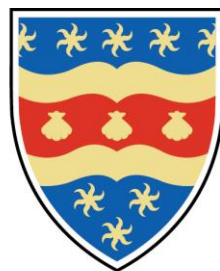




**Highlands**  
University  
College Jersey



**UNIVERSITY OF  
PLYMOUTH**

**University of Plymouth  
Academic Partnerships**

**University College Jersey**

# **Programme Quality Handbook for**

**BSc (Hons) Social Sciences**

**2018-19**

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# WELCOME AND INTRODUCTION

## 1. Welcome and Introduction to BSc (Hons) Social Sciences Degree

Welcome to the BSc (Hons) Social Sciences degree offered at Highlands College and approved by University of Plymouth.

The degree has been written to reflect the special features of Jersey's society.

The course covers: Sociology, Social History and Economics, Social Policy and Social Justice, Globalization, Criminology, Public Policy including the politics of Jersey and small states. Research methods, will give Students skills to undertake their own research in the final year of the course. This Degree provides a broad overview of the institutions of society, theories and perspectives that show how individuals they relate to each other and institutions.

Jobs requiring graduate skills will look favourably on this course, opening doors to a wide range of professions. If a Student wishes to specialise they can tailor their Work based learning in Stage 2, Work based action research and Dissertation in Stage 3 to an area they are interested in finding employment in; Housing, Primary Teaching, or dependant on obtaining a good classification of Degree go on to further Studies e.g. Masters in a range of disciplines.

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

This Programme Quality handbook contains important information including:

- The approved programme specification
- Module records

**Note:** the information in this handbook should be read in conjunction with the current edition of the College / University Student handbook which contains student support based information on issues such as finance and studying at HE along with the University's Student Handbook <https://www.plymouth.ac.uk/your-university/governance/student-handbook> and your Teaching, Learning and Assessment Handbook available on your programme virtual learning environment.

## 2. Programme Specification

Stage 1 (Level 4)	No. of Credits
HIGH1043 British Economic & Social History	20
HIGH 1069 Ideas and Society	20
HIGH 1066 Criminology & the Problem of Crime	20
HIGH1067 Social Psychology: Theory and Practice	20
HIGH 1047 Research Methods in the Social Science	20
HSS106 Imagining British Society; Contemporary Issues	20
Stage 2 (Level 5)	No. of Credits
HIGH2028 Work-based Learning	20
HIGH2037 Research Methods in the Social Sciences	20
HIGH2066 Institutions and Governance of Globalisation	20
HIGH2053 Criminal Justice & Penology	20
HIGH2054 Social Identities in Modern Society	20
HSS206 Social Policy & Social Justice	20
Stage 3 (Level 6)	No. of Credits
SSJ3001 Social Sciences Dissertation	40
SSJ3002 Work-based Action Research	20
HIGH 3035 Immigration, Race and Labour	20
HIGH3026 Contemporary Social Issues: Policing the Private Sphere	20
HIGH3034 Issues for a United Europe in the 21 <sup>st</sup> Century	20

### 3. Module Records

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> HIGH1043	<b>MODULE TITLE:</b> British Economic and Social History
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 4	<b>JACS CODE:</b> L200
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> <b>Y/N</b> (if No identify programmes in notes box below)
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<p><b>SHORT MODULE DESCRIPTOR:</b> (max 425 characters)</p> <p>Over the course of the twentieth century, British social conditions and expectations improved significantly, as did economic performance. War and work, political and social movements, and technological and cultural change have all played their part in creating the Britain of today. This module examines these changes and the way in which they have been shaped by Britain's relationship with foreign powers.</p>
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<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
<b>E1</b> (Formally scheduled)		<b>C1</b>	65%	<b>P1</b>	
<b>E2</b> (OSCE)		<b>C2</b>		<b>P3</b>	
<b>T1</b> (in-class test)	35%	<b>A1</b>			

<b>SUBJECT ASSESSMENT PANEL</b> Group to which module should be linked: Dip HE
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<b>Professional body minimum pass mark requirement:</b> n/a
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<p><b>MODULE AIMS:</b></p> <p>This module aims to enable students to:</p> <ul style="list-style-type: none"> <li>Understand basic economic and sociological terminology and quantitative data;</li> <li>Understand the economic and social effects of the changes in British economy and society during the twentieth century</li> <li>Review the definitions and approaches taken by economic and social historians in their analyses of economic and social change;</li> <li>Understand the relationship between Britain's economic development and parallel political developments;</li> <li>Understand that many contemporary debates have a long historical legacy.</li> </ul>
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<p><b>ASSESSED LEARNING OUTCOMES:</b> (additional guidance below)</p> <p>At the end of the module the learner will be expected to be able to:</p> <ul style="list-style-type: none"> <li>Articulate and describe the process of economic and social change;</li> <li>Describe and explain the consequences of economic structural transformation for members of society, whether as groups or as a whole;</li> <li>Articulate and explain the key arguments and debates in the historiography;</li> </ul>
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- Define and explain the basic economic and sociological terminology and quantitative data;
- Describe how economic and social developments impact upon society more broadly;

<b>DATE OF APPROVAL:</b> Nov 2007	<b>FACULTY/OFFICE:</b> UPC
<b>DATE OF IMPLEMENTATION:</b> Sept 2008	<b>SCHOOL/PARTNER:</b> Highlands College
<b>DATE(S) OF APPROVED CHANGE:</b> 2007	<b>TERM:</b> Autumn/Spring/Summer/other (please specify)

Additional notes (for office use only):

### **Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements <http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

*Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.*

<b>ACADEMIC YEAR: 2017-18</b>	<b>NATIONAL COST CENTRE: 139</b>
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<b>MODULE LEADER: Sean Dettman</b>	<b>OTHER MODULE STAFF: HYPERLINK</b> "http://www.plymouth.ac.uk/staff/rboden"
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**Summary of Module Content**

Economic and Social history of interwar years; 1940s, 1950s, 1960s, 1970s, 1980s, 1990s, 2000s; history of the welfare state; history of trade unions; in depth classes on the 1970s; history of sterling; economic decline.

**SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]**

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lectures, discussions, tutorials	44	
Self-directed study	156	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Written exam	E_	In class test	100% Total	L.O. as below.
Coursework	C_	Literature Review	100% Total	<p>At the end of the module the learner will be expected to be able to:</p> <ul style="list-style-type: none"> <li>• Articulate and explain the key arguments and debates in the historiography;</li> <li>• An overview of the subject, issue or theory under consideration;</li> <li>• Division of works under review into categories (e.g. those in support of a particular position, those against, and those offering alternative theses entirely)</li> <li>• Explanation of how each work is similar to and how it varies from the others;</li> <li>• Conclusions as to which pieces are best considered in their argument, are most convincing of their opinions, and make the greatest contribution to the understanding and development of their area of research</li> </ul> <p>Make effective use of information technology skills to access information and to enhance presentations.</p>

<b>Updated by:</b> S. Dettman Date: 15/06/2018	<b>Approved by:</b> M. Ayling-Phillip Date: 09/09/18
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**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: HIGH1069	MODULE TITLE: Ideas in Society
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CREDITS: 20	FHEQ Level: 4	JACS CODE: L240
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
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SHORT MODULE DESCRIPTOR: (max 425 characters)

The aim of this module is to identify various ideas that have been influential in the history of modern industrial society, considering their sociological basis, the historical importance, the way in which ideas change over the course of history, and the ways in which ideas spread and means by which they were suppressed.

**ELEMENTS OF ASSESSMENT** *Use HESA KIS definitions*

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)		C1 (Coursework)	25%	P1 (Practical)	25 %
E2 (Clinical Examination)		A1 (Generic Assessment)			
T1 (Test)	50%				

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Cert. HE

Professional body minimum pass mark requirement: N/A

**MODULE AIMS:**

This module aims to enable students to:

- Introduce key thinkers and movements of the western intellectual tradition.
- Understand that many contemporary debates have a long historical legacy.
- Gain an awareness of the diversity of views on the nature of humanity, the nature of truth and knowledge.
- Make effective oral and written presentations.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)

At the end of the module the learner will be expected to be able to:

- Identify some of the key thinkers and movements of the western intellectual tradition
- Explain how these ideas have shaped the contemporary political, socio-economic and intellectual world
- Effectively analyse source material
- Make an effective oral presentation, including strong presentational skills to enhance the articulation of their argument
- Make effective use of information technology skills to access information and to enhance oral presentations

DATE OF APPROVAL:	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION:	SCHOOL/PARTNER: Highlands College

DATE(S) OF APPROVED CHANGE:	TERM/SEMESTER:	All year.
Additional notes (for office use only): For delivering institution's HE Operations or Academic Partnerships use if required		

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

*Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.*

2017-18	NATIONAL COST CENTRE: 128
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MODULE LEADER: S. Dettman/ M. Ayling-Phillip	OTHER MODULE STAFF: None
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### SUMMARY of MODULE CONTENT

The arguments for and against these ideas:

- Reason and its discontents; the Age of Reason, the Social Contract and the Communist Manifesto
- Scientific method and the rise of modern science, scientific revolution, scientific achievements of the 19<sup>th</sup> century, eugenics, the scientific community.
- Equality and gender, universal enfranchisement, equal pay for equal work, feminism; equality for LGBT community.
- Human rights, UN universal declaration of human rights, civil rights, segregation, apartheid state;
- Environmentalism, environmental ethics, biodiversity, sustainability, legislation and anti-environmentalism.

### SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lecture	44	To include presentations
Workshops		
Tutorials		
Guided independent study	156	Reading in required textbook, researching on PU portal, designed archival research, preparing coursework.
Total	<u>200</u>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E			
	T	In class test	100%	<ul style="list-style-type: none"><li>• Identify and describe the key themes and how their sociological and historical backgrounds impact society;</li><li>• Identify and describe the arguments for and against key ideas and texts;</li><li>• Identify, describe and compare how these ideas and themes are seen by society then and now;</li></ul>

				<ul style="list-style-type: none"> <li>Describe how the major ideas and themes will impact future generations</li> </ul>
Coursework	C1	Seminar Report	100%	<ul style="list-style-type: none"> <li>Identify and describe the key themes and how their sociological and historical backgrounds impact society;</li> <li>Identify and describe the arguments for and against key ideas and texts;</li> <li>Identify, describe and compare how these ideas and themes are seen by society then and now;</li> </ul> <p>Describe how the major ideas and themes will impact future generations</p>
Practical	P1	Seminar Presentation	100%	<ul style="list-style-type: none"> <li>Make an effective oral presentation;</li> <li>Make effective use of information technology skills to access information and to enhance oral presentations.</li> </ul>

Updated by: S Dettman	Date: 17/06/2018	Approved by: Mary Ayling-Phillip	Date: 17/09/2018
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#### Recommended Texts and Sources:

*The Age of Reason*  
*The Social Contract*  
*The Communist Manifesto*  
*Origins of the Species by Means of Natural Selection* (abridged version)  
*Freedom or Death*  
*The Universal Declaration of Human Rights*  
*Kyoto Protocol*

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b>	<b>HIGH1066</b>	<b>MODULE TITLE:</b>	<b>Criminology &amp; the Problem of Crime</b>
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<b>CREDITS: 20</b>	<b>FHEQ Level: 4</b>	<b>JACS CODE: M240</b>
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<b>PRE-REQUISITES: None</b>	<b>CO-REQUISITES: None</b>	<b>COMPENSATABLE: Yes</b>
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**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module introduces students to the subject of criminology. It emphasises criminology's multi-disciplinarity, and the different perspectives, methods and sources of information that it draws upon in developing theories about the different causes and problematizations of crime and deviance.

**ELEMENTS OF ASSESSMENT** *Use HESA KIS definitions]*

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	<b>75%</b>	<b>P1</b> (Practical)	<b>25 %</b>
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic Assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL** Group to which module should be linked: Cert. HE

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

This module aims to enable students to:

- Develop an enquiring perspective concerning the nature and meaning of crime, criminality and crime problems in society;
- Identify 'conventional' images of crime and criminality;
- Review a range of topics that allow students to become familiar with criminological approaches;
- Examine crime, criminality and crime problems in contemporary society.

**ASSESSED LEARNING OUTCOMES:** *(additional guidance below)*

At the end of the module the learner will be expected to be able to:

1. Demonstrate factual and conceptual knowledge of criminological theories and perspectives;
2. Synthesise criminological ideas and information in a predictable and standard format;
3. Evaluate the reliability of criminological data using defined techniques and/or tutor guidance;
4. Apply criminological tools accurately and carefully to a well-defined crime problem and exhibit an appreciation of the complexity of the issues;
5. Carry out group working effectively and meet obligations to others (for example, tutors, peers and colleagues);
6. Self-evaluate strengths and weaknesses within criteria largely set by others.

<b>DATE OF APPROVAL:</b>	05/2006	<b>FACULTY/OFFICE:</b>	Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b>	09/2006	<b>SCHOOL/PARTNER:</b>	Highlands College
<b>DATE(S) OF APPROVED CHANGE:</b>	Click here to enter a date.	<b>TERM/SEMESTER:</b>	All year.
<b>Additional notes (for office use only):</b> For delivering institution's HE Operations or Academic Partnerships use if required			

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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<b>2017-18</b>	<b>NATIONAL COST CENTRE: 130</b>
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<b>MODULE LEADER: Danielle Schenk</b>	<b>OTHER MODULE STAFF:</b>
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### SUMMARY of MODULE CONTENT

Introduction and tools of Criminological Theorists;

Classical Theory; Italian Positivism and Biological Determinism; Durkheim's Criminology; Strain and Subcultural Theories; Urban Ecology Theory; The Labelling Perspective; Conflict Theorising; Control Theory; Left and Right Realism.

From lay knowledge to social science: understanding the construction of crime and crime control;

A history of criminalisation; Official representations of crime: crime statistics, crime surveys, self-report studies and crime 'hotspots'; Unofficial representations: the role of the media; Constructing crime problems: social problems and moral panics; Understanding Governments: crime, legitimacy and party politics; Understanding the state: who does the state represent?; Understanding the community: the informal, voluntary and private sectors; Understanding practitioners: the politics of discretion.

### SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lecture	44	To include presentations
Workshops	4	
Tutorials	2	
Guided independent study	150	
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E			
	T			
Coursework	C1	Report -Who-Dun-It? - (theoretical knowledge)	33.33%	To complete these assignments the learner will be expected to be able to: <ul style="list-style-type: none"> <li>Demonstrate factual and conceptual knowledge of criminological theories and perspectives;</li> </ul>
			66.6%	

		Report- Newspaper		<ul style="list-style-type: none"> <li>• Synthesise criminological ideas and information in a predictable and standard format;</li> <li>• Evaluate the reliability of criminological data using defined techniques and/or tutor guidance;</li> <li>• Apply criminological tools accurately and carefully to a well-defined crime problem and exhibit an appreciation of the complexity of the issues;</li> <li>• Self-evaluate strengths and weaknesses within criteria largely set by others.</li> </ul>
Practical	P1	'Who-Dun-It?' Presentation' (practical presenting skills)	100%	<p>To complete this assignment the learner will be expected to:</p> <ul style="list-style-type: none"> <li>• Synthesise criminological ideas and information in a predictable and standard format;</li> <li>• Carry out group working effectively and meet obligations to others (for example, tutors, peers and colleagues);</li> <li>• Self-evaluate strengths and weaknesses within criteria largely set by others.</li> </ul>

<b>Updated by:</b> Danielle Schenk	<b>Date:</b> 24/06/2018	<b>Approved by:</b> Ben Bennett	<b>Date:</b> 01/09/2018
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### Recommended Texts and Sources:

Carrabine, E., Cox, P., Fussey, P., Hobbs, D., South, N., Thiel, D., Turton, J. (2014) *Criminology: A Sociological Introduction* (3<sup>rd</sup> Edition), Routledge: Abingdon, Oxon.



**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: HIGH1067	MODULE TITLE: Social Psychology: Theory and Practice
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CREDITS: 20	FHEQ Level: 4	JACS CODE: C880
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
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**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module discusses social psychology as the scientific study of human behaviour, the way behaviour is influenced by others and the social or work context it takes place in. It will provide an introduction to the schools of thought and the central concepts of social psychology including; sense of self, attitudes, social compliance, conformity, obedience to authority, group performance and conflict, interpersonal attraction pro and antisocial behaviour. Additionally, research theories supporting social psychology will be discussed.

**ELEMENTS OF ASSESSMENT** *Use HESA KIS definitions*

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	40%	C1 (Coursework)	60%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic Assessment)			
T1 (Test)					

**SUBJECT ASSESSMENT PANEL** Group to which module should be linked: Cert HE

Professional body minimum pass mark requirement: n/a

**MODULE AIMS:**

This module will enable students to:

- describe core topics and theories within contemporary social psychology;
- understand how complex social behaviours can be analysed.
- Evaluate a range of research underpinning social psychology.

**ASSESSED LEARNING OUTCOMES:** *(additional guidance below)*

At the end of the module the learner will be expected to be able to:

1. Describe the main characteristics of social psychological thought;
2. Evaluate a range of theoretical issues within social psychology; including pro and anti-social behaviour, social perception, attitude and behaviours within and between groups.
3. Discuss research related to social psychology.

DATE OF APPROVAL:	05/2013	FACULTY/OFFICE:	UPC
DATE OF IMPLEMENTATION:	09/2015	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:	08/2015	TERM/SEMESTER:	Delete and insert either 'All Year' or name the term/semester

Additional notes (for office use only): For delivering institution's HE Operations or Academic Partnerships use if required

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

*Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.*

ACADEMIC YEAR: 2017-18	NATIONAL COST CENTRE: 104
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MODULE LEADER: Paul Mahrer	OTHER MODULE STAFF: None
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### SUMMARY of MODULE CONTENT

This module discusses social psychology as the scientific study of human behaviour, the way behaviour is influenced by others and the social or work context it takes place in. Social psychology is concerned with the way we act and think in groups and the extent to which these groups can dramatically affect our behaviour under certain circumstances. The module will provide an introduction to the central concepts of social psychology such as how individuals develop a sense of self, how people's attitudes are formed, why we tend to conform to group influence and readily obey authority figures and are often reluctant to help others in distress. Topics covered include: attitudes, social compliance, conformity, obedience to authority, group performance and conflict. Research methods used in social psychology will also be taught at a basic level.

### SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lecture	36	
Workshops	12	
Tutorials		
Guided independent study	152	This includes; directed reading, independent reading, completion of formative assessment tasks, development and completion of course work, preparation for examination.
Total	<u>200</u>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E1	Formal Exam (40%)	100%	1.Discuss the main characteristics of social psychological thought; 2.Evaluate a range of theoretical issues within social psychology; including pro and anti-social behaviour, social perception, attitude and behaviours within and between groups. 3.Appraise evaluation and research methods related to social psychology.
	T_		Total = 100%	
Coursework	C1	(60%)	100%	Evaluate a range of theoretical issues within social psychology; including pro and anti-social behaviour, social perception, attitude and behaviours within and between groups.
			Total = 100%	
Practical	P_			

Updated by: Paul Mahrer	Date: 25/03/2018	Approved by: Mary Ayling Phillip	Date: 01/09/2018
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#### Recommended Texts and Sources:

##### Core texts:

Gross, R. (2010). Psychology: The Science of Mind and Behaviour (6th edition). London: Hodder Education. ISBN: 978-1444108316

Hogg, M. & Vaughan, G. (2013). Social Psychology. London: Pearson. ISBN: 978-0273764595

Sutton, R. & Douglas, K. (2013). Social Psychology. London: Palgrave MacMillan. ISBN: 978-0230218031

##### Websites:

[www.socialpsychology.org/](http://www.socialpsychology.org/)

[www.bps.org.uk](http://www.bps.org.uk)

[www.apa.org](http://www.apa.org)

##### Other references:

Alcock, J. E., Carment, D. W., & Sadava, S. W. (2005). A Text of Social Psychology (6th ed). Scarborough, Ontario: Prentice-Hall Canada.

Aronson, E. (2008). The Social Animal (10th ed.). New York: Worth Publishers.

Aronson, E., Wilson, T. D., & Akert, R. M. (2010). Social Psychology (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Baron, R. A., Branscombe, N. R., & Byrne, D. (2009). Social Psychology (12th ed.). Boston, MA:

Baron, R. A., Byrne, D., & Branscombe, N. R. (2007). Mastering Social Psychology. Boston, MA: Pearson/Allyn and Bacon.

Baumeister, R. F., & Bushman, B. J. (2010). Social Psychology and Human Nature (2nd ed.). Belmont, CA: Thomson/Wadsworth.

Breckler, S. J., Olson, J., & Wiggons, E. (2006). Social Psychology Alive. Belmont, CA: Thomson/Wadsworth.

Crawford, L. A., & Novak, K. B. (2014). Individual and Society: Sociological Social Psychology. New York: Routledge.

Crisp, R. J., & Turner, R. N. (2010). Essential Social Psychology (2nd ed.). Thousand Oaks, CA: Sage Publications.

DeLamater, J. D., & Myers, D. J. (2011). Social Psychology (7th ed.). Belmont, CA: Wadsworth.

Dickerson, P. (2012). Social Psychology: Traditional and Critical Perspectives. Harlow, UK: Pearson.

Fiske, S. (2004). Social Beings: A Core Motives Approach to Social Psychology. New York: Wiley.

- Franzoi, S. L. (2008). *Social Psychology* (5th ed.). New York: McGraw-Hill.
- Gilovich, T., Keltner, D., & Nisbett, R. (2010). *Social Psychology* (2nd ed.). New York: W. W. Norton.
- Greenberg, J., Schmader, T., Arndt, J., & Landau, M. (2015). *Social Psychology: The Science of Everyday Life*. New York: Worth Publishers.
- Hewstone, M., Stroebe, W., & Jonas, K. (Eds.). (2012). *An Introduction to Social Psychology* (5th ed.). London: Blackwell.
- Kassin, S. M., Fein, S., & Markus, H. R. (2010). *Social Psychology* (8th ed.). Boston, MA: Houghton Mifflin.
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**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> <i>HSS106</i>	<b>MODULE TITLE:</b> Imagining British Society: Contemporary Issues
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 4	<b>JACS CODE:</b> L300
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> <b>Y/N</b> (if No identify programmes in notes box below)
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<p><b>SHORT MODULE DESCRIPTOR:</b> (max 425 characters)</p> <p>This module provides an introduction to the main dimensions of inequality in British society and major social institutions in British society. It will develop a sociological appreciation of the complexity and diversity of contemporary British society. It will examine the nature and impact of fundamental social divisions within contemporary Britain.</p>
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<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
<b>E1</b> (Formally scheduled)	-	<b>C1</b>	100%	<b>P1</b>	-
<b>E2</b> (OSCE)	-	<b>C2</b>	-	<b>P3</b>	-
<b>T1</b> (in-class test)	-	<b>A1</b>	-		

<b>SUBJECT ASSESSMENT PANEL</b> Group to which module should be linked: Cert. HE
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<b>Professional body minimum pass mark requirement:</b> n/a
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<p><b>MODULE AIMS:</b></p> <p>This module aims to enable students to:</p> <ul style="list-style-type: none"> <li>• Develop sociologically informed understanding of the changing nature of British society;</li> <li>• Examine the complex and diverse nature of contemporary British society;</li> <li>• Develop the skills required for effective information retrieval;</li> <li>• Make an effective oral presentation;</li> <li>• Present in a group context and to write an essay in clear and correct English, with appropriate references.</li> </ul>
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<p><b>ASSESSED LEARNING OUTCOMES:</b> (additional guidance below)</p> <p>At the end of the module the learner will be expected to be able to:</p> <ul style="list-style-type: none"> <li>• Review the changing nature of British society;</li> <li>• Describe the complex and diverse nature of contemporary British society;</li> <li>• Select and use appropriate sources of information from the library and electronic searches;</li> <li>• Review current developments in British society.</li> </ul>
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<b>DATE OF APPROVAL:</b> May 2006	<b>FACULTY/OFFICE:</b> Academic Partnership
<b>DATE OF IMPLEMENTATION:</b> September 2006	<b>SCHOOL/PARTNER:</b> Highlands College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>TERM:</b> Autumn/Spring/Summer/other (please specify)

Additional notes (for office use only):

### **Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements <http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

*Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.*

<b>ACADEMIC YEAR: 2017-18</b>	<b>NATIONAL COST CENTRE: 132</b>
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<b>MODULE LEADER:</b> Mary Ayling-Phillip	<b>OTHER MODULE STAFF:</b>
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**Summary of Module Content**

This module introduces the main dimensions of inequality in British society and encourages critical thinking about social issues. There is a historical dimension starting with the establishment of the sociological traditions in the nineteenth century through to contemporary sociological approaches; Functionalism, Marxism, Interactionism, Feminism, and Postmodernism. An introduction to research methods, methodological issues and ethical issues. There will be an examination of the nature and impact of fundamental social divisions within contemporary society based around class, stratification, gender, sexuality, race, ethnicity and age, and the social relations that have arisen. There will be an examination of a range of sociological explanations for changes that have occurred to social institutions. The role of the media, education, religion, nationalism, globalisation and politics is considered in relation to contemporary British society. There will also be an embedding of study skills through- essay planning and writing, and referencing.

**SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]**

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lectures and Seminars	44	Lectures and seminars.
Guided learning	4	Tutorials
Self directed learning	142	Reading, own study, assessment preparation.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Coursework	C_1  100%	Essay 1	50%	<ul style="list-style-type: none"> <li>Review the changing nature of British society;</li> <li>Describe the complex and diverse nature of contemporary British society;</li> <li>Select and use appropriate sources of information from the library and electronic searches;</li> </ul>
		Essay 2	50%	



				<ul style="list-style-type: none"> <li>Review current developments in British society.</li> </ul> <p>All of the assessments cover all of the learning criteria.</p>
<b>Updated by:</b> Mary Ayling-Phillip <b>Date:</b> 16/06/18				<b>Approved by:</b> Ben Bennett <b>Date:</b> 09/09/18

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> HIGH2028	<b>MODULE TITLE:</b> Work Based Learning
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 5	<b>JACS CODE:</b> L900
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Y/N (if No identify programmes in notes box below)
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**SHORT MODULE DESCRIPTOR:** (max 425 characters)

This module allows students to experience sociology in practice through a short work placement within an organisational setting. The focus is to allow students to carry out work activities using key skills developed both within this and other modules, and to contextualise their experiences within the sociology of work/professions.

**ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]**

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
<b>E1</b> (Formally scheduled)		<b>C1</b>	100%	<b>P1</b>	
<b>E2</b> (OSCE)		<b>C2</b>		<b>P3</b>	
<b>T1</b> (in-class test)		<b>A1</b>			

**SUBJECT ASSESSMENT PANEL** Group to which module should be linked: Dip HE

**Professional body minimum pass mark requirement:** n/a

**MODULE AIMS:**

- This module aims to enable students to enhance their employability and career management skills through a practical work based placement. It will enable students to become familiar with the recruitment processes, to understand the links between sociological practice and sociological theory and to develop career planning skills.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)

At the end of the module the learner will be expected to be able to:

- Demonstrate a key understanding of the recruitment processes;
- Present key employability skills in written format;
- Negotiate the content of a work based placement and identify key personal development goals;
- Demonstrate a critical awareness of the experiential learning process through reflexivity;
- Demonstrate an understanding of key theories in relation to either the sociology of work and professions OR social research methodologies depending on the work based setting;
- Demonstrate an informed understanding of what the host organisation does, and how it seeks to operate within society today;
- Produce written materials in a report format.

<b>DATE OF APPROVAL:</b> I. MacLagan 31/10/13	<b>FACULTY/OFFICE:</b> Academic Partnership
<b>DATE OF IMPLEMENTATION:</b> XX/XX/XXXX	<b>SCHOOL/PARTNER:</b> Highlands College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>TERM:</b> Autumn/Spring/Summer/other (please specify)

Additional notes (for office use only):

### **Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements  
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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<b>ACADEMIC YEAR:</b> 2018/19	<b>NATIONAL COST CENTRE:</b> 132
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<b>MODULE LEADER:</b> Mary Ayling-Phillip.	<b>OTHER MODULE STAFF:</b>
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**Summary of Module Content**

This module is designed to equip students with the necessary employability and career management skills needed on completion of their degree. Lectures and seminars will focus on organisational sociology, career management skills development and placement preparation. Students will need to be involved in the organisation of a placement of their choice and will normally spend the equivalent to 10 working days on placement with an organisation/ agency. Students will be working in a particular setting, on a particular project, conducting a piece of research, or shadowing a member of a team. Where mature students have already demonstrated the ability to develop and sustain a career in the recent past, they may reflect on these experiences to demonstrate the module learning outcomes.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lectures	12	
Seminars	12	
Placement	80	Students spends time in placement
Self Directed Learning	96	
<b>Total</b>		<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Written exam	E_			
	T_			
Coursework	C_	1) Personal skills Portfolio 2) Reflective journal on	40%	1.Demonstrate a key understanding of the recruitment processes; 2.Present key employability skills in written format;

		Placement experience	60% (100%)	3.Negotiate the content of a work based placement and identify key personal development goals; 4.Demonstrate a critical awareness of the experiential learning process through reflexivity; 5.Demonstrate an understanding of key theories in relation to either the sociology of work and professions OR social research methodologies depending on the work based setting; 6.Demonstrate an informed understanding of what the host organisation does, and how it seeks to operate within society today; 7.Produce written materials in a report format.
Practice				

**Updated by:** Mary Ayling-Phillip 06/06/18

**Approved by:** Ben Bennett Date: 09/09/18

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> HIGH2037	<b>MODULE TITLE:</b> Research Methods in the Social Science
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 5	<b>JACS CODE:</b>
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Y/N <i>(if No identify programmes in notes box below)</i>
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<b>SHORT MODULE DESCRIPTOR:</b> <i>(max 425 characters)</i> This module extends and develops the key research skills covered in Year 1. It promotes applied research at the intermediate undergraduate level and supports the writing of a substantial honours dissertation
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<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
<b>E1</b> (Formally scheduled)		<b>C1</b>	<b>100%</b>	<b>P1</b>	
<b>E2</b> (OSCE)		<b>C2</b>		<b>P3</b>	
<b>T1</b> (in-class test)		<b>A1</b>			

<b>SUBJECT ASSESSMENT PANEL</b> Group to which module should be linked: Dip HE
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<b>Professional body minimum pass mark requirement:</b> n/a
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<b>MODULE AIMS:</b> <ul style="list-style-type: none"> <li>• This module aims to enable students to:</li> <li>• Develop key research skills used in the social sciences and the public sector;</li> <li>• Develop qualitative and quantitative data analysis skills;</li> <li>• Develop formal academic report writing;</li> <li>• Provide a basis for 3rd-year dissertations and work-based action research;</li> <li>• Provide the opportunity for students to collaborate and work in groups.</li> </ul>
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<b>ASSESSED LEARNING OUTCOMES:</b> (additional guidance below) At the end of the module the learner will be expected to be able to: <ul style="list-style-type: none"> <li>• Distinguish between research design/methods and select those appropriate for investigating issues in the public and community sectors;</li> <li>• Understand and demonstrate a variety of inferential analysis techniques;</li> <li>• Interpret and evaluate research findings from a range of contexts;</li> <li>• Write a research report using the appropriate academic conventions.</li> </ul>
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<b>DATE OF APPROVAL:</b> May 2013	<b>FACULTY/OFFICE:</b> Academic Partnership
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<b>DATE OF IMPLEMENTATION:</b> March 2013	<b>SCHOOL/PARTNER:</b> Highlands College
<b>DATE(S) OF APPROVED CHANGE:</b> March 2013	<b>TERM:</b> Autumn/Spring/Summer/other (please specify)

Additional notes (for office use only):

### **Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements  
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

- **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

*Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.*

<b>ACADEMIC YEAR: 2018/19</b>	<b>NATIONAL COST CENTRE:</b>
<b>MODULE LEADER: Paul Mahrer</b>	<b>OTHER MODULE STAFF:</b> HYPERLINK "http://www.plymouth.ac.uk/staff/rboden"

### Summary of Module Content

This module leads on from HIGH 1047 and has several key themes. Firstly, students are introduced to the concept of hypothesis testing through inferential statistical analysis. Tests of nominal distribution, difference (both pairwise and single-factor) and association are covered and students are encouraged to draw upon these in their assessments. Another emphasis is upon formal academic report writing. Students' own research is written according to the conventions found in the literature as this is the format expected of third-year work. Practical aspects of the module include an introduction to specialist analysis software, collaborating and working in groups and the opportunity to work away from College when gathering data.

Assessment for this module is by way of two research assignments and a statistical analysis portfolio. In Term 1, students have to undertake a survey-based investigation whilst in Term 2 they conduct an additional assignment that can be an observation, an experiment or a correlation. A statistics portfolio is also produced by the end of the second term. This involves reporting the analysis of four data sets using the range of techniques mentioned above.

HIGH 2037 is an important module. It provides the basis for final-year dissertation and work-based action research assessments and increases students' analysis, writing and presentation skills. Above all, it encourages students to think and act independently and to progress beyond the standards of HIGH1047 .

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Taught lessons	48	Lectures/ seminars
Individual Study	152	Guided reading/ independent study.
<b>Total</b>	<b>200 hours</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Coursework	C1	Report 1	50%	<b>Report-1</b>



		Report 2	50%	<p>Distinguish between research design/methods and select those appropriate for investigating issues in the public and community sectors; Write a research report using the appropriate academic conventions</p> <p><b>Report 2</b> Write a research report using the appropriate academic conventions</p>
			Total 100%	<p>Understand and demonstrate a variety of inferential analysis techniques; Interpret and evaluate research findings from a range of contexts.</p>

<b>Updated by:</b> P. Mahrer Date: 16/6/18	<b>Approved by:</b> M. Ayling-Phillip Date: 09/09/18
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**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: HIGH2053	MODULE TITLE: Criminal Justice & Penology
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CREDITS: 20	FHEQ Level: 5	JACS CODE: M200
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
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**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module begins with a critical overview of the key socio-political debates and issues which have shaped and informed contemporary theories of criminal justice and punishment. It then moves on to examine how these theories can be used to analyse and evaluate the new governance of crime and punishment and the politics of criminality and penalty.

**ELEMENTS OF ASSESSMENT** *Use HESA KIS definitions*

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)		C1 (Coursework)	75%	P1 (Practical)	25 %
E2 (Clinical Examination)		A1 (Generic Assessment)			
T1 (Test)					

**SUBJECT ASSESSMENT PANEL** Group to which module should be linked: Dip. HE

Professional body minimum pass mark requirement: N/A

**MODULE AIMS:**

This module aims to enable students to:

- Provide a critical overview of the main theories of crime and punishment which underlie current criminal justice and penal policies;
- Analyse the interrelationship between criminological and penal theory, politics and social change;
- Critically evaluate the impact of contemporary political, criminological and penal thought on criminal justice and penal policy and practice.

**ASSESSED LEARNING OUTCOMES:** *(additional guidance below)*

At the end of the module the learner will be expected to be able to:

- Demonstrate a critical knowledge of the main criminological and penal theories which underlie current criminal justice and penal policies;
- Analyse the interrelationship between criminal justice and penal theory, politics and social change;
- Analyse criminal justice institutions and sentencing practice using an appropriate analytic framework and consider comparative elements
- Evaluate the impact of contemporary political, criminological and penal thought on criminal justice and penal policy and practice;
- Interact effectively within seminars and workshops, by giving and receiving information and ideas and modifying responses where appropriate;
- Communicate reflectively and effectively on criminal justice and penal issues and their effects on policy and practice both orally in seminars, workshops and in written assignments.

DATE OF APPROVAL:	05/2006	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	05/2006	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM/SEMESTER:	All year.
Additional notes (for office use only):			

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

*Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.*

2018/19	NATIONAL COST CENTRE: 130
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MODULE LEADER: Danielle Schenk	OTHER MODULE STAFF:
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### SUMMARY of MODULE CONTENT

- During the first term, the roles, practices and key issues surrounding the main institutions of English, Welsh and Jersey criminal justice will be introduced. Issues relating to the various theoretical approaches to criminal justice will be critically examined, with particular attention to the key socio-political debates and issues that have shaped and informed contemporary theories on crime and punishment. In addition to introducing the key institutions of the criminal justice system, the approaches to criminal justice from the subjects of victimology, policing and restorative justice will be critically examined.
- In term 2, this module will examine issues relating to the delivery of criminal justice, especially the aspects of penal policy and sanctions. It introduces the main theories of penality and the history of punishment, before examining how these theories can be used to analyse and evaluate contemporary penal policies and sanctions. Particular emphasis will be placed on examining the politics of penality and the key debates and issues which have shaped penal policies.

### SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lecture	44	To include a Parole Board group assessment task and tutorials for feedback.
Workshops	4	
Tutorials	2	
Guided independent study	150	
Total	<u>200</u>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E			
	T			
Coursework	C1	Essay	66.67%	To complete these assignments the learner will be expected to: At the end of the module the learner will be expected to be able to: <ul style="list-style-type: none"> <li>Demonstrate a critical knowledge of the main criminological and penal theories which underlie current criminal justice and penal policies;</li> </ul>
		Portfolio- Parole Board (written dossier)	33.33%	

				<ul style="list-style-type: none"> <li>Analyse the interrelationship between criminal justice and penal theory, politics and social change;</li> <li>Analyse criminal justice institutions and sentencing practice using an appropriate analytic framework and consider comparative elements</li> <li>Evaluate the impact of contemporary political, criminological and penal thought on criminal justice and penal policy and practice.</li> </ul>
Practical	P1	Parole Board (presentation)	100%	<p>To complete this assignment the learner will be expected to:</p> <ul style="list-style-type: none"> <li>Interact effectively within seminars and workshops, by giving and receiving information and ideas and modifying responses where appropriate;</li> <li>Communicate reflectively and effectively on criminal justice and penal issues and their effects on policy and practice both orally in seminars, workshops and in written assignments.</li> </ul>

Updated by: Danielle Schenk	Date: 24/06/2018	Approved by: Mary Ayling-Phillip	Date: 24/06/2018
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#### Recommended Texts and Sources:

Carrabine, E., Cox, P., Fussey, P., Hobbs, D., South, N., Thiel, D., Turton, J. (2014) *Criminology: A Sociological Introduction* (3<sup>rd</sup> Edition), Routledge: Abingdon, Oxon.

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: HIGH2054	MODULE TITLE: Social Identities in Modern Societies
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CREDITS: 20	FHEQ Level: 5	JACS CODE: L300
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
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**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

In this module students will be concerned with the ways in which the relationship between the individual and society have been conceptualised, how individuals are socially positioned through changes in the available sources of social identity and how changes in the social world interact in the production maintenance and transformation of social identities.

**ELEMENTS OF ASSESSMENT** *Use HESA KIS definitions*

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	40%	C1 (Coursework)	30%	P1 (Practical)	30%
E2 (Clinical Examination)		A1 (Generic Assessment)			
T1 (Test)					

**SUBJECT ASSESSMENT PANEL** Group to which module should be linked: Dip. HE

Professional body minimum pass mark requirement: N/A

**MODULE AIMS:**

This module aims to enable students to:

- Critically assess the contending ways in which the relationship between the individual and society have been conceptualised;
- Analyse how individuals are socially positioned through changes in the available sources of social identity;
- Critically assess the changes in the social world and how they interact in the production, maintenance and transformation of social identities;
- Work in groups to produce a presentation on an allocated topic;
- Analyse the major sources of social identity in modern societies.
- Synthesise sociological reasoning to a range of examples of the reproduction of social identities.

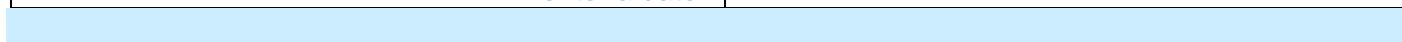
**ASSESSED LEARNING OUTCOMES:** *(additional guidance below)*

At the end of the module the learner will be expected to be able to:

- Critically assess the contending ways in which the relationship between the individual and society have been conceptualised;
- Explain how individuals are socially positioned through changes in the available sources of social identity;
- Critically assess the changes in the social world and how they interact in the production, maintenance and transformation of social identities;
- Synthesise sociological reasoning to a range of examples of the reproduction of social identities.
- Analyse sociological reasoning to a range of examples of the reproduction of social identities.
- Work effectively individually and in Groups to deliver oral presentations.

DATE OF APPROVAL: 05/2006	FACULTY/OFFICE: Academic Partnerships
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DATE OF IMPLEMENTATION:	09/2006	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:	<a href="#">Click here to enter a date.</a>	TERM/SEMESTER:	All year.



## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

*Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.*

2018/19	NATIONAL COST CENTRE: 132
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MODULE LEADER: Mary Ayling-Phillip	OTHER MODULE STAFF:
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### SUMMARY of MODULE CONTENT

How is it that millions of unique individuals, each with his or her own desires, beliefs, economic interests, aspirations, fear and hopes can live together more or less harmoniously? Sociology's most basic answer to that question, and its basis as an object of study, is that human beings form societies in which patterns of relating and interacting with one another are shaped, sustained and reproduced within various social institutions, and according to both written and unwritten rules of social action.

Notions of both 'the individual' and 'society' provide us with the concepts, abstractions and tools with which to think about these relationships, and about other issues of 'social order'. As technical terms within a sociological vocabulary they might seem obvious: they are also concepts with which we ourselves think, as 'individuals within society'. However, we are not merely individual parts of a wider society: we are all members of various social groups - based on wealth, income, gender, ethnicity, age, sexuality and other more diverse interests. The module addresses whether in the post modern world we can construct our own identity, and growth of virtual identities. It is from our membership of these groups that our sense of who we are in the world is derived, as well as our understanding of others. It is these things that represent the sources of our social identities.

### SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lecture	48	Contact time with Students; this will consist of lectures, Student presentations and group discussions. Class tutorials and verbal feedback.
Workshops		
Tutorials		
Guided independent study	152	Reading set texts, journals articles, books and self-directed learning (own study).
Total	<u>200</u>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E	Written exam	100%	<ul style="list-style-type: none"> <li>Critically assess the contending ways in which the relationship between the individual and society have been conceptualised;</li> <li>Explain how individuals are socially positioned through changes in the available sources of social identity;</li> <li>Critically assess the changes in the social world and how they interact in the production, maintenance and transformation of social identities</li> </ul>



				<ul style="list-style-type: none"> <li>• Compare, contrast and analyse the major sources of social identity in modern societies;</li> <li>• Synthesise sociological reasoning to a range of examples of the reproduction of social identities.</li> </ul>
	T			
Coursework	C1	Seminar report	100%	<ul style="list-style-type: none"> <li>• Same learning outcomes are assessed in coursework as the exam.</li> </ul>
Practical	P1	Seminar presentation	100%	In addition in seminars; <ul style="list-style-type: none"> <li>• Work effectively individually and in Groups to deliver oral presentations.</li> </ul>

Updated by: M. Ayling-Phillip	Date: 16/06/2018	Approved by: Ben Bennett	Date: 16/06/2018
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Recommended Texts and Sources:
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**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> HSS206	<b>MODULE TITLE:</b> Social Policy & Social Justice
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 5	<b>JACS CODE:</b> L400
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> <b>Y/N</b> (if No identify programmes in notes box below)
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**SHORT MODULE DESCRIPTOR:** (max 425 characters)

This module explores a variety of concepts relevant to the study of social policy and social justice. It considers the impact of legislation and the legal process on the enforcement of individual and human rights provision in the United Kingdom, and will develop students' evaluative skills through case study analysis.

**ELEMENTS OF ASSESSMENT** [Use HESA KIS definitions]

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
<b>E1</b> (Formally scheduled)	40%	<b>C1</b>	60%	<b>P1</b>	-
<b>E2</b> (OSCE)	-	<b>C2</b>	-	<b>P3</b>	-
<b>T1</b> (in-class test)	-	<b>A1</b>	-		

**SUBJECT ASSESSMENT PANEL** Group to which module should be linked: Dip HE

**Professional body minimum pass mark requirement:** n/a

**MODULE AIMS:**

- This module aims to enable students to:
- Critically review social policy and social justice concepts;
- Critically examine how discrimination is responded to in the public and private sector;
- Evaluate the impact of legislation and the legal process on the enforcement of individual and human rights provision in the United Kingdom and the Channel Islands;
- Analyse critically the wider implications of the use of legal processes for human rights enforcement on quality, diversity and difference in the UK;
- Develop students' evaluative skills through case study analysis.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)

At the end of the module the learner will be expected to be able to:

- Analyse key concepts related to social policy and social justice;
- Compare the relative merits of different strategies for responding to social policy and social justice issues;
- Demonstrate skills of evaluation;
- Evaluate the impact of legislation and the legal process on the enforcement of individual and human rights provision in the United Kingdom and the Channel Islands.

<b>DATE OF APPROVAL:</b> May 2006	<b>FACULTY/OFFICE:</b> Academic Partnership
<b>DATE OF IMPLEMENTATION:</b> September 2006	<b>SCHOOL/PARTNER:</b> Highlands College

**DATE(S) OF APPROVED CHANGE:** XX/XX/XXXX

**TERM:** Autumn/Spring/Summer/other  
(please specify)

Additional notes (for office use only):

**Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements  
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

*Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.*

<b>ACADEMIC YEAR: 2018/19</b>	<b>NATIONAL COST CENTRE: 131</b>
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<b>MODULE LEADER:</b> Mary Ayling-Phillip	<b>OTHER MODULE STAFF:</b>
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**Summary of Module Content**

Employment has a significant impact on a person's quality of life, it influences their ability to consume but it also impacts heavily on other areas of social policy. Employment and income affect standards of housing, health, leisure activity, and educational opportunities. Unfortunately, some individuals within society have been, indeed are, significantly disadvantaged in the labour market by virtue of their group identities. Discrimination on the basis of 'race', ethnicity, gender, sexuality and against disabled people, and the experiences of ex-offenders are considered.

The module covers the process of discrimination, the ways in which it manifests itself, and its often adverse consequences. Equality of opportunity operates on the understanding that the present social, economic and political system, defined as capitalist, is the optimum system. Where problems occur, such as discriminatory practices, the challenge is to root them out and achieve equal access for all to employment opportunities, societal goods and services. Consequently, many employers have established equal opportunities policies to protect people from discrimination and disadvantage and to ensure equal treatment or to protect themselves against claims of discrimination. There has been something of a consensus between campaigners, employers and successive governments that such policies are desirable. However, equality of opportunity is a controversial notion; its nature and aims are much contested. This module provides a working knowledge of the legislative framework of the UK, by looking at Human Rights and Equality legislation.

There is also a focus on Jersey, and to a lesser extent other Channel Islands, about the political system, electoral processes, constitutional history and voting patterns and the impact these factors have had on Jersey's social policies. The Human Rights Law (2000) Jersey and the lack of Equality Legislation are also considered and how this has impacted on Island society.

**SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]**

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lectures, Group discussions, and Moot	48	Visiting speakers from Jersey's Government will present Guest Lectures.
Guided learning	152	Self directed study, reading , preparing notes for Moot. Researching relevant case studies to discuss in Group discussions.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments</b> <i>Include links to learning objectives</i>
Written exam	E_	<b>Written Exam</b>	100%	<ul style="list-style-type: none"> <li>Analyse key concepts related to social policy and social justice;</li> </ul>

				<ul style="list-style-type: none"> <li>• Compare the relative merits of different strategies for responding to social policy and social justice issues;</li> <li>• Demonstrate skills of evaluation;</li> <li>• Evaluate the impact of legislation and the legal process on the enforcement of individual and human rights provision in the United Kingdom and the Channel Islands.</li> </ul>
Coursework	C_1	Report-based Moot.	Total 100%	Same learning outcomes are assessed as in Exam.

**Updated by:** M. Ayling-Phillip  
Date: 16/06/2018

**Approved by:** Ben Bennett Date: 09/09/18

## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

**MODULE CODE:** HIGH2066

**MODULE TITLE:** Institutions and Governance of Globalisation

**CREDITS:** 20

**FHEQ LEVEL:** 5

**JACS CODE:** L150

**PRE-REQUISITES:** None

**CO-REQUISITES:**

**COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** This module examines the process of globalisation through a historical lens, particularly the practice of the key institutions of international governance will be considered. It examines the interrelationship between different international and regional institutions and regimes and the role of non-state transnational actors in international governance.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Cert. HE

**Professional body minimum pass mark requirement:** N/A

### MODULE AIMS:

This module aims to enable students to:

- Explain the role of various international and regional institutions;
- Critically analyse the approaches to international governance in the context of concrete transformations in the relationship between politics and economics, and between political and economic agency in the world;
- Compare and contrast different international, regional and national institutions and how they relate to each other;
- Explain the significance of the broader context in which all processes of social, political and economic nature are embedded;
- Critically assess the factors that enhance and constrain the capacity of the existing regime of international governance to cope with the strains of globalization;

Analyse and integrate the various dimensions of the post-World War II global political institutional institutions.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<ul style="list-style-type: none"> <li>Identify, critically analyse, and evaluate, the variety of organizations and regimes involved in international governance;</li> <li>Critically evaluate alternative methods of international governance;</li> <li>Identify and analyse the specific role of major organizations and institutions;</li> <li>Communicate, both verbally and in writing, ideas, information and arguments in a manner appropriate for diverse audiences.</li> </ul>	<ol style="list-style-type: none"> <li>1. Critical understanding of the fundamental principles of social science and the ways in which those principles have developed and the limits of that knowledge and how it influences analyses and interpretations based on that knowledge.</li> <li>2. Critically evaluate the main methods of enquiry in social science including a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.</li> <li>3. Effectively communicate information, arguments, and analysis, in variety of forms, to specialist and non-specialist audiences, and deploy key techniques of social science effectively.</li> <li>4. Application of relevant social science concepts and principles in an employment context.</li> <li>5. Qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision making.</li> </ol>
<b>DATE OF APPROVAL:</b> 14/12/2017	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2018	<b>SCHOOL/PARTNER:</b> University College Jersey
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 2

Additional notes (for office use only):

#### **Additional Guidance for Learning Outcomes:**

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INtJVikp>
- Subject benchmark statements  
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>

- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>



## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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**ACADEMIC YEAR:** 2018/19

**NATIONAL COST CENTRE:** 128

**MODULE LEADER:** Sean Dettman

**OTHER MODULE STAFF:**

### **Summary of Module Content**

Globalization and global politics; the evolution of international society; international history, 1900-2010; key theories of world politics; international and global security; international political economy in an age of globalization; international law; international regimes; the United Nations; transnational actors and international organization in global politics; environmental issues; terrorism and globalization; regionalism in international affairs; global trade and finance; poverty, development and hunger; globalization and the transformation of political community.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lecture	44	
Workshops		
Tutorials		
Guided independent study	156	
<b>Total</b>	<b><u>200</u></b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

## **SUMMATIVE ASSESSMENT**

<b>Assessed Module Learning Outcomes</b>	<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
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<p>At the end of the module the learner will be expected to be able to:</p> <ul style="list-style-type: none"> <li>• Identify, critically analyse, and evaluate, the variety of organizations and regimes involved in international governance;</li> <li>• Use theories and concepts to interpret and understand alternative methods of international governance;</li> <li>• Critically evaluate the specific role of major organizations and institutions;</li> <li>• Critically compare and contrast the major organizations relate to each other and to states and civil society groups;</li> </ul>	Coursework	<p>Essay 1</p> <p>Essay 2</p>	<p>50%</p> <p>50%</p> <p>100%</p>
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## REFERRAL ASSESSMENT

Assessed Module Learning Outcomes	Element Category	Component Name	Component Weighting
<p>At the end of the module the learner will be expected to be able to:</p> <ul style="list-style-type: none"> <li>• Identify, critically analyse, and evaluate, the variety of organizations and regimes involved in international governance;</li> <li>• Use theories and concepts to interpret and understand alternative methods of international governance;</li> <li>• Critically evaluate the specific role of major organizations and institutions;</li> <li>• Critically compare and contrast the major organizations relate to each other and to states and civil society groups;</li> </ul>	Coursework	Referred Coursework	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Mary Ayling-Phillip Date: 10/9/2018	<b>Approved by:</b> Ben Bennett Date: 10/9/2018

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> HIGH3026	<b>MODULE TITLE:</b> Contemporary social issues: policing the private sphere
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 6	<b>JACS CODE:</b>
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<b>PRE-REQUISITES:</b> none	<b>CO-REQUISITES:</b> none	<b>COMPENSATABLE WITHIN THIS PROGRAMME:</b> Yes
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**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module looks at areas of policy and practice that effect families and family members. Those areas include substance use, including both global, European and local dimensions, the nature of and response to intra-familial violence and abuse and health-related problems within households

**ELEMENTS OF ASSESSMENT** [Use HESA KIS definitions]

(E1) WRITTEN EXAMINATION 50%	(C1) 50%	(P1) PRACTICAL
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**SUBJECT ASSESSMENT PANEL** Group to which module should be linked:

**MODULE AIMS:** *(max 425 characters)*

This module aims to equip students to critically understand the social, political and economic underpinnings of aspects of family and individual behaviours which impact negatively on family life.

**ASSESSED LEARNING OUTCOMES:** *(max 700 characters)*

At the end of the module the learner will be expected to be able to:

- Critically analyse international and domestic policy relating to substance use, intra-familial violence and abuse and health-related problems
- Demonstrate an ability to undertake individual research and synthesise and critically analyse material from a variety of sources.
- Apply theoretical perspectives to 'real-world' situations
- Demonstrate an ability to understand the difficulties and problems in 'policing' the private sphere

<b>DATE OF APPROVAL:</b> Sept 2013	<b>FACULTY:</b>
<b>DATE OF IMPLEMENTATION:</b>	<b>SCHOOL:</b>
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>TERM:</b> AY

Additional notes:

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

*Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes via TuLiP.*

**ACADEMIC YEAR:** 2018/19

**MODULE LEADER:** Dr Adrian Barton

**OTHER MODULE STAFF:**

### Summary of Module Content (max 2000 characters)

*This module aims to provide students with an understanding of the complex problems surrounding the 'policing' of actions which take place within the private sphere. As such it draws on a number of disciplines including social policy, sociology, criminology, politics, economics and international relations. It will concentrate on three aspects of modern life – illegal drug use; alcohol and food intake and intra-familial violence – to demonstrate that whilst these areas are problematic and cost nation states billions in terms of trying to deal with the consequences of these actions, the fact that these actions take place within the private sphere limits the range and scope of polices available. The module will be broken into two sections. Term 1 deals exclusively with illicit drug use and looks at this through three lenses: international, national and individual. Term 2 then moves to look at alcohol and lifestyle choices and family life and violence and abuse within the family.*

### SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments
Lecture	12	6 x 2 lectures per academic year
Tutorial	20	Advice sessions for study topic
Guided independent learning	168	Includes sessions with organisational mentors and informal discussions with module leader
<b>Total</b>	<b>200</b>	

### COMPONENTS OF ASSESSMENT (add/delete E, C, P elements and W components as required)

Category	Element	Component	Component weighting	Comments <i>Include links to learning objectives</i>
Written exam	E1	100% 2 hour exam		<ul style="list-style-type: none"><li>•Critically analyse international and domestic policy relating to substance use, intra-familial violence and abuse and health-related problems</li><li>•Demonstrate an ability to undertake individual research and synthesise and critically analyse material from a variety of sources.</li><li>•Apply theoretical perspectives to 'real-world' situations</li><li>•Demonstrate an ability to understand the difficulties and problems in 'policing' the private sphere</li></ul>
Coursework	C1	100% 3000 word essay		Same L.O. assessed in essay

**Updated by:** Adrian Barton Sept 2018

**Approved by:** M. Ayling-Phillip Date: 09/09/18



**SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.***

MODULE CODE: HIGH3034	MODULE TITLE: Issues for a United Europe in the Twenty-First Century
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CREDITS: 20	FHEQ Level: 6	JACS CODE:
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No
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**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*  
 This module is a research-led seminar that explores the key issues facing Jersey as Europe continues to integrate in the twenty-first century.

ELEMENTS OF ASSESSMENT <i>Use HESA KIS definitions</i>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)		C1 (Coursework)	75%	P1 (Practical)	25 %
E2 (Clinical Examination)		A1 (Generic Assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Dip. HE

Professional body minimum pass mark requirement: N/A

**MODULE AIMS:**  
 This module aims to enable students to examine issues which relate to the EU as a governance system and assess the modes of the European economic integration; to identify specific strengths and weaknesses of the EU as an actor in international relations; to analyse and evaluate the internal organisation and functioning of the main EU institutions; to evaluate both the challenges posed to the EU's political and institutional system by enlargement and reform; and to assess the process of European economic integration.

**ASSESSED LEARNING OUTCOMES:** *(additional guidance below)*  
 At the end of the module the learner will be expected to be able to:

- Critically assess economic and institutional aspects of the European integration process, focusing on the economic and also legal aspects of the European Union, internally and in its relations with partners, including prospective members.
- Critically review the current major issues in European integration.
- Analyse the problems facing the EU's development as an international actor.
- Analyse the problems facing the EU as a system of governance.
- Critically evaluate current EU reform practices.
- Communicate effectively, both verbally and in writing, ideas, information and arguments.

DATE OF APPROVAL:	05/2006	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2006	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM/SEMESTER:	All year.

**Additional notes (for office use only):** For delivering institution's HE Operations or Academic Partnerships use if required

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

*Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.*

2017-18	NATIONAL COST CENTRE:
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MODULE LEADER: Ben Bennett	OTHER MODULE STAFF:
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### SUMMARY of MODULE CONTENT

Integration and Disintegration before 1945; shaping the European Community; from European Community to European Union: Six to Fifteen and beyond; the SEM, Monetary Union and its impact; Jersey and the EU; the workings of the EU and its policies

### SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lecture	44	
Workshops		
Tutorials		
Guided independent study	156	
Total	<u>200</u>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E			
	T			
Coursework	C1	Report	66.6%	At the end of the module the learner will be expected to be able to: <ul style="list-style-type: none"><li>Critically assess economic and institutional aspects of the European integration process, focusing on the economic and also legal aspects of the European Union, internally and in its relations with partners, including prospective members.</li><li>Critically review the current major issues in European integration.</li><li>Analyse the problems facing the EU's development as an international actor.</li><li>Analyse the problems facing the EU as a system of governance.</li><li>Critically evaluate current EU reform practices.</li></ul>
		Seminar Report	33.3%	
			(100%)	
Practical	P1	Oral Report	100%	<ul style="list-style-type: none"><li>Communicate effectively, both verbally and in writing, ideas, information and arguments.</li></ul>

Updated by:	Date:	Approved by:	Date:
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Ben Bennett	22/06/2018	Mary Ayling-Phillip	22/06/2018
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Recommended Texts and Sources:

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> SSJ3001	<b>MODULE TITLE:</b> Social Science Dissertation
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<b>CREDITS:</b> 40	<b>FHEQ LEVEL:</b> 6	<b>JACS CODE:</b>
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Y/N (if No identify programmes in notes box below)
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<b>SHORT MODULE DESCRIPTOR:</b> (max 425 characters) This module provides students with the opportunity to design and implement their own research project, working independently but under the supervision of an academic staff member.
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<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
<b>E1</b> (Formally scheduled)	xx%	<b>C1</b>	100%	<b>P1</b>	xx% or Pass/Fail
<b>E2</b> (OSCE)	xx%	<b>C2</b>	xx%	<b>P3</b>	xx% or Pass/Fail
<b>T1</b> (in-class test)	xx%	<b>A1</b>	xx%		

<b>SUBJECT ASSESSMENT PANEL</b> Group to which module should be linked: Dip HE
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<b>Professional body minimum pass mark requirement:</b> n/a
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<b>MODULE AIMS:</b> This module aims to develop a capacity for independent research by conducting a substantial investigation in a specialist knowledge area; and to provide a review point at the end of the 3 year degree period in relation to Personal Development Planning.
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At the end of this module students will be able to: Demonstrate a comprehensive and detailed knowledge of the area of specialisation, together with an awareness of relevant ethical issues; Demonstrate a capacity for analysis, synthesis, evaluation and application in relation to the chosen subject area; Demonstrate autonomy in undertaking the elements of the dissertation project; Demonstrate reflection in reviewing progression in relation to Personal Development Planning, including an assessment of the development and application of key and transferable skills in terms of career plans, academic progress and personal development.
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<b>DATE OF APPROVAL:</b> 16/05/2006	<b>FACULTY/OFFICE:</b> Academic Partnership
<b>DATE OF IMPLEMENTATION:</b> September 2006	<b>SCHOOL/PARTNER:</b> Highlands College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>TERM:</b> Autumn/Spring/Summer/other (please specify)

Additional notes (for office use only):
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### **Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements  
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

*Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.*

<b>ACADEMIC YEAR: 2017-18</b>	<b>NATIONAL COST CENTRE:</b>
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<b>MODULE LEADER:</b> Mary Ayling-Philip	<b>OTHER MODULE STAFF:</b>
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**Summary of Module Content**

**Students will complete a research proposal form; write a literature review and write a 10,000 word dissertation.**

**SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]**

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lectures	4	Classroom activities
Dissertation Supervision.	10	To support (proposal form; literature review; research and writing dissertation).
Research Methods	8	To support Students research skills.
Private study	178	Undertaking research.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Coursework	C1 (100%)	Dissertation-Proposal	10%	Demonstrate a comprehensive and detailed knowledge of the area of specialisation, together with an awareness of relevant ethical issues;
		Dissertation-Final	90%	At the end of this module students will be able to: Demonstrate a capacity for analysis, synthesis, evaluation and application in relation to the chosen subject area; Demonstrate autonomy in undertaking the elements of the dissertation project; Demonstrate reflection in reviewing progression in relation to Personal

				Development Planning, including an assessment of the development and application of key and transferable skills in terms of career plans, academic progress and personal development.
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<b>Updated by:</b> M. Ayling-Phillip	<b>Date:</b> 16/06/18	<b>Approved by:</b> Ben Bennett	<b>Date:</b> 09/09/18
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**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> SSJ3002	<b>MODULE TITLE:</b> Work-Based Action Research
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 6	<b>JACS CODE:</b>
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<b>PRE-REQUISITES:</b> none	<b>CO-REQUISITES:</b> none	<b>COMPENSATABLE WITHIN THIS PROGRAMME:</b> Yes
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**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module requires students to negotiate and conduct a workplace-based action research project on a specific policy or practice issue for host (client) organisation.

**ELEMENTS OF ASSESSMENT** [Use HESA KIS definitions]

	Coursework 100%	
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**SUBJECT ASSESSMENT PANEL** Group to which module should be linked:

**MODULE AIMS:** *(max 425 characters)*

This module aims to provide students with an opportunity to apply and develop their analytical knowledge and research skills; to improve their preparation for employment; and to gain insights into the work undertaken by a researcher in an organisational setting.

**ASSESSED LEARNING OUTCOMES:** *(max 700 characters)*

At the end of the module the learner will be expected to be able to:

- Negotiate, plan and conduct a piece of independent research for a host (client) organisation;
- Demonstrate a comprehensive and detailed knowledge of the area of specialisation and of relevant ethical issues;
- Demonstrate a capacity for analysis, synthesis, evaluation and application in relation to the chosen subject area;
- Demonstrate autonomy in undertaking a workplace-based project; and
- Demonstrate reflection in reviewing progression.

<b>DATE OF APPROVAL:</b> 16/05/2006	<b>FACULTY:</b>
<b>DATE OF IMPLEMENTATION:</b> September 2006	<b>SCHOOL:</b> A/P
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>TERM:</b> 12/AY/AU/M

Additional notes:

**SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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**ACADEMIC YEAR: 2017-18**

**MODULE LEADER:** Sean Dettman

**OTHER MODULE STAFF:** Mary Ayling-Philip

**Summary of Module Content** (*max 2000 characters*)

This module aims to equip students with the skills and confidence to become active and accomplished researchers within the workplace. As such, it is based on the belief that student best learn research by 'doing' real-world work. It asks students to find a relevant organisation and to offer their research skills in a consultancy role by undertaking a small piece of action research. By engaging with the organisation, under the guidance of a mentor from the organisation and the module leader, in this manner the students learn negotiation skills, how to interact in a professional manner, working within externally imposed time constraints and the importance of meeting deadlines set by others. In addition, the students are allowed to put into practice research theories and skills learnt in the previous two stages. The module is delivered via a mix of formal lecture sessions and intensive one-to-one tutorials. On completion, students will have demonstrated that they can plan, execute and present a coherent and professional piece of research

**SUMMARY OF TEACHING AND LEARNING** [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments
Lecture	12	6 x 2 lectures per academic year
Tutorial	10	Advice sessions for study topic
Placement visit	10	Visit the placement with Student and host mentor.
Guided independent learning	168	Includes sessions with organisational mentors and informal discussions with module leader
<b>Total</b>	<b>200</b>	

**COMPONENTS OF ASSESSMENT** (add/delete E, C, P elements and W components as required)

Category	Element	Component	Component weighting	Comments <i>Include links to learning objectives</i>
Coursework 1	C 1 (100%)	<b>Project proposal</b>	<b>10%</b>	Negotiate, plan and conduct a piece of independent research for a host (client) organisation; and consider relevant ethical issues.
		<b>Final report</b>	<b>90%</b>	Final Report; Demonstrate a comprehensive and detailed knowledge of the area of specialisation. Demonstrate a capacity for analysis, synthesis, evaluation and application in relation to the chosen subject area; Demonstrate autonomy in undertaking a workplace-based project; and Demonstrate reflection in reviewing progression.

**Updated by:** Mary Ayling-Phillip Date: 16/6/18

**Approved by:** Ben Bennett 10/09/18

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: HIGH 3035	MODULE TITLE: Immigration, Race & Labour
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CREDITS: 20	FHEQ Level: 6	JACS CODE: L900
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PRE-REQUISITES: HIGH 1065 & HIGH 2054	CO-REQUISITES: None	COMPENSATABLE: Yes
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<p><b>SHORT MODULE DESCRIPTOR:</b> <i>(max 425 characters)</i></p> <p>This course intends to take the student on a journey to try to explore the relationship between these phenomena of globalization, human mobility and social groupings along the migration experience.</p>
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ELEMENTS OF ASSESSMENT <i>Use HESA KIS definitions</i>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	75%	P1 (Practical)	25%
E2 (Clinical Examination)	%	A1 (Generic Assessment)	%		
T1 (Test)					

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Social Sciences
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Professional body minimum pass mark requirement: N/A
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<p><b>MODULE AIMS:</b></p> <p>Globalization of the economy and of culture is implicated in the migration process in complex and, often, un-examined ways. This module aims to view mounting global-local inequalities and how they exacerbate processes of exclusion. Moreover, how some are more likely to be excluded from their means of livelihood, from material goods that imply socio-economic standing, from the higher ranks of citizenship hierarchies and the rights that they confer upon its citizens--whether at home or abroad. Explore how they are excluded, and clustered around class, ethnic, racial, and gender backgrounds.</p>
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<p><b>ASSESSED LEARNING OUTCOMES:</b> <i>(additional guidance below)</i></p> <p>At the end of the module the learner will be expected to be able to:</p> <ol style="list-style-type: none"> <li>Critically assess historical patterns in migration, race and labour</li> <li>Analyse and evaluate the historical evolution of migration, race and labour</li> <li>Analyse and evaluate the problems immigration, race and labour in regards to national identity</li> <li>Critically evaluate current problems surrounding immigration, race and labour within the context of globalization</li> <li>Communicate effectively, both verbally and in writing, ideas, information and arguments.</li> </ol>
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DATE OF APPROVAL:	12/2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2016	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:	12/2015	TERM/SEMESTER:	All Year
Additional notes (for office use only):			

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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2017-18	NATIONAL COST CENTRE: 132
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MODULE LEADER: Sean Dettman	OTHER MODULE STAFF: None
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### SUMMARY of MODULE CONTENT

This module offers a more in-depth study into migration and its relationship with race and labour during the modern period. It includes historical contextualisation and the evolution of migration before 1945, before moving onto current patterns in migration in the post-war world. The second half of the module will cover materials including Migration, Security and the Debate on Climate Change, Migrants and Minorities in the Labour Force, New Ethnic Minorities and Society, Immigration and Politics and Migration in the 21<sup>st</sup> Century. These themes are placed along-side current issues and problems surrounding migration and labour within a context of globalisation and the current migrant crisis in Europe and North America.

### SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lecture	25	
Workshops	15	
Tutorials	5	
Guided independent study	155	Reading in required textbook, researching on PU portal, designed archival research, preparing coursework.
Total	<u>200</u>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E			
	T			
Coursework	C1	Essay	66.7%	1. Critically assess historical patterns in migration, race and labour
		Seminar Report	33.3%	2. Analyse and evaluate the historical evolution of migration, race and labour
	C2		Total = 100%	3. Analyse and evaluate the problems immigration, race and labour in regards to national identity
				4. Critically evaluate current

				<p>problems surrounding immigration, race and labour within the context of globalization</p> <p>Communicate effectively in writing; ideas, information and arguments.</p>
Practical	P1	Seminar Presentation	Total = 100%	Communicate effectively verbally.

Updated by: Sean Dettman	Date: 17/06/2018	Approved by: Mary Ayling-Phillip	Date: 17/06/2018
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#### Recommended Texts and Sources:

Castles, S., de Hass, H., & Miller, M. (2014) *The Age of Migration: International Population Movements in the Modern World* (5<sup>th</sup> edition).

#### Useful websites

*The Age of Migration*

[www.age-of-migration.com](http://www.age-of-migration.com)

Global Commission on International Migration

[www.gcim.org](http://www.gcim.org)

Migration Policy Institute

[www.migrationpolicy.org](http://www.migrationpolicy.org)

National Immigration Forum

[www.immigrationforum.org](http://www.immigrationforum.org)

United Nations Human Rights Council

[www.unhrc.org](http://www.unhrc.org)

United Nations

[www.un.org](http://www.un.org)

United Nations Educational, Scientific and Cultural Organisation

[www.unesco.org](http://www.unesco.org)

United Nations Office on Drugs and Crime

[www.unodc.org](http://www.unodc.org)

The Organisation for Economic Cooperation and Development

[www.oecd.org](http://www.oecd.org)

