Course Addendum: Changes to 2020/21 Teaching In Response to Covid-19

Whilst we hope to deliver as much activity on-campus as possible, the government's guidance and social distancing measures will inform how much teaching we can deliver face-to-face in the 2020/21 academic year. Working to government guidelines we have adapted the delivery of our courses to a model of blending learning, which consists of a mix of online and on-campus activities. We are equipped to move between blended learning to fully online, or face–to–face, as the Covid-19 situation evolves.

The learning outcomes of your course remain the same but there are changes to its delivery, assessment and structure, as set out in the Changes section of this document. The subsequent pages of this document contain the original teaching and learning schedule of this course, for your reference.

24th July 2020

Course Details

Course Title(s)	BSc (Hons) Sociology (FT)
	BSc (Hons) Sociology with Criminology (FT)
Course Code(s)	4092; 4100
Course Director	Rashid Aziz
Shared Modules?	Yes with UG Law, Politics, Psychology, Criminology and Sociology

We are looking forward to seeing all of our students for face to face teaching as soon as possible. In the meantime, we have adapted our delivery for semester 1 to provide you with extensive online resources in addition to any on-campus activities.

Changes to the mode of delivery and course composition

Subject to Government advice and in line with our commitment to the safety of our staff and students, from September we are planning the following:

- *On-campus time for regular small group seminars, especially to prepare for assessments*
- *Online and remote alternatives to lectures during the first semester, for example recorded lectures and interactive online activities*
- *Regular live online seminars during the first semester with your lecturer and a group of other students to discuss the topics covered in the lectures*
- *Weekly readings and other material on our virtual learning environment, Moodle*
- *Weekly access to module teaching teams and personal tutors via email and virtual office hours*

Importantly, we will ensure that we provide equivalent resources and support to students who are unable to join us on campus for these sessions.

Your overall amount of contact will the same as if it were delivered fully on campus.

Changes to assessment strategy

On-campus assessments replaced by carefully adapted alternatives that can be undertaken online (eg, take-home exams, essays and computer-based tests.

For reference, the following pages contain the original teaching and learning schedule of this course, prior to the changes implemented in response to Covid-19.

A. Course Information			
Final award title(s)	BSc (Hons) Sociology	**Course Code(s)**	4092
Intermediate exit award title(s)	BSc Sociology DipHE Sociology CertHE Sociology		
UCAS Code			
Awarding Institution	London South Bank University		
School	☐ ASC ☐ ACI ☐ BEA ☐ BUS ☐ ENG ☐ HSC ☒ LSS		
Division	DSS		
Course Director	Matthew Bond, Julien Morton		
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐ Other: please specify		
Mode(s) of delivery	☒Full time ☐Part time ☐other please specify		

Length of course/start and finish dates				
	Mode	Length years	Start - month	Finish - month
	Full time	3	September	
	Full time with placement/ sandwich year	n/a	September	

Is this course generally suitable for students on a Tier 4 visa?	Please complete the International Office questionnaire Yes No Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated.

Approval dates:	Course(s) validated / Subject to validation	Nov 2011 / 23 April 2018
	Course specification last updated and signed off	27 November 2019

Professional, Statutory & Regulatory Body accreditation	n/a

| Reference points: | Internal | Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations |
| | External | QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications Subject Benchmark Statements (Feb 2015) PSRB Competitions and Markets Authority SEEC Level Descriptors 2016 |

B. Course Aims and Features	
Distinctive features of course	• The degree covers a wide range of material from classical theory to methods, to contemporary social changes around globalisation, social networking and the internet. • The degree makes use of the teaching team's internationally recognised expertise and research and LSBU's central-London location to apply its theories. • Sociology at LSBU encompasses studying London, Britain and the new global world. • The degree encourages students to actively engage with the School's 'social justice and global responsibility' ethos. • A significant number of optional modules allow students to tailor the degree to their own interests and future career ambitions, whether that involves focusing on work, corporate, gender, ethnicity, technological or environmental issues. • There is an optional work placement work placement module to provide a firm link between the academy and the world of work;
Course Aims	The BSc in Sociology aims to: 1. to provide a rigorous, broadening and rewarding educational experience in the fields of sociology, backed by an up-to-date curriculum based on scholarship and research. 2. to enable students from a variety of educational and personal backgrounds to acquire a critical understanding of society in its multidimensional contexts; 3. to develop and sharpen students' cognitive, analytical, critical, communicative and interpretative skills and their ability to translate these into research practice in the fields of sociology and politics; 4. to encourage an appreciation of the importance of, and ability to use, complex theoretical ideas in the study of sociology; 5. to enable students to acquire and develop a range of personal attributes relevant to further achievement in the world beyond undergraduate and postgraduate education; 6. to enhance students' employment opportunities by developing their capacity to initiate and carry through complex academic and professional tasks both individually and with others.
Course Learning Outcomes	a) Students will have knowledge and understanding of:

A1 the nature of sociology;

A2 key historical and contemporary social, political, and economic issues and processes, and their inter-connectedness;

A3 major concepts and theoretical approaches used in the academic areas of sociology;

A4 processes of internationalisation/globalisation and their impact on society and social policy;

A5 the requirements for carrying out research in the field of sociology, using a variety of research methods, in a self-critical fashion and with appropriate use of evidence;

A6 the practical contribution of sociological concepts, theories and forms of understanding to problem solving and in forging more socially just and sustainable global futures.

b) Students will develop their intellectual skills such that they are able to:
B1 synthesise a range of information and data from a variety of sources related to issues and debates in sociology and the broader social sciences;

B2 critically analyse a range of concepts, principles and practices within the sociological domains and their application at both national and international levels;

B3 demonstrate the cognitive skills necessary to review and evaluate arguments, concepts, theoretical perspectives, evidence and texts in the fields of sociology, and related areas (e.g. political economy, human geography, networks);

B4 demonstrate an understanding of the requirements for initiating and carrying through sociological research in an analytical and theoretical way, whilst making appropriate and critical use of evidence;

B5 exercise intellectual and evaluative skills in pursuit of a more sustainable and socially just international future.

c) Students will acquire and develop practical skills such that they are able to:
C1 initiate, plan, manage and execute work (both individually and in teams, where students are expected to respect the viewpoints of others);

C2 communicate with others, in written, oral and other forms, demonstrating clarity of thought and critical understanding of issues and concepts relevant to the study of sociology;

C3 produce work (within quality and time frameworks) involving problem- solving and evaluation, drawing on supporting evidence;

C4 retrieve, sift, synthesise and analyse material from a wide range of sources, and present findings in a clear and balanced manner;

C5 identify appropriate practices within a professional and ethical framework.

d) Students will acquire and develop transferrable skills such that they are able to:

D1 retrieve information and ideas effectively and critically from a variety of primary and secondary sources, including internet sources;

D2 present in written and oral form, complex information and ideas in a balanced fashion;

D3 make effective use of IT skills;

D4 demonstrate literacy and numeracy skills;

D5 appreciate that problems are often multi-faceted and interconnected and require thoughtful, creative and logical approaches.

C. Teaching and Learning Strategy

A1 – A6 are woven into modules at all levels. Level 4 modules are introductory and lay the foundation for all learning outcomes. Level 5 modules emphasise the substantive and comparative learning outcomes and level 6 modules extend the critical and analytical learning outcomes.

Acquisition of A1 – A6 is, at all levels, through a combination of lectures, seminars, workshops, small group exercises, individual and group projects/activities. These are supplemented by guest speakers from public, private and third sector organisations, as well as academia, which provide additional specialisms and real world contextualisation, as well as by the research project tutorials at level 6.

Interactive seminars and workshops support the lectures and encourage the active participation of students in free and open debate, developing peer learning, the sharing of knowledge and support amongst the diverse student body. Student engagement is further encouraged through the use of small group exercises and the requirement that all students make a seminar presentation at each level.

Scheduled teaching is supported and consolidated by private study structured by provision of comprehensive reading lists and core electronic resources, and the use of Moodle and other online teaching methods and
resources. The Division of Social Sciences aims to provide a truly 'blended' learning experience extending well beyond the use of the VLE as a mere repository for documents.

The development of subject specific intellectual and research skills will be delivered via a structured and progressive strategy of support throughout the programme.

Acquisition of B1 – B5 is at all levels, through a combination of lectures, seminars, and workshops, as well as through coursework feedback and the use of online sources and the VLE.

Particular emphasis is placed on seminar discussion of key texts and other material. These assist student understanding of complex theoretical ideas and the relationship between theory, practice and empirical enquiry. They also assist the development of critical, evaluative and problem-solving skills. In-class debate allows the sharing of ideas amongst peers and the evaluation of opinions within a diverse student body. B4 is

developed and encouraged through both tutorial discussion and practical coursework projects, including the final year research project.

As students move through the programme their ability to generate, evaluate and synthesise Sociology-related information is developed through application to more complex research-oriented, case-study and policy- related problems. The aim is to progressively develop greater independence of thought and practice.

As with subject understanding and knowledge learning outcomes, self-managed learning activities supplement in-class learning and include the reading and critique of academic journals, policy reports and data sets, and preparation for problem-based exercises and peer debate. Links to core journals will be available via the VLE, and on-line fora will be used to encourage debate and discussion of key issues.

Acquisition of C1 – C5 again typically takes place through a mix of lectures, seminars, workshops and the project tutorials, accompanied by online teaching support. The acquisition and development of practical skills are a particular focus of the lectures and seminars at level 4, and the research project lectures, seminars and supervision at level 6. Students are encouraged to reflect on their skills through feedback on assessed work at all levels.

The choices implied in C5 inform the entire course but may be particularly developed through the Work Placement module at level 5, and projects at level 4, 5 and 6.

The development of practical skills via classroom teaching is strongly reinforced by the students' own self- managed study.

Transferable skills D1-5 are acquired and developed throughout the programme via the teaching practices described in previous sections (lectures, seminars, workshops, tutorials, class feedback and (with particular focus on D4), online learning). Their initial acquisition is at level 4, when support is given for cognitive skills development, oral presentations, academic writing and referencing, and data retrieval and presentation, in preparation for subsequent levels of study. These transferable skills and attributes are then continually developed throughout each level demonstrating progressive enhancement, including via group presentations at level 4, 5 and 6, empirical work that requires students to navigate gatekeepers and participant networks at levels 4 and 6..

The optional Work Placement module is an opportunity for students to enhance employability skills and to reflect upon these in a critical manner.

Scheduled teaching is supported and consolidated by private study structured by provision of comprehensive reading lists and core electronic resources, and the use of Moodle and other online teaching methods and resources. The Division of Social Sciences aims to provide a truly 'blended' learning experience extending well beyond the use of the VLE as a mere repository for documents.

Communication out of hours is maintained through Moodle, which includes module-specific information, as well as course level and support information.

Typical workload for students per module are 60 Student Contact Hours, 140 Student managed learning hours: including 10 hours of VLE related activity and preparation. There are also 2 office hours every week from each member of staff.

Information about extended Library and Learning Resource Centre hours is found through the LSBU website.

Undergraduate teaching typically occurs between 9am and 5pm Monday to Friday, with no teaching scheduled for Wednesdays. Each student will have access to an individual online timetable. Teaching is currently entirely by full time members of staff.

D. Assessment

The student learning experience is built upon the integration of formative and summative forms of assessment and feedback as central to a student's acquisition of the skills and attributes necessary to achieve the course and module learning outcomes.

Learning outcomes are tested in a variety of ways, with assessments tailored to the requirements of specific modules. Assessment types include: examinations, essay assessments of varying lengths, reports and presentations undertaken individually and in groups, web-based work, photo reviews, research proposals and book reviews.

The increasing emphasis through each level of study on independent learning is reflected in the methods of assessment. Individual and group presentations are assessed, with students given the assessment criteria in advance. Literature reviews encourage students to read in a more critical and focused way and the assessment of their research proposal helps in the development of intellectual skills.

Formative assessment is a central feature of the course modules. It provides an opportunity for developmental feedback and reflection, which help promote student engagement in a process of continuous learning. Formative assessment takes a variety of forms, including: informal assessment of work; the provision of commentary on essay plans; the use of online quizzes, and marking of non- assessed work. Peer marking and feedback is another formative assessment method used during the programme.

Additionally in-class debate and discussion provide students and staff with an understanding of the knowledge gained and areas needing further reinforcement and delivery. This will allow reflection on performance and will feed forward into future delivery.

Summative assessment details are included in Section H and the Module Statements. The methods used link to the Learning Outcomes that are central to each module and which are mapped in Appendix A. Individual modules teach and develop many of the course learning outcomes listed in this section and therefore Appendix A highlights those principally used to frame the assessment strategy.

B1-5

These intellectual skills are mainly tested through examinations and various coursework assignments. As above, formative in-class assessments, together with engagement with the VLE, enable assessment of student learning of these objectives. In terms of summative assessments, the module statements show a range of approaches.

As students progress through the course there is an expectation that they will exhibit greater autonomy in their learning, and will refine their intellectual skills, and approach their work in a more critical and analytical way. The range of assessment types reflects these expectations. This process culminates in the Level 6 Research Project, which is a significant assessment of student independent research skills.

The variety of assessments reflects the course team's wish to maximise the opportunities for students to display their strengths in different ways.

C1-5

Practical skills are only assessed in a small number of modules, for instance the Work Placement. They are nevertheless acquired progressively during the course

D1-5

Transferable skills are only assessed in a small number of modules, for instance the Work Placement. They are nevertheless acquired progressively during the course and are integral to the Division's commitment to enhancing student employability

Coursework constitutes approximately 75% of the assessment.

E. Academic Regulations

The University's Academic Regulations apply for this course.

F. Entry Requirements

In order to be considered for entry to the course(s) applicants will be required to have the following qualifications:

- GCSE grade "C" or above in 5 subjects (including Mathematics and English Language) plus one of the following:
  - · A Level BCC (or equivalent);
  - · BTEC National Diploma MMM;
  - · Access to HE Diploma with 9 Distinctions and 36 Merits (or equivalent);
  - · Other equivalent level 3 qualifications worth 106 UCAS points

- Mature students will be considered on the basis of their overall qualifications and work experience.

The Cert HE courses are not offered via our normal student marketing, but are an option for students who have applied in clearing for the main degree programme but have not met the entry requirements. For entry onto the Cert HE courses applicants will be required to have the following qualifications:

- GCSE grade "C" or above in 5 subjects (including Mathematics and English Language) plus <u>one</u> of the following:
  - · A Level DEE (or equivalent)**;**
  - · BTEC National Diploma MMP**;**
  - · Access to HE Diploma Pass;
  - · Other equivalent level 3 qualifications
- Mature students will be considered on the basis of their overall qualifications and work experience.

For direct entry into Level 5 of the course, applicants will be required to hold:

- 120 credits at Level 4 or above in a relevant subject; or
- LSBU's Certificate in Higher Education in the relevant subject area.

For direct entry into Level 6 of the course, applicants will be required to hold:

- 120 credits at Level 4 and 120 credits at Level 5 in the relevant subject area.

For progression from the Cert HE into the main degree students are required to pass all modules (120 credits).

Accreditation of Prior Learning (APL)
All awards for APL will be in line with the University's policy and current academic regulations. Applicants may be able to use their learning from work or other life experiences to gain academic credit towards their programme of study. Applicants need to demonstrate that their learning is equivalent to formal learning on the programme and produce satisfactory evidence. If an applicant has gained a qualification from a professional body or another institution this may be credited towards the University qualification via the transfer credit scheme.

Transfer credit
Transfer credit allows credit awarded by another HE Institution to contribute to the credit required for an LSBU award. Credit may also be transferred from a previous experience of learning at LSBU. Applicants will be considered on a case by case basis. Consideration of any request for transfer credit will only be confirmed against a transcript of credit or award certification and particular attention will be paid to grades achieved and number of attempts at the assessments.

Applicants for whom English is a foreign language should either hold a recognised qualification in English e.g. British Council IELTS (minimum 6.0) or the TOEFL equivalent.

G. Course structure(s)

Course overview

The course is delivered on a semester pattern, each semester being of 15 weeks duration. Students study 120 credits (normally 6 modules) at each of Levels 4, 5 and 6. A University module is the equivalent of 200 student study hours. Each module is a self-contained part of the programme of study and normally carries a single
credit value. The only exception to this is the Level 6 Dissertation, which is a double (40 credit) module.

Core and elective modules
The course involves a set of compulsory (core) modules and a range of elective modules, as identified below. At Level 5 and 6 students study two core modules and choose one elective module per semester.

Course Title: Sociology BSc F/T

		Semester 1		Semester 2	
Level 4		Global Issues in Sociology	(20 credits, core)	Social Justice in Action	(20 credits, core)
		Power and Inequality in Contemporary Society	(20 credits, core)	Researching London Life	(20 credits, core)
		Revolutions, Wars and the Making of the Modern World	(20 credits, core)	The Sociological Imagination: From Revolutions to Big Data	(20 credits, core)
Level 5		Gender, Sexualities and Society	(20 credits, core)	Making Identities: citizenship, race and nation	(20 credits, core)
		Exploring British Attitudes: Quantitative Methods in Social Research	(20 credits, core)	Interpreting Society: Qualitative Methods in Social Research	(20 credits, core)
		The Making of Modern Society: The Dark and the Light	(20 credits, option)	Work Placement	(20 credits, option)
		Policing and Society	(20 credits, option)	The Environment, Sustainability and Climate Change	(20 credits, option)
				London: Crime and Social Exclusion	(20 credits, option)
				Youth, Crime and Delinquency	(20 credits, option)
Level 6		Sociology for the 21st Century: From Networks to Artificial Intelligence	(20 credits, core)	Religion and Society	(20 credits, core)
		Research Project (40 credits, core)			
		Political Sociology: Contemporary Debates	(20 credits, option)	Crimes of the Powerful: States, Corporations and Human Rights	(20 credits, option)
		Race, Culture and Identity	(20 credits, option)	Politics and Protest	(20 credits, option)

Placements information
n/a

H. Course Modules

In any given year there may be circumstances where option modules will not run. There will need to be sufficient student demand for the option and staff expertise will need to be available. We will ensure that there are sufficient option choices available to students. This does not apply to CertHE courses

Module Code	Module Title	Level	Smstr	Credit value	Assessment
DSS_4_GIS	Global Issues in Sociology	4	1	20	Group presentation (50%), each student must present for c.5 minutes Report from the group presentation 1,000 words (50%)
DSS_4_PIC	Power and Inequality in Contemporary Society	4	1	20	2000 word essay (100%)
DSS_4_RWM	Revolutions, Wars and the Making of the Modern World	4	1	20	2000 word essay (100%)
DSS_4_LAL	Social Justice in Action	4	2	20	5 Task Porforolio (100%)
DSS_4_RLL	Researching London Life	4	2	20	2000 word mini-project (100%)
DSS_4_TSI	The Sociological Imagination: From Revolutions to Big Data	4	2	20	2 hour seen exam (100%)
DSS_5_EBA	Exploring British Attitudes: Quantitative Methods in Social Research	5	1	20	1500 word Literature review (30%) Statistics data analysis (70%)
DSS_5_GSS	Gender, Sexualities and Society	5	1	20	2500 word essay (100%)
DSS_5_MMS	The Making of Modern Society: The Dark and the Light	5	1	20	2500 word essay (100%)
DSS_5_PSS	Philosophy of the Social Sciences	5	1	20	2500 word essay
DSS_5_TES	The Environment, Sustainability and Climate Change	5	2	20	1500 word critical appraisal of internet sources (40%) 1500 word organisational analysis (60%)
DSS_5_ISQ	Interpreting Society: Qualitative Methods in Social Research	5	2	20	1000 word research proposal (30%) 5x400 word workshop reports (70%)
DSS_5_LCS	London: Crime and Social Exclusion	5	2	20	500 word research proposal for CW2 20% 2,000 word report exploring theme/s from the course in relation to a borough of student's choosing 80%
DSS_5_MIC	Making Identities: citizenship, race and nation	5	2	20	2500 word essay (100%)

DSS_5_WPC	Work Placement	5	2	20	1500 word placement portfolio (50%) 1500 word reflective report (50%)
DSS_5_YCD	Youth, Crime and Delinquency	5	2	20	2500 word essay (100%)
DSS_6_PSC	Political Sociology: Contemporary Debates	6	1	20	2 hour seen exam (100%)
DSS_6_RCI	Race, Culture and Identity	6	1	20	3000 word essay (100%)
DSS_6_SNA	Sociology for the 21st Century: From Networks to Artificial Intelligence	6	1	20	3000 word review essay (100%)
DSS_6_COP	Crimes of the Powerful: States, Corporations and Human Rights	6	2	20	1000 word annotated bibliography (40%) 2500 word case study (60%)
DSS_6_PAP	Politics and Protest	6	2	20	3 hour seen end of semester Exam (100%)
DSS_6_RAS	Religion and Society	6	2	20	1500 word mini project on a religion in UK (30%) 2 hour seen exam (70%)
DSS_6_PRJ	Research Project	6	1&2	40	1500 word Project proposal (15%) 9000wd Project (85%)

I. Timetable information

- Students will be notified of their confirm timetable for study commitments in line with the new timetabling arrangements at LSBU. It is expected that this information will be available to students in August or early September each year
- Wednesday is a teaching-free afternoon set aside for e.g. sporting/cultural activities.
- We will keep prospective students informed of any changes.

J. Costs and financial support

Course related costs

- The division provides all students with a core text book, which is included in tuition fees.

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding or
- http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding
- Information on living costs and accommodation can be found by clicking the following link- https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses

List of Appendices

Planning Appendix D: Terminology

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Modules			Programme outcomes																				
Level	Title	Code	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
4	Global Issues in Sociology	DSS_4_GIS	DTA	DTA	DTA	DTA	D	DTA	DTA	DTA	DTA	D	DTA	DT	DT	DT	DT		DT	DT	D	DT	DT
4	Power and Inequality in Contemporary Society	DSS_4_PIC	DTA	DTA	DTA	DTA	D	DTA	DTA	DTA	DTA	D	DTA	DT	DT	DT	DT		DT	DT	D	DT	DT
4	Revolutions, Wars and the Making of the Modern World	DSS_4_RWM	D	DTA	D	DTA		DTA	DTA	DTA	DTA	D	DTA	DT	DT	DT	DT		DT	DT	D	DT	DT
4	Social Justice in Action	DSS_4_SJA	DTA	DTA	DTA	D		DTA	DTA	DTA	DTA	D	DTA	DT	DT	DT	DT		DT	DT	D	DT	DT
4	Researching London Life	DSS_4_RSL	DTA	DTA	DTA	DT	DTA	DTA	DTA	DTA	DTA	DTA	D	DT	DT	DT	DT	DT	DT	DT	D	DT	DT
4	The Sociological Imagination: From Revolutions to Big Data	DSS_4_TSI	DTA	DTA	DTA	D	DTA	DTA	DTA	DTA	DTA	D	DTA	DT	DT	DT	DT		DT	DT	D	DT	DT
5	Exploring British Attitudes: Quantitative Methods in Social Research	DSS_5_EBA				D	D		DTA		DTA		DTA	DTA	DT	DTA	DTA	DTA	DTA	DTA	DT	D	DT	DT
5	Gender, Sexualities and Society	DSS_5_GSS	DTA	DTA	DTA	DTA	D	DTA	DTA	DTA	DTA	D	DTA	DT	DT	DT	DT		DT	DT	D	DT	DT
5	The Making of Modern Society: The Dark and the Light	DSS_5_MMS	DTA	DTA	DTA	DTA	DA	DTA	DTA	DTA	DTA	D	DTA	DT	DT	DT	DT		DT	DT	D	DT	DT
5	Philosophy of the Social Sciences	DSS_5_PSS	DTA	D	D		DTA		DTA	D	DTA	D	DTA	DT	DT	DT	DT		DT	DT	D	DT	DT
5	The Environment, Sustainability and Climate Change	DSS_5_TES	D	DTA	DTA	DTA	D	DTA	DTA	DTA	DTA	D	DTA	DT	DT	DT	DT		DT	DT	D	DT	DT
5	Interpreting Society: Qualitative Methods in Social Research	DSS_5_ISQ	DT	D	DTA	D	DTA	D	DTA	D	DTA	DTA	D	DT	DT	DT	DT	DT	DT	DT	DT	DT	DT
5	London: Crime and Social Exclusion	DSS_5_LCS	D	DTA	DT		D	DTA	DTA	D	DTA	D	DTA	DT	DT	DT	DT		DT	DT	D	DT	DT
5	Making Identities: citizenship, race and nation	DSS_5_MIC	DTA	DTA	DTA	DTA	D	DTA	DTA	DTA	DTA	D	DTA	DT	DT	DT	DT		DT	DT	D	DT	DT
5	Work Placement	DSS_5_WPC				D	D		DTA		DT	D	DTA	DT	DTA	DTA	DT	DTA	DT	DT	D	D	DTA

												A						A		A			
5	Youth, Crime and Delinquency	DSS_5_YCD	D	DTA	DTA		D	DTA	DTA	D	DTA	D	DTA	DT	DT	DT	DT		DT	DT	D	DT	
6	Political Sociology: Contemporary Debates	DSS_6_PSC	DTA	DTA	DTA	DTA	D	DTA	DTA	DTA	DTA	D	DTA	DT	DT	DT	DT		DT	DT	D	DT	DT

Level	Module	Code																					
6	Race Culture and Identity	DSS_6_RCI	DTA	DTA	DTA	DTA	D	DTA	DTA	DTA	DTA	D	DTA	DT	DT	DT	DT		DT	DT	D	DT	DT
6	Sociology for the 21st Century	DSS_6_SNA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	D	DTA	DT	DT	DT	DT		DT	DT	D	DT	DT
6	Crimes of the Powerful: States, Corporations and Human Rights	DSS_6_COP	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DT	DT	DT	D	DT	DT	D	DTA	DT	DT
6	Politics and Protest…	DSS_6_PAP	DTA	DTA	DTA	DTA	D	DTA	DTA	DTA	DTA	D	DTA	DT	DT	DT	DT		DT	DT	D	DT	DT
6	Religion and Society	DSS_6_RAS	DTA	DTA	DTA	DTA	D	DTA	DTA	DTA	DTA	D	DTA	DT	DT	DT	DT		DT	DT	D	DT	DT
6	Research Project	DSS_6_PRJ	DA	DA	DA		DTA		DTA	DTA	DTA	DTA	D	DT	DT	DT	DT	DT	DT	DT	D	DT	DT

Appendix B: Embedding the Educational Framework

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework in curriculum design are:

- **curricula that are informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- embedded learning development for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **assessment *for* learning** that provides timely and formative feedback

All courses should be designed to support these four dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established

evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
Curricula informed by employer and industry need	<u>Outcomes focus and professional/employer links</u> All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.	The curriculum includes - work placement module is focussed on developing connections with employers and the nature of work generally - Guest lectures are encouraged in all modules - External examiners have been consulted - Undergraduate students have been consulted

| Embedded learning development | Support for transition and academic preparedness
At least two modules at level 4 will include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules will reference and reinforce the learning development to aid in the transfer of learning. | • Formative exam preparation
• Formative group presentations
• Summative group presentations
• Referencing links
• Mix of introductory theory and applied in Lvl 4, extended and deepened in LVL 5
• Lvl 4 and 5 modules prepare methods skills for level 6 project |
| High impact pedagogies | Group-based learning experiences | Modules at Lvl 4 and above include:
• Formative group presentations |

	The capacity to work effectively in teams either cooperatively (by distributing elements of a group task to individual members of the group) or collaboratively (by completing a group task collectively) enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to **professionalism** and **inclusivity**. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if appropriate.	• Summative group presentations • Peer to peer quiz evaluation • Peer to peer interview practice • See assessment grid for summative assessments

Assessment *for* learning	<u>Assessment and feedback to support attainment, progression and retention</u>
	Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed- forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to **excellence**.
		• All modules at all levels have a formative assessment inc
		  o Exams
		  o Quizzes
		  o Reviews
		• We also have tutorials at all levels for 1-1 and small group feedback on formative assessment as well as module discussion

High impact pedagogies	<u>Research and enquiry experiences</u> Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after	• The following fulfil these requirement:
		  ○ Research methods modules at lvl 5 in qualitative and quantitative fields
		  ○ Project lvl6

	outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage **creativity** and problem- solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.	o Researching London Life lvl4 o All modules require independent reading, analysis and reporting.
Curricula informed by employer and industry need / Assessment *for* learning	<u>Authentic learning and assessment</u> Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including **excellence**, **professionalism**, **integrity** and **creativity**. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.	• Work placement module • Presentations simulate the workplace • Confidence building in communicating in all modules – asking questions and entering into debates • Peer-peer evaluation eg of quizzes, presentations.

| Curricula informed by employer and industry need | Work-based learning
Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, **professionalism** and **integrity**. Work- based learning can take the form of work experience, internships or placements as well as, for example, | Work placement module

Presentations simulate the workplace Confidence building in communicating in all modules – asking questions and entering into debates

Group work is central to working practices in all modules |

	case studies, simulations and role- play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.	Project work requires finding participants which in turn requires applied networking skills. Project work at level 4 and 6 requires navigating gatekeepers. The curriculum contains criminology and politics modules. This requires engaging with new ideas and students throughout the course.
Embedded learning development	<u>Writing in the disciplines: Alternative formats</u> The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment, utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.	Assessments include: • project report, • presentations, • lab report • field report, • subject review • position papers • exhibition evaluation. Formative assessment is included in all modules.

High impact pedagogies	Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences Building on experience of group working at level 4, at level 5 students should be provided with the	• The third year project requires managing a more complex tasks that can work across traditional disciplinary and professional boundaries and reflecting

	opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work- place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including **inclusivity**, communication and networking.	interprofessional work-place settings • Sociology is by nature interdisciplinary. • The curriculum contains criminology and politics modules.
Assessment *for* learning	Variation of assessment An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students. An holistic assessment strategy should provide opportunities for different students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.	Assessments include: • Seen exams • Unseen exams • Coursework essays • project report, • presentations, • lab report • field report, • subject review • position papers • exhibition evaluation • Quizzes • Collaboration with UELS on some modules

Curricula informed by employer and industry need	Career management skills Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work- related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of **excellence** and **professionalism**.	- Self-managed time - Pressure of assessment deadlines - Presentations - Group work (presentations) - Peer-to-peer assessments in quizzes - Peer to peer interviews - Use of statistical data in quantitative analysis (Level 5 and 6 especially) - Project modules (level 4 and 6) require managing gatekeepers, networking for participants. Modules cover material on - Methods - Cities - Government - Work placement option

		Critical evaluation of the workplace and ownership is central to sociological thinking about work.
Curricula informed by employer and industry need / Assessment *for* learning / High impact pedagogies	Capstone project/dissertation The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client- driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including **professionalism**, **integrity** and **creativity**.	level 6 project is in curriculum fulfilling these requirements inc. Project work usually requires finding participants which in turn requires applied networking skills. Project work usually requires navigating gatekeepers. The curriculum contains 5 criminology and three politics modules. This requires engaging with new ideas students throughout the course.

Appendix C: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly.
Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 4	Level 5	Level 6
1 Supporting the development and recognition of skills through the personal academic tutorial system.	Regular meetings with allocated personal academic tutor. Tutors keep weekly office hours and encourage students to meet them as often as needed throughout the academic year.	Regular meetings with allocated personal academic tutor. Tutors keep weekly office hours and encourage students to meet them as often as needed throughout the academic year.	Regular meetings with allocated personal tutor (although project tutors double as personal tutors at L6). Tutors keep weekly office hours and encourage students to meet them as often as needed throughout the academic year.
2 Supporting the development and recognition of skills in academic	Via assessment feedback and classroom (especially seminar) discussion	Via assessment feedback and classroom (especially seminar) discussion	Via assessment feedback and classroom (especially seminar) discussion

modules.			
3 Supporting the development and	Via assessment feedback and classroom (especially	Via assessment feedback and classroom (especially	Via assessment feedback and

recognition of skills through purpose designed modules.	seminar) discussion, particularly in modules designated as central to HE skills acquisition	seminar) discussion. All modules devote some seminar time to HE skills acquisition	classroom (especially seminar) discussion, particularly in project module.
4 Supporting the development and recognition of skills through research projects.	Library induction, essay writing, and other skills sessions in core module	A number of modules develop research work, including Globalisation and Development (group project)	Via Project Module and supervisions
5 Supporting the development and recognition of career management skills.	Jobs, internships and work placements are disseminated via Moodle. Volunteering promoted across the course	Jobs, internships and work placements are disseminated via Moodle. Volunteering promoted across the course. Optional work placement module	Jobs, internships and work placements are disseminated via Moodle. Volunteering promoted across the course
6 Supporting the development and recognition of career management skills through work placements or work experience.	Jobs, internships and work placements are disseminated via Moodle. Volunteering promoted across the course	Jobs, internships and work placements are disseminated via Moodle. Volunteering promoted across the course. Optional work placement module	Jobs, internships and work placements are disseminated via Moodle. Volunteering promoted across the course
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	At induction students are advised of the benefits they can gain through participation in Student Union activities and dedicated course societies. Students are encouraged to attend exhibitions, seminars, talks and events mostly disseminated via Moodle. Staff alert students to extra-curricular guest speakers from industry, both at the University and elsewhere. Opportunities to become course representatives, ambassadors and student mentors are posted on the VLE.	At induction students are advised of the benefits they can gain through participation in Student Union activities and dedicated course societies. Students are encouraged to attend exhibitions, seminars, talks and events mostly disseminated via Moodle. Staff alert students to extra-curricular guest speakers from industry, both at the University and elsewhere. Opportunities to become course representatives, ambassadors and student mentors are posted on the VLE.	At induction students are advised of the benefits they can gain through participation in Student Union activities and dedicated course societies. Students are encouraged to attend exhibitions, seminars, talks and events mostly disseminated via Moodle. Staff alert students to extra-curricular guest speakers from industry, both at the University and elsewhere. Opportunities to become course representatives, ambassadors and student mentors are posted on the VLE.

8 Supporting the development of the skills and attitudes as a basis	Students are encouraged to network through external organisations,	Students are encouraged to network through external organisations, via volunteering and	Students are encouraged to network through external organisations,

for continuing professional development.	via volunteering and using social media tools. Appropriate skills and attitudes (including LSBU values) are embedded in the course.	using social media tools. Appropriate skills and attitudes (including LSBU values) are embedded in the course, and staff discuss preparation for post-graduate study with students.	via volunteering and using social media tools. Appropriate skills and attitudes (including LSBU values) are embedded in the course, and staff discuss application for post-graduate study with students.
9 Other approaches to personal development planning.			
10 The means by which self-reflection, evaluation and planned development is supported e.g electronic or paper-based learning log or diary.	Via discussion with tutors, especially in personal tutorials (and using tutorial system time management planning, study habits survey, etc)	Via discussion with tutors	Via discussion with tutors, particularly project supervisors

Appendix D: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take

contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social earning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance- based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions