



## PROGRAMME SPECIFICATION

### Section 1: Basic Data

<b>Awarding institution/body</b>	UWE
<b>Teaching institution</b>	UWE
<b>Delivery Location(s)</b>	UWE Frenchay and St Matthias
<b>Faculty responsible for programme</b>	Social Sciences and Humanities
<b>Modular Scheme title</b>	NA
<b>Professional Statutory or Regulatory Body Links (type and dates)</b>	NA
<b>Highest award title</b>	BA (Hons) Sociology and .... (another half award)
<b>Default award title</b>	BA (Hons) Social Science BA (Hons) Joint Studies
<b>Interim award titles</b>	Certificate in Higher Education - Social Science; Diploma in Higher Education - Social Science
<b>UWE progression route</b>	
<b>Mode(s) of delivery</b>	Face to Face
<b>Codes</b>	
<b>UCAS code</b> GL73, NL13, PL33, LW34, LX33, LLC3, QL33, LW36, LL73, BL93, LV31, GLK3, RL93, TL73, LM31, LQ31, NL53, GL13, LLF3, CL83, PL93, LR39, GL53, LL32, LV35, LG33, LCH8	<b>JACS code</b>
<b>ISIS code</b>	<b>HESA code</b>
<b>Relevant QAA subject benchmark statements</b>	Sociology
<b>On-going/valid until* (*delete as appropriate/insert end date)</b>	Ongoing
<b>Valid from (insert date if appropriate)</b>	September 2009
<b>Original Validation Date:</b> September 2000	
<b>Latest Committee Approval...QSC</b>	<b>Date:...</b> 09/06/2009

**Version Code 3**

*For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications*

## Section 2: Educational aims of the programme

- To provide a general educational experience in which students might acquire knowledge, skills and those virtues associated with learning and reflection.
- To promote critical, creative and analytical thinking.
- To provide a general foundation for the world of work by equipping students with the broad range of skills, understanding and knowledge employed in a wide range of vocations.
- To impart a broad range of skills: discipline specific, cognitive and general transferable skills, which, together with the points above provide the student with a sound basis for further study.
- To acknowledge the wide diversity of students and their interests through a flexible programme, enabling the student to choose between a variety of modules in order to meet their particular educational needs and interests, and to foster their individual development.
- To encourage scholarship and to foster the virtues of objectivity, reflection and judgment.
- To foster critical study, collaborative and individual, independent learning. This aim includes the promotion of self-criticism and reflexive awareness.
- To provide a programme enriched by research undertaken by members of the sociology school.
- To provide a programme of study that effectively combines with other disciplines or pathways.

## Section 3: Learning outcomes of the programme

*The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: ...*

### A Knowledge and understanding

Learning outcomes

Teaching, Learning and Assessment Strategies

#### A Knowledge and understanding of:

1. the key concepts and theoretical approaches that have developed and are developing within sociology;
2. social context, of social diversity and inequality and their impact on the lives of individuals and groups;
3. the value of comparative analysis, in both historical and contemporary contexts;
4. the social nature of the relationship between individuals and groups;
5. social processes underpinning social change and social stability;
6. the nature and appropriate use of research strategies and methods in gaining sociological knowledge;
7. the relationship between sociological argument and evidence;
8. the distinctive character of sociology in relation to other forms of understanding.

#### Teaching/learning methods and strategies:

Students acquire knowledge and understanding through a variety of teaching and learning methods and strategies. These include: lectures; seminar discussion groups; workshops; learning logs or journals; e-learning; group tutorials including problem-based learning groups; field-based tasks; role-play and simulations; individual and group oral, visual and written presentations; computer workshops; independent library studies (individual and collaborative); and independent assessment preparation.

1-8 are achieved through the compulsory modules at stages 1-3: UPSNLF-30-1; UPSNLF-30-1; UPSNNG-15-2; UPSNND-15-2; UPSNPA-30-3. These compulsory modules look at social theory in an applied context, combining a range of theories/ approaches over a wide range of social and historical contexts. These modules are organised around the general theme of Theory, Application and Method. A wide range of option modules allows students to develop these theoretical approaches, to gain more specialised knowledge of particular contexts, and to experience a range of assessment methods. Knowledge of research methods and strategies are developed through levels 1-3. Students may opt to develop these further in their choice of options.

	<p><b>Assessment:</b></p> <p>Modules are assessed through a range of methods including: essays, learning logs, critical reflection, seminar presentations, article and book reviews, annotated bibliographies, problem-based-learning tasks, viva, extended essays and projects.</p>
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### B Intellectual Skills

<p><b>B Intellectual Skills</b></p> <p>On successful completion of this award students will be able to demonstrate the following skills:</p> <ol style="list-style-type: none"> <li>1. ability to appreciate the complexity of human behaviour, social situations and events and assessing the merits of competing explanations;</li> <li>2. ability to gather, retrieve and synthesise information;</li> <li>3. ability to review and evaluate evidence;</li> <li>4. ability to develop a reasoned argument and critically interpret evidence.</li> </ol>	<p><b>Teaching/learning methods and strategies</b></p> <p>Skill 1 is achieved through compulsory modules through levels 1-3.</p> <p>Skills 2-4 are achieved largely through assessment methods and seminar work. Students are aware of assessment criteria through information in module handbooks, feedback on assessment and through detailed discussion and preparation in seminars. This process is supported by the faculty wide skills programme.</p>
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### C Subject, Professional and Practical Skills

<p><b>C Subject/Professional/Practical Skills</b></p> <p>On successful completion of this award students will be able to demonstrate the following skills:</p> <ol style="list-style-type: none"> <li>1. to investigate sociologically informed questions;</li> <li>2. to report empirical sociological findings;</li> <li>3. to use different methods of sociological enquiry;</li> <li>4. to identify the ethical issues in social research;</li> <li>5. to undertake and present scholarly work;</li> <li>6. to examine the relevance and application of academic and practical sociological work to issues of social, public and civic policy.</li> </ol>	<p><b>Teaching/learning methods and strategies</b></p> <p>Students gain an intellectual understanding of methodological issues through compulsory modules, especially through seminar discussion and preparation for assessed work. Practical skills derive from seminar preparation and other assessed work such as essays and reviews. Links between theory and methodology are developed in compulsory modules. Optional modules allow students the opportunity to develop these skills more fully.</p> <p>Skill 6 is developed in compulsory modules and students have the opportunity to focus explicitly on social, public and civic policy issues in a range of optional modules.</p> <p><b>Assessment</b></p> <p>Skills are assessed across a range of assessment methods.</p>
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## D Transferable Skills and other attributes

<p><b>D Transferable skills and other attributes</b></p> <p>On successful completion of this award students will be able to demonstrate the ability in:</p> <ol style="list-style-type: none"><li>1. learning and study skills;</li><li>2. written and oral communication skills in a variety of contexts and modes;</li><li>3. statistical and other quantitative techniques;</li><li>4. information retrieval skills in relation to primary and secondary sources of information;</li><li>5. communication and information technology skills;</li><li>6. skills of time planning and management;</li><li>7. group work skills.</li></ol>	<p><b>Teaching/learning methods and strategies</b></p> <p>IT skills are developed from stage 1. Students are introduced to a variety of IT issues in the induction process and have a detailed introduction to library skills. Compulsory modules and many other option modules require the use of conference/ blackboard. All assignments must be word processed. Communication skills are developed through assessment methods such as essays, reviews, seminar presentations and through seminar work. General student study skills are developed through stage 1 and supported by workshops throughout the programme and by the university-wide Graduate Development Programme.</p> <p><b>Assessment</b></p> <p>Students have to work to strict assessment deadlines, requiring skills of organisation, time management and effective use of sources of information</p>
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### Section 4: Programme structure

*Use next page to provide a structural chart of the programme showing:*

- *Level and credit requirements*
- *Interim award requirements*
- *Module diet, including compulsory/core/optional modules*

ENTRY  
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level 1	<b>Compulsory modules</b> <ul style="list-style-type: none"> <li>• UPSNLF-30-1 Sociological Foundations</li> <li>• UPSNLF-30-1 Sociological Practice</li> </ul>	<b>Optional modules</b> None	<b>Interim Awards:</b> <ul style="list-style-type: none"> <li>• Credit requirements: 120 – Certification in Higher Education</li> <li>• Other requirements None</li> </ul>
	<b>Core modules</b> None		
level 2	<b>Compulsory modules</b> <ul style="list-style-type: none"> <li>• UPSNNG-15-2 The Global Self (Term 1)</li> <li>• UPSNND-15-2 Social Inequalities (Term 2)</li> </ul>	<b>Optional modules</b> Students must take 30 credits of Level 2 (or above) Sociology modules, or modules from an approved list where available.	<b>Interim Awards:</b> <ul style="list-style-type: none"> <li>• Credit requirements: 240 – Diploma in Higher Education</li> <li>• Other requirements None</li> </ul>
	<b>Core modules</b> There are no core modules at this stage of the award.		
Year out	<i>Use this space to describe optional/compulsory year abroad/placement/clinical placement</i>		
level 3	<b>Compulsory modules</b> <ul style="list-style-type: none"> <li>• UPSNPA-30-3 Contemporary Critiques of Modern Society</li> </ul>	<b>Optional modules</b> Students must take 30 credits of Level 3 Sociology modules, or modules from an approved list, where available.	<b>Prerequisite requirements</b> <ul style="list-style-type: none"> <li>• Minimum credit/module requirements – 120</li> <li>• other – None</li> </ul>
	<b>Core modules</b> There are no core modules at this stage of the award.		<b>Awards:</b> <ul style="list-style-type: none"> <li>• Target/highest BA(hons)</li> <li>• Default title - BA</li> </ul> <b>Credit requirements</b> BA(Hons ) – 360 BA – 300

→ GRADUATION

## Section 5: Entry requirements

Candidates must be able to satisfy the general admissions requirements of the University of the West of England with specific requirements as detailed below:

GCSE levels  
Maths/Statistics, English

A & AS Levels  
Normally Tariff Points within the range of 240 - 300

BTEC - An appropriate National Diploma with good standing and final year grades within the range 6 Merits – 2 Distinctions and 4 Merits.

Irish Highers – Passes with grades within the following range: BBB – BBBB.

Access Courses – Validated access course in appropriate subjects.

Baccalaureate – European with between 66% and 70%. International with between 24 and 28 points.

Joint Honours students must check the specific entry requirements of the other subject chosen. The offer made will be a combination of the two.

## Section 6: Assessment Regulations

- a) **MAR** Yes
- b) **Approved MAR variant (insert variant)**
- c) **Non MAR**

## Section 7: Student learning: distinctive features and support

- Induction Programme for orientation and study skills.
- Detailed Student Handbooks and Module Guides.
- Extensive specialist library
- On-line learning resources, Internet, Intranet and email access
- Access to academic tutors and student advisors: dedicated office hours for all staff, trained counsellors for both pastoral and academic support.
- Specialist equipment, resources, and technical support.
- A wide range of teaching and learning strategies and a varied range of assessment modes.
- A strong emphasis on developing analytical and critical skills.
- Conferencing/Blackboard.

## Section 8 Reference points/benchmarks

- QAA subject benchmarks.
- University teaching and learning policies.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.



## OLD VERSION

### Programme Specification

#### Section 1: Basic Data

<b>Awarding institution/body</b>	UWE
<b>Teaching institution</b>	UWE
<b>Faculty responsible for programme</b>	Humanities, Languages and Social Sciences
<b>Programme accredited by</b>	Not Applicable
<b>Highest award title</b>	BA (Hons) Sociology and .... (another half award)
<b>Default award title</b>	BA (Hons) Social Science BA (Hons) Joint Studies
<b>Interim award title</b>	Certificate in Higher Education - Social Science; Diploma in Higher Education - Social Science
<b>Modular Scheme title (if different)</b>	Social Science Undergraduate Modular Programme
<b>UCAS code (or other coding system if relevant)</b>	GL73, NL13, PL33, LW34, LX33, LLC3, QL33, LW36, LL73, BL93, LV31, GLK3, RL93, TL73, LM31, LQ31, NL53, GL13, LLF3, CL83, PL93, LR39, GL53, LL32, LV35, LG33, LCH8
<b>Relevant QAA subject benchmarking group(s)</b>	Sociology
<b>On-going/valid until* (*delete as appropriate/insert end date)</b>	Ongoing
<b>Valid from (insert date if appropriate)</b>	September 2000 Updated 1 September 2007
<b>Authorised by...</b>	<b>Date:...</b>
<b>Version Code: 2</b>	
<i>For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications</i>	

## Section 2: Educational aims of the programme

- To provide a general educational experience in which students might acquire knowledge, skills and those virtues associated with learning and reflection.
- To promote critical, creative and analytical thinking.
- To provide a general foundation for the world of work by equipping students with the broad range of skills, understanding and knowledge employed in a wide range of vocations.
- To impart a broad range of skills: discipline specific, cognitive and general transferable skills, which, together with the points above provide the student with a sound basis for further study.
- To acknowledge the wide diversity of students and their interests through a flexible programme, enabling the student to choose between a variety of modules in order to meet their particular educational needs and interests, and to foster their individual development.
- To encourage scholarship and to foster the virtues of objectivity, reflection and judgment.
- To foster critical study, collaborative and individual, independent learning. This aim includes the promotion of self-criticism and reflexive awareness.
- To provide a programme enriched by research undertaken by members of the sociology school.
- To provide a programme of study that effectively combines with other disciplines or pathways.

## Section 3: Learning outcomes of the programme

*The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: ...*

### A Knowledge and understanding

Learning outcomes

Teaching, Learning and Assessment Strategies

#### A Knowledge and understanding of:

9. the key concepts and theoretical approaches that have developed and are developing within sociology;
10. social context, of social diversity and inequality and their impact on the lives of individuals and groups;
11. the value of comparative analysis, in both historical and contemporary contexts;
12. the social nature of the relationship between individuals and groups;
13. social processes underpinning social change and social stability;
14. the nature and appropriate use of research strategies and methods in gaining sociological knowledge;
15. the relationship between sociological argument and evidence;
16. the distinctive character of sociology in relation to other forms of understanding.

#### Teaching/learning methods and strategies:

1-8 are achieved through the compulsory modules at stages 1-3. UPSNLA-30-1, UPSNMA-30-2 & UPSNPA-30-3 look at social theory in an applied context, combining a range of theories/ approaches over a wide range of social and historical contexts. These modules are organised around the theme of Theory, Application and Method. A wide range of option modules allows students to develop these theoretical approaches, to gain more specialised knowledge of particular contexts, and to experience a range of assessment methods. Knowledge of research methods and strategies are developed through levels 1-3. Students may opt to develop these further in their choice of options.

#### Assessment:

Modules are assessed through a range of methods including essays, seminar presentations, article and book reviews, long essays and projects.

## B Intellectual Skills

<b>B Intellectual Skills</b>	<b>Teaching/learning methods and strategies</b>
<p>On successful completion of this award students will be able to demonstrate the following skills:</p> <ol style="list-style-type: none"> <li>5. ability to appreciate the complexity of human behaviour, social situations and events and assessing the merits of competing explanations;</li> <li>6. ability to gather, retrieve and synthesise information;</li> <li>7. ability to review and evaluate evidence;</li> <li>8. ability to develop a reasoned argument and critically interpret evidence.</li> </ol>	<p>Skill 1 is achieved through compulsory modules through levels 1-3.</p> <p>Skills 2-4 are achieved largely through assessment methods and seminar work. Students are aware of assessment criteria through information in module handbooks, feedback on assessment and through detailed discussion and preparation in seminars. This process is supported by the <b>faculty</b> wide skills programme.</p>

## C Subject, Professional and Practical Skills

<b>C Subject/Professional/Practical Skills</b>	<b>Teaching/learning methods and strategies</b>
<p>On successful completion of this award students will be able to demonstrate the following skills:</p> <ol style="list-style-type: none"> <li>7. to investigate sociologically informed questions;</li> <li>8. to report empirical sociological findings;</li> <li>9. to use different methods of sociological enquiry;</li> <li>10. to identify the ethical issues in social research;</li> <li>11. to undertake and present scholarly work;</li> <li>12. to examine the relevance and application of academic and practical sociological work to issues of social, public and civic policy.</li> </ol>	<p>Students gain an intellectual understanding of methodological issues through compulsory modules, especially through seminar discussion and preparation for assessed work. Practical skills derive from seminar preparation and other assessed work such as essays and reviews. Links between theory and methodology are developed in compulsory modules. Optional modules allow students the opportunity to develop these skills more fully.</p> <p>Skill 6 is developed in compulsory modules and students have the opportunity to focus explicitly on social, public and civic policy issues in a range of optional modules.</p> <p><b>Assessment</b></p> <p>Skills are assessed across a range of assessment methods.</p>

## D Transferable Skills and other attributes

<p><b>D Transferable skills and other attributes</b></p> <p>On successful completion of this award students will be able to demonstrate the ability in:</p> <ol style="list-style-type: none"><li>8. learning and study skills;</li><li>9. written and oral communication skills in a variety of contexts and modes;</li><li>10. statistical and other quantitative techniques;</li><li>11. information retrieval skills in relation to primary and secondary sources of information;</li><li>12. communication and information technology skills;</li><li>13. skills of time planning and management;</li><li>14. group work skills.</li></ol>	<p><b>Teaching/learning methods and strategies</b></p> <p>IT skills are developed from stage 1. Students are introduced to a variety of IT issues in the induction process and have a detailed introduction to library skills. Compulsory modules and many other option modules require the use of conference/ blackboard. All assignments must be word processed. Communication skills are developed through assessment methods such as essays, reviews, seminar presentations and through seminar work. General student study skills are developed through stage 1 and supported by workshops throughout the programme. .</p> <p><b>Assessment</b></p> <p>Students have to work to strict assessment deadlines, requiring skills of organisation, time management and effective use of sources of information</p>
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### Section 4: Programme structure

*Use next page to provide a structural chart of the programme showing:*

- *Level and credit requirements*
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- *Module diet, including compulsory/core/optional modules*

ENTRY  
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	<b>Core modules</b> None		
level 2	<b>Compulsory modules</b> <ul style="list-style-type: none"> <li>• UPSNMA-30-2 Institutions and Processes in Modern Society</li> </ul>	<b>Optional modules</b> (Full list can be obtained from the Faculty admin team).  Students may take one Sociology module or other.	<b>Interim Awards:</b> <ul style="list-style-type: none"> <li>• Credit requirements: 240 – Diploma in Higher Education</li> <li>• Other requirements None</li> </ul>
	<b>Core modules</b>  There are no core modules at this stage of the award.		
Year out	<i>Use this space to describe optional/compulsory year abroad/placement/clinical placement</i>		
level 3	<b>Compulsory modules</b> <ul style="list-style-type: none"> <li>• UPSNPA-30-3 Contemporary Critiques of Modern Society</li> </ul>	<b>Optional modules</b>  Students must take one 30 credit Sociology module.  (Full list can be obtained from the Faculty admin team).	<b>Prerequisite requirements</b> <ul style="list-style-type: none"> <li>• Minimum credit/module requirements – 120</li> <li>• other – None</li> </ul>
	<b>Core modules</b>  There are no core modules at this stage of the award.		<b>Awards:</b> <ul style="list-style-type: none"> <li>• Target/highest BA(hons)</li> <li>• Default title - BA</li> </ul> <b>Credit requirements</b> BA(Hons ) – 360 BA – 300

→ GRADUATION

## **Section 5: Entry requirements**

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## **Section 6: Assessment Regulations**

- a) **MAR** ✓
- b) **Approved MAR variant (insert variant)**
- c) **Non MAR**

## **Section 7: Student learning: distinctive features and support**

- Induction Programme for orientation and study skills.
- Detailed Student Handbooks and Module Guides.
- Extensive specialist library
- On-line learning resources, Internet, Intranet and email access
- Access to academic tutors and student advisors: dedicated office hours for all staff, trained counsellors for both pastoral and academic support.
- Specialist equipment, resources, and technical support.
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- A strong emphasis on developing analytical and critical skills.
- Conferencing/Blackboard.

## **Section 8 Reference points/benchmarks**

- QAA subject benchmarks.
- University teaching and learning policies.

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