

Course Specification

| Course Summary Information | | |
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| 1 | Course Title | BA (Hons) Black Studies (Criminal Justice) |
| 2 | Course Code | US0630-02 |
| 3 | Awarding Institution | Birmingham City University |
| 4 | Teaching Institution(s) (if different from point 3) | |
| 5 | Professional Statutory or Regulatory Body (PSRB) accreditation (if applicable) | |

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| 6 | Course Description |
| | <p>Black Studies is ground-breaking because it puts the experiences, perspectives and contributions of African and the African diaspora at the very heart of university education. The aim of this degree is to provide you with the context to understand the issues as well as the tools and experience to work to remedy major social problems. More importantly, the aim of the subject is to break down traditional barriers and apply the work we do on campus to improving the conditions facing those who live off campus. In creating the BA (Hons) Black Studies in Criminal Justice degree we have taken the strengths of the Black Studies programme and directly applied them to one of the most significant problems facing Black communities.</p> <p>You will take Black Studies modules which explore the history, politics and experience of Black communities as well as examining the issues in society that produce such stark inequalities. Alongside these modules you will take Criminology-specific modules that explore the basis of, and issues with, the criminal justice system. You will gain experience of the criminal justice system in the second year and be expected to use your learning and experience to create a final year project that is applied to the real world.</p> <p>For those interested in working in criminal justice the issue of race and racism is one of the most important given the inequalities in the system. The aim is for this degree to provide essential learning that can be applied to future careers in the sector. As a student on one of our undergraduate degrees, you will be able to benefit from our Graduate+ initiative. This three-year award programme enables you to gain award levels for all the extra-curricular activities you undertake so that you can stand out from the crowd on graduation.</p> |

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| 7 | Course Awards | | |
| 7a | Name of Final Award | Level | Credits Awarded |
| | Bachelor of Arts with Honours Black Studies (Criminal Justice) | 6 | 360 |
| | Bachelor of Arts with Honours Black Studies (Criminal Justice) with Professional Placement | 6 | 480 |
| 7b | Exit Awards and Credits Awarded | | |
| | Certificate of Higher Education Black Studies (Criminal Justice) | 4 | 120 |
| | Diploma of Higher Education Black Studies (Criminal Justice) | 5 | 240 |
| | Bachelor of Arts Black Studies (Criminal Justice) | 6 | 300 |
| | Bachelor of Arts Black Studies (Criminal Justice) with Professional Placement | 6 | 420 |

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| 8 | Derogation from the University Regulations |
| | None |

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| 9 | Delivery Patterns | | | |
| Mode(s) of Study | | Location(s) of Study | Duration of Study | Code(s) |
| Full Time | | City Centre | 3 years | US0630-02 |
| Part Time | | City Centre | 5 years | US0864-02 |
| Full Time with Professional Placement Year | | City Centre (and placement provider) | 4 years | US01411-02 |

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| 10 | Entry Requirements |
| <p>The admission requirements for this course are stated on the course page of the BCU website at https://www.bcu.ac.uk/, or may be found by searching for the course entry profile located on the UCAS website.</p> | |

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| 11 | Course Aims |
| | <ul style="list-style-type: none"> • To provide you with critical perspectives on society, developed from Black perspectives from across the African Diaspora. • To engage you in a discussion of the histories and politics of Black communities in the UK and abroad. • To enable you to apply a range of theories to the understanding social life. • To equip you with Black Studies skills so that they can apply in communities of practice. • To offer you international experiences through exchanges with universities abroad. • To provide you with opportunities to construct a meaningful and relevant individual programme of study. • To encourage the incorporation of your individual interests and original research into the programme of study and assessed work. • To facilitate a learning environment that develops transferable skills which will enhance academic and career prospects. |

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| 12 | Course Learning Outcomes |
| | Upon completion of the course, you will be able to: |
| 1 | Apply a range of theories to the understanding social life. |
| 2 | Discuss the histories and politics of Black communities in the UK and abroad. |
| 3 | Understand that the ethics and values of Black Studies are decolonial, democratic, intersectional and inclusive of perspectives on gender, sexuality, disability and social class |
| 4 | Identify information needs, and systematically gather, analyse and interpret ideas and concepts in relation to Black Studies approaches. |
| 5 | Be a socially, critically and intellectually engaged citizen, driven by a desire for high achievement and success by having the skills to work independently and in partnership to develop original research that impacts communities of practice. |
| 6 | Critically understand the criminal justice system and how to positively impact the criminal justice system in terms of racial inequalities. |
| 7 | Apply the methods and knowledge of Black Studies to working in partnership with community stakeholders. |
| 8 | Systematically and critically apply extensive and comparative knowledge of the experiences, contributions and perspectives of Africa and the African Diaspora; with a rigorous understanding of the Black Studies discipline appreciating the complexity of the subject. |
| 9 | Apply subject-related and transferable skills in contexts of a professional or equivalent nature where there is a requirement for the exercise of personal responsibility and initiative; decision-making in complex and unpredictable contexts and the ability to undertake further developments of a professional or equivalent nature |
| 10 | Communicate the results of your studies and other work accurately and reliably using the full repertoire of the principal concepts and constructs of the subject |

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| 13 | Level Learning Outcomes |
| | Upon completion of Level 4 / the Certificate of Higher Education, you will be able to: |
| 1 | Apply a range of theories to the understanding social life |
| 2 | Discuss the histories and politics of Black communities in the UK and abroad. |
| 3 | Understand that the ethics and values of Black Studies are decolonial, democratic, intersectional and inclusive of perspectives on gender, sexuality, disability and social class. |
| | Upon completion of Level 5 / the Diploma of Higher Education, you will be able to: |
| 4 | Identify information needs, and systematically gather, analyse and interpret ideas and concepts in relation to Black Studies approaches. |
| 5 | Be a socially, critically and intellectually engaged citizen, driven by a desire for high achievement and success by having the skills to work independently and in partnership to develop original research that impacts communities of practice. |
| 6 | Critically understand the criminal justice system and how to positively impact the criminal justice system in terms of racial inequalities. |
| 7 | Apply the methods and knowledge of Black Studies to working in partnership with community stakeholders. |
| | Upon completion of 60 credits at Level 6 / the Bachelors Degree, you will be able to: |
| 8 | Systematically and critically apply extensive and comparative knowledge of the experiences, contributions and perspectives of Africa and the African Diaspora; with a rigorous understanding of the Black Studies discipline appreciating the complexity of the subject. |
| 9 | Apply subject-related and transferable skills in contexts of a professional or equivalent nature where there is a requirement for the exercise of personal responsibility and initiative; decision- |

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| | making in complex and unpredictable contexts and the ability to undertake further developments of a professional or equivalent nature |
| 10 | Communicate the results of your studies and other work accurately and reliably using the full repertoire of the principal concepts and constructs of the subject |

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| 14 | <p>Course Learning, Teaching and Assessment Strategy</p> <p>The Learning, Teaching and Assessment strategy on this programme, in line with the University's Learning and Teaching Principles, is driven by the following concerns:</p> <ul style="list-style-type: none"> • To ensure that you graduate with in-depth Black Studies knowledge and a broad range of academic, personal, and professional skills • To encourage you to develop a passion for lifelong learning, a thirst for knowledge, and an attitude driven by high achievement and excellence • To encourage engaged and deep - rather than passive and surface-level –learning • To facilitate your becoming an independent learner engaged in a range of pre-, and post-, sessional tasks outside the classroom, such as reading, research, collaborative work, and practical experience • To provide formative learning activities to aid understanding, confidence building and provide valuable feedback opportunities to support continuous development • To develop forms of assessment that are positive learning and developmental experiences rather than simply a 'means to an end' • To provide a supportive environment for the transition to university-level study, and for transition from level 4 through to level 6 • To ensure that taught sessions have clear objectives and relate to module and programme-level outcomes along with summative assessments • To ensure that summative assessments are aligned with the programme and module learning outcomes as well as the learning and teaching experiences • To make sure you are aware of the ways in which teaching sessions and assessment link to the wider module and programme-level expectations and learning outcomes • To encourage you to maximise the opportunities, and the programme and university-level support, in relation to assessment feedback and continuous development • To give you the opportunity to provide modular and programme-level feedback to staff to improve student learning • To enable you to understand the discipline of sociology as not only theoretically informed but also evidence-based, relevant, professionally focused and applied • To explore, and challenge, a range of conceptions and misconceptions about social life generated through interactions with peers, professionals, literature, media and personal experiences • To encourage you to critically reflect on how society as a whole is structured and organised, and also on the social experiences of others as well as your own knowledge and social experiences • To ensure you acquire, and are aware of, the diverse transferable skills embedded in the programme curriculum, e.g. oral and written communication, research and presentation skills, and professional skills • To provide a broad and diverse range of teaching and assessment methods, including innovative use of the VLE – such as discussion fora, quizzes, blogs, wikis – to ensure not only that the above aims are met, but also to appeal to various learning styles and teaching preferences <p><u>Learning and Teaching Methods</u></p> <p>The course team employ a wide variety of learning and teaching methods to ensure that you are exposed to a broad range of learning styles and that you get the opportunity to learn in ways which play to your particular strengths and preferences. Past teaching experience - and</p> |
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educational research - suggests that different students prefer, and respond to, different teaching and learning styles, e.g., some prefer lectures and seminars, whilst others prefer workshops or student-led sessions, VLE etc.

However, all of these different learning and teaching methods share the common aim of encouraging engaged, independent, and deep learners who are highly successful, knowledgeable, critical, and reflective, and who can demonstrate a range of relevant skills. To this end, the programme promotes an 'active' approach to learning facilitated through group work, focussed practical tasks, live projects, and discussion and feedback.

You will be encouraged to engage in pre-sessional tasks for each module - such as reading, research, collaborative work, interactive learning, online materials, and video lectures – so that face-to-face contact time can then be used more productively and can concentrate on the critical and reflective discussion of the key issues and debates raised. This also engages you as a partner in learning, requiring you to fully engage with the content, and encouraging you to engage in wider reading and research to develop your knowledge and skills.

Each of the following learning and teaching methods ensure that you have clear objectives and relate to module and programme-level learning outcomes along with the formative and summative assessments. You will also made aware of the ways in which these teaching sessions link to the wider module and programme-level expectations and learning outcomes.

Lectures: The programme team use lectures to provide a structured, in-depth overview of a given topic, summarise the key arguments and debates, stimulate thought, and provide a series of points for further debate and discussion. You develop and expand on this knowledge through seminar discussions and activities, tutorials, and pre-/post-sessional reading and research. Although lectures have often been criticised for encouraging a passive learning experience, our lectures remain an important educational tool, are delivered in an engaging and enthusiastic manner, and encourage interaction and independent thought through the use of interesting examples and innovative VLE techniques. Lectures develop a range of skills including active listening skills, note-taking and summarising skills, and the ability to retain and review information.

Seminars: The programme team use seminars as a teaching session for a group of up to 30 students and here we usually build upon the information from a lecture and/or from pre-sessional reading and other activities. It is usually planned and led by a tutor and could involve group discussions and debates, practical examples, student presentations, exercises, analysis of visual materials, amongst many other activities. Seminars are an opportunity to develop more in-depth knowledge, to practice academic skills, and to work through difficult ideas and examples to ensure you have a thorough grasp of that week's topic and relevant skills. Individual and group presentations, or student-led sessions, are often encouraged in seminars and are an excellent way of developing communicative skills and personal confidence.

Workshops: These are often used by the team when the content of the module best suits a mixture of lecture-style information and seminar discussion. The groups are usually slightly larger than seminars but much smaller than lectures, and the tutor normally spends small parts of the session communicating important information which is then interspersed with individual and group-based activities to ensure a good, working knowledge of that week's topic.

Tutorials: The programme team also often use formal and informal tutorials with individual students or small groups to enable the development of a deeper understanding of the key topics and to allow for detailed feedback on the knowledge and skills acquired.

Independent collaborative study: alongside the methods used above, and often integrated as part of the module, are opportunities to engage with fellow students in a range of tasks including

the preparation of student-led seminars, research projects, presentations, amongst many other activities. Collaborative work provides you with a range of skills, including creative problem-solving, team-work skills, leadership capacities, and the ability to time manage.

Independent individual study: also, alongside the methods used above, and often integrated as part of the module, are opportunities to engage in a range of individual and independent tasks which can also include the preparation of student-led seminars, research projects, presentations, amongst many other activities. Independent work, in the form of presentation, projects and other assessment, provides you with a range of personal, academic and practical skills, including research skills, problem-solving, analysis and evaluation, and the ability to time manage.

Virtual Learning Environment: the programme team are also committed to blended learning and to the independent use of web-based platforms, particularly Moodle, for educational purposes. VLE supplements our other teaching methods but is also encouraged as a means for further learner engagement (through links to further reading, documentaries and other resources), for communication and collaboration (through student fora and web-based assessment), and also helps you to develop your technological skills. You will be able to access Moodle, the University's e-learning system, in order to receive online support, information about module and course developments and module-specific resources.

All of our learning and teaching methods place the notion of applied knowledge at their heart, and this is particularly apparent in the field-based work at Level 4 which is then complemented by core modules at Levels 4 and 5 which focus on the development of research skills and the analysis of sociological research. Our Level 4 module 'Researching Social Life' not only provides you with a range of introductory-level research knowledge and skills prior to other research-led modules at Levels 5 and 6, but also provides you with a series of academic and employability skills taught on the module by the programme team in collaboration with colleagues from the Centre for Academic Success and the Centre for Enhanced Learning and Teaching. The emphasis on research skills, and on independent study, culminates in the final year with the 'Black Studies Project', which allows you to do your own original research in the form of an engaged research project in collaboration with a public, private or voluntary sector, not-for-profit organisation.

Module feedback opportunities: you are considered a partner in the learning process and are therefore provided with regular opportunities, both formally and informally, to provide feedback to the module tutors and programme team about our learning and teaching methods to ensure your continued improvement and success.

Additional learning opportunities: in addition to the lectures, workshops and seminars in innovative teaching spaces, complemented by a range of VLEs, you are also given the opportunity, and actively encouraged, to:

- Engage in study-based and practical field trips to supplement your learning
- Study abroad with one of our ERASMUS partner institutions or with one of our international links
- Maximise work placement opportunities with one of our many links with local voluntary, statutory and commercial organisations. Work placements will be available as either an optional module in semester 2 of Level 5, or as a year-long placement at the end of Level 5

Induction & Transition: An induction programme is provided at the start of the programme to orient new you into university-level study, and also to ensure that you have the essential information along with a supportive environment in which you can develop your knowledge and skills. There is also a transition programme for you at the end, and at the beginning, of each

level of study to ensure that you are not only given essential information about your studies, but also to provide the opportunity to reflect upon the knowledge and skills acquired so far and on any future actions required for high achievement and success. During induction and transition, you are encouraged to engage with your Personal and Year tutors for additional study, assessment, and personal advice, along with the Careers service, other Student Services, and specialist Support Tutors from the Centre for Academic Success to gain assistance and support for learning skills.

Range of Assessments & Formative Learning

In addition to the wide variety of learning and teaching methods employed by the programme team, we also utilise a broad range of diverse formative and summative assessment methods to ensure that you acquire the relevant academic and transferable/employability skills required to succeed both inside and beyond the university. As is the case with teaching styles, different students prefer, and respond to, different assessment methods, e.g., with some preferring coursework over exams, and vice versa, and others excelling in assessments that emphasise oral over written communication, collaborative over individual work etc.

Our assessment methods, as with our learning and teaching methods, also share the common aim of encouraging engaged, independent, and deep learners who are highly successful, knowledgeable, critical and reflective, and who can demonstrate a range of relevant skills. We are committed to the idea that assessment should not be seen as simply a 'means to an end' but should be a positive learning and developmental experience in itself. It should be useful to you and give you ample opportunity to demonstrate your learning.

Each of the following assessment methods, both formative and summative, ensure that you have clear objectives and relate to the teaching sessions as well as the module and programme-level learning outcomes. You are also made aware of the ways in which these assessment methods link to the wider module and programme-level expectations and learning outcomes.

Formative Learning: Formative learning opportunities are crucial to building confidence, understanding and a partnership approach to the learning experience, and to support you in your continuous development. They provide you with the opportunity to develop your knowledge and skills, and to get important forms of individual or collective qualitative feedback, prior to submitting a summative assessment. It clarifies to you what the expected standards are, encourages dialogue as well as self-assessment, and helps both the tutor and you to know what additional support is needed. Formative assessment occurs in various ways throughout the programme and involves feedback from peers and tutors alongside individual reflection. Feedback on work in progress is available prior to the submission of summative assessments. It will differ from module to module but involves an opportunity to measure and reflect upon progress to date, and to seek the required support and develop the skills needed to succeed.

In addition to formative feedback, each module provides learning and teaching sessions on assessment and revision prior to summative assessments.

Summative Assessment: A range of summative assessment methods are employed involving both individual and group assignments; coursework assignments, oral presentations and practical project work, and examinations. The course also employs online assessments for some of its modules. Summative assessment methods for all modules are identified in the course handbook, in the module guides, and on the module Moodle site. The assessment method for each module, along with the assessment details and criteria, are also specified in an assignment brief. These are clearly linked to the programme and module-level learning outcomes and the level-specific assessment criteria.

Each of the following assessment methods are ones that the team use to not only assess the level of knowledge and understanding acquired on each of the modules, but also to assess a range of academic and transferable skills required of sociology graduates.

Essays: this is an important element of university-level assessment used by the programme team, but only one of many. It requires, and demonstrates, the following skills: structured writing with clarity and precision, the ability to analyse and interpret information and arguments, critical thinking, independent analysis and judgement, research skills, planning, the ability to structure and organise an argument.

Presentations: the programme team use presentations, both individual and group-based, to assess the following skills: oral communication, time management, independence, collaborative team-work, technological skills, analytical research skills, gathering info (and appropriate sources), the ability to analyse and interpret complex information.

Examinations: although examinations are often criticised for not being applicable outside of educational institutions, the programme team continue to use them on some modules as they clearly demonstrate the following: the ability to recall and organise information, time management and planning, the ability to work well under pressure, independent and analytical thought and judgement rather than passively regurgitating immediately available information, clear writing skills, critical thought.

Project (& multi-media) work: there is some element of project work, both independent and collaborative, required at each level of the programme; however, it is a particular focus in the final year with the 'Black Studies Project', which allows you to do your own original research in the form of an engaged research project in collaboration with a public, private or voluntary sector, not-for-profit organisation. Different projects, at each level, require different skills, but all involve the following: structured writing with clarity and precision, the ability to analyse and interpret information and arguments, critical thinking, original and independent analysis and judgement, in-depth research skills, time management and planning, the ability to structure and organise an argument.

Reflective assessments: all of the above forms of assessment involve some level of reflective work. Assessment particularly focuses on the following skills: thoughtful and insightful self-reflection, the ability to identify areas for social and personal development, the ability to apply theoretical ideas to oneself and one's personal and social experiences to date.

The programme team seek to ensure that these assessment methods not only encourage a wide range of knowledge and skills and encourage you to become both independent and engaged deep-level learners, but are sensitive to the knowledge and skills that you are expected to be able to evidence at the different levels of your programme (i.e., Levels 4, 5 and 6).

Assessment, and learning outcomes, at level 4 require less advanced knowledge and skills from you than those at levels 5 and 6, and level 5 requires less than level 6 etc. These later levels develop you' knowledge and skills and encourage increased specialism, further independence, and deeper skills and knowledge.

Feedback, Feedforward and Continuous learning

The programme team encourage you to maximise the opportunities, and the programme and university-level support, in relation to formative learning, summative assessment feedback, and continuous development. Feedback and feedforward opportunities take many forms – e.g., formative learning and summative feedback at the individual level, but also group and peer-based feedback. Tutors ensure through written and oral feedback and feedforward on essays, exams, presentations, projects etc, that you are aware of what you are doing well, what you need to improve on, how you can do it, and what extra feedback and support is available.

You are encouraged not only to get further feedback, in addition to written feedback, on an individual and group level from module tutors, but also to take on board any issues in previous formative/summative assessments for this and other modules. You are then encouraged to look

at your wider learning needs, across all modules, with your personal tutor and to identify any additional support from the Centre for Academic Success.

Learning Partnership

The staff team seeks to create an open and inclusive culture of learning where staff and you jointly contribute to the pursuit of learning.

To succeed in your studies, you are expected to adopt the highest standards of professionalism and integrity, both in relation to your studies and in your dealings with the people connected with your study environment. There is a direct correlation between the amount of effort that you put into your studies and what you get out of it. To this end, we expect all you to:

- Engage fully with your learning activities.
- Attend all timetabled sessions and attend punctually.
- Prepare fully for all classes.
- Participate fully in class (whether by way of listening attentively to the tutor or fellow students, contributing orally to class discussions, or undertaking any other task required) and to allow others to do so.
- Take responsibility for your own learning in partnership with us.
- Engage fully in all formative and summative assessments, submit work on time, and make the most of assessment feedback and the wider academic support available.
- Help to maintain an academic atmosphere which is conducive to learning for all.
- Consult your student handbook and the subject information on Moodle.
- Regularly check the announcements and course materials on Moodle and in your email folder.
- Treat all you and staff (both academic and administrative) with courtesy and respect, both inside and outside class.
- Communicate politely, whether via e-mail or otherwise.
- advise us about any circumstances or needs that might affect your ability to fully participate in all aspects of university life.
- Be tolerant of the views expressed by tutors or you provided that they are not sexist, racist or otherwise inappropriate, and observe the University's policy in relation to equality as set out on the University Website.
- Treat others as you would expect them to treat you.

| 15 | Course Requirements | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 15a | <p>Level 4:</p> <p><i>In order to complete this course, you must successfully complete all the following CORE modules (totalling 120 credits):</i></p> <table><tr><th>Module Code</th><th>Module Name</th><th>Credit Value</th></tr><tr><td>SOC4030</td><td>Introduction to Black Studies</td><td>20</td></tr><tr><td>SOC4027</td><td>Black Intellectual Thought</td><td>20</td></tr><tr><td>SOC4026</td><td>City Community Culture</td><td>20</td></tr><tr><td>CRI40XX</td><td>Crime, Punishment and Society</td><td>20</td></tr><tr><td>SOC4040</td><td>Politics and Society</td><td>20</td></tr><tr><td>SOC4031</td><td>Researching Black Lives and Experiences</td><td>20</td></tr></table> <p>Level 5:</p> <p><i>In order to complete this course, you must successfully complete all the following CORE modules (totalling 100 credits):</i></p> <table><tr><th>Module Code</th><th>Module Name</th><th>Credit Value</th></tr><tr><td>SOC5054</td><td>Black Political Activism</td><td>20</td></tr><tr><td>CRI5XXX</td><td>Race and Crime</td><td>20</td></tr><tr><td>SOC5055</td><td>Black Studies Methods</td><td>20</td></tr><tr><td>SOC5053</td><td>Black Feminism</td><td>20</td></tr><tr><td>SOC5056</td><td>Black Studies Placement</td><td>20</td></tr></table> <p><i>In order to complete this course you must successfully complete at least 20 credits from the following indicative list of OPTIONAL modules.</i></p> <table><tr><th>Module Code</th><th>Module Name</th><th>Credit Value</th></tr><tr><td>CRIXXX</td><td>Experiencing Harm</td><td>20</td></tr><tr><td>CRIXXX</td><td>Crime in the City</td><td>20</td></tr><tr><td>CRI5061</td><td>Youth Crime and Justice</td><td>20</td></tr></table> <p>Level 6:</p> <p><i>In order to complete this course, you must successfully complete all the following CORE modules (totalling 80 credits):</i></p> <table><tr><th>Module Code</th><th>Module Name</th><th>Credit Value</th></tr><tr><td>SOC6038</td><td>Black Arts Movement</td><td>20</td></tr><tr><td>SOC6043</td><td>Blackness in Britain</td><td>20</td></tr><tr><td>SOC6039</td><td>Black Studies Project</td><td>40</td></tr></table> <p><i>In order to complete this course, you must successfully complete at least 40 credits from the following indicative list of OPTIONAL modules.</i></p> | Module Code | Module Name | Credit Value | SOC4030 | Introduction to Black Studies | 20 | SOC4027 | Black Intellectual Thought | 20 | SOC4026 | City Community Culture | 20 | CRI40XX | Crime, Punishment and Society | 20 | SOC4040 | Politics and Society | 20 | SOC4031 | Researching Black Lives and Experiences | 20 | Module Code | Module Name | Credit Value | SOC5054 | Black Political Activism | 20 | CRI5XXX | Race and Crime | 20 | SOC5055 | Black Studies Methods | 20 | SOC5053 | Black Feminism | 20 | SOC5056 | Black Studies Placement | 20 | Module Code | Module Name | Credit Value | CRIXXX | Experiencing Harm | 20 | CRIXXX | Crime in the City | 20 | CRI5061 | Youth Crime and Justice | 20 | Module Code | Module Name | Credit Value | SOC6038 | Black Arts Movement | 20 | SOC6043 | Blackness in Britain | 20 | SOC6039 | Black Studies Project | 40 |
| Module Code | Module Name | Credit Value | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SOC4030 | Introduction to Black Studies | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SOC4027 | Black Intellectual Thought | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SOC4026 | City Community Culture | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CRI40XX | Crime, Punishment and Society | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SOC4040 | Politics and Society | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SOC4031 | Researching Black Lives and Experiences | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Module Code | Module Name | Credit Value | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SOC5054 | Black Political Activism | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CRI5XXX | Race and Crime | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SOC5055 | Black Studies Methods | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SOC5053 | Black Feminism | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SOC5056 | Black Studies Placement | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Module Code | Module Name | Credit Value | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CRIXXX | Experiencing Harm | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CRIXXX | Crime in the City | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CRI5061 | Youth Crime and Justice | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Module Code | Module Name | Credit Value | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SOC6038 | Black Arts Movement | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SOC6043 | Blackness in Britain | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SOC6039 | Black Studies Project | 40 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Module Code | Module Name | Credit Value |
|-------------|--|--------------|
| CRI60XX | Emotions in Crime and Criminal Justice | 20 |
| CRI6068 | Gender and Crime | 20 |
| CRI6086 | Cybercrime | 20 |
| CRI6090 | Everyday Surveillance | 20 |
| CRI60XX | Local to Global Organised Crime | 20 |
| CRI60XX | Hate Crime | 20 |
| CRI60XX | Harms of the Powerful | 20 |

15b Structure Diagram

Please note list of optional modules is indicative only. Your choice will not be guaranteed for optional modules, but a fair and transparent process will be adopted and shared with you.

Full Time Course Structure

Level 4

| SEMESTER ONE | SEMESTER TWO |
|---|---|
| Core SOC4030 Introduction to Black Studies (20 credits) SOC4026 City Community and Culture (20 Credits) CRI40XX Crime, Punishment and Society (20 Credits) | Core SOC4027 Black Intellectual Thought (20 Credits) SOC4031 Researching Black Lives (20 Credits) SOC4029 State and Societies (20 Credits) |

Level 5

| | |
|--|--|
| Core SOC5054 Black Political Activism (20 Credits) SOC5055 Black Studies Methods (20 Credits) Optional module | Core SOC5053 Black Feminism (20 Credits) SOC5056 Black Studies Placement (20 Credits) CRI50XX Race and Crime (20 Credits) |
| Optional CRIXX Experiencing Harm (20 Credits) CRIXX Crime in the City (20 Credits) CRI5061 Youth Crime and Justice (20 Credits) | |

Level 6

| | |
|--|--|
| Core SOC6039 Black Studies Project (40 Credits) | |
| Core SOC6043 Blackness in Britain (20 Credits) | Core SOC6038 Black Arts Movement (20 Credits) |
| Optional Postcoloniality (20 Credits) Visual Cultures (20 Credits) Global Cities (20 Credits) | Optional SOC6036 Self, Identity & Society (20 Credits) Music & Society (20 Credits) Activism, Social Movements & Social Change (20 Credits) |

Part Time Course Structure

| | | | |
|------------------------|------------|--|--|
| Year 1 (60 credits) | Semester 1 | L4 Introduction to Black Studies (20 credits) | |
| | Semester 2 | L4 City Community and Culture (20 credits) | L4 State and Societies (20 credits) |
| Year 2 (60 credits) | Semester 1 | L4 Crime, Punishment and Society (20 credits) | |
| | Semester 2 | L4 Black Intellectual Thought (20 credits) | L4 Researching Black Lives (20 credits) |
| Year 3 (80 credits) | Semester 1 | L5 Black Political Activism (20 credits) | L5 Black Studies Methods (20 credits) |
| | Semester 2 | L5 Black Feminism (20 credits) | L5 Optional Module (20 credits) |
| Year 4 (80 credits) | Semester 1 | L5 Black Studies Placement (20 credits) | L5 Race and Crime (20 credits) |
| | Semester 2 | L6 Optional Module (20 credits) | L6 Optional Module (20 credits) |
| Year 5 (80 credits) | Semester 1 | L6 Black Arts Movement (20 credits) | L6 Blackness in Britain (20 credits) |
| | Semester 2 | L6 Black Studies Project (40 credits) | |

16 Overall Student Workload and Balance of Assessment

Overall student *workload* consists of class contact hours, independent learning and assessment activity, with each credit taken equating to a total study time of around 10 hours. While actual contact hours may depend on the optional modules selected, the following information gives an indication of how much time you will need to allocate to different activities at each level of the course.

- *Scheduled Learning* includes lectures, practical classes and workshops, contact time specified in timetable
- *Directed Learning* includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning
- *Private Study* includes preparation for exams

The *balance of assessment* by mode of assessment (e.g., coursework, exam and in-person) depends to some extent on the optional modules you chose. The approximate percentage of the course assessed by coursework, exam and in-person is shown below.

16 Overall Student Workload and Balance of Assessment

Level 4

Workload

18% Time spent in timetabled teaching and learning activity

| Activity | Number of Hours |
|--------------------|-----------------|
| Scheduled Learning | 216 |
| Directed Learning | 254 |
| Private Study | 730 |
| Total Hours | 1200 |

Balance of Assessment

| Assessment Mode | Percentage |
|-----------------|------------|
| Coursework | 70% |
| Exam | 0 |
| In-Person | 30% |

Level 5

Workload

18% Time spent in timetabled teaching and learning activity

| Activity | Number of Hours |
|--------------------|-----------------|
| Scheduled Learning | 216 |
| Directed Learning | 205 |
| Private Study | 779 |
| Total Hours | 1200 |

Balance of Assessment

| Assessment Mode | Percentage |
|-----------------|------------|
| Coursework | 70% |
| Exam | 0 |
| In-Person | 30% |

Level 6**Workload****12% Time spent in timetabled teaching and learning activity**

| Activity | Number of Hours |
|--------------------|------------------------|
| Scheduled Learning | 142 |
| Directed Learning | 292 |
| Private Study | 766 |
| Total Hours | 1200 |

Balance of Assessment

| Assessment Mode | Percentage |
|------------------------|-------------------|
| Coursework | 70% |
| Exam | 0 |
| In-Person | 30% |