

# Programme specification

## BA (Hons) Education Studies and Sociology

Est.  
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YORK  
ST JOHN  
UNIVERSITY

<i>School:</i>	Education		
<i>Entry from:</i>	2019/20	<i>In:</i>	September
<i>Awarding Institution:</i>	York St John University		
<i>Teaching Institution:</i>	York St John University		
<i>Delivery Location:</i>	York St John University		
<i>Programme/s Accredited by:</i>			
<i>Exit Awards:</i>	Certificate of Higher Education <b>Education Studies and Sociology</b> Diploma of Higher Education <b>Education Studies and Sociology</b> BA (Ord) <b>Education Studies and Sociology</b>		
<i>UCAS Code / GTTR / Other:</i>	L3X3		
<i>Joint Honours Combinations:</i>	None		
<i>QAA Benchmark Group(s):</i>	<b>Sociology and Education Studies</b>		
<i>Mode/s of Study:</i>	Full-time for 3 years Part-time for 6 years		
<i>Language of Study:</i>	English		

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### Introduction and Special Features

BA (Hons) Education Studies and Sociology draws upon staff expertise within sociology to offer you a broad curriculum in sociology with modules designed to develop your ability to understand a range of sociological theories alongside modules which offer the opportunity to apply these theories. The programme is designed to make sociology relevant to you by providing opportunities to explore your own social identity and to consider how you experience the social world. In doing this it provides opportunities to explore life-chances within a diverse and dynamic social world. You will take part in a range of activities that develop both your academic skills and your sociological imagination. You will be introduced to sociology through guided activities and be required to contribute to classes. You will be assessed in a range of ways but we do not use exams. The University is committed to the use of formative assessment and there will always be opportunities for you to get feedback on your work throughout the course.

Education Studies is concerned with understanding how people develop and learn throughout their lives, and the nature of knowledge and critical engagement with ways of knowing and understanding. It offers intellectually rigorous analysis of educational processes, systems and approaches, and their cultural, societal, political, historical, and economic contexts.

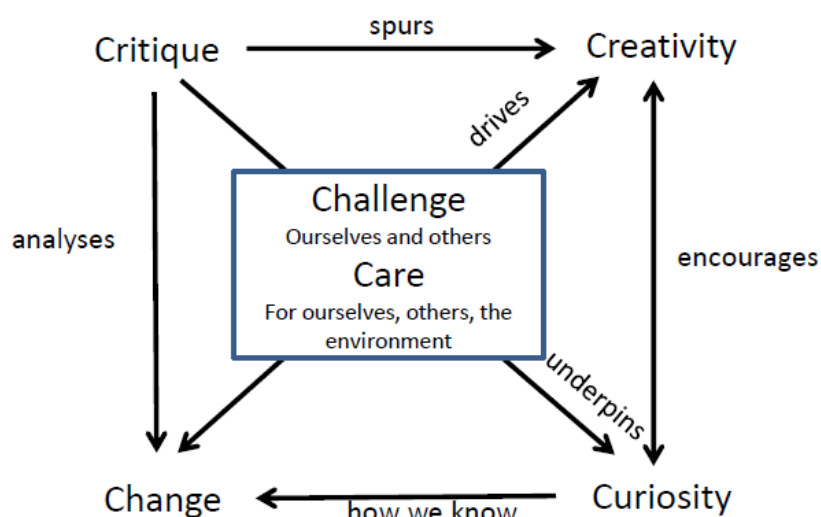
Graduates are able to participate in and contest changing discourses exemplified by reference to debate about values, personal and social engagement, and how these

relate to communities and societies. Students have opportunities to develop their critical capabilities through the selection, analysis and synthesis of relevant perspectives, and to be able to justify different positions on educational matters. They will engage in a critique of current policies and practice and challenge assumptions. A Sociology and Education Studies course provides the knowledge, understanding and critical analysis to inform current and future professionals.

Transferable skills:

Education Studies and Sociology graduates will be able to;

- Construct and communicate oral and written arguments
- Use information and communication technology (ICT), including word processing, databases, internet communication, information retrieval and online searches
- Interpret and present relevant numerical information
- Work with others, as a result of the development of interpersonal skills, to demonstrate the capacity to plan, to share goals, and work as a member of a team
- Improve their own learning and performance, including the development of study and research skills, information retrieval, and a capacity to plan and manage learning, and to reflect on their own learning
- Analyse, synthesise, evaluate, and identify problems and solutions



The Education Studies and Sociology programme is built around a number of key dispositions that the team wishes to develop with our students. Change is a constant, in that all students need to be prepared for change, and that change will happen no matter what. The important thing is to be able to understand this. Critique enables students to deal with change; it allows them to question why things are as they are, who is driving change, and to engage with their own responses to this. Creativity allows students to look at their world in a number of ways, not just accepting it as it is, and also looking for different ways to respond to it. Curiosity is about wanting to find out more, and to understand themselves and others, and to know how to find out in a coherent and ethical manner. Through change, critique, creativity and curiosity, it is hoped that Education Studies and Sociology students will care about themselves, others and the environment, and to challenge both themselves and others in their ongoing quest to understand themselves and the world as it is, as it could be, and as it should be.

## Admissions Criteria

You must meet the University's general entry criteria for [undergraduate/postgraduate](#) study.

If your first language is not English, you need to take an IELTS test or an equivalent qualification accepted by the University (see <https://www.yorks.ac.uk/international/how-to-apply/english-language-requirements/>).

If you do not have traditional qualifications, you may be eligible for entry on the basis of [Accredited Prior \(Experiential\) Learning \(APL/APEL\)](#). We also consider applications for entry with advanced standing.

## Programme Aims

The BA (Hons) Education Studies and Sociology programme aims to enable students to demonstrate through Sociology:

- An ability to apply key concepts and theoretical approaches that have been developed, and are developing, within sociology
- An awareness of the nature of social processes
- The ability to explain sociological accounts of social diversity and inequality
- An ability to make comparative analysis
- A critical awareness of the relationship between individuals, groups and social institutions
- The role of culture in social life
- Critical awareness of the social processes underpinning social change
- The use of a range of qualitative and quantitative research strategies and methods
- An ability to offer sociological arguments based upon appropriate evidence
- An awareness of the distinctive character of sociology in relation to other forms of understanding and to everyday explanations.

And in their Education Studies to:

- Draw on a wide range of intellectual resources, theoretical perspectives and academic disciplines to illuminate understanding of education and the contexts within which it takes place;
- Provide students with a broad and balanced knowledge and understanding of the principal features of education in a wide range of contexts;
- Encourage students to engage with fundamental questions concerning the aims and values of education and its relationship to society;
- Provide opportunities for students to appreciate the problematic nature of educational theory, policy and practice;
- Encourage the interrogation of educational processes in a wide variety of contexts;
- Develop in students the ability to construct and sustain a reasoned argument about educational issues in a clear, lucid and coherent manner;

- Promote a range of qualities in students including intellectual independence and critical engagement with evidence\*.

\*QAA Subject Benchmark Statement –Education Studies 2015

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-education-studies-15.pdf>

### **Programme Learning Outcomes**

#### **Level 4 / FHEQ L4**

##### Level 4 Programme Outcomes

Students who gain the award specified will have demonstrated the following learning outcomes:

##### Level 4 Certificate of Higher Education

- Demonstrate a broad-based knowledge and understanding of a range of underlying concepts, content, and theoretical perspective associated with Sociology and Education Studies
- Appropriately apply perspectives, skills and knowledge gained across Sociology and Education Studies
- Present, evaluate and interpret different forms of information, evidence, data, artefacts and performances, appropriate to Sociology and Education Studies
- Communicate effectively using a range of basic skills appropriate for the audience and purpose
- Demonstrate a range of basic key transferable skills (including those for lifelong learning) appropriate for further study and future employment in the subjects studied

#### **Level 5 / FHEQ L5**

##### Level 5 Programme Outcomes

Students who gain the award specified will have demonstrated the following learning outcomes:

##### Level 5 Diploma of Higher Education

- Apply theoretical perspectives and concepts to a range of situations and issues relevant to Sociology and Education Studies, including those associated with work-based settings
- Demonstrate critical awareness of research strategies particular to Sociology and Education Studies
- Critically analyse data and information relevant to study in Sociology and Education Studies
- Communicate subject-relevant information, ideas and arguments effectively to specialist and non-specialist audiences
- Demonstrate an ability to apply knowledge and skills effectively in decision-making in the context of growing maturity as an independent learner

## **Level 6 / FHEQ L6**

### Level 6 Programme Outcomes

Students who gain the award specified will have demonstrated the following learning outcomes:

#### Level 6 Honours Degree

- Demonstrate an understanding of the relationship between theoretical and empirical knowledge at the forefront of Sociology and Education Studies
- Devise and sustain critical commentary on advanced studies in Sociology and Education Studies
- Manage and reflect critically upon own learning
- Demonstrate an appreciation of the uncertainty and ambiguity of much knowledge in Sociology and Education Studies
- Apply skills, concepts, theoretical and empirical knowledge, and methods appropriate to Sociology and Education Studies to initiate, design, plan and execute research
- Demonstrate an ability to reach reasoned judgments about arguments and evidence based upon sound critical analysis and an understanding of different value positions
- Exercise initiative and personal responsibility in a range of decision-making contexts related to their studies

#### **Programme Structure**

The BA Education Studies and Sociology Programme is based on 360 credits. Students will take six 20 credit modules at each level, with a 20 or 40 credit Special Study module at Level 6. The modules will be taught on a semester basis with three modules each semester. Part time students will normally take 60 credits each year.

Within the programme the demands placed upon the students increases as they move from level to level.

Level 4 lays the foundations for the study of children, young people and families and education. Students will have 48 hours taught time per module. Students will have a variety of assessment types, and as students make the transition to University, there will be greater formative support, with scaffolding provided and assignments of 3,000 words.

Level 5 gives the students more choice and also has the placement module in it which will prepare students on the programme for career pathways and develop critical, analytical, reflective and professional skills in the light of their study on the programme thus far. Each Education Studies module will have 42 hours taught time. Scaffolding will be reduced and assignments of 4,000 words.

At Level 6 the students plan, research and produce a Special Study of 40 credits on an aspect of sociology and/or education that has particularly interested them. Students then select optional modules which further develop their critical, analytical and reflective engagement with the strand specific themes, up to a total of 120 credits (including the dissertation element). There will be very limited scaffolding provided for, and each Education Studies module will have 36 hours taught time. Assignments will be 5,000 words, and it is expected that students will take a greater responsibility for the organisation of their learning.

'In Sociology, students follow a number of key themes at Level 4 and 5 before having increased choice at Level 6 enabling subject specialization. At Level 4, the fundamental tenets of Sociology are explored in the context of social theory and the ways in which our everyday lives are impacted by material, cultural and structural forces. At Level 5, training in qualitative and quantitative research methods are available, alongside a diverse array of research-led teaching on social change, that nature of contemporary work, the relationship between children, families and the state and ongoing debates around social inequalities that permeate modern society. At Level 6, research skills will be tested through a 7500 word dissertation, in which students receive tailored support towards the completion of an extended empirical/theoretical study of their own design. In addition, research-led optional modules in everything from health, to death and technology to urban crime and murder are available to enable students to diversify their knowledge base in areas of interest to them. As such, students will receive an increasingly specialized sociological education, augmented by a variety of different forms of assessment to facilitate the development of a wide variety of transferable skills sought by employers.'

### Modules for the Programme

Code	Level	Semester	Title	Credits	Status of Module*
1ED200	4	1	Key changes in modern schooling	20	<b>C</b>
1ED201	4	1	Learning as a student	20	<b>O</b>
1SC020	4	1	Introduction to Sociological Thought	20	<b>C</b>
1SC021	4	1	Sociology of everyday life	20	<b>O</b>
1ED203	4	2	Questioning the purpose of education: philosophical perspectives	20	<b>C</b>
Choose 40 credits from the four optional modules below, at least 20 credits must be from either 1SC022 or 1SC023					
1SC022	4	2	Childhood	20	<b>O</b>
1SC023	4	2	Social inequalities: key themes	20	<b>O</b>
1ED204	4	2	Global development and education	20	<b>O</b>
1ED205	4	2	What is inclusive learning?	20	<b>O</b>
2SS001	5	1	Social research methods 1	20	<b>OC<sup>1</sup></b>
2SC022	5	1	The Sociology of Work	20	<b>O</b>
2ED201	5	1	Education and social justice	20	<b>O</b>
2ED202	5	1	Life chances and education	20	<b>O</b>
2ED203	5	1	Media and dis/ability	20	<b>O</b>
2ED204	5	1	The globalisation of education policy	20	<b>O</b>

2SC023	5	1	Children, families and the state	20	<b>O</b>
2ED205	5	1	Knowledge and the curriculum	20	<b>C</b>
2ED200	5	2	Learning as a researcher	20	<b>OC</b> <sup>2</sup>
2ED206	5	2	Reflecting on learning	20	<b>O</b>
2ED209	5	2	Alternative Educations	20	<b>O</b>
2SS002	5	2	Social research methods 2	20	<b>OC</b> <sup>1</sup>
2SC027	5	2	Social change, technology and risk	20	<b>O</b>
2SC028	5	2	Social Inequalities: Contemporary Debates	20	<b>O</b>
3ED200	6	Y	Researching in an educational context	40	<b>OA</b> <sup>2</sup>
3SC020	6	Y	Sociological Investigation	40	<b>OA</b> <sup>1</sup>
3ED201	6	1	Investigating learning	20	<b>O</b>
3ED202	6	1	Education and contemporary ethical issues	20	<b>O</b>
3ED203	6	1	Digital learning - The future of education?	20	<b>O</b>
3ED204	6	1	Critical perspectives in SEN and Inclusion	20	<b>O</b>
3SC022	6	1	Technology and Society	20	<b>O</b>
3CL028	6	1	Murder	20	<b>O</b>
3SC029	6	1	Solving Social Problems	20	<b>O</b>
3ED205	6	2	Education, health and well-being	20	<b>O</b>
3ED206	6	2	Autobiography and narrative – writing educational journeys	20	<b>O</b>
3ED207	6	2	Education and the environment	20	<b>O</b>
3ED208	6	2	Teaching and the role of the teacher	20	<b>O</b>
3CL024	6	2	Urban Criminology	20	<b>O</b>
3CL029	6	2	Youth and Resistance (was sociology)	20	<b>O</b>
3SC026	6	2	Health, Illness and Society	20	<b>O</b>
3SC028	6	2	Death	20	<b>O</b>

\***C**: Compulsory, **OC**: Students have a choice of compulsory modules, **CA**: Compulsory for Award, **OA**: Students have a choice of Compulsory for Award modules, if taken the module must be passed to achieve the award **O**: option

### If students want to take module 3SC020 Sociology Investigation at level 6

<sup>1</sup> If students want to do module 3SC020 Sociology Investigation at level 6 they must take Modules 2SS001 and 2SS002 at level 5

- If students take module 2SS002 they cannot take module 2ED200
- At level 5, students must then take 20 credits of Sociology modules (modules starting 2SC) and 20 Credits of Education Studies modules (modules starting 2ED) in semester 2

### If students want to take module 3ED200 Researching in an Educational Context at level 6

<sup>2</sup> If students want to do module 3ED200 Researching in an educational context at level 6 they must take module 2ED200 at level 5

- If students take 2ED200 they cannot take 2SS002
- At level 5, students must take at least 20 credits of Sociology modules (modules starting 2SC) and 20 Credits of Education Studies modules (modules starting 2ED) in each semester.

### Level 6

At level 6 students must take at least 20 credits of Sociology modules (modules starting 3SC or 3CL) and 20 credits of Education Studies modules in each semester

**All optional modules are subject to staffing and timetable availability each year.**

### **Teaching, Learning and Assessment**

To maximise the full potential of all students studying on BA (Hons) Education Studies and Sociology, the programme will focus on:

- The process of transition to ensure that you are able to benefit from a full and rewarding undergraduate experience.
- The development of lifelong learning skills, particularly in relation to developing your ability to be able to reflect upon your own learning.
- The development of skills that will help to effectively involve you in critical reflection and analysis of research, policy and practice.
- Prioritising teaching that will support learning experiences that are stimulating, appropriate and effective.
- Fostering partnerships which will help to ensure a range of inclusive and appropriate assessment, learning & teaching practices.

Our intention is to provide a secure foundation upon which you can build, explore and conceptualise the broader implications of the discipline, thus challenging you to develop your critical thinking skills and engagement in analytical discussion. We aim to foster a strong and supportive relationship with our students in remaining aware of each individual's learning needs across the programme. Beyond the classroom environment, we will provide you with individual academic support both via email and in face-to-face tutorials.

Teaching and learning strategies will be tailored towards the context of each module. Learning and teaching methods are designed to enable you to attain and demonstrate achievement of the specified outcomes contained in the module specifications. The BA (Hons) Education Studies and Sociology programme will use a diverse range of teaching and learning strategies which will focus on equipping you with the skills and knowledge required to be effective and successful students. Education Studies and Sociology is designed so that there is a progressive shift in the overall balance of time you spend in independent compared to tutor-supported learning. Level 4 has increased contact time to ensure that you have a sound grounding in the subject area, which is then gradually reduced through Levels 2 and 3 in order to develop student autonomy, whilst still providing a supportive environment.

The teaching and learning strategy includes lectures, seminars, case studies, group work, report writing and aims to be accessible to a mixture of learning styles and interactive activities. A series of key lectures for each module will provide you with an introduction to the main themes, theoretical concepts and debates. Seminars aim to provide you with the opportunity to debate and discuss the themes raised by lectures and self-directed study. This will provide you with opportunities to have a deeper understanding of the issues covered in the modules and encourages an environment in which you can communicate and discuss the subject matter with other students.

You will also be encouraged to take the initiative and work towards a self-directed approach under the negotiation, facilitation and observation of the module leader. Guest speakers from appropriate organisations also enhance the lecture sessions.



Each module will also provide a range of teaching, learning and assessment strategies from the following:

Teaching	Assignments
Lectures	Essays
Seminars	Group presentations
Web-based mediated discussion groups	Individual presentations
Group discussions	Learning journals
Project work (tutor-set and student initiated)	Research/project file
Individual/group tutorials	Portfolio Portfolios and reflective writing
VLE tasks	Formative tasks
Web-based study materials	Peer assessed essay
Simulation exercises	Case study
Field trips and course visits	Evaluative and critical incident reports
	Research proposal and empirical study

There is an appropriate blend of formative feedback and summative assessments across the individual modules. This is emphasised at Level 4 whereby the word count of 3,000 per module is for the summative assessment, but in order to ease the transition into academic study within Higher Education there will also be formative feedback, which may be written or verbal. This will be particularly apparent in semester 1, as the modules support each other in developing the skills you need to succeed in Higher Education. In this respect, formative feedback will be provided prior to submission of the final summative assessment, which maximises the potential for you to engage in productive dialogue throughout the module. Formal and informal feedback including reviews and discussion will also be used to inform you of your progress and facilitate learning and personal development planning. Assessment criteria are directly related to the specified learning outcomes for the programme of study. Academic Tutorials will also support the feedback process, as your academic tutor discusses your feedback with you and suggests support as necessary.

We believe that self-motivation has a crucial role to play in learning. What motivates us and how other people can influence our self-motivation is a very complex area, but one in which our understanding is growing. We now know that success itself does not necessarily motivate. It depends to a great extent on why we think we have been successful in our learning. Even the performance of very able students can plateau or even diminish if they believe that they have reached what they consider to be the limits of their intelligence i.e. that their level of intelligence is fixed and they are powerless to increase their capacity to learn.

Ultimately, being wrong, making mistakes and struggling to understand or to do something is a necessary and formative part of learning. Formative tasks are also an integral part of the Level 5 and 3 modules so that you can receive informal feedback on both your academic work and the development of critical thinking around the subjects under discussion. Here, feedback is seen as a key tool that can support you in refining your understandings and/or knowledge as well as enabling you to build more powerful ideas and capabilities.

We believe that good feedback practice:

1. Facilitates the development of self-assessment (reflection) in learning.
2. Encourages dialogue around learning.

3. Helps clarify what good performance is (goals, criteria, expected standards).
4. Provides opportunities to close the gap between current and desired performance.
5. Delivers high quality information to students about their learning.
6. Encourages positive motivational beliefs and self-esteem.
7. Provides information to the teaching team that can be used to help shape the delivery and content of the programme.

Nicol, D. J. and MacFarlane-Dick, D. (2005) *Formative assessment and self-regulated learning: A model and seven principles of good feedback practice* online  
<http://www.psy.gla.ac.uk/~steve/rap/docs/nicol.dmd.pdf>

### Progression and Graduation Requirements

The University's [general regulations for awards](#) apply to this programme.

Any modules that must be passed for progression or award are indicated in the Programme Structure section.

In addition, the following programme-specific regulations apply in respect of progression and graduation:

### Internal and External Reference Points

This programme specification was formulated with reference to:

- [University Mission Statement](#) [see page two]
- [Strategic Plan 2015-20](#) [see page four]
- [QAA subject benchmark statement](#)
- [Framework for Higher Education Qualifications](#)

### Further Information

Further information on the programme of study may be obtained from:

- Admissions entry profile (Admissions)
- Programme validation document (Registry – Academic Quality Support)
- Regulations (Registry – Academic Quality Support)
- Student programme handbook (school)
- Module handbooks (school)

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*Date written / revised:* 05/01/2016

First year of entry is 2016/7 (No intake) – 2017/18 first intake

QSC PASP (22.1.18) 2SC002 change of status and additional option mod 3SC007, 1SC005 removed from offering.

QSC PASP (07.08.19) removed modules 1SC004, 3SC007 and 3SC004. Added modules 1SC021, 1SC022, 2SS001, 2SC023, 2SS002, 2SC027, 3SC022, 3SC029, 3CL024, 3SC026 and 3SC028 effective from 2019-20.