

**KEY PROGRAMME INFORMATION**

<b>Originating institution(s)</b> Bournemouth University	<b>Faculty responsible for the programme</b> Faculty of Health and Social Sciences
<b>Final award(s), title(s) and credits</b> BA (Hons) Sociology and Social Anthropology (120 Credits, ECTS 60 Level 4 / 120 Credits, ECTS 60 Level 5 / 120 Credits, ECTS 60 Level 6)	
<b>Intermediate award(s), title(s) and credits</b> Dip HE Sociology and Social Anthropology: (120 Credits, ECTS 60 Level 4 / 120 Credits, ECTS 60 Level 5) Cert HE Sociology and Social Anthropology 120 Credits, ECTS 60 Level 4)	
<b>UCAS Programme Code(s) (where applicable and if known)</b> LL36	<b>HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load.</b> 100505 Sociology (Balanced) 100437 Social Anthropology (Balanced)
<b>External reference points</b> QAA UK Quality Code for HE (2018) QAA Subject Benchmark Statement Sociology (2016) QAA Subject Benchmark Statement Anthropology (2015) BSA Statement of Ethical Practice (2017) ASA Ethical Guidelines (2011)	
<b>Professional, Statutory and Regulatory Body (PSRB) links</b> Not applicable	
<b>Places of delivery</b> Bournemouth University	
<b>Mode(s) of delivery</b> Full-time; full-time sandwich; part-time; part-time sandwich	<b>Language of delivery</b> English
<b>Typical duration</b> 3 years (full-time); 4 years sandwich with optional 30 week placement year; part-time at least 4 years	
<b>Date of first intake</b> September 2019	<b>Expected start dates</b> September
<b>Maximum student numbers</b> Not applicable	<b>Placements</b> Optional 20-day (or 150 hours) Placement Learning Unit Level 5 Optional 30-week Sandwich Placement P year between Level 5 and Level 6. Students are expected to find their own placements with support from the Faculty placements team.

## Programme Specification - Section 1

<b>Partner(s)</b> Not applicable	<b>Partnership model</b> Not applicable
<b>Date of this Programme Specification</b> March 2022	
<b>Version number</b> V1.4-0922	
<b>Approval, review or modification reference numbers</b> E201819 35 EC1920 30 FHSS 2021 05, approved 20/01/2021. Previously version 1.0-0920 FHSS 2122 02, approved 19/11/2021, Previously version 1.1-0921 FHSS 2122 03, approved 02/12/2021, Previously version 1.2-0921 FHSS 2122 11, approved 23/03/2022, Previously version 1.3-0921	
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## Programme Specification - Section 1

### PROGRAMME STRUCTURE

Programme Award and Title: BA (Hons) Sociology and Social Anthropology								
Year 1/Level 4								
Students are required to complete all 6 core units								
Unit Name	Core/ Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/minor load)
			Exam 1	Cwk 1	Cwk 2			
Introduction to Social Theory	Core	20	100%			30	v3.0	100628
Introduction to Social Research	Core	20		100%		30	v3.0	100505
Families and Kinship in Contemporary Society	Core	20	60%	40%		30	v3.0	100505
Understanding Communities	Core	20		100%		30	v2.0	100619
Social Inequality and Exclusion	Core	20		100%		30	v3.0	100505
Introduction to Social Anthropology	Core	20	50%	50%		30	V3.0	100437
<b>Progression requirements:</b> Requires 120 credits at level 4 <b>Exit qualification:</b> Cert HE Sociology and Social Anthropology (requires 120 credits at Level 4).								

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<b>Year 2/Level 5</b>								
Students are required to complete all 4 core units and choose 2 optional units. Option units will run if selected by a minimum of 10 students. Some combinations of optional units may not be available depending on the semester of delivery and timetable configurations.								
Unit Name	Core/ Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/minor load)
			Exam 1	Cwk 1	Cwk 2			
Qualitative Research Skills	Core	20		100%		30	v1.0	100962
Contemporary Social Theory	Core	20	100%			30	v1.0	100628
Doing Ethnographic Research	Core	20		100%		30	v2.0	100437
Understanding Cultures	Core	20		100%		30	v2.0	100437
Crime, Health and Society	Option	20		100%		30	v2.0	100619
Impact of Crime	Option	20		100%		30	v2.0	101405
Growing Up and Growing Old	Option	20		50%	50%	30	v3.0	100437
Themes in Archaeology & Anthropology	Option	20	50%	50%		40	v1.12	100436
Understanding Globalisation	Option	20		30%	70%	30	v3.0	100505
Ethnographies of Crime and Policing	Option	20		100%		30	v2.0	100484
Human Trafficking and Criminality	Option	20		40%	60%	30	v2.0	100484
Quantitative Skills	Option	20		100%		30	v1.0	100962
Societies of Prehistoric Europe	Option	20	50%	50%		40	v1.12	100299
Youth Crime, Gangs and On-road Life	Option	20		30%	70%	30	V1.1	100484
Placement Learning unit	Option	20		100%		20 days or 150 hours	v2.0	100619
Criminological Psychology	Option	20		50%	50%	30	v1.0	100484
<b>Progression requirements:</b> Requires 120 credits at level 5								
<b>Exit qualification:</b> Dip HE Sociology and Social Anthropology (requires 120 credits at Level 4 and 120 credits at Level 5).								
<b>Optional placement year in industry/business</b>								
<b>Progression requirements:</b> Satisfactory completion of a minimum 30-week placement in industry/business. Students who do not choose to undertake the optional sandwich placement may progress directly from Level 5 to Level 6.								

## Programme Specification - Section 1

<b>Year 3/Level 6</b> Students are required to complete all 3 core units (Dissertation unit equivalent to 40 credits) and choose 2 option units. Option units will run if selected by a minimum of 10 students. Some combinations of optional units may not be available depending on the semester of delivery and timetable configurations.								
Unit Name	Core/ Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/minor load)
			Exam 1	Cwk 1	Cwk 2			
Dissertation	Core	40		100%		20	v4.0	100962
Anthropology of International Intervention	Core	20		100%		30	v2.0	100437
Politics and Ideology	Core	20		100%		30	v2.0	100629
Terrorism, Protection and Society	Option	20		100%		30	v3.0	100629
Seekers, Believers and Iconoclasts: Sociology of Thought	Option	20		100%		30	v2.0	100505
Criminology of Organisations	Option	20		100%		30	v1.0	100484
Drugs, Crime & Society	Option	20		100%		30	v1.0	100484
Cultural Ecology	Option	20	50%	50%		30	v1.1	100388
'Troubling' Gender	Option	20		100%		30	v3.0	100505
Crime and Criminal Justice in the 21st Century	Option	20		60%	40%	30	v2.0	100484
Intersectional Criminology	Option	20		100%		30	v2.0	100484
The Sociology of Health and Illness	Option	20		100%		30	V1.0	100619
Animals & Society	Option	20	50%	50%		40	v1.12	100299

**Exit qualification: BA (Hons) Sociology and Social Anthropology**  
**Sandwich UG award:** Requires 120 credits at Level 4, 120 credits at Level 5, 120 credits at Level 6 and successful completion of a placement year.

**Full-time UG award:** Requires 120 credits at Level 4, 120 credits at Level 5, and 120 credits at Level 6.

### AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

### AIMS OF THE PROGRAMME

#### Academic and Professional Contexts

Sociology and social anthropology both explore human experiences in their social and cultural contexts. They analyse the nature of society, social organisation and historical change. Although distinctive from each other in certain ways, sociology and anthropology are also highly interrelated disciplines, investigating similar key questions. These include: What is it that binds people and groups together; what divides them, or underwrites their diversity? How can we understand identity, social class and cultural difference? What causes social and cultural change, and how is this experienced in people's daily lives? What conditions create inequalities or conflict between people, and what can be done to address these?

QAA subject benchmarks for honours degrees in the academic disciplines of both sociology (2016) and anthropology (2015) have informed the design of this programme. Students on the programme will gain broad-based and specialist knowledge of key topics in sociology and social anthropology. They will acquire in-depth knowledge of key theories, approaches and histories of these two disciplines, including the impact of global processes on social and cultural life, e.g. how people respond to changing security concerns and growing uncertainties; or how the ways in which specific groups of people are presented (for example, migrants and refugees in politics or media) impact on their lives and experiences. They will be introduced to the practical workings of developmental interventions in societies that have undergone conflict and war in the Global South; and learn of cultural identities and perspectives considered controversial in our society; as well as explore processes and effects of social inclusion, marginalisation and discrimination along sociological categories such as age, gender, class, race, ethnicity or ability. Students will examine the continuing relevance of the theoretical frameworks introduced for a better understanding of issues affecting contemporary society and enhance their critical understandings through cross-cultural comparison

Graduates are equipped with communication and independent thinking skills, along with analytical and research skills that are increasingly necessary for professional work. Critical awareness and understanding about human diversity, different cultural perspectives and the causes of social inequality are attractive qualities to a wide variety of employers. The programme will open up many career options, including youth, social and community work, civil service, advocacy and human rights work, health services, business, teaching and international development, alongside providing the intellectual foundations of global citizenship relating to many of the UN's sustainable development goals.

### Programme Aims

Drawing on QAA Code for HE and Subject Benchmarks, the programme aims to develop challenging, questioning and adaptable graduates who:

- Are familiar with the key concepts and theoretical approaches that have been developed and are developing within sociology and social anthropology.
- Can appreciate the range of methods in sociology and social anthropology, including an understanding of the importance of empirical fieldwork as the primary method underpinning theoretical developments in social anthropology.
- Demonstrate critical and comparative awareness of social and cultural diversity across time and space.
- Articulate critical awareness of how social, cultural, political and environmental contexts shape human experience, agency, cultural specificity and social inequalities.
- Display independence of thought, as well as critical, analytical and synoptic skills sufficient to pursue further postgraduate study in sociology, social anthropology and cognate disciplines, or careers in a range of areas.
- Realise that knowledge is contested, and that sociology and anthropology are dynamic disciplines, which are constantly generating new priorities and theories.

The programme also aims to provide graduates with the following skills:

- The ability to formulate, investigate and discuss sociologically and social anthropologically informed questions, coupled with an awareness of the ways in which sociological and social anthropological knowledge may be applied (and misapplied) in a range of practical situations.
- A reflexive approach to cultural assumptions and premises developed through deep understanding of other ways of being in the world and a critical awareness of ethical issues relating to the study of social worlds and their representations in text or images.
- The ability to understand personal strengths and weaknesses in learning and study skills and to take action to improve personal capacity to learn and develop as an independent learner.

### ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

The BA (Hons) Sociology & Social Anthropology programme aligns with BU 2025's distinctive approach to fusion, inspiring learning, advancing knowledge, and enriching society. The programme is designed to improve and enhance departmental education and research excellence, providing our students with an outstanding education and research experience, and preparing them for work in a range of professions, through the academic and applied study of social and cultural relations, representations, processes and practices. The focus on active research engagement underpinning the educational philosophy of our programmes is designed to attract high quality learners. The fusion approach will foster relationships with social and culture oriented agencies both in the region and abroad.

In order to achieve BU 2025's strategic plan to ensure academic sustainability and consistent high quality, the Department of Social Sciences and Social Work delivers all its social science programmes as part of an integrated suite which ensures that in addition to providing students with a sound basis in their disciplines of choice, also introduces them to a broad social scientific perspective. Students are able to choose optional units in their own discipline or those of other disciplines within the integrated suite.

## LEARNING HOURS AND ASSESSMENT

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits is the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

The assessment workload for each unit considers the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection).

Assessment per 20 credit unit should normally consist of 3,000 words or equivalent. Dissertations at Level 6 are distinct from other assessment types. The word count for these assignments is 5,000 words per 20 credits, recognising that undertaking an in-depth piece of original research as the capstone to a degree is pedagogically sound. The word count for the Dissertation unit is 10,000 words, equivalent to 40 credits,

Students who choose to undertake the sandwich placement will engage in a minimum of 30 weeks of full-time work-based learning between Levels 5 and 6. Sandwich students must pass the non-credit bearing placement portfolio assessment between Level 5 and Level 6 in order to graduate.

## STAFF DELIVERING THE PROGRAMME

Students will usually be taught by a combination of academic staff with others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, demonstrators/technicians and research students.

## INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

### PROGRAMME AND LEVEL 6 INTENDED PROGRAMME OUTCOMES

<p><b>A: Subject knowledge and understanding</b></p> <p>This programme/level provides opportunities for students to develop and demonstrate knowledge and understanding to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>A1 Demonstrate broad and in-depth of knowledge of a range of key concepts and theoretical approaches in sociology and social anthropology.</p> <p>A2 Provide a critical account of the relationships between social and cultural forms, global processes and historical change.</p> <p>A3 Critically evaluate a wide range of sociological and social anthropological research methods and their uses in generating sociological and social anthropological knowledge and theory.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (A1 – A6);</li> <li>• seminars (A1 – A6);</li> <li>• directed reading (A1 - A6);</li> <li>• use of the VLE (A1 – A6);</li> <li>• independent research (e.g. for dissertation) (A1 – A6).</li> </ul>



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<p>A4 Critically analyse the nature of social relationships between individuals, groups and social institutions and appreciate the wide range of contexts, processes and patterns generating social and economic inequalities, cultural divisions and social change.</p> <p>A5 Analyse a range of qualitative, quantitative and digital sources, research strategies and methods of data collection, analysis and argumentation.</p> <p>A6 Demonstrate critical and in-depth understanding of human diversity and commonality, as seen from social and cultural, cross-cultural and comparative perspectives.</p>	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• examinations (A1, A2, A4, A6);</li> <li>• coursework (essays, presentations, projects) (A1 – A6);</li> <li>• dissertation (A1 – A6).</li> </ul>
<p><b>B: Intellectual skills</b></p> <p>This programme/level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level outcomes:</p>
<p>B1 Appreciate the value of in-depth, comparative perspectives in understanding human liveworlds and social processes.</p> <p>B2 Select and draw on evidence from a wide range of appropriate sources and demonstrate an ability to gather, evaluate, analyse and synthesise them.</p> <p>B3 Critically compare, relate, and evaluate theoretical perspectives from across the breadth of sociology and social anthropology in constructing logical and structured arguments.</p> <p>B4 Develop reasoned and articulate discussions based on a wide range of scholarly sociological and social anthropological sources and using a range of scholarly formats.</p> <p>B5 Demonstrate theoretically-guided rigour in critically and reflexively questioning cultural assumptions (one's own and those of others) and their impact on human experiences.</p> <p>B6 Demonstrate advanced proficiency in planning and executing, within supportive guidelines, and along best ethical practice, an independent dissertation or project.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (B1 – B3; B5 – B6);</li> <li>• seminars (B1 – B6);</li> <li>• directed reading (B1 – B3; B5 – B6);</li> <li>• use of the VLE (B2 – B3; B6);</li> <li>• independent research (for dissertation) (B1 – B6).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• examinations (B1 – B3; B5);</li> <li>• coursework (essays, presentations, projects) (B1 – B6);</li> <li>• dissertation (B1 – B6).</li> </ul>
<p><b>C: Practical skills</b></p> <p>This programme/level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>C1 Exhibit competence in identifying, analysing and critically discussing sociologically and social anthropologically informed questions using a wide array of theoretical perspectives in sociology and social anthropology.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (C1, C2, C4, C6);</li> </ul>

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C2	Demonstrate mature judgement in identifying, gathering, synthesising and evaluating evidence relevant to sociological and social anthropological questions.	<ul style="list-style-type: none"> <li>• coursework (essays, presentations, projects) (C1 - C6);</li> <li>• independent research for empirical dissertation (C1 - C6);</li> <li>• group exercises (C1 – C6).</li> </ul>
C3	Select and judiciously use appropriate research tools in primary research and identify and apply research ethics appropriately.	
C4	Discuss sociological and social anthropological topics with a detailed appreciation of a wider array of theory and evidence, their relevance to current debates, and present conclusions in a variety of sociological and social anthropological formats.	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• examinations (C1, C4);</li> <li>• coursework (essays, presentations, projects) (C1 - C6);</li> <li>• dissertation (C1 - C6).</li> </ul>
C5	Demonstrate ability to plan, undertake and present scholarly work that shows an advanced understanding of sociological and social anthropological aims, methods and theoretical considerations, is well presented, logically and coherently argued and well structured.	
C6	Demonstrate active and theoretically well-informed alertness to the potential applications of sociological and social anthropological knowledge in a variety of contexts and apply best ethical practice.	
<p><b>D: Transferable skills</b></p> <p>This programme/level provides opportunities for students to:</p>		
D1	Demonstrate independence of thought and mature analytical, critical and synoptic skills.	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (D1 – D3, D6);</li> <li>• seminars (D1- D6);</li> <li>• use of the VLE (D1 – D6);</li> <li>• directed reading (D1- D6).</li> </ul>
D2	Demonstrate competent scholarly skills, including the ability to make a structured argument, reference the works of others and assess a wide range of evidence, gathering and evaluating information from a wide range of sources and by a variety of methods.	
D3	Demonstrate proficiency in the practice of ethically-aware and methodologically robust research skills, including research through use of information technology.	
D4	Demonstrate academic maturity in constructive discussion in group situations and group-work skills	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• coursework (essays, presentations, team projects) (D1 – D6);</li> <li>• examinations (D1 – D6);</li> <li>• dissertation (D1- D6).</li> </ul>
D5	Demonstrate competent communication and presentation skills in both verbal and written communication.	
D6	Possess good time planning, organisational and management skills.	

**LEVEL 5/DipHE INTENDED LEVEL OUTCOMES**

<p><b>A: Knowledge and understanding</b></p> <p>This programme/level provides opportunities for students to develop and demonstrate knowledge and understanding to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>A1 Demonstrate broad and detailed knowledge of a range of key concepts and theoretical approaches in sociology and social anthropology.</p> <p>A2 Provide a reasoned account of the relationships between social and cultural forms, global processes and historical change.</p> <p>A3 Evaluate a range of sociological and social anthropological research methods and their appropriate use in generating sociological and social anthropological knowledge and theory .</p> <p>A4 Assess the nature of social relationships between individuals, groups and social institutions and a wider range of contexts and processes generating social and economic inequalities, cultural divisions and social change.</p> <p>A5 Describe a range of qualitative, quantitative and digital sources, research strategies and methods of data collection, analysis and argumentation.</p> <p>A6 Demonstrate critical understanding of human diversity and commonality, as seen from an increasing array of social and cultural, cross-cultural and comparative perspectives.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (A1- A6);</li> <li>• seminars (A1 – A6);</li> <li>• directed reading (A1 – A2, A4, A6);</li> <li>• use of the VLE (A1 – A6);</li> <li>• independent research (for class projects) (A1 – A6).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• coursework (essays, presentations, team projects) (A1 - A5);</li> <li>• examinations (including open book) (A1 – A6);</li> </ul>
<p><b>B: Intellectual skills</b></p> <p>This programme/level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>B1 Appreciate the value of comparative perspectives in understanding a wide variety of human liveworlds and social processes.</p> <p>B2 Critically select and draw on evidence from a wide range of sources and demonstrate an ability to analyse and deploy them effectively in constructing an academic argument.</p> <p>B3 Critically compare, relate, select and evaluate a wide range of theoretical perspectives in sociology and</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (B1 – B3; B5 – B6);</li> <li>• seminars (B1 – B5);</li> <li>• directed reading (B1 – B3; B5 – B6);</li> <li>• use of the VLE (B2 – B6);</li> </ul>

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<p>social anthropology as basis for logical arguments and structure.</p> <p><b>B4</b> Develop reasoned and articulate discussions based on a range of scholarly sociological and social anthropological sources and using a range of scholarly formats.</p> <p><b>B5</b> Demonstrate developed awareness and skills in critically and reflexively questioning cultural assumptions (one's own and those of others) and their impact on human experiences.</p> <p><b>B6</b> Demonstrate proficiency in planning and writing academic papers and presentations appropriate to the level.</p>	<ul style="list-style-type: none"> <li>• independent research (for class projects) (B1 – B6).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• coursework (essays, presentations, team projects) (B1 – B6);</li> <li>• examinations (B1 – B6);</li> </ul>
<p><b>C: Practical skills</b></p> <p>This programme/level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p><b>C1</b> Demonstrate ability to identify, analyse and critically discuss sociologically and social anthropologically informed questions using wider theoretical perspectives in sociology and social anthropology.</p> <p><b>C2</b> Possess the ability to identify, gather, synthesise and evaluate from different types of evidence relevant to sociological and social anthropological questions.</p> <p><b>C3</b> Have advanced, critical knowledge and understanding of appropriate research tools and research ethics used in sociological and social anthropological research and apply research ethics appropriately.</p> <p><b>C4</b> Discuss sociological and social anthropological topics with a detailed appreciation of key theory and evidence, their relevance to current debates, and present conclusions in a variety of sociological and social anthropological formats.</p> <p><b>C5</b> Demonstrate ability to plan, undertake and present scholarly work that shows an understanding of sociological and social anthropological aims, methods and theoretical considerations appropriate to the level and a good degree of polish and maturity in style.</p> <p><b>C6</b> Demonstrate some critical awareness of the applications of sociological and social anthropological knowledge in a range of contexts and their ethical implications.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (C1 – C2, C4-C6);</li> <li>• coursework (essays, presentations, projects) (C1 - C6);</li> <li>• group exercises (C1 - C6).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• coursework (essays, presentations, projects) (C1 - C6).</li> <li>• examinations (including open book) (C1, C2; C4 - C5);</li> </ul>

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<p><b>D: Transferable skills</b></p> <p>This programme/level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>D1 Demonstrate independence of thought and analytical, critical and synoptic skills.</p> <p>D2 Demonstrate scholarly skills, including the ability to make a structured argument, reference the works of others and assess a wide range of evidence.</p> <p>D3 Practice and demonstrate ethically-aware and methodologically robust research skills (including research through use of information technology).</p> <p>D4 Demonstrate an ability to engage in constructive discussion in group situations and group-work skills.</p> <p>D5 Be articulate in both verbal and written communication.</p> <p>D6 Possess good time planning, organisational and management skills.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (D1 – D3, D6);</li> <li>• seminars (D1- D6);</li> <li>• use of the VLE (D1 – D6);</li> <li>• directed reading (D1 - D6).</li> <li>• group exercises (D1 – D6)</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• coursework (essays, presentations, projects) (D1 – D6);</li> <li>• examinations (including open book) (D1 – D6);</li> </ul>

### LEVEL 4/Cert HE INTENDED LEVEL OUTCOMES

<p><b>A: Knowledge and understanding</b></p> <p>This programme/level provides opportunities for students to develop and demonstrate knowledge and understanding to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>A1 Demonstrate a sound knowledge of foundational concepts and theoretical approaches in sociology and social anthropology.</p> <p>A2 Describe some key relationships between social and cultural forms, global processes and historical change.</p> <p>A3 Demonstrate an understanding of some key sociological and social anthropology research methods and their use in generating related knowledge and theory.</p> <p>A4 Describe and discuss the nature of social relationships between individuals, groups and social institutions and a critical understanding of processes generating social and economic inequalities, cultural divisions and social change.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (A1 – A6);</li> <li>• seminars (A1 – A6);</li> <li>• directed reading (A1 – A6);</li> <li>• use of the VLE (A1 – A6).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• coursework (essays, presentations, projects) (A1 – A6);</li> </ul>

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<p>A5 Describe a range of qualitative, quantitative and digital sources, research strategies and methods of data collection, analysis and argumentation and their uses in sociology and social anthropology.</p> <p>A6 Demonstrate understanding of human diversity and commonality, as seen from selected social and cultural perspectives.</p>	<ul style="list-style-type: none"> <li>• examinations (including open book) (A1 – A6).</li> </ul>
<p><b>B: Intellectual skills</b></p> <p>This programme/level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>B1 Appreciate the value of comparative perspectives in understanding human liveworlds and social processes.</p> <p>B2 Identify and use evidence from a broad range of sources and demonstrate an ability to deploy them appropriately in constructing an academic argument.</p> <p>B3 Critically compare, relate and evaluate key theoretical perspectives in sociology and social anthropology.</p> <p>B4 Develop reasoned and articulate discussions based on selected, scholarly sociological and social anthropological sources and using different scholarly formats.</p> <p>B5 Show an awareness of the importance of critically and reflexively questioning cultural assumptions (one's own and those of others) and their impact on human experiences.</p> <p>B6 Demonstrate proficiency in planning and writing academic papers and presentations appropriate to the level.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (B1 – B3; B5 – B6);</li> <li>• seminars (B1 – B6);</li> <li>• directed reading (B1 – B3; B5 – B6);</li> <li>• use of the VLE (B2, B4);</li> <li>• independent research (for class projects) (B1 – B5).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• coursework (essays, presentations, projects) (B1 – B6);</li> <li>• examinations (including open book) (B1 – B6).</li> </ul>
<p><b>C: Practical skills</b></p> <p>This programme/level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>C1 Demonstrate ability to identify and critically discuss sociologically and social anthropological informed questions using key theoretical perspectives in sociology and social anthropology.</p> <p>C2 Possess the ability to identify, gather, synthesise and deploy some evidence relevant to sociological and social anthropological questions.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (C1 - C3, C6);</li> <li>• seminars (C1 – C2, C4 - C6)</li> <li>• coursework (essays, presentations, projects) (C1 - C6);</li> </ul>

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C3	Obtain a sound knowledge and understanding of appropriate research tools and research ethics used in sociological and social anthropological research.	<ul style="list-style-type: none"> <li>• group exercises (C 1 - C6).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• coursework (essays, presentations, projects) (C1, C3, C5, C6).</li> <li>• examinations (including open book) (C1- C2, C4 - C5).</li> </ul>
C4	Discuss sociological and social anthropological topics using some key theory and evidence, describe their relevance to current debates, and present conclusions in a range of sociological and social anthropological formats.	
C5	Demonstrate ability to plan, undertake and present scholarly work that demonstrates a basic understanding of sociological and social anthropological aims, methods and theoretical considerations and is accurate in presentation and style.	
C6	Demonstrate some awareness of the potential applications of sociological and social anthropological knowledge in a variety of contexts and their ethical implications.	
<p><b>D: Transferable skills</b></p> <p>This programme/level provides opportunities for students to:</p>		<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
D1	Demonstrate independent learning skills, basic study skills and analytical skills.	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (D2 – D3, D5);</li> <li>• seminars (D1- D6);</li> <li>• use of the VLE (D1 – D4);</li> <li>• directed reading (D1- D6).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• coursework (essays, presentations, projects) (D1 – D6);</li> <li>• examinations (including open book) (D1 – D6).</li> </ul>
D2	Practice and demonstrate basic scholarly skills, including the ability to identify and use theoretically-informed arguments and relevant evidence, and reference the works of others appropriately.	
D3	Acquire and demonstrate knowledge about research skills and ethics (including research through use of information technology).	
D4	Demonstrate interest and an ability to engage in constructive discussion in group situations and group-work skills.	
D5	Be articulate in both verbal and written communication.	
D6	Possess good time planning, organisational and management skills.	

### **Learning and Teaching Strategies and Methods**

The overall programme learning outcomes will be achieved through a range of teaching and learning methods and strategies appropriate to each level.

#### ***Subject knowledge and understanding***

This will be achieved at each level through the following:

- Interactive lectures that capture students' interest and excite their curiosity about the two subject areas of sociology and social anthropology.
- Discussion-based seminars, designed to facilitate and reinforce students' understanding of the subject areas, and encourage critical and independent thinking.
- Access (via Bightspace) to a range of online learning resources, tutorials and subject-specific websites.
- Individual or group projects and tutorials, often related to 'authentic' (problem-based) assignments and independent research, which are usually student-led.

At Level 4 the emphasis is on acquiring foundational knowledge of sociology and social anthropology through six core units. Of these, units such as the Introduction to Social Theory, Introduction to Social Research and Introduction to Social Anthropology offer generic foundations in the two subject areas. Others, such as Families and Kinship in Contemporary Society, Social Exclusion and Discrimination and Understanding Communities combine insights and approaches from across the two subject areas.

Level 5 units build on these foundations by developing more in depth theoretical knowledge of each subject area through the core units Contemporary Social Theory and Understanding Cultures. These are supplemented by a choice of two option units from a range of sociological, social anthropological and wider social science units that address pertinent issues in diverse human lifeworlds, past and present. Students can choose from a focus on globalisation, disability, crime (its impact, and policing), growing up and growing old, archaeology and anthropology, migration, or on prehistoric Europe. Level 5 also builds students research knowledge and skills through the core units Qualitative Research Skills and Doing Ethnographic Research with an additional option available in Quantitative Skills.

At Level 6 students will further deepen their knowledge in relation to the current applications of sociological and social anthropological theory to real-world concerns, both at home and globally, through the core units Politics & Ideology (sociology) and Anthropology of Interventions (social anthropology). They also have the choice of two units from a wide range of option units, enabling them to develop specialist knowledge in specific areas of contemporary interest across both subject fields, relating to belief, gender, terrorism and crime, or human interactions with their environment in both past and present. In addition, they undertake a 40-credit dissertation on a topic of their own choice, within which they receive personalised guidance from an appropriate dissertation supervisor.

#### ***Intellectual skills***

At all levels, students will be encouraged to explore and actively reflect on the nature of sociological and social anthropological theories and methods, and to think critically about the different kinds of data which emerge from them. This will include encouraging students to develop an informed reflexivity about their own knowledge and perspectives, and challenging their habitual understanding of the world by learning about social processes and human experiences which are unfamiliar to them, both historically and culturally. Lectures, discussion-based seminars, student field trips and online



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learning resources will provide ample opportunities for students to develop these skills throughout the programme.

At Level 4 students will be introduced to distinctive sociological and criminological methods of acquiring and analysing data, through units such as Introduction to Social Research. They will learn about people and places that are both familiar and unfamiliar to them.

Level 5 seeks to develop students' critical understanding of the relationships between theoretical perspectives in anthropology and sociology, the ways in which these inform research methods and the different kinds of data which can result. They will be encouraged to broaden their historical and global awareness of different human experiences through core units such as Contemporary Social Theory and Understanding Cultures as well as through option units such as, for example, Understanding Globalisation, Growing Up and Growing Old, or Human Trafficking and Criminality.

Building on this, students at Level 6 will increasingly have the opportunity to carry out their own, self-directed study of a particular topic of interest. This will enable them to develop an informed evaluation of different sociological and social anthropological understandings of the world, including a range of methodological and theoretical approaches. Students will be able to study innovative, contemporary units, such as Anthropology of International Intervention and Politics and Ideology and those from option units such as Troubling Gender, Seekers, Believers & Iconoclasts: Sociology of Thought, Terrorism, Protection & Society.

### ***Subject specific skills***

Throughout the programme, students will be encouraged to develop ways of thinking and asking sociological and social anthropologically-informed questions about the world, which build on their knowledge of theoretical approaches and methodologies specific to both subjects. Through taking part in lectures, seminars and self-directed study for various units, they will be expected to develop skills in gathering appropriate evidence and evaluating it in order to address these questions. Several units will also explicitly enable students to develop their awareness of the potential application of sociological and social anthropological knowledge to a variety of contexts.

At Level 4 students will gain a general, elementary understanding of the kinds of questions sociologists and social anthropologists pursue in their study of social life and human experiences, as well as an understanding of the theoretical underpinnings of these questions and issues through units such as Introduction to Social Theory, Introduction to Social Research, Introduction to Social Anthropology, Social Inequality and Exclusion, Families and Kinship in Contemporary Society, and Understanding Communities.

At Level 5 students will broaden and deepen their understanding of social inquiry and expand their understanding of the kinds of methods appropriate to exploring different sociological and social anthropological questions, for instance through units such as Qualitative Research Methods, Contemporary Social Theory, Doing Ethnography, and Understanding Cultures as well as the option units available at this level.

At Level 6 students will increasingly be expected to plan and carry out their own independent investigation of topics of interest to them, using appropriate theoretical and conceptual frameworks and with appropriate academic guidance from lecturers (supervised projects). Units such as Anthropology of International Intervention or Troubling Gender employ authentic assignments aimed at exploring real-life applications of theoretical knowledge in team projects. For example, students might be asked to develop a sociologically and social anthropologically-informed 'gender anti-discrimination campaign' or an 'intervention policy brief' directed at a fictive national or international governmental body. At this stage also virtual teaching tools might be increasingly used, including wikis, blogs, polling devices or social media.

### ***Transferable Skills***

Through studying this programme, participating in lectures and seminars and undertaking a range of assessments, students will develop key transferable skills, in particular the ability to think independently and evaluate different moral and intellectual positions critically. Through a blend of structured and student-led activities across different units, students will learn to manage their time effectively. They will develop their written and oral presentation skills, and to engage in constructive group discussions.

All Level 4 students will be encouraged to discuss and ask questions about the topics that are the focus of their learning. Guidance from academic staff and librarians will enable them to develop their scholarly and study skills (e.g., in referencing, managing their time, independent learning and making a structured argument). They will be encouraged to plan their time and manage the competing workloads of different units. They will also gain experience in presenting their work in oral and written form.

Level 5 students will advance these skills as unit content becomes more challenging and wide-ranging. There is an emphasis of developing primary research skills and best research practice at this level. Both core and optional units such as Understanding Cultures, the Placement Learning unit, or Growing Up and Growing Old will further developing independent learning skills and knowledge of practical applications of the subject areas, partly through group exercises.

Level 6 will make new demands on students in terms of managing an increasingly self-directed workload, including independent study for the dissertation, providing them with opportunities to further develop their communication, time management and scholarly skills.

### **Assessment Strategies and Methods**

The programme will combine a wide-range of different forms of assessment of the intended learning outcomes.

#### ***Level 4***

At Level 4, subject knowledge and understanding, intellectual skills, subject-specific skills and transferable skills may be assessed by:

- seen and unseen examinations
- written assignments
- presentations
- group study.

The methods of assessment employed are well suited to Level 4 intended learning outcomes, including promoting well-rounded, foundational knowledge of the subject areas and skills, and enabling students to develop their written communication and presentation skills, as well as their time planning and management skills.

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### **Level 5**

At Level 5, subject knowledge, intellectual skills, subject-specific skills and transferable skills may be assessed in core units by:

- written assignments
- portfolio assignments
- individual written evaluations of group projects and presentations
- seen and unseen examination.

At this level there may be a greater emphasis on coursework assessment through written assignments and reports than exams within core units. Coursework assessment will enable students to expand on the foundational knowledge and skills gained at Level 4, develop stronger critical and reflexive skills and the ability to think independently, all of which will be important preparation for Level 6 work.

### **Level 6**

At Level 6, core subject knowledge, intellectual skills, subject-specific skills and transferable skills may be assessed by

- written assignments
- portfolio development
- 10,000 word dissertation
- Seen and unseen examinations
- oral presentations

At this level, assessments are designed to further enhance students' critical and reflexive skills, their in-depth knowledge of specialist subject areas, competence in independent study and learning, as well as time management and written and oral communication skills.

## ADMISSION REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Admissions regulations. These are available at:

<https://intranetsp.bournemouth.ac.uk/pandptest/3a-undergraduate-admissions-regulations.pdf>

## PROGRESSION ROUTES

Recognition arrangements provide formally approved entry or progression routes through which students are eligible to apply for a place on a programme leading to a BU award. Recognition does not guarantee entry onto the BU receiving programme only eligibility to apply. In some cases, additional entry criteria such as a Merit classification from the feeder programme may also apply. Please see the Recognition Register for a full list of approved Recognition arrangements and agreed entry criteria.

## ASSESSMENT REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Assessment Regulations. These can be found at:

<https://intranetsp.bournemouth.ac.uk/pandptest/6a-standard-assessment-regulations-undergraduate.pdf>

## WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS

Every student will be given the opportunity to undertake a placement. The programme offers two placement opportunities:

- *Placement Learning unit* - An optional Placement Learning Unit (20 days or 150 hours) will be available at Level 5.
- *Practice Placement (Sandwich option)* - A 30-week placement taken over the course of a full academic year at Level P.
- Further details are available in the unit specifications and placement handbooks.

Students wishing to undertake placements through either route **will be expected to actively seek out opportunities for placement and make arrangements to undertake them** in a way which meets all appropriate guidelines.

## Programme Skills Matrix

Units		Skills																							
		A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	D 1	D 2	D 3	D 4	D 5	D 6
L E V E L 6	Politics and Ideology	•	•	•	•				•	•	•			•			•	•	•	•	•	•	•	•	•
	Anthropology of International Intervention	•	•	•	•	•	•	•	•	•	•	•	•	•	•			•	•	•	•	•	•	•	•
	Criminology of Organisations		•	•	•				•	•	•				•			•	•		•	•	•		•
	Seekers, Believers & Iconoclasts: Sociology of Thought	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			•	•	•	•	•		•
	Crime and Criminal Justice in the 21 <sup>st</sup> Century		•		•				•		•				•			•	•		•	•	•		•
	'Troubling' Gender	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			•	•	•	•	•	•	•
	Intersectional Criminology		•		•			•	•	•	•	•			•			•	•		•	•	•	•	•
	Terrorism, Protection & Society	•	•	•	•		•	•	•	•	•	•	•	•	•	•			•	•		•	•	•	•
	Drugs, Crime & Society	*	*		*			*	*			*			*			*	*		*	*	*	*	*
	The Sociology of Health and Illness	•	•	•	•		•	•	•	•	•	•	•	•	•	•			•	•		•	•		•
	Cultural Ecology (FST)	•	•	•		•	•	•	•	•									•		•	•	•	•	•
	Animals and Society (FST)		•	•		•	•	•	•										•		•	•	•		•
	Dissertation	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
L E V E L 5	Understanding Cultures	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
	Quantitative Skills	•		•		•		•	•		•		•	•	•	•	•	•		•	•	•		•	
	Qualitative Research Skills	•	•	•	•	•	•		•	•	•		•	•	•	•	•	•		•	•	•		•	
	Understanding Globalisation	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			•	•	•	•	•	•	
	Growing Up & Growing Old	•	•	•	•		•	•	•	•	•	•			•	•		•	•	•	•	•	•	•	
	Ethnographies of Crime and Policing	•	•	•	•	•	•	•	•	•	•	•			•	•		•	•	•	•	•	•	•	
	Human Trafficking and Criminality		•	•	•	•	•	•	•	•	•	•	•	•	•	•			•	•	•	•	•	•	
	Doing Ethnographic Research	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
	Placement Learning Unit			•	•		•	•	•	•	•	•			•	•		•	•	•	•	•	•	•	
	Impact of Crime	•	•	•	•	•		•	•	•	•	•			•	•		•	•		•	•	•	•	
	Crime, Health and Society	•	•	•	•	•		•	•	•	•	•			•	•		•	•		•	•	•	•	
	Contemporary Social Theory	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			•	•		•	•	•	
	Youth Crime, Gangs and On-Road Life	•	•	•	•		•	•	•	•	•	•	•	•	•	•			•	•	•	•		•	
	Themes in Archaeology and Anthropology (FST)	•	•	•	•	•	•	•	•	•	•	•			•	•		•	•	•	•	•	•	•	
Societies of Prehistoric Europe (FST)		•	•		•	•	•	•										•		•	•		•		
Criminological Psychology		•		•				•							•			•		•	•		•		

L	Introduction to Social Theory	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
E	Introduction to Social Research	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
V	Families & Kinship in Contemporary Society	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
E	Social Inequality and Exclusion	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
L	Understanding Communities	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
4	Introduction to Social Anthropology	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

<b>A - Subject Knowledge and Understanding</b>		<b>C – Subject-specific/Practical Skills</b>	
A1	Demonstrate broad and in-depth of knowledge of a range of key concepts and theoretical approaches in sociology and social anthropology.	C1	Demonstrate ability to identify, analyse and critically discuss sociologically and social anthropologically informed questions using major theoretical perspectives in sociology and social anthropology.
A2	Provide a critical account of the relationships between social and cultural forms, global processes and historical change.	C2	Possess the ability to identify, gather, synthesise and evaluate evidence relevant to sociological and social anthropological questions.
A3	Critically evaluate a wide range of sociological and social anthropological research methods and their use in generating related knowledge and theory.	C3	Select and judiciously use appropriate research tools in primary research and identify and apply research ethics appropriately.
A4	Critically analyse the nature of social relationships between individuals, groups and social institutions and appreciate the wide range of contexts, processes and patterns generating social and economic inequalities, cultural divisions and social change.	C4	Discuss sociological and social anthropological topics with a detailed appreciation of key theory and evidence, their relevance to current debates, and present conclusions in a variety of sociological and social anthropological formats.
A5	Analyse a range of qualitative, quantitative and digital sources, research strategies and methods of data collection, analysis and argumentation.	C5	Demonstrate ability to plan, undertake and present scholarly work that shows a high level of understanding of sociological and social anthropological aims, methods and theoretical considerations and a good degree of polish and maturity in style.
A6	Demonstrate understanding of human diversity and commonality, as seen from social and cultural, cross-cultural and comparative perspectives.	C6	Demonstrate some critical awareness of the applications of sociological and social anthropological knowledge in a range of contexts and their ethical implications.

<b>B - Intellectual Skills</b>	<b>D - Transferable Skills</b>
B1 Appreciate the value of comparative perspectives in understanding human liveworlds and social processes.	D1 Demonstrate independence of thought and mature analytical, critical and synoptic skills.
B2 Select and draw on evidence from a wide range of appropriate sources and demonstrate an ability to gather, evaluate, analyse and synthesise, them.	D2 Demonstrate competent scholarly skills, including the ability to make a structured argument, reference the works of others and assess a wide range of evidence.
B3 Critically compare, relate and evaluate different theoretical perspectives in sociology and social anthropology.	D3 Practice and demonstrate ethically-aware and methodologically robust research skills, including information technology skills.
B4 Develop reasoned and articulate discussions based on a range of scholarly sociological and social anthropological sources and using a range of scholarly formats.	D4 Demonstrate an ability to engage in constructive discussion in group situations and group-work skills.
B5 Demonstrate an ability to critically and reflexively question cultural and sociological assumptions (one's own and those of others) and evaluate their impact on human experience.	D5 Be articulate in both verbal and written communication.
B6 Demonstrate proficiency in planning and executing, within supportive guidelines and along best ethical practice, an independent dissertation or project.	D6 Possess good time planning, organisational and management skills.