



University of the  
West of England

**ACADEMIC SERVICES**

**PROGRAMME SPECIFICATION**

Part 1: Basic Data	
<b>Awarding Institution</b>	University of the West of England
<b>Teaching Institution</b>	University of the West of England
<b>Delivery Location</b>	UWE, Frenchay Campus
<b>Faculty responsible for programme</b>	Health and Applied Sciences
<b>Department responsible for programme</b>	Health and Social Sciences
<b>Modular Scheme Title</b>	Undergraduate Scheme
<b>Professional Statutory or Regulatory Body Links</b>	None
<b>Highest Award Title</b>	<i>BA (Hons) Sociology</i>
<b>Default Award Title</b>	None
<b>Fall-back Award Title</b>	BA (Hons) Social Science
<b>Interim Award Titles</b>	BA Sociology Dip HE Sociology Cert HE Sociology
<b>UWE Progression Route</b>	
<b>Mode(s) of Delivery</b>	Full Time, Part Time
<b>Codes</b>	<b>UCAS:</b> L300 <b>JACS:</b> <b>ISIS2:</b> L300 <b>HESA:</b>
<b>Relevant QAA Subject Benchmark Statements</b>	2007 QAA Sociology (BA)  <a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Sociology07.pdf">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Sociology07.pdf</a>
<b>CAP Approval Date</b>	2 <sup>nd</sup> February 2016
<b>Valid from</b>	September 2016
<b>Valid until Date</b>	
<b>Version</b>	9.1

## 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 introduction to the theoretical, methodological and practical aspects of the discipline with a particular focus on comparative analysis and contemporary social problems. Level 1 of the programme is also designed to develop critical thinking skills amongst students. At level 2, the programme is focussed on the further acquisition of conceptual, theoretical and methodological skills with a particular focus on social inequality, social diversity and social change. Level 2 of the programme is designed to develop research skills and employability skills amongst students. At level 3 the programme is focussed on the further acquisition of conceptual, theoretical and methodological skills and the application of these skills to specialized areas of sociological enquiry. This will be achieved through students taking a project or placement module alongside a range of specialized option modules. The educational aims of the programme are as follows:

- To produce ready and able graduates. Graduates who are active citizens, making a real contribution to their communities, workplaces and society. Graduates with the skills, knowledge, attitude and confidence to create, critique, and make a difference to the world beyond university. Graduates who are prepared for lifelong learning, personal-development, excellence and success in whatever fields they choose to work and participate. The core curriculum of the programme, in particular, is designed with this objective in mind.
- To provide a general educational experience through which students will acquire a range of cognitive and analytical skills and general transferable skills in relation to critical thinking, research and employability that will provide a foundation for independent sociological research, further graduate studies and career development across a broad range of professions and occupations. Examples of these skills include judging and evaluating evidence, data collection and interpretation, synthesizing information and formulating reasoned arguments.
- Engaging students with core research and practice skills pertaining to Sociology academically and in society (e.g. Developing self and society and nature and uses of research modules)
- 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.
- To provide an educational experience that recognizes the importance of digital media and digital technology in the contemporary world and that involves the application and utilization of digital technology to teaching and learning across the programme.
- To provide students with the skills that will enable them to develop a practice-oriented approach to sociological enquiry including the ability to apply sociological theories and concepts to 'real world' issues, problems and processes.
- To provide an outward facing set of educational opportunities that include the opportunity to engage with and provide support to a range of partners and stakeholders in the Bristol area through placements, partnerships and community-focussed research.



### Part 3: Learning Outcomes of the Programme

B.1. The ability to appreciate the complexity of human behaviour, social situations and events and assessing the merits of competing explanations.		x	x	x	x		x	x	x	x	
B.2. The ability to gather, retrieve and synthesise information.		x	x	x		x	x	x	x	x	x
B.3. The ability to review and evaluate evidence.			x		x	x	x	x	x	x	x
B.4. The ability to develop a reasoned argument and critically interpret evidence.		x	x	x	x	x	x	x	x	x	x
<b>(C) Subject/Professional/Practical Skills</b>											
C.1. The ability to investigate sociologically informed questions		x	x	x	x	x	x	x		x	x
C.2. The ability to report empirical sociological findings			x			x	x			x	x
C.3. The ability to use different methods of sociological enquiry						x				x	x
C.4. The ability to identify the ethical issues in social research						x			x	x	x
C.5. The ability to undertake and present scholarly work		x	x	x	x	x	x	x	x	x	x
C.6. The ability to examine the relevance and application of academic and practical sociological work to issues of social, public and civic policy			x		x	x	x		x		x
<b>(D) Transferable skills and other attributes</b>											
D.1. Learning and study skills					x	x			x	x	x
D.2. Written and oral communication skills in a variety of contexts and modes		x	x	x	x	x	x	x	x	x	x
D.3. Statistical and other quantitative techniques			x			x	x			x	
D.4. Information retrieval skills in relation to primary and secondary sources of information			x			x				x	x
D.5. Communication and information technology skills		x	x	x	x	x	x	x	x	x	x
Skills of time planning and management						x			x	x	x
Group work skills		x	x	x		x					

### Part 4: Student Learning and Student Support

#### Teaching and learning 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 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.

#### **Part 4: Student Learning and Student Support**

**TEL:** The use of TEL is an integral feature at all levels of study in each module on the program. MyUWE and Blackboard, the university supported learning portal and virtual learning environment, will be used to support students' learning, conduct activities, organise and communicate learning materials. Students will be able to engage with the material, other students and members of staff through these systems and make use of the various functionalities built into them (e.g., blogs, journals, audio, video, discussion boards, wikis, etc.) as appropriate and useful. In addition, students and tutors will be able to utilise TEL (e.g. Collaborate, Lync and Skype) to, where appropriate and useful, facilitate remote contact and thus increase flexibility and accessibility for students. Some modules will also potentially offer both generic and discipline-specific online content. Existing university resources will be utilised such as The Research Observatory (<http://ro.uwe.ac.uk/>) where appropriate. Learning technologies such as e-portfolios might also be exploited to potentially support students e.g. while on placement and to facilitate students' development and assessment of a portfolio of work.

#### **Description of any Distinctive Features**

- Induction Programme for orientation and study skills
- Research-led and research-informed teaching.
- Core social science curriculum designed to deliver key skills in critical thinking, employability and research methods and placement opportunities for students.
- 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.
- Gradation 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.
- The Sociology team contributes to a wide range of scholarship and professional activities which feed into teaching activities. Many operate within the research centers including the Centre for Employment Studies Research, the Centre for Health & Clinical Research and the Centre for Understanding Social Practices.
- Research is integrated into teaching throughout this programme. Sessions are informed by activities of relevant staff research, and the departmental research strengths are reflected in the design of the curriculum.
- Students are able to engage with research active staff through diverse means which may include, for example, supervision of final year projects, volunteer research placements and support in attendance at relevant undergraduate conferences. Extra-curricular activities organized outside formal teaching sessions support the

#### Part 4: Student Learning and Student Support

strengthening of associations between departmental research activity and student learning

#### Part 5: Assessment

Approved to [University Regulations and Procedures](#)

##### **Assessment Strategy**

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

##### **A. Knowledge and Understanding (subject specific)**

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 A1-A9 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 range of option modules at level 3 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 (generic)**

Skill B1 is achieved through compulsory modules at levels 1-3. Skills B2-B4 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.

## Part 5: Assessment

**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/Practical Skills (subject specific)

Students gain an intellectual understanding of methodological issues (Skills C1-C4) through compulsory modules, especially through seminar discussion and preparation for assessed work. Practical skills (C5-C6) derive from seminar preparation and other assessed work such as essays and reviews. The project/placement module 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/placement 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/placement module, where students have to demonstrate both understanding and the ability to apply this understanding in a practical research context. Skill C6 is developed in compulsory modules and students have the opportunity to focus explicitly on social, public and civic policy issues in a range of core and optional modules and specifically in the core level 2 module *Developing Self and Society*.

### D. Transferable Skills and other attributes (generic)

The Sociology Programme provides students with a range of transferable skill and attributes in preparation for employment or further study. TEL is central to the development of these transferable skills and 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 the level 1 'core' module *Sociological Practice: Becoming a Social Scientist*.

**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 information.

## Assessment Map

The programme encompasses a range of **assessment methods** including; examinations, written assignments, projects, reports, on-line presentations, individual and group presentations, dissertations and portfolios. These are detailed in the following assessment map:

**Part 5: Assessment**

**Assessment Map for BA (Hons) Sociology**


		Type of Assessment*									
		Seen Written Exam	Open Book Written Exam	In-class Written Test	Oral Examination	Practical Skills Assessment	Presentation	Written Assignment	Report / Project/Blog	Dissertation	Portfolio
Compulsory Modules Level 1	UZSNLF-30-1	A (50)						B (35)	B (15)		
	UZSSLG-30-1	A (50)						B (50)			
	UZSSLH-30-1						A (50)	B (50)			
	UZSRSTQ-15-1										A (100)
Compulsory Modules Level 2	UZSST3-15-1						A (80)	B (20)			
	UZSST4-30-2	A (40)						B (60)			
	UZSST5-30-2	A (40)						B (60)			
	UZSSTR-15-2										A (100)
Compulsory Modules Level 3	UZQSTA-15-2						A (25)	B (75)			
	USPSTS-30-3										A (100)
Optional Modules Level 2	UZSNMD-30-2	A (50)					B (50)				
	UZSNNU-30-2							A (50)	B (50)		
	UZSNR8-30-2				A(30)			B (70)			
	UZSNRC-30-2						A (30)	B (53)	B (17)		
	UZSNMB-30-2	A (50)						B (50)			
Optional Modules Level 3	UZSNQH-30-3						A (50)				
	UZSSJN-30-3	A (50)						B (25)	B (25)		
	UZSNQU-30-3						A (50)	B (50)			
	UZSNQP-30-3	A (30)						B (70)			
	UZSNPK-30-3	A (60)						B (40)			
	UZSSJQ-30-3	A (50)							B (50)		
	UZSSSQ-30-3						A (20)	B (80)			
	UZSST8-30-3						A (50)	B (50)			
	UZSNQN-30-3					B (16)	A (60)		B(24)		
	UZSST7-30-3						A (50)	B (50)			
	UZSST6-30-3						A (30)	B (53)	B (17)		
UZSNPA-30-3	A (50)						B (25)	B (25)			
	UZSRUL-30-3						A (25)		B (75)		

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



## Part 6: Programme Structure

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

Entry										
	Year 1	<table border="1"> <thead> <tr> <th>Compulsory Modules</th> <th>Optional Modules</th> <th>Interim Awards</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>• UZSNLF-30-1 Foundations in Social Theory</li> <li>• UZSSLG-30-1 Social Issues and Social Problems</li> <li>• UZSSLH-30-1 Comparing Cultures</li> <li>• UZSST3-15-1 Sociological Practice</li> <li>• UZRSTQ-15-1 Critical Thinking</li> </ul> </td> <td style="text-align: center;">None</td> <td> <p><b>Certificate in Higher Education – Sociology</b></p> <p>Other requirements:</p> <p>120 credits of which not less than 100 credits are at Level 1 or above</p> </td> </tr> </tbody> </table>	Compulsory Modules	Optional Modules	Interim Awards	<ul style="list-style-type: none"> <li>• UZSNLF-30-1 Foundations in Social Theory</li> <li>• UZSSLG-30-1 Social Issues and Social Problems</li> <li>• UZSSLH-30-1 Comparing Cultures</li> <li>• UZSST3-15-1 Sociological Practice</li> <li>• UZRSTQ-15-1 Critical Thinking</li> </ul>	None	<p><b>Certificate in Higher Education – Sociology</b></p> <p>Other requirements:</p> <p>120 credits of which not less than 100 credits are at Level 1 or above</p>		
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Graduation										

**Part time:**

The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**.

Entry		Compulsory Modules	Optional Modules	Interim Awards
	1.1	<ul style="list-style-type: none"> <li>UZSNLF-30-1 Foundations in Social Theory</li> <li>UZSST3-15-1 Sociological Practice</li> <li>UZRSTQ-15-1 Critical Thinking</li> </ul>	None	
	1.2	<ul style="list-style-type: none"> <li>UZSSLG-30-1 Social Issues and Social Problems</li> <li>UZSSLH-30-1 Comparing Cultures</li> </ul>	None	<p><b>Certificate in Higher Education – Sociology</b></p> <p>Other requirements: 120 credits of which not less than 100 credits are at Level I or above</p>
		Compulsory Modules	Optional Modules	Interim Awards
	2.1	<ul style="list-style-type: none"> <li>UZSST4-30-2 Social Inequalities and Diversity</li> <li>UZSST5-30-2 Social Transformations</li> </ul>	None	
	2.2	<ul style="list-style-type: none"> <li>UZQSTA-15-2 Nature and Use of Research</li> <li>UZSSTR-15-2 Developing Self and Society</li> </ul>	<p>Students must take 30 credits of Level 2 (or above) Sociology modules, or modules from the approved list below:</p> <ul style="list-style-type: none"> <li>UZSNRC-30-2 Gender and Society.</li> <li>UZSNMD-30-2 The Sociology of 'Race' and Ethnicity.</li> <li>UZSNNU-30-2 Transgression</li> <li>UZSNR8-30-2 Drugs, Crime and Society</li> <li>UZSNMB-30-2 Beliefs and Society</li> </ul>	<p><b>Diploma in Higher Education – Sociology</b></p> <p>Other requirements: 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>
		Compulsory Modules	Optional Modules	Interim Awards
	3.1	None	<p>Students must take 60 credits from the following list:</p> <ul style="list-style-type: none"> <li>UZSNQH-30-3 Stop, Look, Listen: A Sociology of Culture</li> <li>UZSSJN-30-3 Protest, Policing and Public Order.</li> <li>UZSNQP-30-3 Childhood Disorder and Disordered Childhood.</li> <li>UZSNPK-30-3</li> </ul>	

			<p>Psychoanalysis, Society and the Irrational</p> <ul style="list-style-type: none"> <li>• UZSSJQ-30-3 Digital Media and Society.</li> <li>• UZSSSQ-30-3 Bodies, Technology and Society</li> <li>• UZSNQN-30-3 Representations of Crime and Deviance</li> <li>• UZSST8-30-3 The Sociology of Madness and Mental Disorders</li> <li>• UZSST7-30-3 Religion and Society</li> <li>• UZSST6-30-3 Politics and Society in the Global Age</li> <li>• UZSNQU-30-3 Family Problems – Problem Families: Psycho-Social Perspectives on Family and Community Life</li> <li>UZSNPA-30-3 Contemporary Critiques of Modern society</li> <li>• UZSRUL-30-3 Seeing and Society: Applied Visual Sociology</li> </ul>	

<p style="text-align: center;"><b>Graduation</b></p>	<p style="text-align: center;">3.2</p>	<ul style="list-style-type: none"> <li>• USPSTS-30-3 Social Sciences Project/Placement Module</li> </ul>	<p>Students must take 30 credits from the following list:</p> <ul style="list-style-type: none"> <li>• UZSNQH-30-3 Stop, Look, Listen: A Sociology of Culture</li> <li>• UZSSJN-30-3 Protest, Policing and Public Order.</li> <li>• UZSNQP-30-3 Childhood Disorder and Disordered Childhood.</li> <li>• UZSNPK-30-3 Psychoanalysis, Society and the Irrational</li> <li>• UZSSJQ-30-3 Digital Media and Society</li> <li>• UZSSSQ-30-3 Bodies, Technology and Society</li> <li>• UZSNQN-30-3 Representations of Crime and Deviance</li> <li>• UZSST8-30-3 The Sociology of Madness and Mental Disorders</li> <li>• UZSST7-30-3 Religion and Society</li> <li>• UZSST6-30-3 Politics and Society in the Global Age</li> <li>• UZSNQU-30-3 Family Problems – Problem Families: Psycho-Social Perspectives on Family and Community Life</li> <li>• UZSNPA-30-3 Contemporary Critiques of Modern society</li> <li>• UZSRUL-30-3 Seeing and Society: Applied Visual Sociology</li> </ul>	<p><b>BA Sociology</b></p> <p>Other requirements 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><b>Target/Highest: BA (Hons) Sociology</b></p> <p>Credit requirements 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>
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## Part 7: Entry Requirements

For entry requirements as of year and point of entry see UWE website:

<http://www1.uwe.ac.uk/whatcanistudy/coursesatuwebristol>

## Part 8: Reference Points and Benchmarks

- QAA Benchmarks for Sociology
- UWE 2020 Strategy
- Subject group research projects and activity

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 level 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](#).