



University of the
West of England

CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data		
Awarding Institution	University of the West of England	
Teaching Institution	University of the West of England	
Delivery Location	UWE Frenchay	
Faculty responsible for programme	Health and Life Sciences	
Department responsible for programme	Health and Applied Social Sciences (HASS)	
Modular Scheme Title	Undergraduate Scheme	
Professional Statutory or Regulatory Body Links <i>Name of PSRB</i> <i>Type of approval</i> Dates		
Highest Award Title	BA (Hons) Sociology	
Default Award Title	None	
Interim Award Titles	Certificate in Higher Education – Social Science; Diploma in Higher Education – Social Science	
UWE Progression Route		
Mode(s) of Delivery	Full Time; Part Time	
Codes	UCAS: L300	JACS:
	ISIS2: L300	HESA:
Relevant QAA Subject Benchmark Statements	QAA 2007 Sociology (BA)	
CAP Approval Date	24 May 2012	
Valid From	September 2012	
Valid until Date	September 2016	
Version	7	

Part 2: Educational Aims of the Programme

The Sociology Undergraduate Programme has been designed to provide an intellectually stimulating and practically relevant learning experience. At Level 1 the programme is designed to provide students with an extensive introduction to the theoretical, methodological and practical aspects of the discipline. At Levels 2 and 3 the programme focuses on the further development of each of those aspects together with a specific orientation to the acquisition of a range of discipline-specific and transferable skills. The educational aims are as follows:

- To provide a general educational experience through which students will acquire a range of transferable skills and those virtues associated with learning and reflection.
- To provide a general foundation for the world of work by equipping students with the broad range of transferable and subject specific skills, understanding and knowledge
- To impart a broad range of skills: discipline specific, cognitive, analytical and general transferable skills, (some examples including - judging and evaluating evidence, interpreting, data gathering and synthesizing information, formulating reasoned arguments) all of which provide students with a sound grounding for further study
- To acknowledge the wide diversity of student learning styles, experiences and interests through provision of a flexible and varied programme
- To provide students with a broad sociological understanding of the relationship between individual experiences, values and choices made in daily life and social structure
- To encourage critical scrutiny and rigorous investigation of everyday micro experiences and their relationship to macro social structures and cultural processes
- To foster critical study, collaborative, co-operative and, independent learning. This aim includes the encouragement of reflexive self-awareness in group oriented and individual research and writing tasks. Reflexive self-awareness is also encouraged in regard to the student's development as a competent and thoughtful social researcher
- To provide a dedicated sociology programme enriched by research, scholarship and knowledge exchange and public engagement undertaken by members of the subject-group.

Part 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:

Learning Outcomes

Teaching, Learning and Assessment Strategies

A Knowledge and Understanding

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 in everyday life

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.

Learning outcomes 1-9 are achieved through the compulsory modules at levels 1-3.

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 organized 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. All students either undertake a project, which contains a taught research methods element, or a sociology placement, equivalent to 15-20 days work experience.

Assessment:

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.

B Intellectual Skills

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On successful completion of this award students will be able to demonstrate the following skills:

1. ability to appreciate the complexity of human behaviour, social situations and events and assessing the merits of competing explanations
2. ability to gather, retrieve and synthesise information
3. ability to review and evaluate evidence
4. ability to develop a reasoned argument and critically interpret evidence

Teaching/learning methods and strategies:

Skill 1 is achieved through compulsory modules at levels 1-3.
Skills 2-4 are achieved largely through methods of assessment and seminar work.

Students are made aware of assessment criteria through information in module handbooks, feedback on assessment and through detailed discussion and preparation in seminars. This process is supported through GDP.

Assessment:

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.

C Subject, Professional and Practical Skills

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On successful completion of this award students will be able to demonstrate the following skills:

1. to investigate sociologically informed questions
2. to report empirical sociological findings
3. to use different methods of sociological enquiry
4. to identify the ethical issues in social research
5. to undertake and present scholarly work
6. to examine the relevance and application of academic and practical sociological work to issues of social, public and civic policy

Teaching/learning methods and strategies:

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.
The project modules combine all of these skills at a high level. Links between theory and methodology are specifically developed in compulsory modules and in the Level 3 project module. Optional modules allow students the opportunity to develop these skills more fully.

Assessment:

Skills are assessed across a range of assessment methods. They are demonstrated at their highest level in the project module, where students have to demonstrate both understanding and the ability to apply this understanding in a practical research context.
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.

D Transferable Skills and other attributes

D Transferable Skills and other attributes

On successful completion of this award students will be able to demonstrate ability in:

1. learning and study skills
2. written and oral communication skills in a variety of contexts and modes
3. statistical and other quantitative techniques
4. information retrieval skills in relation to primary and secondary sources of information
5. communication and information technology skills
6. skills of time planning and management
7. group work skills

Teaching/learning methods and strategies:

ICT skills are developed from level 1. Students are introduced to a variety of IT issues in the induction process and throughout the programme and have a detailed introduction to library skills. Opportunities to further develop ICT skills are available in compulsory modules and all option modules make use of the Blackboard virtual learning environment. All assignments must be word processed unless otherwise specified.

Communication skills are developed through assessment methods such as essays, reviews, seminar presentations and through seminar work. General student study skills are developed through level 1 and supported by workshops throughout the programme and by the university-wide Graduate Development Programme.

Assessment:

The full ranges of assessments across the three levels of the programme contribute positively to the development and enhancement of transferable skills. Additionally, transferable skills are inculcated as students are required to work to strict assessment deadlines, and therefore to develop skills of organisation, time management and effective use of sources of information.

Part 4: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a **full time student**, including: level and credit requirements; interim award requirements; module diet, including compulsory and optional modules

<p>ENTRY</p>	<p>Year 1</p>	<p>Compulsory Modules</p> <ul style="list-style-type: none"> • UZSNLF-30-1 Sociological Foundations • UZSNLG-30-1 Sociological Practice • UZVSLG-30-1 Social Problems and Social Policy • UZVSLH-30-1 Comparing Cultures 	<p>Optional Modules</p>	<p>Interim Awards</p> <p>Certificate in Higher Education – Social Science</p> <p>Other requirements</p> <p>120 credits of which not less than 100 credits are at Level 1 or above</p>
	<p>Year 2</p>	<p>Compulsory Modules</p> <ul style="list-style-type: none"> • UZSSNRA-30-2 Social Inequalities & Social Identities • UZSNRB-30-2 Sociological Research and Investigation 	<p>Optional Modules</p> <p>Students must take 60 credits of Level 2 (or above) Sociology modules, or modules from the approved list below:</p> <ul style="list-style-type: none"> • UZSNNN-15-2 Sociology Of Madness • UZSNRC-30-2 Gender & Society • UZSNMQ-30-2 Psychoanalysis & Sociology of Racism • UZSNNU-30-2 Transgression • UZSSJP-15-2 Sociology of Disability 	<p>Interim Awards</p> <p>Diploma in Higher Education – Social Science</p> <p>Other requirements</p> <p>240 of which not less than 220 credits are at Level 2 or above and not less than 100 credits are at Level 1 or above</p>
	<p>Year 3</p>	<p>Compulsory Modules</p> <ul style="list-style-type: none"> • UZSNPA-30-3 Contemporary Critiques of Modern Society <p>EITHER</p> <ul style="list-style-type: none"> • UZSNPJ-30-3 Project in Sociology <p>OR</p> <ul style="list-style-type: none"> • UZSNQD-30-3 Sociology Work Placement 	<p>Optional Modules</p> <p>Students must take 60 credits from the following list:</p> <ul style="list-style-type: none"> • UZSNPU-30-3 Social Psychology Of Violence & Crime • UZSNPK-30-3 Psychoanalysis & Society • UZSNQU-30-3 The Family, Community & Crime • UZSNQP-30-3 Childhood Disorder & Disordered Childhood • UZSNQH-30-3 Stop, Look, Listen: A Sociology Of Culture • UZSNQN-30-3 Representations of Crime and Deviance • UZSSJN-30-3 Protest, Policing & Public Order • UZSSJQ-30-3 Real & Virtual Worlds: Sociology of Cyberspace 	<p>Interim Awards</p> <p>BA Sociology</p> <p>Other requirements</p> <p>300 credits of which not less than 280 credits are at Level 3 or above, not less than 60 credits are at Level 2 or above and not less than 60 credits at Level 1 or above</p> <p>Target/Highest:</p> <p>BA (Hons) Sociology</p> <p>Credit requirements</p> <p>360 credits of which not less than 340 are at Level 3 or above, not less than 200 credits are at Level 2 or above and not less than 100 credits are at Level 1 or above</p>

GRADUATION

Part 5: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions*:

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

Please follow this link to view the university's basic minimum entry requirements:

<http://www.uwe.ac.uk/study/entryReqs.shtml>

For admission to the BA (Hons) Sociology with Criminology the following criteria must also be met:

- Achievement of the advertised UCAS points tariff
- GCSE grade C or above in Mathematics and English Language
- Pass in a recognised Foundation or Access course

Additionally applicants may be admitted to the programme provided they meet one of the following criteria and can demonstrate that they have achieved to an appropriate level in Maths, Science and English Language:

- The Advanced General National Vocational Qualification (AGNVQ) or Advanced General Scottish Vocational Qualification (AGSVQ). A twelve unit or full AGNVQ award being equivalent to two GCE A levels, a six unit or single AGNVQ award being equivalent to one GCE A level and a three unit award or part AGNVQ award being equivalent to one GCE AS level.
- The Irish Leaving Certificate (See UCAS website for tariff equivalences)
- The Scottish Leaving Certificate of Education (See UCAS website as above)
http://www.ucas.ac.uk/students/ucas_tariff/qualifications
- National Vocational Qualifications or Scottish Vocational Qualifications at level III.
- The European Baccalaureate.
- The International Baccalaureate.
- Other European or International qualifications which the University considers to be of equivalence to the above.

Part 6: Assessment

Approved to University Regulations and Procedures

Assessment Map

The programme encompasses a range of **assessment methods** (including e.g. essays, narratives, reports, projects, presentations, written examinations). These are detailed in the following assessment map:

Assessment Map for BA (Hons) Sociology

		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules Level 1	UZSNLF-30-1		A (50)	B (15)			B (35)				
	UZSNLG-30-1					B (10)	A (50)	B (40)			
	UZSSLG-30-1						A (50)		B (50)		
	UZSSLH-30-1						A (50)		B (50)		
Compulsory Modules Level 2	UZSNRA-30-2		A (50)						B (50)		
	UZSNRB-30-2								A (50)		A (50)
Compulsory Modules Level 3	UZSNPA-30-3	A (50)						B (50)			
	UZSNPJ-30-3 OR						A (25)		A (75)		
	UZSNQD-30-3						A (25)		A (75)		

*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

Part 7: Student Learning

Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated

At UWE, Bristol there is a policy for a minimum average requirement of 12hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face to face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the Sociology programme teaching is a mix of scheduled, independent and placement learning. For the BA (Hons) Sociology

Scheduled learning includes lectures, seminars, tutorials, project supervision practical classes and workshops; work based learning. Scheduled sessions may vary slightly depending on the module choices made.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as

Part 7: Student Learning

indicated in the table below. Scheduled sessions may vary slightly depending on the module choices made.

Placement learning: may include a practice placement, other placement, year abroad. This constitutes an average per level as indicated below.

Description of 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.
- Dedicated office hours for all staff, student email system, trained counsellors for both pastoral and academic support.
- Graduation development planning & Personal Academic Tutors
- Specialist equipment, resources, and technical and instructing staff for media production.
- A wide range of teaching and learning strategies and a varied range of assessment modes.
- Early Assessment to encourage retention and progression
- A strong emphasis on developing analytical and critical skills.
- A lively relationship between theory and practice.
- Access to academic tutors and student advisors.
- Problem-based and Enquiry-Based Approach to Learning

Part 8: Reference Points and Benchmarks

The QAA subject benchmark statements for Sociology have informed the design of the programme from the outset. The benchmarks were consulted during the planning process and at each stage of the design and development of the programme. They have influenced the selection of the educational aims and learning outcomes against which the teaching, learning and assessment processes have been specified.

University teaching and learning policies are embedded in the educational aims and learning outcomes of the programme. The University's commitment to promoting a diverse, integrated and flexible learning experience is reflected in the rich range of teaching, learning and assessment methods and strategies in evidence on the programme.

The research, scholarly and knowledge exchange activities and interests of staff have shaped the wide ranging sociological provision at all levels of the programme. In particular the influence is evidenced by the varied and stimulating choice of option modules at Levels 2 and 3.

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, available on the University's website.