

**07/08 Goldsmiths' Learning and
Teaching Assessment Fellowship Report
Assessment Review Case-study report**

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Executive Summary

Learning, Teaching and Assessment UG Level 1: First year core courses are summatively assessed by a mixed portfolio of examination and coursework. The curriculum design and modes of summative assessment enable students to demonstrate an ability to: (a) think sociologically, (b) identify and undertake a detailed critical analysis of key theoretical and conceptual traditions, (c) plan organize, structure and undertake written assignments, including writing clearly and in a structured and well organised way, (d) evaluate when particular methods should be applied to particular research problems and (e) read research reports in sociology with a critical appreciation of the relationship between research design, results reported and conclusions.

Level 1, summative assessment is supported by an innovative portfolio of formative assessment, teaching structures and learning processes designed to provide feedback on summative assessment and a carefully designed system of office hours and contact opportunities to support and facilitate learning.

Learning, Teaching and Assessment UG Level 2: Second year courses are assessed formatively and summatively. The summative assessment involves a 2hr unseen examination paper during, which the students answer two exam questions. At level 2, students select option courses and these are assessed by coursework. The formative assessment involves providing one essay plan and one timed essay.

It was observed that the existing formative assessment model is producing significant issues for consideration. VTs stated that students didn't appreciate the formative assessment which requires students to produce an essay plan. VTs also stated that the 'essay plan is an important skill for the students to acquire'. It was observed by the VTs that at present students can, and do, use the courseoutline to provide mere bullet points, rather than an essay plan. It was stated that 'better students do know what an essay plan is'. And that 'the students that are less strong ...really do get into the situation of not being able to see wood from trees'.

Specifically it was stated that: (a) on several core courses the present mode of second year formative assessment was not effectively enabling students to develop curriculum knowledge, (b) the provision of a timed essay and essay plan is not sufficiently substantive as a resource, from which to prepare for a 2hr examination. And that this is partly because there presently isn't a definitive word count for the essay plan and (c) the present design of formative assessment is 'building instrumentality into the assessment'. The impetus to change the existing mode of second year formative assessment principally originated from the dedicated observations of our diligent team of Visiting Tutors (VTs). These concerns were raised at the 5th March LTC and 23rd April LTC and their resolution has formed part of our Learning and Teaching Assessment Strategy 2008/09-2011/12.

Learning, Teaching and Assessment UG Level 3: Third year courses are assessed formatively and summatively. The summative assessment includes an innovative portfolio of coursework, seen examinations and dissertation. It was observed that the formative assessment provides the following learning skills and personal development attributes: (a) from which to prepare a topic for their examination, (b) feedback on their progress and (c) opportunities to acquire marketable communication and presentation skills. Concerns were raised about the low submission rates of formative assessment. It was observed that these low rates are due to: (a) students realising that they are doing work that ‘doesn’t count towards their degree grade’, (b) most students see the sense of doing just one essay, (c) student cultures are changing along with expectations, (d) students have become instrumental and (e) paid work is affecting the levels of formative assessment submission. Measures to address these issues have formed part of our Learning and Teaching Assessment Strategy 2008/09-2011/12.

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Acknowledgements

This report makes reference to the following documents, produced by the Sociology Department:

- 1999: Generic Level Descriptors and Learning Outcomes for Degree Programmes Taught in the Department of Sociology Compiled in June 1999
- BA Sociology Programme Specification
- 2007-2008: Department of Sociology Undergraduate Handbook - Violet Fearon
- 2003 (March): Self-evaluation BA (Hons) Sociology - Chetan Bhatt
- 2007-2008: Undergraduate Dissertation Handbook - Brian Alleyne
- 2007-2008: Visiting Tutor Handbook - Pam Odih
- 2007-2008 Researching Society and Culture (SO52083/84A) - David Hirsh.

1. Background to Assessment Review

Possibly the greatest challenge to an organisation is change and innovation. Over the past two years Goldsmiths University has undergone a comprehensive strategic review, directed at mobilizing innovative practices and establishing its unique position within the HE sector. These innovations have precipitated a revision of Goldsmiths' mission, values and strategic aims. The existing commitment to 'Excellence in Learning and Teaching' has been reinforced by an ardent dedication to widening access and increasing student recruitment. Goldsmiths is not only a 'cool brand' it is also internationally renowned for its celebration of diversity administered by unrelenting academic rigour. To this end Goldsmiths has recently, instituted regular reviews of its Learning, Teaching and Assessment in order to illuminate congeniality between its best practices and available resources. Of particular relevance here has been the appointment of Assessment Fellowships. Each department has been appointed an Assessment Fellow, and their role is to facilitate a departmental review of assessment. It is anticipated that each departmental review, will form the basis of a Learning and Teaching Assessment Strategy document. Taken together, the process provides departments with an important opportunity to reflexively explore the articulation of formative and summative assessment, throughout the formal curriculum and other spaces of learning. The Sociology department appreciates the scope and potential of this initiative. An Assessment Working Group has been established. Our first meeting was 28th November 2007. During this meeting, it was agreed that the department's Assessment Fellow would conduct an empirically informed case study review of existing UG assessment practice. This report provides an account of the case-study and findings.

2. Key Questions

Any review of assessment practices involves determining what constitutes applicable evidence. Such decisions accord with the methodological rationale employed in this assessment review. Consequently significant time was invested in formulating specific points of enquiry. To this end the case study investigation was guided by the following key questions:

Teaching, Learning and Assessment

1. Is there synergy between the learning process, curriculum and the purpose of assessments?
2. To what extent do our assessments enable students to demonstrate that they have achieved an appropriate level of achievement across the curriculum?
3. Is there sufficient compatibility between our modes of assessment (both formative and summative) and our existing teaching practices?
4. How do we communicate both to ourselves and others the rationale for our mixed modes of assessment?
5. To what extent are our assessment practices resonant with the Quality Assurance Agency's latest Subject Benchmark Statement for Sociology?
6. What opportunities are available for students to rehearse their own ideas and modify them?
7. To what extent can we claim to provide 'student centered' modes of assessment?
8. Do our processes of teaching, learning and assessment sufficiently communicate with the College's Personal Development Planning and the characteristics of the Goldsmiths 3D Graduate?

3. Methodology and Method

From October 2007 to February 2008 a series of eight in-depth group discussions have been conducted. These group discussions have involved undergraduate course convenors and their visiting tutors (VT). It was initially intended that VTs would be asked to provide brief narratives detailing innovative assessment practices. After some time it became clearly evident that these meetings were a unique opportunity for VTs to engage with their course convenors and reevaluate expectations. Methodologically these meetings progressed from specified discussions to action research. VTs and convenors became active participants in the case study. To this end discussions were framed around changing practices through modes of empowerment. Thus participants appeared concerned to bring about improved practice as a vehicle for enhancing the course of their work. Practical judgments and concrete issues were preferred over mere descriptions of intended learning outcomes. Much time was dedicated to the analysis of the problems teachers encountered and practical problem-solving. In due course, speculative ideas were formulated in relation to recurrent themes. Action researchers advise that tentative formulations should be investigated so as to apprehend what action needs to be implemented to achieve the necessary improvements in practice. Thus interim findings were reported to the Department's Learning and Teaching Committee (LTC) and any feedback formed the basis of modified specifications for appropriate action. Such activities highlighted the validity of observations and the extent to which propositions accomplished the primary intention of the case study. Operating in this manner is designed towards achieving a 'greater understanding and improvement of practice over a period of time' (Bell 1999:10)¹.

¹ Bell, J., (1999); *Doing Your Research Project; A Guide for First-time Researchers in Education and Social Science.*, Buckingham: Open University Press

4. Key Findings

Learning, Teaching and Assessment UG Level 1: First year core courses are summatively assessed by a mixed portfolio of examination and coursework. The curriculum design and modes of summative assessment enable students to demonstrate an ability to: (a) think sociologically, (b) identify and undertake a detailed critical analysis of key theoretical and conceptual traditions, (c) plan organize, structure and undertake written assignments, including writing clearly and in a structured and well organised way, (d) evaluate when particular methods should be applied to particular research problems and (e) read research reports in sociology with a critical appreciation of the relationship between research design, results reported and conclusions. Level 1, summative assessment is supported by an innovative portfolio of formative assessment, teaching structures and learning processes designed to provide feedback on summative assessment and a carefully designed system of office hours and contact opportunities to support and facilitate learning.

Key findings:

- VTs would like ‘to spend more time going through the text in detail’.
- VTs stated that they would have benefited from being aware of what was going on in the methods workshops (SO51005/6A). This would enable the VTs to know how the first year curriculum, in its entirety, fits together ‘as a puzzles of the same picture’.
- VTs suggested that students should have three classes to cover three lectures. This would enable as sense of continuity. Suggested that this would also enable students to make the transition from the structure of A Levels to the more flexible timetable of UG education
- We discussed means by which VTs could obtain an overall sense of the curriculum. No direct request was made for VTs to attend lectures. Indeed it was stated that VTs are at different stages in their research and thus experience different levels of constraint on their time. Thus, alternative methods of providing the lecture to VTs were discussed. For example we might consider making available the lecture as an audio-file (n.b. learn .gold has a limited capacity and is unable to upload large files even MP3 files)

Learning, Teaching and Assessment UG Level 2: Second year courses are assessed formatively and summatively. The summative assessment involves a 2hr unseen examination paper during, which the students answer two exam questions. At level 2, students select option courses and these are assessed by coursework. The formative assessment involves providing one essay plan and one timed essay. It was observed that the existing formative assessment model is producing significant issues for consideration. Specifically it was stated that: (a) the present mode of second year formative assessment was not effectively enabling students to develop curriculum knowledge, (b) the provision of a timed essay and essay plan is not sufficiently substantive as a resource, from which to prepare for a 2hr examination and (c) the present design of formative assessment is 'building instrumentality into the assessment'. The impetus to change the existing mode of second year formative assessment principally originated from the dedicated observations of our diligent team of Visiting Tutors (VTs). These concerns were raised at the 5th March LTC and 23rd April LTC and their resolution has formed part of our Learning and Teaching Assessment Strategy 2008/09-2011/12.

Key findings:

- There seems to be a disjuncture between learning requirement of the course and the present mode of formative assessment
- It was stated that, because students only provided essay plans and timed essays they were placing undue demand on the lecture to provide, what in effect is the essays that they should be writing
- The impetus to change the existing mode of second year formative assessment principally originated from the dedicated efforts of our Visiting Tutors. And efforts to change the present design of assignment are slightly complicated by concerns relating to hourly paid part-time staff, their teaching contracts and their perceptions about additional amounts of time requirements
- At level 2 students receive written feedback for assessed coursework submitted in Spring term (January) and Summer term (May). Presently this feedback on summative coursework is distributed by designated administrators. The possibilities of distributing this material to students electronically was supported on 23rd April at LTC and has formed part of our Learning and Teaching Assessment Strategy 2008/09-2011/12.

Learning, Teaching and Assessment UG Level 3: Third year courses are assessed formatively and summatively. The summative assessment includes an innovative portfolio of coursework, seen examinations and dissertation. It was observed that the formative assessment provides the following learning skills and personal development attributes: (a) from which to prepare a topic for their examination, (b) feedback on their progress and (c) opportunities to acquire marketable communication and presentation skills. Concerns were raised about the low submission rates of formative assessment. It was observed that these low rates are due to: (a) students realising that they are doing work that ‘doesn’t count towards their degree grade’, (b) most students see the sense of doing just one essay, (c) student cultures are changing along with expectations, (d) students have become instrumental and (e) paid work is affecting the levels of formative assessment submission. Measures to address these issues have formed part of our Learning and Teaching Assessment Strategy 2008/09-2011/12.

Key findings:

- It was suggested that an apparent problem with last year’s dissertations was the level of empirical work. We discussed ways of addressing this: (a) Advanced Levels Methods. it was suggested we could develop a core course (0.5units) that provides students with advanced training in methodological and practical issues relevant to constructing a dissertation. This would involve reducing the option courses available to the 3rd years. The proposed advanced level methods course would run during the autumn term, (b) Use of the Summer Term. It was suggested that summer term could be used more effectively as a time when the students gathered empirical data and or produced an annotated bibliography, (c) Research Proposal. We discussed the possibility of using the 2nd year methods spring assessment as a means of providing students with a link to the third year dissertation. The main problem with this approach is that not all the UG programmes do the 2nd year core course SO52083/84A, (d) Ethics Form. We discussed encouraging students to complete the ethics form in the spring/summer term of the second year , (e) Office Hour Summer Term. We discussed the development of a new system in which students met with their proposed dissertation tutor in the summer term as part of a designated office hour. This might be coupled with the students completing their Ethics Forms. This latter proposal was presented to Departmental board and agreed on 12th March 2008.

4.1. Teaching, Learning and Assessment

The Department is committed to excellence in teaching in the discipline of sociology. The student experience is central to curriculum delivery and we aim to enable students to feel that they are making an impact on the context of learning. To this end we facilitate our students in achieving the uppermost principles of conscientious thought and in the development of the capacity to articulate reasoned arguments. Learning processes and assessment procedures are designed to enable students to achieve an eminent level of general literacy, as well as equipping them with a scholarly foundation in the discipline. It is expected that programmes will enable students to demonstrate that they have knowledge of advanced work in a wide spectrum of specialized fields, an appreciation of the pertinence of sociology to the contemporary world and the capability to use sociology to advance understanding and improvement in social conditions practices and policies².

This student-centered approach recognizes that learners are striving towards self-actualization and that the capacity for learning increases when students are wholeheartedly involved in learning. Consequently, we promote an affirmative working environment for both staff and students, characterised by well-thought-out communications, transparency in decision-making, integrity throughout our work and policy and cogency and efficiency in administration to facilitate the above aims. This distinctive ethos foregrounds our commitment to ensuring equivalence of experience for all students irrespective of background.

4.2. Generic Level Descriptors

In June 1999 the department compiled an account of Generic Level Descriptors (GLDs) and Learning Outcomes for each of its degree programmes³. GLDs are designed to detect categories of knowledge and comprehension, capacities and skills for thinking in both abstract and concrete terms. GLDs also identify attributes associated with personal development and relevant to the student's employability. In 2007-2008 the review of learning processes identified positive developments in the GLD indicators for our single and joint honours UG degree programmes.

² (2005:1); Sociology Departmental Learning and Teaching Strategy

³ (1999) – Generic Level descriptors and Learning Outcomes for Degree Programmes Taught in the Department of Sociology Compiled in June 1999

4.3. Undergraduate Sociology Degree Programmes: Level One GLDs

The curriculum is based on a course unit system in which students take a total of 12 course-units over the three degree programme (four course units each year). The curriculum aims to fulfill programme outcomes through a combination of core courses, specialist options courses and the specific programmes a social research dissertation. Level 1 is a foundation year that introduces students to key conceptual knowledge and debates in social and cultural theory⁴. Students completing this level should be able to⁵:

- (a) Demonstrate a rigorous approach to the acquisition of sociological knowledge
- (b) Recognise their own strengths and weaknesses in academic work
- (c) Use a range of methodological skills relevant to the investigation of sociological questions
- (d) Summarize the main points contained within the sociological arguments expressed in publications and lectures
- (e) Communicate sociological ideas effectively in written and verbal form
- (f) Locate sociological resources relevant to particular topics within the discipline
- (g) Show an awareness of how ethical issues impinge on sociological work

⁴ (2003:6) – Self-evaluation BA (Hons) Sociology – Department of Sociology Goldsmiths. College

⁵ GLD A-G quoted from (1999:1) – Generic Level descriptors and Learning Outcomes for Degree Programmes Taught in the Department of Sociology Compiled in June 1999

4.4. Level One - Summative Assessment

According to Desforges (1997:293⁶) ‘the kind of assessments that we make and the way that we make them should be determined by the use to which they are to be put’. Evaluative judgments of the outcome (i.e., evidence up to a specified time) of learning is defined as summative assessment. This form of assessment provides an indication that learning has taken place and the regular grading for record keeping substantiates curriculum review, pedagogic practices and the communication of quality assurance to external audiences.

Summative assessment is a primary criterion in the developmental evaluation of our UG pupils. According to the Department’s March 2003 Self-evaluation document ‘The process of refining programme learning outcomes and course unit learning outcomes, differentiating level (year) outcomes, and linking level progression thresholds to the latter is continuing as programmes undergo internal curriculum review and institutional programme review audit’⁷. In order to facilitate students in their development of a range of knowledge, comprehension and cognitive reasoning skills, and to evidence their achievement of learning outcomes, the Department utilizes a variety of summative assessment methods. The modes of assessment methods change as students progress from Level 1 (first year) to Level 3 (final year)⁸.

Summative Assessment Level 1 Theory Core Courses

At Level 1 core theory courses are summatively assessed by examination in the summer term. Students should develop a portfolio file on a multiplicity of topics that may arise in the examination made up of notes from lectures, diary accounts of learning experiences, formative essays and independent library study. The lectures, classes/seminars/workshops and formative coursework are designed to help guide, structure and develop the students’ academic learning and scholarly writing skills. First year theory courses are summatively assessed by a three-hour seen examination paper. This mode of assessment enables students to demonstrate that they have accomplished, at an appropriate level, the following achievements⁹:

- (a) ability to identify and undertake a detailed critical analysis of anonymized extracts of philosophical and sociological texts;
- (b) planning, organising, gathering, retrieving and synthesizing information
- (c) writing clearly and in a structured and well organised way

⁶ Desforges, C., (1997); *An Introduction to Teaching*. Oxford: Cambridge

⁷ (2003:7) – Self-evaluation BA (Hons) Sociology – Department of Sociology Goldsmiths College.

⁸ (2003:7) – Self-evaluation BA (Hons) Sociology – Department of Sociology Goldsmiths College.

⁹ (2003:7) – Self-evaluation BA (Hons) Sociology – Department of Sociology Goldsmiths College.

4.4.1. Level One Summative Assessment Theory Learning Skills - Case-study Illustration

Case-study extract derives from group meeting with course convenor of Critical readings (SO51002A) and VTs that provide seminars for this course. Summative assessment at Level 1 is designed to test the students' abilities to gather, retrieve and synthesize information. An example, derived from the case study, of this learning skill in practice is evident in the Level 1 core course Critical Readings (SO51002A). The summative assessment for Critical Readings involves the students providing a critical reading of specified texts. It was stated that this form of assessment is different from the essay style of examination. SO51002A examination method encourages student to provide a close reading of the text, and relate to the rhetorical argument whilst also situating the text within its historical trajectory and social context.

Summative Assessment Level 1 Research Methods Core Courses

At Level 1, the research methods core course is summatively assessed by two items of coursework based on critical assessment of published research, application of research design concepts, or secondary data analysis of an existing electronic dataset. This mode of assessment enables students to demonstrate that they have accomplished, at an appropriate level, the following achievements:

- (a) acquisition of basic skills in a variety of sociological research methods, including both quantitative and qualitative methods
- (b) ability to evaluate when particular methods should be applied to particular research problems
- (c) capability to read research reports in sociology with a critical appreciation of the relationship between research design, results reported and conclusions

4.4.2. Level One Summative Assessment Methods Learning Skills and Feedback- Case-study Illustration

“Facilitates the development of self-assessment (reflection) in learning’

Encourages teacher and peer dialogue around learning

Helps clarify what good performance is (goals criteria, and expected standards)

Provides opportunities to close the gap between current and desired performance

Encourages positive motivational beliefs and self-esteem

Provides information to teachers that can be used to help shape teaching” Cohen and Brett (2007)¹⁰

Case-study extract derives from group meeting with course convenor of Researching Society and Culture (SO51005/6A) and VTs that provide seminars for this course. The TQA (1995) advised the need for the Department to reflect on introducing further quantitative methods teaching in the core undergraduate curriculum. This has been addressed through integration of quantitative research methods teaching and SPSS laboratory classes at Level 1¹¹. At Level 1, single honours students take the core course Researching Society and Culture (SO51005A/6A). A central objective of the course design has been to introduce quantitative methods into the first year curriculum, which for some time has been predominated by qualitative methods. In the autumn term students are introduced to methods of gathering (e.g., social surveys) and analyzing (e.g., using SPSS) numerical data. Every effort has been made to enable an accessible learning curve, especially for those students less familiar with the use of statistics and statistical packages for the analysis of quantitative data. A central feature of these measures has been the development of a sophisticated system of feedback. The students are provided with templates, which contain guidelines of what is required for each aspect of their assignment. To this extent formative feedback is integral to the summative assessment. The case study identified clear examples of how this translated into practice. Evidently the Level 1 Researching Society and Culture benefit from feedback discussions that are preceded by:

- a) the collation of evidence (e.g., the completion by the student of the assessment template)
- b) the interpretation of evidence (evaluating the student’s knowledge acquisition according to various normative criteria relative to the student cohort)
- c) deciding on a provisional plan of action, which is clarified and negotiated with the student

Feedback on Level 1 research methods summative assessment is a direct product of summative assessment goals and therefore provides students with an appreciation of how best to improve their learning.

¹⁰ Cohen, S., and Brett, A., (2007); Proposals for Feedback on Assessment

¹¹ (2003:6) – Self-evaluation BA (Hons) Sociology – Department of Sociology Goldsmiths College.

4.5. Level One Formative Assessment

Formative assessment provides learners with an indication as to whether ‘they are doing what is required of them if they are to learn at all’ (Dockrell 1997b:308). This mode of assessment also provides learners with an indication of ‘what they are doing right and what they are doing wrong’ (Dockrell 1997b:308). Formative assessment is linked strongly to the Department’s tutorial system for core course teaching, and tutorial office hours.

All students are required to produce formative coursework (and group presentations), with the amount of formative coursework increasing with student progression. At Level 1 single honours produce a portfolio of 8 pieces and joint honours five pieces. Part-time Tutors (VTs) are provided with training and detailed guidance for the provision of formative feedback on formative work. VTs also provide annual reports, which detail the academic progress of the student.

Formative assessment in study skills and use of standard English for all new Level 1 students is undertaken through a diagnostic essay (established in September 2002) in order to recommend further tuition where required through the English Language Unit, which subsequently provides evaluation reports and recommendations for individual students.¹²

Instructions for administering the diagnostic essay are detailed in the Visiting Tutors handbook as thus:

All visiting tutors should set for first years and assess within the first two weeks of the Autumn Term a diagnostic essay of about 1,500 words on a basic area. The purpose of this essay is to identify very early in the year any students who require study skills and English language support. Ideally the theme of the diagnostic essay should be one that covers a fairly basic topic or question, some set reading, and comprehension of lecture and class material. The Visiting Tutor should look for evidence of support needed in

- Ability to comprehend set reading
- Writing skills and abilities
- Comprehension of lecture and class material
- Use of English language
- Possible dyslexia
- Any other study skills matters

Based on their VTs assessment of the essay, they should refer any relevant students as soon as practicable to the Senior Tutor or Deputy Senior Tutor, or directly to the Language Studies Centres, regarding study skills training. There are courses on Study Skills running at the start of the Autumn Term and again over the Autumn and Spring terms. There are also other specific study skills courses for Sociology students¹³.

¹² (2003:9) – Self-evaluation BA (Hons) Sociology – Department of Sociology Goldsmiths College.

¹³ (2007-2008:20), Visiting Tutor Handbook

4.5.1. Level One Formative Theory Learning Skills - Case-study Illustration

Case-study extract derives from group meeting with course convenor of Critical readings (SO51002A) and VTs that provide seminars for this course. It was observed that the course is designed not to make the students into historians. But rather to encourage the students to think historically and to 'realise how this space opened up'. The second block of the course encourages the development of reading and writing skills. The course is designed to provide students with readings skills and the confidence to develop a critical attitude to the text. Students are encouraged to see the text as 'text amongst others'. Students are also encouraged to recognise methodological trajectories as 'reflecting a point in time'

Formative Assessment and Classroom Teaching

Remaining with the core course Critical Readings (SO51002A), the convenor stated that 'it is in the hands of the VT which courses get taken into the formative pieces'. This means that the VT decides from which course the timed essay will be drawn, and from which course the annotated bibliography will be drawn etc.. VTs stated also that much of the initial formative assessment is taken up teaching writing skills. We discussed whether students are reluctant to do formative assessments, because they know that it doesn't directly contribute to their degree. VTs stated that they endeavour to encourage a 'serious' atmosphere with regards to the provision of formative assessment. And part of this 'serious' atmosphere involves typing up feedback and booking specific office hours.

4.5.2. Level One Formative Assessment Feedback – Case Study Illustration

Conversations with VTs providing classes for joint honours Level 1 students also revealed significant evidence of good innovative practice. VTs reported that students engage with classroom activities, but it is difficult to encourage them to produce formative assessed work. It was stated that those students who do produce formative work, value the feedback. Indeed the feedback appears to be an encouragement to providing formative assessed work. We discussed whether students are reluctant to do formative assessments, because they know that it doesn't directly contribute to their degree. The VT present suggested that students are motivated to provide formative assessment when '[we] convince them that it is a practice run'. It was also stated that 'when they do it you can see where the gaps are' and that 'it gives us the opportunity to come back on it'.

4.6. Level One Cognitive Skills Development and Assessment

First Year Students are expected to develop a range of cognitive thinking skills which advance from those learnt at school and provide a transition to university study. These cognitive skills include: synthesis, analysis, critical evaluation, reasoned judgment and developing confidence in approaching and discerning complex texts, theories or empirical evidence. The development and improvement of thinking skills and abilities is supported across the programme. The class and workshop in the first year particularly encourages the enhancement of practical analytical skills. Summative assessments for both research methods coursework and the prior disclosed examinations include criteria regarding the development of independent thinking about a subject, constructing and presenting a coherent argument, interpreting course material and comprehending their own lecture notes and independent reading.

4.6.1. Level One Cognitive Skills Development - Case Study Illustration

Case-study extract derives from group meeting with course convenor of Critical readings (SO51002A) and VTs that provide seminars for this course. The course provides students with 'a sense of where sociology came from as a discipline'. Not just in terms of classic readings. But rather, the course is designed to show students 'what was the discursive space that Sociology stepped into as a discipline'. That is to realise that Sociology didn't just begin with the founding fathers. The course provides some resonance with the 2nd year core course Philosophy and Methodology (SO52003A) most especially with regards to the methodological and epistemological issues raised. The course is designed to show Sociology as a critical discipline and it does this by thinking through academic and literary texts. Thus students read Emile Durkheim alongside Jonathan Swift's Gulliver's Travels. The convenor stated that the course is designed to 'pull the rug from' the student's experience of A Level' sociology. It was stated that key A level Sociology texts treat sociologists as having arrived at the same point in history and each is defined according to easily comparable criteria (e.g., functionalist Vs Marxists).

**Comparison of Sociology Level One Academic and Personal Development with
3DGraduate**

Soc. Level 1 Skills	Taught	Assessed	3DGraduate
Knowledge	Lectures	SA and FA	Transition
Knowledge	Classes	Formative	PDP Concepts
Methodological Skills	Classes	Formative	Transition
Methodological Skills	Lectures	SA and FA	Reflexivity
Succinct Expression	Classes	SA and FA	Learning Skills
Communication of Ideas	Lectures	SA and FA	Transition
Communication of Ideas	Classes	FA	Reflexivity
Communication of Ideas	Workshops	SA	Transition
Researching Resources	Workshops	SA	Learning Skills
Researching Resources	Classes	FA	Transition
Awareness Ethical Issues	Lectures	SA	Reflexivity
Awareness Ethical Issues	Classes	FA	Learning Skills

4.7. UG Sociology Degree Programmes: Level Two GLDs

At Level 2, the curriculum builds on the foundation year and aims to broaden and deepen the student's sociological thinking and practice. The core courses concentrate on the central issues of the discipline while introducing staff research specialisms partly into the compulsory curriculum and directly through option courses. Increasing emphasis is placed on independent study and the development of practical scholarly skills. Knowledge and comprehension of methodological areas and research techniques is developed through the core research methods courses (making up one unit)¹⁴. The compulsory courses that students are required to do depend on their degree programme. For joint hon students there are link courses for BA Anthropology & Sociology and BA History and Sociology students which are designed to facilitate students in the making of connections between the two disciplines¹⁵. Each core course has a course outline which contains learning outcomes, a page by page detail of each lecture, essay questions and seminar/workshop activities. Core course also have a supporting web-site located on the Sociology Department's learn.gold Virtual Learning Environment. The URL for this resource is <https://learn.gold.ac.uk/course/view.php?id=468> .

Student completing Level 2 will have accomplished the following GLDs¹⁶:

- (a) demonstrate consistency and fluency in discussing and evaluating appropriate reading from a range of sources
- (b) use a range of methodological skills to plan and carry out small scale sociological investigations
- (c) assess the strengths and weaknesses of different methodological approaches to a given sociological problem
- (d) summarize and give critical evaluations of sociological arguments, showing the ability to challenge received opinion in a balanced way
- (e) demonstrate knowledge of the main ideas of a significant number of important sociological thinkers

¹⁴ (2003:6 March) – Self-evaluation BA (Hons) Sociology – Department of Sociology Goldsmiths College.

¹⁵ (2007-2008:25)., Undergraduate Handbook, Department of Sociology

¹⁶ Quoted from (1999) – Generic Level descriptors and Learning Outcomes for Degree Programmes Taught in the Department of Sociology Compiled in June 1999. Extract from page 3

4.4. Level Two - Summative Assessment Theory Learning Skills

Level two core courses are summatively assessed through unseen examinations. In recent years the core courses have been disaggregated. It was once the case that a second year examination would assess two core courses. It is now the case that each level 2 core course is assessed via a two hour examination in which students answer two questions.

Through their options course choices, students are encouraged to develop specialist interests, writing skills and knowledge. We support a mixed portfolio of coursework assessment modes. For example, option course convenors can decide to enable students to provide a 2 x 2,000 word assignments or a 1 x 4,000 word assignment.

4.8.1 Level Two Summative Assessment Theory Learning Skills - Case Study Illustration

Case-study extract derives from group meeting with course convenor of Sociology of Culture and Communication (SO52004B) and VTs that provide seminars for this course. It was stated that this course is organised into four segments. Part one, locates key conceptual ideas within their historical context. Part two, introduces key theoretical approaches relevant to analysing connections between culture and other social and economic processes. Part Three, premises the analysis of cultural texts as a means to comprehending society. Part Four, examines the repercussions of globalisation for the sociological analysis of cultural processes. It was observed that significant care is taken to present the curriculum in an accessible manner. The convenor stated that the Spring Term timetabling, of the course, is facilitative. As it means that students would have already 'practised' key conceptual issues. The curriculum builds upon the first year cores and enables the students to engage with a sense of substantive empirical history.

As with other second year theory cores, this course is summatively assessed by an unseen examination paper. Several issues were discussed regarding summative assessment: (a) every effort is taken to ensure that exam questions are clearly worded, (b) exam questions relate to lectures in a clearly defined manner, (c) exam questions are also designed to relate to the curriculum as a whole and questions can relate to several areas of the curriculum. It was observed that students generally perform well and few fail. The pattern of passes and fails doesn't deviate significantly from other core courses.

4.8.2. Level Two Summative Assessment Research Methods Learning Skills

A key aim of the Level 2 curriculum is, through the core research methods courses, to establish the skills students will require to undertake independent research for their compulsory Level 3 dissertation. Consequently the core course Researching Society and Culture (SO52083/84A) has the following learning outcomes¹⁷:

- (a) Students will be able to identify and diagnose particular types of social research.
- (b) Students will develop knowledge of a range of methods and their advantages and limitations to different research projects
- (c) Students will be able to understand how research is conducted as a process (in different stages) including how questions are generated, how data is collected and analysed and how conclusions are reached on the basis of empirical research
- (d) Students will gain experience in designing and planning a sociological research project
- (e) Students will gain experience in putting a sociological research method into practice and in critically reflecting upon that practice.

4.8.3. Level Two Summative Assessment Methods Learning Skills- Case-study Illustration

Case-study extract derives from group meeting with course convenor of Researching Society and Culture (SO52083/84A) and VTs that provide workshops for this course. VTs positively discussed changes to the summative assessment for this course. Previously students had to provide a critical review of a research monograph. It was suggested by the VTs that this assessment didn't work effectively. This was because students had to choose from an extensive list of monographs but, apparently, only '4' were covered in the lectures.

The critical review of a monograph has been replaced by a practice based assessment. Students are required to choose one of five methods and provide a short practical exercise using this method. The practice based component of the assessment enables workshops to focus more on developing practical skills.

It was also observed that for SO52083/84A VTs are only involved in the summative assessment. Thus according to the VTs 'they only see [students' work] in week eight'. It was stated by the VTs that they 'don't know that students need guidance until they start working on drafts'. It was further stated that it is often not until that point in the term, that a VT might realise, that a student has fundamentally misunderstood the assessment.

¹⁷Quoted from (2007-2008:3) Researching Society and Culture (SO52083/84A) – by Course Convenor David Hirsh.

It was noted that the division of the assessment into two halves (i.e., 2 x 0.5 Units) enables students to develop the quality of their submissions. Thus, it was observed, that a student might provide a poor submission in autumn and realising this, provide a better submission for the spring assessment. It was also observed that VT/ student contacts increase in the Spring Term

We discussed the possibilities of introducing a specific piece of formative assessment. It was suggested that an additional formative assessment might: (a) overload the workload of the students, (b) provide additional work for the VTs, (c) provide opportunity to highlight Special Educational Needs issues and (d) complicate the fact that it is already difficult to get students to submit drafts

4.9. Level Two Formative Assessment

Students are expected to regularly produce formative written coursework and presentations in all core theory and research methods courses. Single honours students have personal tutors and can access one-to-one feedback during their personal tutor's weekly office hour. Visiting tutors are trained in the provision of detailed verbal and written form of feedback. Level 2 joint honours students have access to fortnightly office hours provided by their seminar tutor.

4.9.1. Level Two Formative Assessment - Case-study Illustration

Case-study extract derives from group meeting with course convenor of Central Issues in Sociological Analysis (SO52001A) and VTs that provide seminars for this course. We discussed opportunities for formative learning during the lecture. The following suggestions were made: (a) students could be provided with handouts prior to the lecture (made available on learn.gold), (b) students might be encouraged to read the handouts at intervals during the lecture, (c) students could be encouraged –at 20 minute intervals- to discuss with each other the empirical translation of theoretical ideas. For example the redefining of travel routes after 9/11 with regards to seminars and (e) it was requested that students should be encouraged to keep a journal detailing the links they are making between space, power and identity. And it was suggested that the two hour lecture is a valuable resource, and we should consider our 'pedagogic practices' with regards to this teaching opportunity.

Level Two Formative Assessment Review

At present all 2nd year core courses are assessed formatively and summatively. The summative assessment involves a 2hr unseen examination paper during, which the students answer two exam questions. The formative assessment involves providing one essay plan and one timed essay. It was observed that the existing formative assessment model is producing significant problems: Specifically it was stated that: (a) the formative assessment was not sufficiently enabling students to develop curriculum knowledge and (b) the provision of a timed essay and essay plan is not sufficiently substantive as a resource from, which to prepare for a 2hr

examination. According to the course convenor the design of the formative assessment was 'building instrumentality into the assessment'. The course convenor stated that the existing model of formative assessment 'does not meet the learning requirement of the course...and we are unable to check whether the learning outcomes on the course are being met by the formative assessment'. It was stated that, because students only provided essay plans and timed essays they were placing undue demand on the lecture to provide, what in effect the essays that they should be writing is. The course convenor has put forward a resolution for the formative assessment to be revised. This issue was discussed at LTC on 23rd April.

4.9.2. Level Two Formative Assessment Feedback - Case-study Illustration

Case-study extract derives from group meeting with course convenor of Sociology of Culture and Communication (SO52004B) and VTs that provide seminars for this course. The course convenor stated that the formative assessment is designed to engage with the two dimensions of the course curriculum. Firstly a focus on the character of modernity as process, rather than a final condition. And secondly tensions between the sociology of culture and cultural sociology. VTs stated that students didn't appreciate the formative assessment which requires students to produce an essay plan. VTs also stated that the 'essay plan is an important skill for the students to acquire'. It was observed by the VTs that at present students can, and do, use the course outline to provide mere bullet points, rather than an essay plan. It was stated that 'better students do know what an essay plan is'. And that 'the students that are less strong ...really do get into the situation of not being able to see wood from trees'.

Although absent from the meeting a visiting tutor sent the following information relevant to any proposed increase to the amount of formative material produced by the students: 'I understand that the formative assessment for this course has changed. I would like to point out that the current contractual provisions for marking (4.5 hours per term per seminar) are not sufficient to deal with the extra workload incurred by the new formative assessment format. With 16 students on my register I could, for example, only spend 8 minutes reading and marking the work. I am very keen on finding and supporting new ways of formative assessment but I also believe that VTs' time should be honoured accordingly'

Formative Assessment and Communication Structures with Part-time Visiting Tutors

In this respect an outcome of the case-study has been a detailed re-evaluation of the second year formative assessment. VTs have also requested that the Department formalise meeting between VTs and Convenors. A VT kindly sent this additional information: '...the need for cooperation between lecturers and VTs. Maybe it would be good to actually formalize a meeting between lecturers (not necessarily just the convenor but anyone who is teaching a course) and relevant the VTs during or just before reading week so as to assess the progress and needs of students up until that moment (i.e. half-way through the course) and possibly adjust some things for the rest of its duration'. The request to formalize meetings between VTs and core course convenors was presented to Departmental board (spring 2008) and will become established practice from 2008-2009.

4.10. Level Two Cognitive Skills Development

Askew and Carnell (1998:25) observe that ‘in order to develop our maximum potential we need a relationship with ourselves which requires the discipline and ability to reflect on our learning and thinking and a recognition that we also learn from others in relationship with them’. Furthermore, according to Whitaker (1995):

“There has been a tendency to perceive learning as something that others do to us rather than as something we do for ourselves...In the struggle to improve the quality of our educational system we need to adopt an altogether more life-enhancing and optimistic appreciation of the learning process” (Whitaker 1995:1)¹⁸

According to the BA Sociology program specification document, Sociology students are expected to develop thinking skills in relation to¹⁹:

1. Analysis, evaluation, judgment and synthesis, including developing confidence in approaching, analysing and evaluating complex texts, theories or empirical evidence
2. Recognition, understanding, explanation and application of a sociological argument, concept or major idea; the ability to identify the steps involved in the construction of an argument; the ability to identify, analyze and evaluate contrasting arguments and ideas; to make links between, or compare and contrast ideas across a range of thinkers and writers.
3. Making informed and reasoned arguments; the ability to bring together and synthesize theory and evidence in support of an argument; the ability to recognise the limitations of elementary or general arguments based on specific or local situations; the ability to recognise social complexity and depth.
4. Applying theoretical and methodological approaches and concepts the student has learned to specific or different problems or issues.
5. Interpreting, evaluating and assessing the characteristics, strengths and weakness of theories and empirical evidence, including empirical data created by the student.
6. Independent and critical thinking, including developing original ideas in relation to the material the student is studying.

¹⁸ Whitaker, P., (1995); *Managing to Learn: Aspects of Reflective and Experiential Learning in Schools*. London:Cassell

¹⁹ BA Sociology Programme Specification

4.10.1 Level Two Cognitive Skills Development – Case Study Illustration

Case-study extract derives from group meeting with course convenor of Philosophy and Methodology of the Social Sciences (SO52003A) and VTs that provide workshops for this course. Design of curriculum intends to make the rational and sequencing as clear as possible. Convenor stated that this is enhanced through: (a) clear sign positing, (b) making links between previous and forthcoming lectures, (c) emphasising the importance of giving examples, ‘even hypothetical examples’ to animate the material, and (d) the provision of some critical analytical perspective so as to enable the students to decipher ‘how something might appear to be...how it works beneath the surface’.

It was suggested that the seminar be treated as an opportunity to provide a glossary of key concepts and their explanation. Visiting Tutors stated that sometimes students have the feeling that the Reader Pack has no reference to what they have learned in the lecture. It was stated that the purpose of the lecture is to provide an ‘overview’ of key issues and sets of debates. The purpose of the seminar is to make empirical links between concepts and everyday examples. In this context the purpose of the Reader Pack is different from the purpose it fulfils in the first year. That is the first year Reader Pack provides extracts which are an overview of key areas. In the second year, the Reader Pack provides specialist readings. These specialist readings provide the students with the resources to assume their positioning amongst a set of perspectives e.g., ‘are they committed to a social constructivist or realist position?’

4.11. Undergraduate Sociology Degree Programme: Level Three GLDs

The third year curriculum advances upon the second year. Core courses focus on more sophisticated advances in contemporary theoretical perspectives. Level students also advance their specialist knowledge by choosing options courses. Several of our degree programmes require that students provide a dissertation. The dissertation develops students ability to plan, design and undertake an independent piece of original social research and demonstrate a variety of skills and abilities²⁰. Student completing Level 3 will have accomplished the following GLDs²¹:

- (a) demonstrate critical insight and independence of thought in evaluating arguments
- (b) express well focused written arguments clearly and cogently, demonstrating thorough knowledge of relevant literature
- (c) demonstrate detailed knowledge of the ideas of a significant number of important thinkers
- (d) show awareness of the provisional nature of knowledge
- (e) appreciation different theoretical frameworks and their conceptual ideas
- (f) appreciate how sociological problems and issues can be extended beyond the text of key writers
- (g) investigate a selected sociological problem in a sustained and independent manner
- (h) be able to locate their work in relation to existing social theory and research
- (i) demonstrate their ability to gather information from appropriate sources (including, where relevant, undertaking original empirical research), and apply this information to the topic of study
- (j) demonstrate their understanding of the distinctive nature of sociological knowledge in relation to their chosen topic

²⁰ BA Sociology Programme Specification.

²¹ 1999 (June) – Generic Level descriptors and Learning Outcomes for Degree Programmes Taught in the Department of Sociology Compiled in June 1999. Extract from page 3

4.12. Level Three Summative Assessment

Students are evaluated by an imaginative portfolio of both summative and formative assessments. With regards to summative assessment, several UG degree programmes require that students have to compulsorily take the Dissertation, or have chosen to take it as an Option. Level 3 degree programmes also require students to sit seen examination. This mode of assessment is designed to test student's abilities to gather, retrieve and synthesis information. A vast majority of level 3 option courses are assessed through a 1 x 5,000 word piece of submitted coursework. The long essay method of assessment test students':

- (a) to apply knowledge,
- (b) understanding,
- (c) independent reading and research,
- (d) critical analysis and evaluation,
- (e) communication and presentation in relation to the course learning outcomes²²

4.12.1. Level Three Summative Assessment – Case-study Illustration

Case-study extract derives from curriculum review group meeting with level 3 course convenors and teaching team members. Previously the curriculum was made up of multiple units. It was observed that this meant that there was 'no context in which all the students were together'. It was noted that 3rd year core courses have been delivered through different models: Model One – class tutor is personal tutor and is also responsible for dissertation and theory classes, Model Two - limited number of colleagues supervising dissertations, theory class tutors distributed amongst a limited number of colleagues and dissertation supported by workshops, Model Three- distribution of dissertation tutes amongst more staff. Thus smaller groups, distribution of theory class tutors amongst more staff, and dissertation supported by workshops.

It was suggested that an apparent problem with last year's dissertations was the level of empirical work. We discussed ways of addressing this: (a) Advanced Levels Methods. it was suggested we could develop a core course (0.5units) that provides students with advanced training in methodological and practical issues relevant to constructing a dissertation. This would involve reducing the option courses available to the 3rd years. The proposed advanced level methods course would run during the autumn term, (b) Use of the Summer Term. It was suggested that summer term could be used more effectively as a time when the students gathered empirical data and or produced an annotated bibliography, (c) Research Proposal. We discussed the possibility of using the 2nd year methods spring assessment as a means of providing students with a link to the third year dissertation. The main problem with this approach is that not all the UG programmes do the 2nd year core course SO52083/84A, (d) Ethics Form. We discussed encouraging students to complete the ethics form in the spring/summer term of the second year, (e) Office Hour Summer Term. We discussed the development of a new system in which students met with their proposed dissertation tutor in the summer term as part of a designated office hour. This might be coupled with the students completing their Ethics Forms

²² (2003:8) – Self-evaluation BA (Hons) Sociology – Department of Sociology Goldsmiths

4.13. Level Three Formative Assessment

According to the Department's Self-evaluation documents (2003) level 3 students should be producing one submission of formative assessment per class. Each student is allocated into a class for their level 3 theory cores. BA Single honours students have one class tutor for both of their core courses. Other degree programmes may be allocated a different class tutor for each of their core course classes. All level 3 students are encouraged to use their tutor's office hours to obtain detailed individual feedback on their progress, and guidance on areas for further improvement. Students can expect to receive both verbal and written feedback on their formative assessment.

4.13.1. Level Three Formative Assessment – Case-study Illustration

Case-study extract derives from curriculum review group meeting with level 3 course convenors and teaching team members. We discussed the rationale of the formative assessment. Students presently provide two essays as part of their formative assessment. It was observed that the formative assessment provides the following: (a) basis from which to prepare a topic for their examination and (b) feedback on their progress. It was stated that low submission rates might be due to the fact that:

- (a) students realise that they are doing work that doesn't count towards their degree grade,
- (b) most students see the sense of doing just one essay,
- (c) student cultures are changing along with expectations,
- (d) students have become instrumental,
- (e) paid work is affecting the levels of formative assessment submission.

Students could be asked to provide a presentation and write this up. But for various reasons a student might absent themselves from this exercise. It was suggested that students can be presented with a timetable of the tutor's expectations in terms of formative assessment, and given an indication of how this fits with other expected deliverables

Appendix One

Modes of Undergraduate Summative Assessment Level 1 – Level 3

BA SOCIOLOGY REGULATIONS
510043A

YEAR 1	UNITS	ASSESSED BY
SO51002A Critical Readings	1	3 hr seen exam
SO51003A Modern Knowledge, Modern Power	1	3 hr seen exam
SO51004A Culture & Society	1	3 hr seen exam
SO51005A Researching Society & Culture 1A	½	Coursework
SO51006A Researching Society & Culture 1B	½	Coursework
YEAR 2	UNITS	ASSESSED BY
SO52001A Central Issues in Sociological Analysis	½	2 hr unseen exam
SO52003A Philosophy and Methodology of the Social Sciences	½	2 hr unseen exam
SO52002A The Making of the Modern World	½	2 hr unseen exam
SO52004B Sociology of Culture and Communication	½	2 hr unseen exam
SO52083A Researching Society & Culture 2A	½	Coursework
SO52084A Researching Society & Culture 2B	½	Coursework
2 Sociology Options courses, ½ unit each	1	Coursework
YEAR 3	UNITS	ASSESSED BY
SO53001A Dissertation	1	Dissertation
SO53023A Contemporary Social Theory & Society	1	3 hr seen exam
4 Sociology Options courses, ½ unit each	2	Coursework

BA SOCIOLOGY AND CULTURAL STUDIES REGULATIONS 510098A

YEAR 1	UNITS	ASSESSED BY
SO51002A Critical Readings	1	3 hr seen exam
SO51003A Modern Knowledge, Modern Power	1	3 hr seen exam
SO51004A Culture & Society	1	3 hr seen exam
SO51005A Researching Society & Culture 1A	½	Coursework
SO51006A Researching Society & Culture 1B	½	Coursework
YEAR 2	UNITS	ASSESSED BY
SO52001A Central Issues in Sociological Analysis	½	2 hr unseen exam
SO52040A Culture, Representation and Difference	½	2 hr unseen exam
SO52004B Sociology of Culture & Communication	½	2 hr unseen exam
SO52079B Contemporary Cultural Theory	½	2 hr unseen exam
SO52083A Researching Society & Culture 2A	½	Coursework
SO52084A Researching Society & Culture 2B	½	Coursework
2 Second Year Sociology Options courses, ½ unit each	1	Coursework
YEAR 3	UNITS	ASSESSED BY
SO53001A Dissertation	1	Dissertation
SO53021A Theorising Contemporary Society	½	2 hr seen exam
SO53042A Researching Culture: Case Studies	½	Coursework
4 Third Year Sociology Options courses, ½ unit each	2	Coursework

BA MEDIA & SOCIOLOGY		510031A
BA COMMUNICATIONS & SOCIOLOGY		510005A
YEAR 1	UNITS	ASSESSED BY
SO51002A Critical Readings	1	3 hr seen exam
SO51003A Modern Knowledge, Modern Power	1	3 hr seen exam
MC51002A Media History & Politics	½	
MC51005A Culture and Cultural Studies	½	
MC51006A Key Debates in Media Studies	½	
MC51007A Representation & Textual Analysis	½	
YEAR 2	UNITS	ASSESSED BY
SO52001A Central Issues in Sociological Analysis	½	2 hr unseen exam
SO52003A Philosophy & Methodology of the Social Sciences	½	2 hr unseen exam
MC52001A Cultures & Communications Pt 1	½	MC52001A + SO52004B = MC52011A Communication & Sociology – 3 hr unseen exam (1 course unit)
SO52004B Sociology of Culture & Communication	½	
1 Sociology Options course	½	
MC52008A Media Production - Option 1	1	
<i>Either</i>		
MC52003A Psychology of Communications 1		
<i>Or</i>		
MC52004A Contemporary Issues in Cultural Industries	½	
YEAR 3	UNITS	ASSESSED BY
SO53035A Dissertation (Joints)	1	Dissertation
2 Sociology Options courses	1	Coursework
MC53029A Media Production – Option 2	1	
1cu from an approved list of 'MC'-prefixed course units	1	

YEAR 1	UNITS	ASSESSED BY
SO51003A Modern Knowledge, Modern Power	1	3 hr seen exam
SO51002A Critical Readings	1	3 hr seen exam
AN51001A Introduction to Social Anthropology	1	
AN51003A Anthropological Methods	½	
Plus one ½ unit course from the following: AN51007A, AN51008A, AN51009A, AN51010A, AN51011A, AN51012A, AN51013A	½	
YEAR 2	UNITS	ASSESSED BY
SO52001A Central Issues in Sociological Analysis	½	2 hr unseen exam
SO52002A The Making of the Modern World	½	2 hr unseen exam
1 Sociology Second Year Option	½	Coursework
AN52002A Religion, Morals and Symbolism	1	
AN52004A Politics, Economics and Social Change	1	
AN52001A Methodological and Philosophical Issues	½	
YEAR 3	UNITS	ASSESSED BY
1 course unit from a list of courses offered annually by the Anthropology Department	1	
1½ course units from the combined approved lists of Anthropology and Sociology. Normally 1 cu in Anthropology must be from the A/B combined option list.	1½	
Either		
SO53021A Theorising Contemporary Society	½	2 hr seen exam
2 Third Year Sociology Options courses	1	Coursework
Or		
SO53023A Contemporary Social Theory & Society	1	3 hr seen exam
1 Third Year Sociology Options course	½	Coursework

YEAR 1	UNITS	ASSESSED BY
SO51002A Critical Readings	1	3 hr seen exam
SO51003A Modern Knowledge, Modern Power	1	3 hr seen exam
HT51004A Concepts and Methods in History	1	
<i>1 course unit from the following:</i>	1	
HT51001A The Making of Medieval Europe		
HT51002A The Age of Discovery		
HT51003A The Shaping of The Modern World		
YEAR 2	UNITS	ASSESSED BY
SO52001A Central Issues in Sociological Analysis	½	2 hr unseen exam
SO52003A Philosophy and Methodology of Social Science	½	2 hr unseen exam
2 Sociology Second Year Options	1	Coursework
2 course units from a list of approved course units available annually from the Historical Studies Department	2	
YEAR 3	UNITS	ASSESSED BY
<i>Either</i>		
HT53005A Interdisciplinary Link Paper	1	
4 Sociology Third Year Options courses	2	Coursework
1 course unit from a list of approved course units available annually from the Historical Studies Department	1	
<i>Or</i>		
HT53005A Interdisciplinary Link Paper	1	
2 Sociology Third Year Options courses	1	
<i>And</i>		
2 course units from a list of approved course units available annually from the Historical Studies Department	2	
<i>Or</i>		
1 University of London Group 3 History Paper	2	

YEAR 1	UNITS	ASSESSED BY
SO51003A Modern Knowledge, Modern Power	1	3 hr seen exam
SO51005A Researching Society & Culture 1A	½	Coursework
SO51006A Researching Society & Culture 1B	½	Coursework
PO51004A Introduction to Political Theory	1	
Plus one course from the following:	1	
PO51002A Introduction to British Government; PO51003A Introduction to European Politics; PO51007A Introduction to International Relations		
YEAR 2	UNITS	ASSESSED BY
SO52001A Central Issues in Sociological Analysis	½	2 hr unseen exam
SO52002A The Making of the Modern World	½	2 hr unseen exam
SO52078A Politics, Culture and Society	½	Coursework
1 Sociology Second Year Option	½	Coursework
PO52011A Modern Political Theory	1	
Plus one course from the following:	1	
PO52001A Public Administration		
PO52002A Modern Political Theory		
PO52004A Comparative European Politics		
PS52007A Political Economy		
PS52008A Politics in Northern Ireland		
PS52009A Contemporary African Politics		
YEAR 3	UNITS	ASSESSED BY
SO53021A Theorising Contemporary Society	½	2 hr seen exam
SO53035A Dissertation (Joints)	1	Dissertation
1 Sociology Third Year Option	½	Coursework
Plus any two available courses from the following:	2	
PO53001A Political Sociology		
PO53004A The Politics of Local Government; PO53005A Contemporary Political and Social Theory; PO53006A The Modern State: Theories and Issues; PO53007A Political Economy of the European Union; PS53009A Crime and Criminal Justice System		

Appendix Two

Modes of Undergraduate Formative Assessment Level 1 – Level 3

LEVEL 1 FORMATIVE ASSESSMENT

Students doing *BA Sociology* and *BA Sociology and Cultural Studies* are required to do all of these assignments.

Students doing *joint honours* Sociology with History, Anthropology, Media or Politics are required to do assignments 1, 2, 4, 5, 8 only.

FIRST YEAR FORMATIVE ASSESSMENT

- | | | |
|---|-----------------------------------------------------------|------------------------------------------|
| 1 | <u>Introductory Essay (diagnostic)</u>ⁱ | Hand in at class in week 2
1500 words |
|---|-----------------------------------------------------------|------------------------------------------|

The essay topic will be set by their class tutor.

- | | | |
|---|---------------------------------------|----------------------------|
| 2 | <u>Creating a bibliography</u> | Hand in at class in week 4 |
|---|---------------------------------------|----------------------------|

Students are expected to pick a topic from one of the sociology courses and produce a bibliography as if they were going to write an essay. This bibliography must include the following types of references:

- a. a book
- b. a journal article
- c. a chapter within an edited collection
- d. an article from an e-journal
- e. a relevant online source
- f. a video or audio source from the Goldsmiths Library collection

This bibliography should not include sources that are given on the reading list.

Students should say for each reference how that material could be used and they should include a short discussion of what kind of information they would keep in mind when they come to read the source. For example, if it comes from a website, this might include thinking about who wrote the material, what sort of website it appears on, for what reason it was written, when it was written.

The purpose is

- a. to give the student an exercise in using the library and to teach them how to reference their sources correctly. See p 47-8 of Undergraduate Handbook.
- b. to encourage the student to think critically about their sources

FIRST YEAR INTRODUCTORY (DIAGNOSTIC) ESSAY

All visiting tutors should set for first years and assess within the first two weeks of the Autumn Term a diagnostic essay of about 1,500 words on a basic area. The purpose of this essay is to identify very early in the year any students who require study skills and English language support. Ideally the theme of the diagnostic essay should be one that covers a fairly basic topic or question, some set reading, and comprehension of lecture and class material. The student should look for evidence of support needed in

- Ability to comprehend set reading
- Writing skills and abilities
- Comprehension of lecture and class material
- Use of English language
- Possible dyslexia
- Any other study skills matters

Based on the Vt's assessment of the essay, the VT should refer any relevant students as soon as practicable to the Senior Tutor or Deputy Senior Tutor, or directly to the Language Studies Centres, regarding study skills training. There are courses on Study Skills running at the start of the Autumn Term and again over the Autumn and Spring terms. There are also other specific study skills courses for Sociology students.

LEVEL 2 FORMATIVE WORK EXPECTATIONS FOR CORE COURSES (EXCEPTING RESEARCH METHODS COURSES)

These core courses are examined by examination in the summer term. Students should develop a file on a number of topics that may arise in the examination made up of notes from lectures, seminar discussions and independent library study. The lectures, seminars and formative coursework are intended to help guide, structure and develop their academic learning and scholarly writing skills.

1. All students are to attend lectures and seminars attached to their core courses.
2. Students are expected to prepare for the lectures and seminars as instructed by their seminar leader. This may include for example, reading a set text or preparing a presentation for the group.
3. By Tutorial week: Essay plan WITH annotated bibliography. Students are to hand in a detailed essay plan developing a topic covered in the seminars. If handed in on time, students will receive feedback on these after tutorial week.
4. By Week 8: Timed essay. Students are to hand in an essay that they have written under exam conditions (ie. a timed essay, chosen from list of titles set by the seminar tutor). If handed in on time, students will receive feedback on these by the end of term.
5. Seminar tutors are not obliged to give feedback on late work. It is in the students interests to do this formative work and to receive this feedback so please organise themselves to work to the deadlines.

LEVEL 3 FORMATIVE WORK EXPECTATIONS FOR CORE COURSES

One piece of formative per class. This may be an essay at 2,000 words, a literature review or a presentation and submitted detailed write-up.
