




**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Social Inequalities and Diversity				
Module Code	UZSST4-30-2	Level	2	Version	3
Owning Faculty	Health and Applied Science	Field	Sociology and Criminology		
Contributes towards	BA (Sociology) BA (Hons) Sociology and Criminology BA (Hons) Sociology with Criminology BSc (Hons) Sociology with Psychology BSc (Hons) Psychology with Sociology BA (Hons) Criminology with Sociology				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to demonstrate:</p> <ol style="list-style-type: none"> <li>1. A knowledge of the sociological framework for understanding how social divisions and inequalities are produced and reproduced across a range of social processes and institutions (Component A and B).</li> <li>2. Knowledge of key sociological theories and debates relevant to diversity, social divisions and inequalities (Component A and B).</li> <li>3. A detailed empirical knowledge and understanding of how diversity is manifested in relation to class, gender, 'race' and ethnicity, sexuality, and disability (Component B).</li> <li>4. A knowledge and understanding of how social inequalities are manifested and addressed across cultures and nations (Component A and B).</li> <li>5. The ability to evaluate critically competing interpretations of social divisions and inequalities (Component A and B).</li> <li>6. The ability to engage actively with sociological problems and issues and identify ways of addressing them through relevant modes of public action (Component B).</li> </ol>
Syllabus Outline	<p>Topics covered include (indicative)</p> <ul style="list-style-type: none"> <li>• Social class, gender, 'race' &amp; ethnicity, sexuality, disability, age explored in relation to a range of substantive social institutions.</li> <li>• Social institutions examined will include although not be limited to work, education, health, culture.</li> <li>• Inequality and social policy across a range of cultures and welfare regimes.</li> <li>• Theoretical and conceptual issues and debates focused on social divisions and inequality, diversity, difference, citizenship, power, and identity.</li> </ul>
Contact Hours	There is three hour per week contact over 24 teaching weeks. Teaching and learning methods include lectures, workshops and symposia.

<p>Teaching and Learning Methods</p>	<p>The teaching and learning methods are focused on developing subject knowledge, sociological understanding and intellectual and work-relevant transferrable skills that will enhance the academic and career development of students. Lectures provide an introduction to relevant topics and areas of enquiry and disseminate the key subject knowledge which is fundamental to developing sociological understanding. This is explored and enhanced in seminars, symposia and tutorials which enable students to apply this knowledge and understanding to a range of social institutions. Follow up of lectures and preparation for seminars and symposia forms a key element of independent learning. Teaching and learning are supported by Blackboard which provides on-line and remote access to teaching and learning resources and a platform for student assessment and feedback.</p> <p>Scheduled learning includes:</p> <p><b>Lectures:</b> Essential for introducing the topics and areas of enquiry and disseminating key subject knowledge.</p> <p><b>Seminars:</b> Enables students to work in groups in order to explore topics and apply knowledge and understanding in relation to 'real world' issues, problems and phenomena.</p> <p><b>Symposia:</b> Designed to enhance knowledge and understanding by promoting a broader discussion and debate of the relevant issues, problems and phenomena based on engaging critically with relevant non-academic source materials e.g. films, documentaries.</p> <p><b>Tutorials:</b> Enable students to deepen their knowledge and understanding by engaging in a more focused and in-depth discussion with module tutors.</p>																
<p>Key Information Sets Information</p>	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="411 1160 1417 1563"> <thead> <tr> <th colspan="4"><b>Information Set - Module data</b></th> </tr> </thead> <tbody> <tr> <td colspan="3"><i>credits for this module</i></td> <td style="border: 2px solid black; text-align: center;">30</td> </tr> <tr> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">72</td> <td style="text-align: center;">228</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> </tr> </tbody> </table> <p style="text-align: right; margin-right: 20px;"></p> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p>	<b>Information Set - Module data</b>				<i>credits for this module</i>			30	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	72	228	0	300
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	<p>Total assessment of the module:</p> <table border="1" data-bbox="1129 226 1276 376"> <tr> <td>Written exam assessment percentage</td> <td>50%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>50%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>0%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Written exam assessment percentage	50%	Coursework assessment percentage	50%	Practical exam assessment percentage	0%		100%
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Coursework assessment percentage	50%								
Practical exam assessment percentage	0%								
	100%								
<p>Reading Strategy</p>	<p><b>Core readings</b></p> <p>Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, or in the Library. Module guides will also reflect the range of reading to be carried out.</p> <p><b>Further readings</b></p> <p>All students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.</p> <p><b>Access and skills</b></p> <p>Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Students will be given the opportunity to attend sessions on selection of appropriate databases and search skills. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.</p>								
<p>Indicative Reading List</p>	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. <i>Current</i> advice on additional reading will be available via the module guide or Blackboard pages.</p> <ul style="list-style-type: none"> <li>• Bradley, H. (1996) <i>Fractured Identities</i>. Cambridge: Polity Press.</li> <li>• Bradley, H. (2013) <i>Gender</i>. Cambridge: Polity Press</li> <li>• Crompton, R. (2006) <i>Class &amp; Stratification</i>. 3rd ed. Cambridge: Polity Press</li> <li>• Hill, M.J. (2006) <i>Social Policy in the Modern World: a comparative text.</i>, Oxford: Blackwell</li> <li>• Hines, S. (2013) <i>Gender Diversity, Recognition and Citizenship: Towards a Politics of Difference</i>. Basingstoke: Palgrave Macmillan.</li> <li>• Payne, G. ed. (2006) <i>Social Divisions</i>. 2<sup>nd</sup> ed. Basingstoke: Palgrave</li> <li>• Platt, L. (2011) <i>Understanding Inequalities</i>. Cambridge: Polity Press</li> <li>• Reay, D et. al. (2001) Choices of Degree or Degrees of choice? Class, 'Race' and Higher Education Choice Process. <i>Sociology</i> 35 (4), pp. 855-874.</li> <li>• Savage, M. et al (2013) A new model of Social Class: Findings from the BBC's Great British Class Survey Experiment. <i>Sociology</i> 47 (2). Pp. 219-250.</li> <li>• Solomos, J. (2003) <i>Race and Racism in Britain</i>. Basingstoke: Palgrave Macmillan.</li> <li>• Wilkinson, R. and Pickett, K. (2010) <i>The Spirit Level: Why equality makes societies stronger</i>. London: Bloomsbury</li> </ul>								

### Part 3: Assessment

Assessment Strategy	<p>The assessments are designed to enable students to apply their sociological knowledge and understanding to 'real world' issues and problems with a view, where appropriate, to developing a critical engagement with forms of public action. The coursework in particular is designed to ensure that the learning outcomes are addressed by identifying relevant elements explicitly in the rubrics. The assessments are weighted slightly towards the coursework component in recognition of the specific learning outcomes that are to be achieved through them.</p> <ul style="list-style-type: none"> <li>• Report (2000 Words): Enables the students to demonstrate a detailed empirical knowledge and sociological understanding of how and why social inequalities are manifested in relation to social institutions and to identify relevant forms of public action that stem from this sociological analysis. Covers material from Term 1</li> <li>• Exam (Two hours): Enables the students to show a critical awareness of the differing sociological explanations for social inequalities and diversity drawing upon relevant sociological theories and debates and empirical materials. Covers material from Term 2.</li> </ul> <p>The assessments are summative and formative. The feedback from the pieces of coursework will be formative as well as summative.</p>
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Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>50</b>	<b>50</b>

First Sit	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Seen examination (two hours)	100
Component B Description of each element	Element weighting (as % of component)
1. Report (2000 words)	100

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Seen examination (two hours)	100
Component B Description of each element	Element weighting (as % of component)
1. Report (2000 words)	100

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.

**FOR OFFICE USE ONLY**

First CAP Approval Date	28/3/2014			
Revision ASQC Approval Date	30/5/2018	Version	3	<a href="#">RIA 12606</a>