**Template C4**

# Programme Specification

## Title of Course: *BSc (Hons) Sociology*

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| **Date first produced** | 17/10/2012 |
| **Date last revised** | 04/03/2024 |
| **Date of implementation of current version** | 01/09/2023 |
| **Version number** | 6 |
| **Faculty** | Faculty of Business and Social Sciences |
| **School** | School of Law, Social and Behavioural Sciences |
| **Department** | Department of Criminology, Politics and Sociology |
| **Delivery Institution** | Kingston University |

This Programme Specification is designed for prospective students, current students, academic staff and employers.  It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.  More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

## SECTION 1: GENERAL INFORMATION

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| **Award(s) and Title(s):** *Up to 10 pathways* | BSc (Hons) Sociology |
| **Intermediate Awards(s) and Title(s):** *There are 4 Intermediate awards for each pathway* | Cert HE Sociology<br>Dip HE Sociology<br>BSc Sociology |
| **Course Code** *For each pathway and mode of delivery* | HFFKUDH3F |
| **UCAS code** *For each pathway* | L300 |

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| **Award(s) and Title(s):** *Up to 10 pathways* | BSc (Hons) Sociology with Foundation Year |
| **Intermediate Awards(s) and Title(s):** *There are 4 Intermediate awards for each pathway* | |
| **Course Code** *For each pathway and mode of delivery* | |
| **UCAS code** *For each pathway* | |

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| **RQF Level for the Final Award:** | Honours |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** | Penrhyn Road |
| **Language of Delivery:** | English |
| **Modes of Delivery:** | Part-time<br>Full-time |
| **Available as:** | |
| **Minimum period of registration:** | Part-time - 6<br>Full-time - 3 |
| **Maximum period of registration:** | Part-time - 12<br>Full-time - 6 |
| **Entry Requirements:** | 112-128 UCAS tariff points (to include at least two A-levels or equivalent qualifications).<br>Degree with foundation year 48 BTEC Lvl3 National: Distinction, Merit, Merit (DMM). |

| | Candidates are normally required to hold five GCSE subjects grades A\*-C including Mathematics and English Language (or comparable numeric score under the newly reformed GCSE grading).<br><br>International Student Requirements: Academic IELTS of 6.5 overall, with no element below 5.5 |
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| **Programme Accredited by:** | The British Sociological Association (BSA) is the Professional body of reference.  However, the BSA does not have any regulatory powers in relation to degree programmes. |
| **QAA Subject Benchmark Statements:** | Sociology (2019) |
| **Approved Variants:** | There are no variants to the Undergraduate Regulations. |
| **Is this Higher or Degree Apprenticeship course?** | |

| *For Higher or Degree Apprenticeship proposals only* | |
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| **Higher or Degree Apprenticeship standard:** | n/a |
| **Recruitment, Selection and Admission process:** | n/a |
| **End Point Assessment Organisation(s):** | n/a |

**SECTION 2: THE COURSE**

**A. Aims of the Course**

The main aims of the programme are to:
- Introduce students to sociology as an academic discipline.
- Provide students with a broad theoretical awareness and critical understanding of key sociological concepts, theories and perspectives.
- Foster an understanding of the interdisciplinary nature of sociology, and its relationship to other social sciences and humanities research and theory.
- To build confidence and skills in researching and understanding social issues and their contexts and writing and presenting sociological academic arguments in a range of formats.
- Equip students with core competencies in social research, afford them with opportunities to practice a range of methods, and enable them to conduct independent research and analysis.
- Develop students knowledge and understanding of the relationship between theory and empirical research and data, and the skills necessary to critically evaluate this relationship.
- Encourage students to critically reflect on their own lives and apply sociological perspectives to analyse and explore their experiences and real-world issues.
- Establish a sound foundation in key transferable skills from which students are enabled to develop strong career paths in graduate opportunities, professional occupations, and postgraduate study.


**B. Intended Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the areas indicated on the table below. The programme outcomes are referenced to the QAA subject benchmarks for Sociology (2019) and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2014), and relate to the typical student. The extent to which students have opportunities to demonstrate each of the learning outcomes will vary according to whether students are studying the degree as a combined or single honours programme.



The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the ['Sector Recognised Standards in England'](#) (OFS 2022).

| | Programme Learning Outcomes | | | | | |
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| | **Knowledge and Understanding** <br><br> On completion of the course students will be able to: | | **Intellectual Skills** <br><br> On completion of the course students will be able to | | **Subject Practical Skills** <br><br> On completion of the course students will be able to |
|---|---|---|---|---|---|
| A2 | Provide an analytical account of a range of social, public and civic issues and polices in relation to social diversity and inequality. Minor/half/major/full. | B4 | Evaluate competing explanations and draw reasoned conclusions. Minor/half/major/full. | C6 | Discuss sociological topics with appreciation of theory, evidence and relevance to current debates and to present the conclusions in a variety of appropriate sociological formats. Half/major/full. |
| A1 | Describe and evaluate a range of concepts and theoretical approaches within sociology and evaluate their application. Minor/half/major/full. | B3 | Critically evaluate social theories with respect to reasoning and evidence. Minor/half/major/full. | C5 | Analyse the ethical implications of social research in a variety of applied research settings. Half/major/full. |
| A8 | Articulate and analyse the distinctive role of social theory in providing coherent descriptions of social reality. Minor/half/major/full. | B2 | Evaluate and synthesize the results of information and evidence from a variety of sources. Minor/half/major/full. | C4 | Investigate sociologically informed explanations. Half/major/full. |
| A7 | Evaluate the relationship between sociological arguments and evidence in a range of contexts. Half/major/full. | B1 | Assess the merits of competing explanations of human behaviour, social situations and events. Minor/half/major/full. | C3 | Select and use appropriate research tools. Half/major/full. |
| A6 | Understand and evaluate a range of research strategies and methods and assesses their application. Half/major/full. | | | C2 | Summarize and explain the findings of empirical sociological research, including a critical assessment of the methodological frameworks used. Half/major/full. |
| A5 | Examine the processes that underpin social change and social stability in a variety of social situations. Minor/half/major/full. | | | C1 | Construct appropriate sociologically informed questions. Minor/half/major/full. |

| A4 | Describe and analyse a range of social structures and their relationship to individual and groups.  Minor/half/major/full. | | | C7 | Identify and comment on the value of sociological work with regard to social, public and civic policy issues.  Minor/half/major/full. |
|---|---|---|---|---|---|
| A3 | Understand and evaluate the issues and problems involved in the use of comparison in sociology. Major/full. | | | | |

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:
1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

## C. Outline Programme Structure

This programme is offered in full-time and part-time mode, and leads to the award of BSc Sociology. Entry is normally at level 4 with A-level or equivalent qualifications (See section D). Transfer from a similar programme is possible at level 5 with passes in comparable level 4 modules – but is at the discretion of the course team. Intake is normally in September.

## E1. Professional and Statutory Regulatory Bodies

The British Sociological Association (BSA) is the Professional body of reference. However, the BSA does not have any regulatory powers in relation to degree programmes.

## E2. Work and community-based learning

Work and community placements and residencies are actively encouraged. Guidance is provided to help students source and secure such opportunities. Placements/residences allow students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice. At level 6 students can apply for the module SO6015 Sociology Placement that specifically includes a sociological analysis within a work or community setting.

## E3. Outline Programme Structure

Each level is made up of four modules each worth 30 credit points (with the exception of SO6024 Extended Sociology Dissertation which is worth 60 credits). Typically a student must complete 120 credits at each level. All students will be provided with the University regulations and, where appropriate, specific additions that are sometimes required for accreditation by outside bodies (e.g. professional or statutory bodies that confer professional accreditation). Full details of each module will be provided in module descriptors and on Canvas. Options will vary year on year depending on staff availability since alongside the core elements central to any sociology degree, the programme reflects staff research specialisms and expertise thereby ensuring that students are kept abreast of the latest developments in the field. Other options will be made available to students drawn from cognate fields in the Faculty of Arts of Social Sciences.
For information on Foundation degree modules, please refer to the Foundation Year in Social and Behavioural Sciences programme specification.

## BSc (Hons) Sociology

| Level 4 | | | | | | | |
|---|---|---|---|---|---|---|---|
| **BSc (Hons) Sociology** | | | | | | | |
| **Core modules** | **Module code** | **Credit Value** | **Level** | **Teaching Block** | **Pre-requisites** | **Full Time** | **Part Time** |
| Classical Social Theory in a Contemporary World | SO4007 | 30 | 4 | 1 & 2 | | | |
| Introduction to Research Methods\r | SO4006 | 30 | 4 | 1 & 2 | | | |
| Social Selves | SO4003 | 30 | 4 | 1 & 2 | | | |
| Violence, Transgression and Society | CM4004 | 30 | 4 | 1 & 2 | | | |
| **Optional Modules** | | | | | | | |

| Level 5 | | | | | | | |
|---|---|---|---|---|---|---|---|
| **BSc (Hons) Sociology** | | | | | | | |
| **Core modules** | **Module code** | **Credit Value** | **Level** | **Teaching Block** | **Pre-requisites** | **Full Time** | **Part Time** |
| Researching Race and Ethnicity | SO5009 | 30 | 5 | 1 & 2 | | | |
| Social Justice and Social Movements | SO5014 | 30 | 5 | 1 & 2 | | | |
| **Optional Modules** | | | | | | | |
| Creative Societies and Fashion | SO5015 | 30 | 5 | 1 & 2 | None | | |
| Crime and media | CM5009 | 30 | 5 | 1 & 2 | None | | |
| Globalisation and Social Change | SO5013 | 30 | 5 | 1 & 2 | None | | |
| Securing Human Rights: Contemporary Themes and Issues | PO5004 | 30 | 5 | 1 & 2 | None | | |
| Youth, Crime and Deviance | CM5005 | 30 | 5 | 1 & 2 | None | | |

| Level 6 | | | | | | | |
|---|---|---|---|---|---|---|---|
| **BSc (Hons) Sociology** | | | | | | | |
| **Core modules** | **Module code** | **Credit Value** | **Level** | **Teaching Block** | **Pre-requisites** | **Full Time** | **Part Time** |
| Criminology/sociology Dissertation | SO6029 | 30 | 6 | | None | | |

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|---|---|---|---|---|---|---|---|---|
| Criminology/sociology Extended Dissertation | SO6028 | 60 | 6 | 1 & 2 | None | | |
| Gender and Society | SO6031 | 30 | 6 | 1 & 2 | None | | |
| **Optional Modules** | | | | | | | |
| Applied Criminology/Sociology: Work and Volunteering | SO6027 | 30 | 6 | 1 & 2 | None | | |
| Consumption, Cultural Practices and Tastes | SO6030 | 30 | 6 | 1 & 2 | None | | |
| Crimes of the Powerful: Corporations, the State and Human Rights | PO6013 | 30 | 6 | 1 & 2 | None | | |
| Migration and Social Transformation | SO6022 | 30 | 6 | 1 & 2 | None | | |
| Risk and Crime | CM6019 | 30 | 6 | 1 & 2 | None | | |
| Special Topics in Society | SO6026 | 30 | 6 | 1 & 2 | None | | |

## BSc (Hons) Sociology with Foundation Year

## D. Principles of Teaching, Learning and Assessment

This field has been developed with the KU Curriculum Design Principles in mind. The majority of the course team are either academic researchers and/or are involved in policy and evaluation related professional activities. These research activities play a major part in informing the course design and curriculum content. Current staff research interests include religion, identity, gender, critical animal studies, domestic cultures, social inequalities, fashion, consumption, migration and war. Staff also engage widely with the research and development of ideas in teaching and learning in Higher Education and into wider pedagogic issues which then feeds through to support student learning and engagement in the programme.

The curriculum content has a clear structure of progression as students gain a firm grounding in sociology at level 4, move to advance and specialise their study at level 5 and focus on deepening their own independent sociological interests and research skills at level 6. This curriculum progression is mirrored in the teaching and learning strategy. Modules embrace a variety of teaching formats (usually with a 3 hour workshop envelope) which include lectures, discussions, class exercises, labs and research skills, and online support through Canvas. As well as providing a platform for the delivery of information, Canvas also affords opportunities for interactive online learning via tutorials, practice materials and student work groups. In this respect technology is used to enhance learning as and where appropriate. In addition, workshops include the use of software programmes for research that enhance project management, data collection and analysis. Student's learning outside the classroom is encouraged through fieldwork exercises, reflection on real-world experiences, peer assisted

learning, guided reading and independent study. Canvas is an important support resource here too. Personal tutorials are also available to students by appointment. At level 4 teaching provides students with a clear structure and guidance for their learning; as they progress through levels 5 and 6 greater emphasis is placed on the supervision of students' independent learning. The course is designed to be student centred, accessible and inclusive throughout. Indeed respectful reflection within the student group on diversity of socio-cultural experiences is encouraged as a relevant part of sociological disciplinary practice.

The course assessment strategy ensures that all modules have explicit formative opportunities, including self-evaluation, for practice and constructive 'feed forward' which are designed to help students reach their full potential in the summative assessment. Particular examples of this include workshop sessions working through practice questions, peer critiquing drafts, seminar presentations, research report outlines and progress reports. Through formative assessments students develop a critical awareness of their own work and learning progress; and at the same time foster skills of critical evaluation of the work of others. During the course students are taught how to receive and make positive use of feedback and also how to give feedback to others in a constructive manner. Summative assessments take a variety of forms which include both traditional academic assignments (for example, essays and exams) and assignments that reflect skills and tasks directly relevant to employability (for example, report writing and oral presentations). In addition, students may demonstrate their learning via formats applicable to contemporary real world settings such as blogs and posters. Expression of learning in these newer formats means that students gain an understanding that the relevance and application of sociological ideas are not confined to formal modes of academic discourse. The ability of students to work as team members is tested as well as their capacity to deliver outputs independently. As with the design for progression towards more autonomous learning in the curriculum and the teaching and learning strategy, so the assessment strategy moves from structured assignments at level 4 to more student-directed research assignments at levels 5 and 6.

Care is taken by level tutors and the course team to minimise summative assessment bunching or peak loading of formative assessments. All assessments in the programme are reviewed by the course team to ensure level parity and prevent overlap or duplication prior to being sent to External Examiners for comment.

### E. Support for Students and their Learning

Students are supported by:
- A module leader and staff team for each module who takes responsibility for the teaching and learning experience of all those students registered and who monitors their progress, motivates their learning, monitors their performance and attendance, provides feedback and is responsible for their final grading. As well timetabled classes, students can arrange to have individual tutorials with staff for extra support.
- A year tutor to oversee modules across the year and to provide for the integration of student experience and cohort identity across the year
- A Head of Department to help students understand the coherence of the programme structure, the regulations and to advise on requests for programme change and Study Abroad.
- A Personal Tutor Scheme that has been designed to support students in the development of their academic skills by providing appropriate advice and guidance to students throughout their studies with the purpose of helping them become self-reliant and confident self-reflective learners. The one-to-one relationship with a personal tutor throughout a student's undergraduate career is a key element in the monitoring of their progress across their course. In the first year personal tutors are

particularly important in helping students make the transition to higher education and the demands of more independent learning by encouraging self-reliance and boosting confidence. In the second and third year the personal tutor is there for students to guide them through their study programme choices, to work with them on making the best use of their feedback and to play an active role in planning their post-graduation future.

- Support Needs Tutor to ensure students with Statement of Support Needs (SoSNs) are able to fully access the teaching and learning experience offered by the programme and linked directly to the university Dyslexic and Disability Office which deals with the assessment of all support needs.
- An Academic Misconduct Tutor to monitor plagiarism and provide support for students who have been found to have infringed the regulations and have incurred penalties.
- Technical support to advise students on IT and the use of software. The Canvas virtual learning environment provides excellent opportunities for designing and delivering a wide range of innovative technology enhanced tools to enable students to link their personal digital worlds to public academic worlds, often via their own mobile technologies.  Audio and visual materials are both used for interactive classroom teaching.  Online portfolios are linked to the personal development profiles.  Online grading and feedback is a feature of the assessment process.
- A designated Course Administrator for the field and the Department who provides a first port of call to all students who have queries or concerns about the scheduling and administration of their modules.
- An induction week at level 4 for all new students and re-induction sessions for students entering levels 5 and 6.
- Staff Student Consultative Committee (SSCC) which meets in each teaching block and is an important forum for student representatives to discuss openly and freely all issues concerning their experience of the design and delivery of their course. These are then reported back to the Departmental Board of Studies, where students are also in attendance, and also to the Faculty-wide SSCC where input from all fields is discussed and taken to the main Faculty Board of Studies. Students have training and gain valuable experience of chairing and participating in formal committee meetings through this forum, which provides a key role in course developments and monitoring.
- Canvas – a versatile on-line intranet learning environment supports learning.  It is a repository of course materials which students can access throughout their modules.  It provides opportunities for interactive engagement with course materials and with peers engaged on the same module. Tutor feedback on assessments is also delivered on-line.
- Centre for Academic Skills and Employability (CASE) - A substantial study skills centre that provides academic and employability skills support. It is a key referral point for students who have been identified by tutors as needing additional support with their academic skills. Students are also able to volunteer as peer assisted learning (PAL) tutors in CASE.
- Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
- Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support, etc.
- Disabled student support services.
- The Students' Union which provides a wide range of student services and works closely with academic staff in ensuring that students can access ambassador and representative training as well as volunteering opportunities.

- KU Talent - careers and employability service, academics work closely with the service to ensure that presentations, workshops and training sessions are closely tailored to relevant employment sectors for sociologists.

## F. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision.  These include:
- External examiners
- Boards of study with student representation
- Annual review and development
- Periodic review undertaken at the subject level
- Student evaluation
- Moderation policies

## G. Employability and work-based learning

 As mentioned above, this course is structured around the view that sociology is relevant to contemporary life and this includes the work place. The degree programme has a number of features embedded in its curriculum and structure to enhance students' career prospects. These include the development of key transferrable skills and attitudes relevant to a number of employment settings such as team working, leadership, self-motivation, working independently, competencies in project planning, managing data sets, critically evaluating information, interpreting data, and the use of various modes of written and oral communication. Students are encouraged by Personal Tutors to keep a record of their career ambitions and the skills they are developing to achieve their aims. Students are also encouraged to engage in extra-curricula activities and events organised by KU Talent, the University's careers and employability service. These include advice on CV formats, preparing job applications, preparing for interviews, networking, business etiquette, etc.
 Apart from the development of skills and attitudes relevant to employment, level 6 students also have an opportunity to directly apply their sociological knowledge to the work place through the Applied Sociology module (SO6027). This provides an opportunity for students to undertake a placement in an organisation of their own arranging, engage in fieldwork and then develop a sociological interpretation and evaluation of their experience.
 Sociology graduates are well placed to enter careers involving social research, social policy formation and administration, human resources, teaching, and social commentary and analysis. Employers of sociology graduates include local and national government, educational establishments, media organisations, advocacy organisations, health and welfare services.

***Work-based learning, including sandwich courses and higher or degree apprenticeships***

Work and community placements and residencies are actively encouraged. Guidance is provided to help students source and secure such opportunities. Placements/residences allow students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice. At level 6 students can apply for

the module SO6015 Sociology Placement that specifically includes a sociological analysis within a work or community setting.

## H.  Other sources of information that you may wish to consult

Subject benchmarks for Sociology:
 https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-sociology.pdf?sfvrsn=6ee2cb81_4
British Sociological Association:
http://www.britsoc.co.uk/
The Social Research Association
http://the-sra.org.uk/
Kingston University website
http://www.kingston.ac.uk/

## I.  Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course.  It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

| Module Code | | Level 4 | | | | Level 5 | | | | | | | Level 6 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | SO4003 | CM4004 | SO4007 | SO4006 | PO5004 | SO5013 | SO5009 | SO5014 | SO5015 | CM5009 | CM5005 | SO6031 | SO6029 | SO6028 | SO6030 | SO6022 | SO6026 | SO6027 | CM6019 | PO6013 |
| Knowledge & Understanding | A2 | S | S | S | | S | | S | S | | S | S | S | | S | S | S | S | S | S | S |
| | A1 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |
| | A8 | | | S | S | | | S | S | | | | | | | | | | | | |
| | A7 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |
| | A6 | | | S | | | | S | | | | S | | S | S | | | | S | | |
| | A5 | | S | S | | S | S | S | S | S | S | S | S | | | S | S | S | | S | S |
| | A4 | | S | S | | S | S | S | S | S | S | S | S | | | S | S | S | | S | S |
| | A3 | | S | | | S | S | | | | | S | | | | | | | | | S |
| Intellectual | B4 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |

| Skills | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Skills** | B3 | S | S | S | | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |
| | B2 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |
| | B1 | S | S | S | | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |
| **Practical Skills** | C6 | S | S | S | | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |
| | C5 | | | S | | | S | | | | | S | S | | | | S | | | | |
| | C4 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |
| | C3 | | | S | S | | S | | | | S | | S | S | | | | | S | S | |
| | C2 | | | S | S | | S | | | | | S | S | | | | | | S | S | |
| | C1 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |
| | C7 | | S | S | | | | S | S | S | S | | | | | S | | | | | |

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**