and New Technologies
HY3064	Thatcher's Britain 1979-1990
RB3007	Religion, Media and Culture
ET3981	Student Initiated Module
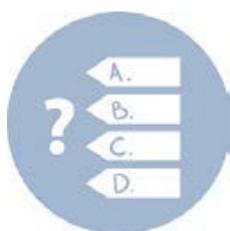
2.3 Module Registration Options

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.

2.4 Study Time

You should ensure that outside of your lectures, seminars and workshops, you prepare by reading both set readings and researching the topics set for the week in advance. This is so that you arrive to your classes fully prepared and ready to join in discussions and ask relevant questions that can help further your knowledge and understanding of the topics we review. Independent study for first and second year students is 160 hours *per module* each semester. In short, your independent study time should average out at 30 hours a week if you are a full time student; this is in addition to time you spend in class.

2.4.1 Weekly timetable

A timetable will be available once you have enrolled on the programme, through the student portal.

2.4.2 Expected hours of study

20 credits is a standard module size and equals 200 notional learning hours.
Level 6 modules range between 30 and 60 hours of scheduled teaching and learning hours per 20 credit module.

On average a level 2 module at university will run for three hours per week and a level three module at university will run for two hours a week. Students will normally have seven hours of timetabled classes per week.

Independent or private study is a major part of University life. Contact hours are where teaching, learning and support take place, and independent study time is where you develop your learning, prepare for lectures and seminars, read, conduct research and complete your assessments. Higher education timetables are structured to enable you to spend a great deal of time studying independently. The work you submit will be individual and your study time allows you to develop yourself fully.

As an adult learner you must manage your own time. More importantly you must remember that if you are on a full time degree programme, you must study full time hours. You will not be successful if you do not undertake independent study.

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2.4.3 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 your course leader **Megan Todd.**

You can check your attendance record through MyUclan.

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.

Student attendance is monitored through a university data system called SAM (Student Attendance Monitoring). You can check your attendance record online through myUCLan. 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.

International students should be aware of their responsibilities under the UK Border Agency (UKBA), Points Based System (PBS). You MUST attend your course of study regularly; under PBS, UCLan is obliged to tell UKBA 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 Expertise of staff
All our staff are research active and have made a significant contribution to research in the field of Sociology and teaching and learning, and within the School of Humanities & Social Science. Our teaching is research informed and as you progress with your course you will become familiar with tutor's research interests. We work in partnership with the wider community and other educators, locally, nationally and world-wide, and our teaching and learning and research expertise is reviewed by our peers.

3.2 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. You are expected to fully participate in these teaching and learning methods.

Sociology modules are taught primarily through a combination of lecture, seminar and workshop sessions, with additional individual tutorial sessions. Lectures and/or seminars are interactive, and are supported by 'Blackboard'. Learning is student centred and assessment will be based on coursework, including academic essays, presentations, blogs, posters, reports and critical reviews and individual projects. Some modules have in-class tests, which are always 'seen' exams – this means that students receive the test paper at least a fortnight before the test so that you can prepare. Formative assessment takes place throughout the programme facilitated through discussions and/or debates, self-reflection, peer interactive work, ICT chat/discussion boards and Personal Development Planning (PDP).

All our students have an academic adviser and staff time is particularly devoted to seeing students on an individual tutorial basis to supplement the teaching in lectures and seminars. An extensive stock of books, articles and documentary sources is available in the University library. This stock is supplemented by materials that tutors make available in class and by e-learning. Computing facilities are available in open access rooms, including use of word processing, a wide range of software packages, email and the Internet.

You will be required to prepare for lectures and seminars occasionally by reading specified texts, but also through accessing information from independently retrieved sources; undertaking specific research, or taking part in activities on Blackboard etc. This is an important part of your programme to support and enhance your learning, therefore it is imperative that you fulfil all independent study as instructed by your tutors.

Your academic development will be assessed as you progress through the programme and discussions will take place with your Course Leader and Module Tutors.

3.3 Study skills

Sociology students are drawn from a variety of academic backgrounds, and bring a range of skills and needs to their studies. As teaching and learning in universities is very different from the way you may have been taught in school or college, so is the way we expect you to express your learning and ideas and ultimately how we expect you to convey this orally and in written form. You will receive guidance on this during the first semester of your first year, but we revisit study skills in several other modules as your course progresses.

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. 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 are open to all students, no matter which subjects they are studying. There are a variety of services to support students and these include: WISER http://www.uclan.ac.uk/students/study/wiser/index.php

Students are also encouraged to look at the electives provision where there are a growing number of skills based modules available

3.4 Learning resources
3.4.1 Learning Information Services (LIS)

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.

3.4.2 Electronic Resources

Access to Computer Network:

The main area within the University for accessing the computer network is through the open access terminals on the third floor of the library. The first place to ask for help and advice is via the Help Desk on the first floor. The School of Humanities and Social Science has its own dedicated computer room on the first floor of Livesey House, room LH123. There are also a number of rooms around the university which can be used by students at various times. Some are used for teaching or are reserved for specific subjects at particular times, but are available for general use at other times. Timetables are normally posted outside these rooms, showing availability. Details of their location can be found at the Helpdesk in the library.

Access to the library (LLRS) and the computer network is only available to students who have enrolled and collected their student ID card. Information sheets on accessing the network and using the university's IT facilities are available during Induction Week and can also be found in the library entrance or from the Helpdesk on the first floor.

Blackboard

All course and module information, and many resources used in class and for preparation for class are found on Blackboard. This will include power point presentations; however, please don't imagine that the bullet points and quotations you find on powerpoint slides constitute the whole of the lecture experience, and do not be led into thinking that you can just miss classes and 'catch up' by substituting the powerpoint for the real thing; this doesn't actually work as most lecturers do not place all their notes or thoughts on the slides, and in any case, our classes are interactive. Your Course Leader and module tutors will discuss this further.

Access procedure for Blackboard

You can access the material for this course via the 'Student Lobby' icon at the top of the University home page.

You cannot save work in Blackboard, so you will need to either print it off or save the documents into Word/Power Point on your own drive.

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. It is much more than a book storage facility as it provides comfortable, flexible study spaces and a wealth of excellent learning resources, extensive collections of information sources and expert help and support from Library staff. As well as access to thousands of books, audiovisual materials and journals, highlights include:

- Extensive [opening hours](#) A wide range of different [study environments](#) for both individual and group study including bookable study rooms and pods.
- Laptop loan scheme.
- A large number of [electronic resources](#) which are available wherever you have access to the internet. It is important that you learn how to find and use journal articles, as these represent the most up-to-date sources available to you.

  Specific references to journal articles are included in module bibliographies, and further help in identifying useful journals can be obtained from individual module tutors. Further information on how to obtain passwords and access these resources is available from the library Helpdesk, or from the LLRS web pages at

The library also offers:

- Media suite containing Apple Macs.
- [Self service issue and return facilities](#).
- Open access PCs and wireless access throughout the building.
- Café and vending machines.

 Full details of what the library has to offer can be found at
http://www.uclan.ac.uk/library/index.htm

3.5 Personal development planning

PDP is developed throughout the programme through the encouragement of personal reflection and self-awareness. Particular attention is devoted to PDP in the core modules. At all levels there are required components of the assessment relating to employability, which are supported by in-class group tutorial sessions.

Throughout your study at UCLan you will also:

•   develop skills of reflection on their academic, personal and professional development

•   increase self awareness of your skills, qualities, attitudes and capabilities

•   improve your learning and performance

•   identify strengths, weaknesses and needs and direction for change

•   set goals and plan action for developing, monitoring and reviewing your progress

•   plan realistically for your career progression and manage your career development and lifelong learning

You will be encouraged to utilise and transfer these skills across the programme and in future study and career progression.

3.6 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. 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.

You will be able to record your journey using Pebblepad, the university's e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan.

It's your future: take charge of it!

Careers offers a range of support for you including:-
- career and employability advice and guidance appointments
- 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.

The Sociology programme incorporates employability skills within the curriculum within core modules at every level of your study. You might also consider taking the placement modules which put you in the centre of communities that you are studying as part of your degree course. These are available at every level of your programme.

All students have the opportunity to spend a semester overseas. Most commonly Sociology students choose an American institution, although there are opportunities to study in a range of European countries through the ERASMUS programme.

Many of our Sociology graduates have gone on to very successful teaching careers at all educational levels. Others have found their vocation in community work, social work, local government and in policy development. However, the emphasis placed on key skills means Sociology graduates are able to apply these skills in differing contexts and have confidence and ability to work effectively in a varied range of occupations. Past examples include police and probation services, child protection charities and agencies, working with charities and with refuges, in banks and housing.

4. Student Support

The University provides a comprehensive support network, but it is not always clear who you should contact with specific queries or problems. For immediate support you should contact a member of the Sociology team and the following is a basic guide (also refer to Section 1):

Course Leader –   Megan Todd - Overall course related queries

Module Leaders -   For module specific issues these are the staff you contact first if you have any academic queries.

You will receive a handbook for each module which will include all information regarding that module.

Personal Tutor -   Is an academic member of staff who is allocated to you; providing support with your studies, helping you understand what is expected of you as a student and directing you to relevant University support agencies as necessary. Your Personal Tutor will be available to listen to any concerns you have and then advise you as best they can on how to resolve them. As your Personal Tutor is an *academic* expert, they may need to refer you onto someone who has more experience of other areas where you may be having problems. The induction sessions will discuss this further, as well as allocating you your Personal Tutor (see 1.4 below).

Administrative support -   Campus Admin Services provides academic administration support for students and staff and are located at Harris Hub. The hub is open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. Any questions about the administrative way the course is organised should be made at this office. The student office is where you should go with questions about your student details, and for most forms. These include assignment cover sheets, extension forms, and so on. However, most of your administrative questions could be answered by checking on MyUclan first

4.1 Academic Advisors

Explain the role of the Academic Advisor for this course. How does the relationship work? How often will Academic Advisors arrange to meet with students and for what purpose? How should students prepare effectively for these meetings?

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

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

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.
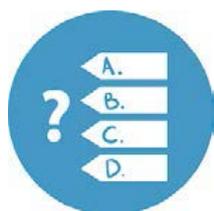
5.1 Assessment Strategy

There are different types of assessment, such as essays, projects, group seminar presentations, reviews, reports and some pre-seen examinations. In Year 1 most modules are assessed by coursework but a very small number include a pre-seen examination. Students see the examination questions a few weeks before sitting the examination to allow preparation.

Almost all Year 2 and all Year 3 modules are assessed by coursework alone; core modules are coursework-assessed.

5.2 Notification of assignments and examination arrangements

There is a formal procedure for handing in assignments which all students must follow. Each individual module handbook will outline the requirements for assessment, including deadline dates and submission details. Please ensure you read these details carefully.

Coursework

For everything apart from assessed blogs, you will **submit a copy of the assignment through Turnitin. There is no exception to this rule.**

Assignments must <u>not</u> be handed to individual tutors or given in to the School Office unless you are specifically instructed to do so by the module tutor.

Using TurnitinUK

- Log in to Blackboard and enter the relevant module

- Locate the relevant TurnitinUK assignment icon and click on it.

- Click the submit button next to the assignment title in the inbox.

- Select file upload from the pull-down menu entitled 'Submit a paper by' (at the top of the submission box).

- Enter the submission title (title of assignment).

- Click the browse button and locate the file for submission on your computer.

- Click submit (top right-hand corner).

- The document you are submitting will be displayed. Check that you are submitting the correct piece of work! This must be the same as your paper submission!

- Click Yes, submit *(Note: you can only submit a piece of work once!)*.

- A digital receipt will be displayed. You have successfully submitted your assignment.

Detailed instructions will be provided at the beginning of the semester.

If you are still unsure of the procedure ask your module leader/seminar tutor for assistance and guidance

Examinations and Seminar Presentations/assessed work

You will be provided with clear guidelines and schedules etc. for this type of assessment in class and in the module handbook. If still unsure, please check with the relevant module tutor.

5.3 Referencing
Referencing is a vital part of academic work and you will be expected to use it, moreover using the correct method for Sociology (Harvard). This is taught in your first year core module SO1116 and the guide is also attached to this handbook.

5.4 Confidential material
As a student you have ethical and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations within your assignments. If unsure you must check with your module tutor.

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.

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.

7. Student Feedback

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. Previously, in response to student comments, we have amended dates for assignments, types of assignment, organisation of modules, in addition to a range of other alterations.

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.

7.1 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.

8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

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

Sources of information on the programme can be found in Section 17

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	Preston Campus Runshaw (Year 1)
3. University School/Centre	School of Humanities & Social Science
4. External Accreditation	N/A
5. Title of Final Award	BA(Hons) Sociology
6. Modes of Attendance offered	Full time and part time
7. UCAS Code	L300
8. Relevant Subject Benchmarking Group(s)	Sociology
9. Other external influences	N/A

10. Date of production/revision of this form	May 2017

11. Aims of the Programme

Sociology at UCLan offers students a coherent and flexible degree course that allows students to pursue their own areas of interest within sociology while also providing them with a solid foundation in the discipline and a range of personal and professional skills which will serve as a springboard for their future career development. There is a need now to enhance the programme, in order to bring us in line with our competitors and the following minor changes would facilitate this. The new programme is carefully designed to enable students to gradually develop their knowledge and skills during the course of a three year degree and enable them to acquire a 'sociological imagination.' Additional modules construct a clear sense of progression through the three year programme. Links between research and undergraduate teaching are an important and distinctive feature of the programme, and the combined research experience and competencies of staff have shaped its design, content and delivery. Currently, sociology enjoys successful collaboration with other degree programmes such as criminology, psychology, social policy and education: the development of the course would provide more scope for future joint degree programmes across the university. Many of the changes involve bringing back previous modules and thus would not involve significant costs in terms of development.

- To enable students to develop an understanding of the theoretical approaches and methodology of sociology
- To explore the social divisions and social inequalities that characterise different societies both nationally and internationally
- To examine the social significance of culture and identity
- To encourage awareness of the value of comparative analysis in both contemporary and historical contexts
- To promote opportunities for the critical analysis of social processes
- To enable students to have knowledge of the relevance of social scientific enquiry for areas of social, political and civil life
- To create a supportive teaching and learning environment that will assist students' academic development and seek to develop the wider potential of students from all educational backgrounds

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

Students will be able to:

A1. Examine key concepts and analyse theoretical perspectives within sociology

A2. Examine the social processes underpinning social change

A3. Critically evaluate social research methods and methodologies and identify a range of

research issues relevant to social science research

A4. Analyse social inequalities, social diversity and social divisions

A5. Explore the role of culture and identity in shaping social life

A6. Appreciate the value of comparative analysis

A7. Examine the relationship between individuals, groups and social institutions

Teaching and Learning Methods

Lectures, Interactive Seminars, Group Work, Group & Individual Tutorials, Research and Independent Study, Workshops, Student Presentations, Audio-Visual Sources, Blackboard Support

Assessment methods

Summative Assessment: Individual Presentations, Group Presentations, Literature Reviews, Essays, Exams, Reports, Critical Review/Analysis, Reflective Reports, Dissertation.

Formative Assessment: discussions and/or debates, self-reflection, peer interactive work.

B. Subject-specific skills

Students will be able to:

B1. Recognise sociologically informed questions and their relevance to social, public and

   civil policies

B2. Evaluate competing perspectives, debates and theories within the discipline of sociology

B3. Evaluate the findings of empirical social research and assess the fitness for purpose of particular methodological approaches

B4. Select and use appropriate research tools

B5. Recognise the ethical dimensions of social research

B6. Discuss sociological topics in light of current debates

B7. Devise a research project involving independent study, the location of appropriate

   sources and the analysis of relevant material relating to the academic study of sociology

Teaching and Learning Methods

Lectures, Interactive Seminars, Group Work, Group & Individual Tutorials, Research and Independent Study, Workshops, Student Presentations, Audio-Visual Sources, Blackboard Support.

Assessment methods

Summative Assessment: Individual Presentations, Group Presentations, Literature Reviews, Essays, Exams, Reports, Critical Review/Analysis, Reflective Reports, Dissertation.

Formative Assessment: discussions and/or debates, self-reflection, peer interactive work.

C. Thinking Skills

Students will be able to

C1. Assess the merits of competing sociological perspectives and explanations

C2. Express independent thought

C3. Recognise the appropriate applications of theoretical and methodological positions.

C4. Obtain, summarise and synthesize material from a range of sources

C5. Produce reasoned and evidence-based arguments

Teaching and Learning Methods

Lectures, Interactive Seminars, Group Work, Group & Individual Tutorials, Research and Independent Study, Workshops, Student Presentations, Audio-Visual Sources, Blackboard Support.

Assessment methods

Summative Assessment: Individual Presentations, Group Presentations, Literature Reviews, Essays, Exams, Reports, Critical Review/Analysis, Reflective Reports, Dissertation.

Formative Assessment: discussions and/or debates, self-reflection, peer interactive work.

D. Other skills relevant to employability and personal development

Students will have the ability to:

D1. Collect and evaluate information from a variety of sources

D2. Communicate ideas and arguments effectively

D3. Study independently

D4. Work as part of a team

D5. Show an awareness of how skills developed as part of the programme relate to employability

Teaching and Learning Methods

Lectures, Interactive Seminars, Group Work, Group & Individual Tutorials, Research and Independent Study, Workshops, Student Presentations, Audio-Visual Sources, Blackboard Support.

Assessment methods
Summative Assessment: Individual Presentations, Group Presentations, Literature Reviews, Essays, Exams, Reports, Critical Review/Analysis, Reflective Reports, Dissertation. Formative Assessment: discussions and/or debates, self-reflection, peer interactive work.

13. Programme Structures*				14. Awards and Credits*
Level	**Module Code**	**Module Title**	**Credit rating**	
Level 6		**Core**		**Bachelor Honours Degree in Sociology** Requires 360 credits including a minimum of 220 at Level 5 or above and a minimum of 100 at Level 6 20 credits of which must be from SO3990
	SO3990	Dissertation in Sociology	20	
		Optional		
	SO3108	Global Social Divisions	20	
	SO3004	Sexy bodies: Sexuality and the Body	20	
	SO3003	Understanding Security and Policing in the Twenty-First Century	20	**Bachelor Degree in Sociology** Requires 320 credits including a minimum of 180 at Level 5 or above and 60 at Level 6
			20	
	SO3020	The Sociology of Childhood	20	
	SO3110	Sociology of Disability		
	CJ3026	Crime and New Technologies	20	

	CJ3007	Sex, Violence and Strategies	20	
	RB3019	Religion, Resistance and Rebellion	20	
	RB3007	Religion, Media and Culture	20	
	CJ3027	Human Trafficking and 'Modern Day' Slavery	20	
	HY3064	Thatcher's Britain 1979-1990	20	
	HY3022	Public space in the English City: A Social and Cultural history c.1850-1910	20	
	ET3981	Student Initiated Module	20	
Level 5		**Core**		**Exit Award: Diploma of Higher Education in Sociology**
	SO2214	Contemporary Thinkers	20	Requires 240 credits including a minimum of 100 at Level 5 or above
	SO2015	Innovative Research	20	
		Optional		
	SO2002	Sociology of Religion	20	
	SO2103	Sociology of Social Movements	20	
	CJ2007	Understanding interpersonal violence	20	
	ED2205	Sociology and Education	20	

	ED2243	Diversity and inclusion in Education	20	
	CI2008	Diversity and Inclusive Practice with Children and Adults	20	
	HY2098	Perceptions of crime and punishment in England 1700-1900	20 20	
	HY2028	Community History Project	20	
	IR2101	Globalisation; History, Theory and Approaches	20	
	PI2007	Philosophy of Science and Social Theory		
	VO2001	Mentoring in the Community	20	
	ECTV	Level 2 elective (such as a Language)	20	
Level 4		**Core**		**Exit Award: Certificate of Higher Education** Requires 120 credits at Level 4 or above
	SO1116	Sociological ways of thinking	20	
	SO1114	Doing social research	20	
		Optional		
	SO1115	Youth, identity and difference	20	
	SO1004	Media and Culture	20	
	CJ1101	Crime and Society	20	
	CI1501	The Social Construction of Childhood	20	

	DF1113	Communities, Cultures, and Identities	20	
	ED1202	Education for Everyone?	20	
			20	
	HY1117	State and Society: Europe c1815-1914	20	
	PO1101	Power, Politics and the State	20	
	RB1002	Religion and social exclusion	20	
	VO1006	Volunteering and Community Action	20	
	VO1008	Peer Led Outreach Education	20	
	ECTV	Level 1 Elective (such as a Language)	20	

15. Personal Development Planning

PDP is embedded into the curriculum through a variety of reflective activities, such as reflective reports, peer interactive sessions, interactive discussions and tutorial appointments,. Assessed employability learning outcomes are embedded into at least one core module at each level of the programme. PDP is delivered separately to the programme utilising the ESS Personal Development Planning Activities via Blackboard. Personal Tutorials are scheduled for students on both an individual and group basis throughout the programme.

16. Admissions criteria

Refer to Section B3.11 of the academic regulations and general entry requirements

260-300 points from three A2 qualifications, GCSE English at C and above

Alternative entry qualifications are;

Scottish Certificate of Education Higher Grade

Irish Leaving Certificate Higher Grade

International Baccalaureate

BTEC National Certificate/Diploma in an appropriate subject level at least merit overall

Access to HE Diploma

Applications from people with relevant work or life experience and/or non-standard qualifications are welcome, but a kite marked foundation course or APL/AP(E)L portfolios may be required.

International Students (English Language Requirements): IELTS 6.0, or other international tests: TOEFL (Paper based) 550 and TWE of 4; TOEFL Computer based 213 and TWE of 4; TOEFL iBT 80+ (with 18 in writing subscore); Cambridge Advanced C; Cambridge Proficiency C; International Baccalaureate Standard Level (Grade 4 in English); London Test of English Level 4; TEEP 6.0; WELT CCC; Anglia Examinations Syndicate Proficiency-pass or better; City and Guilds English for Business; Communication-Level 2 First; Institute of Linguists Diploma in English for International Communication; LCCI Level 3; MELAB 78 or above; Trinity College (ESOL and ISE) Grades 10 and 11 or ISE III; ESB (International) All-Modes Examinations and the Lancashire English Language Examinations C1.

17. Key sources of information about the programme

- External Sources: UCAS website, University website, QAA website, Sector Skills Council sources
- Internal Sources: School brochures

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	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	D1	D2	D3	D4
e.g. LEVEL 6	SO3990	Sociology dissertation	C	x		x			x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	
	SO3108	Global Social Divisions	O	X	X		X	X	X	X	X	X	X		X	X		X	X	X	X	X	X	X	X	X
	SO3004	Sexy bodies; gender, sexuality and the body	O	x	x		x	x	x	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												
	SO3020	Sociology of childhood	O	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	
	CJ3003	Suspect populations and unsafe spaces	O	x	x		x	x			x	x	x		x	x	x	x	x	x	x	x	x	x	x	x
	SO3110	Sociology of disability	O	x	x		x	x			x	x	x		x	x	x	x	x	x	x	x	x	x	x	x
	CJ3007	Understanding interpersonal violence	O	x	x		x	x			x	x	x		x	x		x	x	x	x	x	x	x	x	x

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	Code	Module	Type																								
	CJ3027	Human trafficking and 'modern day' slavery	O	x	x		x			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	X	X	
	RB3109	Religion, resistance and rebellion	O	x	x		x	x		x	x	x			x		x	x	x	x	x	x	x	x	
	RB3007	Religion, Media and Culture	O	x	x		x	x		x	x	x													
	HY3064	Thatcher's Britain 1979-90	O		x		x		x	x	x		x		x		x	x	x	x	x	x	x	x	
	HY3022	Public space in the English city: a social and cultural history c.1850-1910	O		x		x	x		x			x				x		x	x	x	x	x	x	
	ET3981	Elective (linked to volunteer experience)	O	x			x			x	x		x		x	x	x	x	x	x	x	x	x	x	
e.g. LEVEL 5	SO2214	Contemporary thinkers	C	x	x		x		x	x	x	x			x		x	x	x	x	x	x	x	x	
	SO2015	Innovative research	C	x		x			x			x	x	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	x	x	x	x	x	x	x	
	SO2103	Social movements and revolutions	O	x	x		x	x	x	x		x			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	x	x	x	x	x
	CJ2007	Understanding interpersonal violence	O	X	X		X	X	X	X		X			X		x	X	X	X	X	X	X	X	x
	ED2243	Diversity and inclusion in Education	O	x	x		x	x		x	x				x		x	x	x	x	x	x	x	x	x
	CI2008	Diversity and Inclusive Practice with Children and Adults	O	x	x		x	x		x	x				x		x	x	x	x	x	x	x	x	x

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	Code	Title	Cat																								
	HY2098	Perceptions of crime and punishment in England 1700-1900	O	x	x			x	x			x					x				x		x	x	x	x	x	x	x
	HY2028	Community history project	O		x	x		x		x			x	x	x			x	x	x	x	x	x	x	x	x	x
	IR2101	Globalisation, history, theories and approaches	O		x			x	x	x		x			x				x		x	x	x	x	x	x	x
	PI2007	Philosophy of science and social theory	O	x						x			x		x		x	x	x		x		x	x	
	VO2001	Mentoring in the community	O				x	x		x					x		x		x			x		x	x	x
e.g. LEVEL 4	SO1116	Sociological ways of thinking	C	x	x	x			x	x	x	x	x		x		x	x	x	x	x	x	x	x	x	
	SO1115	Youth, identity and difference	C	X	X		X	X	x	x	x	x		x		x	X	X	X	X	X	X	X	x
	SO1114	Doing social research	C	x	x		x	x	x	x	x	x		x		x	x	x	x	x	x	x	x	x		x
	SO1004	Media and culture	C	x	x		x	x	x	x		x		x		x	x	x	x	x	x	x	x	x
	CJ1101	Crime and society	O	x	x		x	x	x	x	x	x		x		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	x	x	x	x	x	x	x
	DF1113	Communities, culture and identities	O	x	x		x	x	x	x		x		x		x	x	x	x	x	x	x	x	x
	ED1202	Education for everyone?	O	x	x		x	x	x	x	x	x		x		x	x	x	x	x	x	x	x	x	x	x
	HY1117	State and society: Europe 1815-1914	O	x	x		x	x	x	x	x	x		x		x	x	x	x	x	x	x	x	x
	PO1101	Power, politics and the state	O	x	x			x	x	x	x			x		x	x	x	x	x	x	x	x	x		x
	RB1002	Religion and social exclusion	O		x		x	x		x	x			x			x			x	x	x	x	x
	VO1006	Volunteering and community action	O				x	x					x			x			x	x	x	x	x	x	x

| VO1008 | Peer-led outreach education | O | | | | | x | x | | | | | x | | | x | | x | x | x | x | x | x |

Note: Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks

8.2 Referencing Guide

The referencing style for Sociology modules is the Harvard system, and a brochure on its use is available from LIS/ University Library at:
http://www.uclan.ac.uk/students/wiser/files/UCLAN-LIS-references08.pdf .
Another useful guide to the Harvard referencing system is provided at: http://skillsforlearning.leedsmet.ac.uk/Quote_Unquote.pdf.

The purpose of referencing is to enable other readers to locate the information you have used, to compare your interpretation with their own or others and to develop the ideas further. It also acknowledges the use of other people's ideas. 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 a bibliography.
Referencing is necessary to allow the reader to verify and follow up on material quoted in the assignment. Referencing also adds academic weight to your argument and guards against plagiarism.

Plagiarism "is the use, without acknowledgement, of the intellectual work of other people, and representing the ideas or discoveries of another as your own in written work submitted for assessment. To copy sentences, phrases or even striking expressions without acknowledgement of the source for that information (either by inadequate citation/reference or failure to indicate verbatim quotations), is plagiarism; to paraphrase without acknowledgement is also plagiarism. Where such copying or paraphrase has occurred, the mere mention of the source in the bibliography is not deemed sufficient acknowledgement because; each instance/point/assertion/argument must be referred specifically to its source. Verbatim quotations must be either in inverted commas, or indented, and directly acknowledged' (Academic Regulations: Appendix 10).
If you consistently and effectively reference the sources of information you use to prepare and produce your assignments, claims of plagiarism in your work can be avoided.

Citing references within the body of the essay
Any books (or other sources) you cite should also be included in a bibliography at the end of the assignment, using the following layout:
Surname and initials of the author/editor.Year of publication (in brackets).Title of book (in italics).Edition. Place of publication and publisher.
Example

✓ Giddens, A. (1995) *A Contemporary Critique of Historical Materialism*, London: Macmillan.

(1) Books
If the author's name occurs naturally in the sentence, just put the year in brackets.
Example

✓ Giddens' (1995) analysis of the concept of power...

Otherwise put both the name and year in brackets at the end of the sentence.
Example

✓ A recent analysis of the concept of power... (Giddens, 1995).

When using a direct quote within the text you should use quotation marks and include the author's name, year of publication and page number in brackets.
Example

✓ "All social interaction intermingles presence and absence" (Giddens, 1995: 38).

If the author has published more than one document in the same year, distinguish between them by adding a,b,cetc after the date and ensure that they are all listed in the bibliography
Example

✓ (Giddens, 1995a).

(2) Book Chapters
When a book is a compilation of papers or chapters by different authors, the individual paper or chapter should be cited in the bibliography as follows:
Author surname and initials. Date of publication (in brackets). Title of paper or chapter (in inverted commas).in, Editor's surname and initials. (ed(s).). Title of book (in italics). Place of publication. Publisher. Page numbers of the individual paper or chapter.
Example

- ✓ Williams, C. (2007), 'EU-Central Asian relations and the new world order' in Anderson, P.J. and Wiessala. G (eds.), *The European Union and Asia – Reflections and Reorientations*, Amsterdam/New York: Rodopi.

When citing the individual article within the body of the essay, refer to it as (Williams, 2007).

(3) Journal articles
These should be cited in the bibliography as follows:
Author surname and initials. Date of publication (in brackets). Title of article (in inverted commas).Name of periodical (in italics).Volume number. Issue number (in brackets): page numbers.
Example

- ✓ Meredith, S. (2006), 'Mr Crosland's Nightmare? New Labour and Equality in Historical Perspective', *British Journal of Politics and International Relations*, 8 (2), 238-255.

When citing the article in the body of the essay, refer to (Meredith, 2006).

(4) Government Publications
In the bibliography at the end give:
The name of the Department responsible for the publication followed by the name of the country, if outside the UK (in brackets). Date (in brackets). Title (in italics). If the report is more familiarly known by the name of the chairperson, include this after the title (in brackets). Place of publication. Publisher.
Example

- ✓ Department of Health (1998) *Mental Health Act Review* (The Richardson report). London: The Stationery Office.

In the body of the essay, the most consistent form of citation would be to cite the Department and year, so your reader can find it easily in the bibliography.

(5) Film and Video
In your bibliography the layout should be as follows:
Title (in italics). Date (in brackets). Person(s) or body responsible for its production. Place of production or publication. Format.
Example

- ✓ *Blade Runner* (1982) Based on a book by Philip K. Dick. Directed by Ridley Scott. USA: Warner Brothers. Film.

In the body of the essay, refer to as (Blade Runner, 1982)

(6) TV and Radio broadcasts
In your bibliography the layout should be as follows:
Broadcast company. Year (in brackets).Title of Programme (in italics).Date and time of transmission.
Example

- ✓ BBC (2002) *Remember Bloody Sunday*. January 23, 2002. 2320hrs.

In the body of the essay, refer to as (BBC, 2002)

(7) Newspaper articles
In the bibliography at the end, give:
Author, surname and initials (if given), otherwise use newspaper title.Year (in brackets).Title of article.Name of newspaper (in italics). Date of issue, page number(s).

Example

- ✓ Hall, N. (2006). 'Victim's Father to Attend Olson's Parole Hearing'. *National Post* (Canada), July 17, 2006, A6

(8) Electronic Sources

When citing electronic sources you should adhere as far as possible to the conventions for printed material. Examples of some of the more common sources of online material are outlined below.

Some general guidelines include:

- Provide exact details of the URL and the date you visited the web page.
- Do not split the URL over a line. If this is unavoidable, do so after a forward slash.

Citation order: citing individual works/pages found on the Web

Author/Editor.Year ('No date' if date not of publication not provided in source). Title (in italics) [online] (indicates types of medium, use for all internet sources). Place of publication: Publisher (publisher or organisation responsible for maintaining Web site). Available from: URL. [Access date] (date on which you viewed or downloaded the document).

Example

- ✓ Silber, C.A. 2001, Some General Advice on Academic Essay-Writing (online). Toronto: University of Toronto. Available from: http://www.utoronto.ca/writing/essay.html (Accessed 20 May 2002)

(9) Online Books

Many books are now freely available over the Internet and you will find that these are often out of copyright. However, if publication details are available you should include these.

Example

- ✓ Illich, I. (1971) *Deschooling Society*. Available at http://www.ecotopia.com/webpress/deschooling.htm (Accessed on 17 May 2002)

(10) Online Journals

- ✓ Lister, R (2002) 'New Labour: a study in ambiguity from a position of ambivalence'. Critical Social Policy, 21 (4), 425-447. Available at http://www.swetsnet.nl/link/access db?issn=0261-0183 (Accessed on 17 May 2002)

(11) Online Government Publications

- ✓ Department of Health (2001) Valuing People: A New Strategy for Learning Disability for the 21st Century. London: The Stationery Office. Available at http://www.doh.gov.uk/learninqdisabilities/new.htm. (Accessed on 2 May 2002)

(12) Organisation Web Page

- ✓ Age Concern (2002) Public Guardianship Fees. Available at http://www.ageconcern.co.uk (Accessed on 2 May 2002)

(13) Referencing in the body of an assignment

1. *Single author of a book*

- ✓ Source: Kymlicka, W. (2001) *Contemporary Political Philosophy*, Oxford: Oxford University Press
- ✓ In the body of the essay this would appear as: 'It has been argued by Kymlicka (2001) that . . . ' OR 'Kymlicka (2001 argues . . . '

2. *Two authors of a book*

- ✓ Source: Solomos, J.. & Back, L. (1996) *Racism and Society*, Basingstoke: Macmillian

- ✓ In the body of the essay this would appear as: 'Solomos and Back (1996) convincingly present . . .' OR 'Convincing data is presented by Solomos and Back (1996) . . .'

3. *More than two authors of a book*

- ✓ Source: Hay, D, Linebaugh, P., Rule, D.J., Thompson, E.P. and Winslow C. (Eds.) (1975), *Albion's Fatal Tree*, London: Allen Lane.
- ✓ This would appear in the body of the essay as: 'The evidence presented by Hay et al (1975) is . . .' OR 'Hay et al (1975) present evidence . . .'

4. *A single author's chapter in a collection of edited readings*

- ✓ Source: Scruton, R. 'Freedom and Custom' (1983) in Griffiths, A. P. (ed), Of Liberty, Cambridge: Cambridge University Press.
- ✓ This would appear in the body of the essay as: 'Scruton (1983) suggests . . .' OR 'It has been suggested by Scruton (1983) . . .'

NB: The same conventions apply to joint and multiple authorship when they are included in a collection of edited readings.

5. *A single author of a journal article*

- ✓ Source: Townsend, B. (1986) 'Academic writing: advice on how to do it', Higher Education, Vol. 15, No. 3-4, pp. 373-378
- ✓ This would appear in the body of the text as: 'Townsend (1986) has systematically promoted . . .' OR 'Writers such as Townsend (1986) . . .'

NB: The same conventions apply to two authors or more than two authors of a journal article.

(14) Referencing at the end of an assignment in a bibliography
ALL assignments MUST be accompanied by a list of references and/or bibliography. The information required MUST appear as illustrated below. Remember that when you are conducting your research for your assignment, you must keep an accurate record of your sources.
The following is a suitable way to present the essential information required for a list of references/bibliography at the end of a study.

1. *To reference a book with one author:*
Author's last names, initial; year of publication; title of book (underlined or in italics); place of publication; name of publisher

- ✓ Barnes, R. (1992) Successful Study for Degrees, London: Routledge

2. *To reference an article from a journal:*
Author's last name, initials; year of publication; title of article (do not underline this — inverted commas will do); title of journal (underlined or italics); volume number; issue Number [listed as No. or in brackets ( )]; page numbers (stating the page number at which the article begins and the page number on which the article ends).

- ✓ Townsend, B. (1986) 'Academic writing: advice on how to do it', Higher Education, Vol. 15, No. 3-4, pp. 373-378 OR
- ✓ Townsend, B. (1986) 'Academic writing: advice on how to do it', Higher Education, 15 (3): 373-378

3. *To reference a book which is edited* (that is it includes chapters written by people other than those listed as 'editors'):
Editor's last name, initials, state that it is edited in brackets (Ed. if just one editor or Eds. if more than one); year of publication, title of edited book (place this in italics); place of publication; name of publisher

- ✓ Blakeley, G. & Bryson, V. (eds.) (2002) *Contemporary Political Concepts: A Critical Introduction*, London: Pluto

4. *To reference an author and their chapter from an edited book*:
Last name of author of chapter, initials; year of publication; title of chapter in book (do not underline this — inverted commas will do); state in; editor's last name, initials, state that it is edited in brackets (Ed. if just one

editor or Eds. if more than one); title of edited book (underlined or in italics); place of publication; name of publishers.

✓ Williams, C. (2000) 'The New Russia: From Cold War Strength to Post-communist Weakness and Beyond', in Anderson, P. et al, *New Europe in Transition*, London: Continuum

5. *To reference an article from a newspaper*:
Last name of writer of article, initials; year of publication; title of article (do not underline this - inverted commas will do); newspaper name (underlined or in italics); date of publication (date and month); page number
Coldstream, P. (1994), 'Life beyond the glittering prizes', The Times Higher Educational Supplement, 2 September, p. 11

6. *To reference an article from the internet*:
Author's last name, initials; year of publication; title of article (do not underline this — inverted commas will do); title of internet journal (underlined or italics); volume number; issue Number [listed as No. or in brackets ( )]; web address

✓ Deutscher, I. (1998) 'Sociological practice: the politics of identities and futures' Sociological Research On-line, Vol. 3 (1) <www.socresonline.org.uk/socresonline/3/1/3.html>

Referencing from online sources can sometimes be difficult: try to treat resources from the web in the same way that you would books or journals. Remember, in your bibliography references should be presented in alphabetical order, and as follows:
Author, author's initials (date) Title of article Place of publication: Publisher

✓ Smith, B. (1997) How to reference correctly London: Great Publishers Ltd

Example

✓ BBC News Online (8.7.2004) More freedom in School Reforms http://news.bbc.co.uk/1/hi/education/3875073.stm   accessed 8.7.04
✓ Johnson, M (2003) Schools Budgets – Fair Enough? London: Institute for Public Policy Research http://www.ippr.org.uk/research/files/team23/project95/fairenough.pdf accessed 8.7.04

It is important to put in the link, and the date that you accessed the article, because of the constantly changing nature of the Internet.
If you are unsure, please ask and we will try to help you.

(15) Presenting the list of references at the end in the bibliography
Bibliographical references should appear in alphabetical order, using the author's family name as the starting point. This is illustrated, using some of the references given above.
Barnes, R. (1992) *Successful Study for Degrees*, London: Routledge

✓ Blakeley, G. & Bryson, V. (eds.) (2002) *Contemporary Political Concepts: A Critical Introduction*, London: Pluto
✓ Coldstream, P. (1994) 'Life beyond the glittering prizes', The Times Higher, 2 September, p. 11
✓ Jessop, B. (1987) 'The future of capitalism', in Anderson R. J., Hughes J. A. &Sharrock W. W. (Eds.), *Classic Disputes in Sociology*, London: Routledge
✓ Townsend ,B. (1986) 'Academic writing: advice on how to do it', Higher Education, Vol. 15, No. 3-4, pp. 373-378

(16) Some further guidance on presentation of the list of references
1. *Single authored books/articles should appear first, followed by joint and multiple authors*.
Example

✓ Smith, M. (1993)
✓ Smith, M. & Jones, P. (1993)
✓ Smith, M. Jones, P. & Connolly, B. (1993).

2.	*Items for each author (be it single, double or multiple) should be listed on date order of publication.* Example

> ✓ Smith, M. (1993)
> ✓ Smith, M. (1997)

3.	*If an author has more than one publication in the same year, these need to be identified with a small case letter.* In the essay this would appear as: 'Skinner (1978a) argues . . . ' or 'Skinner, (1978b) argues . . .'
In the list of references it would be presented as:

> ✓ Skinner, Q. (1978a) 'Action and Context', Proceedings of the Aristotelian Society, supp. Vol. 52, pp. 57-69
> ✓ Skinner, Q. (1978b) The Foundations of Modern Political Thought, vol I, Cambridge: Cambridge University Press

(17) Some awkward categories
Some non-academic items are hard to fit into this kind of pattern.
If there is no author named (e.g. on an institutional pamphlet), it is usually appropriate to treat the organisation 'behind' the material as the author. Sometimes it is simply necessary to put 'No author' or 'Author unknown' if you do not know the author.
In a similar way if there is no date of publication given, you should write 'No date' in the relevant slot.
For other media (e.g. TV/video) you should give where possible the name of the person with overall responsibility for the item in question. In many cases, this is hard to assess or verify: at such times, it may be better to make full reference to the source within your text (or as a footnote) rather than trying to fudge a bibliographic entry. David Fowler's comments on the environment on See Hear!, for instance, are best dealt with by saying "David Fowler (commenting on green issues on BBC1's See Hear! programme, 6/7/97) argued that...." In the final analysis, if in doubt, ask your tutor.
If you are unsure about how to write references etc., you should look at how it is done in textbooks (although you need to remember that different subjects have different conventions). If you are still in doubt, please ask either in the library or a tutor. As noted above, guides to Harvard referencing can be located at the following addresses: http://www.uclan.ac.uk/students/wiser/files/UCLAN-LIS-references08.pdf and http://skillsforlearning.leedsmet.ac.uk/Quote_Unquote.pdf.

8.2 Programme Specification for Foundation Year

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

13. Awarding Institution / Body	University of Central Lancashire
14. Teaching Institution and Location of Delivery	Main Campus
15. University School/Centre	School of Education & Social Science
16. External Accreditation	N/A
17. Title of Final Award	BA (Hons) Humanities and Social Sciences (Foundation Entry): Non-award bearing programme: first stage of four-year degree course
18. Modes of Attendance offered	Full-time
19. UCAS Code	TBC
20. Relevant Subject Benchmarking Group(s)	N/A
21. Other external influences	N/A
22. Date of production/revision of this form	June 2015

23. Aims of the Programme

- To provide the opportunity to enter Higher Education to learners who are motivated to do so, but have not so far achieved a level of qualification sufficient for confident progression to level 4 study.
- To provide the opportunity to enter Higher Education to groups traditionally under-represented in UK higher education.
- To provide the opportunity to enter Higher Education for those adults who have not had the opportunity to progress through formal education.
- To introduce learners to a range of generic study skills related to learning formally and independently in higher education
- To enable students to develop general knowledge, skills and experience to support their contribution to society, employability and life-long learning
- To provide a structured and supported process for students to reflect upon their own learning, performance and achievement to plan for their personal educational and career development.
- To introduce learners to subject and career pathways, and subject-specific skills, in order to enable them to make informed decisions about their programme of study at level 4 and beyond.

24. Learning Outcomes, Teaching, Learning and Assessment Methods

A.   Knowledge and Understanding

At the end of the programme, students will be able to demonstrate knowledge of the following.

A1. The nature of Higher Education and its opportunities and challenges for the student

A2. The attributes and knowledge required to embark on degree study and beyond.

A3. Strategies for effective learning

A4. Their personal strengths and weaknesses as learners

Teaching and Learning Methods

- Lectures and seminars
- Directed study of textbooks and online resources
- Tutorial groups
- Self-directed study
- Class discussion
- workshops

Assessment methods

- Project/portfolio work
- Essay planning and essay writing
- Presentations
- On-line tests
- Group-work

B.   Subject-specific skills

At the end of the programme the students will be able to do the following.

B1. Demonstrate a basic knowledge of the nature and scope of one or more subjects in the area of Humanities and Social Sciences.

B2. Demonstrate an ability to engage with the challenges of one or more subjects, sufficient to progress to study at level 4 of an honours degree.

Teaching and Learning Methods

- Lectures and seminars
- Workshops

Assessment methods

- Essays
- Projects

C.   Thinking Skills

At the end of the programme the students will be able to do the following.

C1. Demonstrate insight into, and engagement with, a variety of primary and secondary sources.

C2. Evaluate the appropriateness of different approaches to solving problems related to their work as students.

C3. Communicate the results of their study/work accurately and reliably in writing, with structured and coherent arguments

C4. Demonstrate basic skills of independent learning and research, including the ability to identify, marshal and evaluate relevant primary and secondary source materials

C5. Demonstrate reflective decision making in planning for the next stage of their degree course.

Teaching and Learning Methods

- Seminars and tutorials
- Direct and hands-on approach to source material, including e-sources
- In class tasks and group work
- Problem-based exercises
- Workbook and guidance manuals
- On-line tasks

Assessment methods

- presentations
- reflective journal
- PDP portfolio & tasks
- essay and essay plan
- personal statement
- research project
- on-line testing

D.   Other skills relevant to employability and personal development

At the end of the programme the students will be able to do the following.

D1. Work independently, or with limited guidance, where appropriate

D2. Make personal, educational and career action plans to support future development

D3. Demonstrate basic transferable skills necessary for employability and personal development

Teaching and Learning Methods

- seminars and tutorials
- In class tasks and group work
- Problem-based exercises
- Workbook and guidance manuals
- On-line tasks

Assessment methods

- presentations
- reflective journal
- PDP portfolio & tasks
- essay and essay plan
- personal statement
- research project

13.		Programme Structures*		14.	Awards and Credits*

Level	Module Code	Module Title	Credit rating	
Level 3 (F)	HUC110 Compulsory	ESSENTIAL STUDY SKILLS FOR HIGHER EDUCATION	20	**BA (Hons) Humanities and Social Sciences (Foundation Entry)** Foundation Year requires completion of 120 credits at Level 3.
	HUC111 Compulsory	DEVELOPING ACADEMIC KNOWLEDGE	20	Successful completion of the year permits progression on to Year 1 of one or more of the following honours degree programmes:
	HUC114 Compulsory	TARGET AWARD EXTENDED STUDY	20	
	HUC115 Compulsory	Learning by Experience	20	FdA Community Leadership BA (Hons) Criminology and Criminal Justice
	CJC101 Option	INTRODUCTION TO CRIMINOLOGY AND CRIMINAL JUSTICE	20	FdA Criminology and Sociology BA (Hons) Criminology and Sociology
	EDC101 Option	AN INTRODUCTION TO CHILDHOOD, EDUCATION & DEAF STUDIES	20	BA (Hons) BSL/Deaf Studies BA (Hons) Education and Deaf Studies BA (Hons) Education and History
	HYC101 Option	INTRODUCTION TO HISTORY	20	BA (Hons) Education and Professional Studies BA (Hons) Education and Psychology
	PIC101 Option	INTRODUCTION TO PHILOSOPHY	20	BA (Hons) Education and Sociology BA (Hons) Film and Media Studies BA (Hons) History
	SOC101 Option	INTRODUCTION TO SOCIOLOGY	20	BA (Hons) History and Politics BA (Hons) Philosophy BA (Hons) Politics and Philosophy
	FIC001 Option	Film and Media Theory	20	BA (Hons) Politics and Social Policy BA (Hons) Religion, Culture and Society
	ENC012 Option	Introduction to Literature	20	BA (Hons) Sociology
	ENC013 Option	Introduction to Creative Writing		Students who exit after the Foundation year will receive a
	FZC004 Option	Key Themes in Archaeology	20	transcript of their modules and grades.
	PSC005 Option	Introduction to Psychology	20	

15.	**Personal Development Planning**

Personal Development Planning is supported primarily through the core module HUC112, Informed Decision Making. The aim of this module is to provide a structured and supported process for students to reflect upon their own learning and achievement to plan for their own personal education and career development. However the students will be encouraged to:

- develop skills of reflection on their academic, personal and professional development
- increase self awareness of their own skills, qualities, attitudes and capabilities
- improve their own learning and performance
- identify strengths, weaknesses and needs and direction for change
- set goals and plan action for developing, monitoring and reviewing their own progress
- compile their own records of learning experiences and achievement
- plan realistically for their career progression and manage their own career development and lifelong learning

and will be encouraged to utilise and transfer these skills across the programme and in future study and career progression.

Students are divided into Personal Tutor groups and will meet on a weekly basis. This enables a structured tutorial programme to be coupled with ample opportunities for pastoral support as students make the transition to higher education.

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.

Students applying at age 18 will need to achieve minimum entry qualifications of 160 points at A level or equivalent. Non-standard, mature applicants will be interviewed by the Course Leader to assess their potential to benefit from the programme.

Students must be able to demonstrate competence in English Language to GCSE grade C level or its equivalent. Those who do not hold a qualification at this level or provide documentary evidence prior to entry will be expected to undertake an English assessment at the interview stage.

The English entry requirement for International or non UK students is an IELTs score of 6.0. Applicants who do not have this qualification will need to pass a UCLAN test in the UK and have a spoken interview before an offer is made.

Motivation, commitment and enthusiasm are also expected for entry on to the programme.

17.	**Key sources of information about the programme**

- UCLan website: http://www.uclan.ac.uk/study_here/undergraduate_study.php

- The Course Handbook

- The UCAS website: http://www.ucas.ac.uk/

18. Curriculum Skills Map

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	√	√	√	√			√	√	√	√		√		√
	CJC101	INTRODUCTION TO CRIMINOLOGY AND CRIMINAL JUSTICE	O					√	√	√	√	√	√	√	√	√	√
	EDC101	AN INTRODUCTION TO CHILDHOOD, EDUCATION & DEAF STUDIES	O					√	√	√	√	√	√	√	√	√	√

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	Code	Title																
	HYC101	INTRODUCTION TO HISTORY	O						√	√	√	√	√	√	√	√	√	√
	PIC101	INTRODUCTION TO PHILOSOPHY	O						√	√	√	√	√	√	√	√	√	√
	SOC101	INTRODUCTION TO SOCIOLOGY	O						√	√	√	√	√	√	√	√	√	√
	FIC001	Film and Media Theory	O						√	√	√	√	√	√	√	√	√	√
	ENC012	Introduction to Literature	O						√	√	√	√	√	√	√	√	√	√
	ENC013	Introduction to Creative Writing	O						√	√	√	√	√	√	√	√	√	√
	FZ004	Key Themes in Archaeology	O						√	√	√	√	√	√	√	√	√	√
	PSC005	Introduction to Psychology	O						√	√	√	√	√	√	√	√	√	√