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**Programme Specification**

**Title of Course: BSc Sociology**

**Date Specification Produced: 18 October 2012**

**Date Specification Last Revised: 21 August 2018**

This Programme Specification is designed for prospective students, current students, academic staff and potential 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 he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in Student Handbooks and Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Title:** | BSc (Hons) Sociology |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** | Penrhyn Road |
| **Programme Accredited by:** | N/A |

**SECTION2: THE PROGRAMME**

1. **Programme Introduction**

Sociology as an academic discipline seeks to provide a unique understanding of the relationship between individuals, and the social structures and contexts which they inhabit. This understanding is based on a combination of careful theorising and empirical investigation at both micro and macro levels of analysis. The sociology programme at Kingston provides students with a thorough grounding in the major conceptual perspectives of classical and contemporary social theorists. It also equips them with the methodological awareness and skills required to collect and interpret social evidence, thereby enabling them to critically evaluate sociological explanations for themselves.

The course is underpinned by the view that sociology is a lively discipline which is very relevant to contemporary life. Whether it be in terms of engaging with the world in an informed manner, understanding personal life experiences or directly addressing social issues in a range of settings, sociology has a great deal to offer. This view is embedded in the structure of the degree which takes students through three stages of sociological training: In the first year students gain the conceptual and practical foundations of the discipline. They develop their capacity to think sociologically and the fundamental skills to practice social research. Students are introduced to the breadth of sociological enquiry as they consider the application of the discipline in a wide range of areas. By the end of the first year students will have acquired a ‘sociological imagination’. In the second year, students begin to take on more independent academic work and start to foster depth of learning and expertise. Students are offered a choice of modules based on specialist research interests in the Department and wider Faculty. This means that students encounter the latest research findings and engage with current academic debates as staff use their own research to inform their teaching. Research informed teaching is matched by research informed learning as students also carry out their own empirical work under the careful supervision of the staff team. By the end of the second year students will therefore have established a confident identity as developing sociologists. In the third year, students’ knowledge and skills are honed by study and research in their chosen areas of specialism. Students are encouraged to undertake a substantial piece of independent research in which they apply sociological perspectives in an appropriate manner to academic questions or real world problems. Additionally, students have an opportunity to engage in sociological reflection as part of a community or work based learning module. Students are also given opportunities to think about their personal development as sociologists and consider how their training might be applied to further study or enhanced career prospects.

In sum, on completion of the sociology programme, our students will have developed an understanding and ability to apply sociological knowledge to the world around them. In addition, as well as subject specific knowledge, students will have acquired a comprehensive range of key transferable skills in communication, information technologies, numeracy, data collection and analysis, independent learning and team work which will mean they are well prepared to apply for a range of careers in social research, and in social and people-orientated professions.

1. **Aims of the Programme**

The main aims of the minor field are to:

* Introduce students from a wide range of backgrounds to the discipline of sociology as an academic subject.
* Provide students with a broad theoretical awareness and understanding of key sociological concepts, theories and perspectives.
* Equip students with core competencies in social research methods.
* Encourage students to reflect on their own lives and apply sociological perspectives to interpret their experiences.
* Establish a sound foundation in key transferable skills from which students are enabled to develop career paths in general graduate posts.

Additional aims of the half field are to:

* Deepen students’ knowledge and critical understanding of the theoretical concepts and perspectives used by sociologists.
* Extend students’ knowledge of specialist fields within the discipline of sociology.
* Develop students’ awareness of the application of social research skills in sociological enquiry.

Additional aims of the major field are to:

* Afford students the opportunity to put a range of research and practical skills into practice.
* Prepare students for a wider range of opportunities for further specialised study.

Additional aims of the full field are to:

* Enable students to complete a sociological research project independently, encompassing primary and secondary data analysis.
* Provide students with an opportunity to undertake an extended piece of sociological writing.
* Develop students’ further awareness of the relationship between theoretical and empirical material.

1. **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 (2016) and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), 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 table below indicates which subject specific learning outcomes are expected to be achieved by students studying sociology as their minor, half, major or full discipline.

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| Programme Learning Outcomes | | | | | | | | |
|  | Knowledge and Understanding  On completion of the course students will be able to: | |  | Intellectual skills  On completion of the course students will be able to: | |  | Subject Practical skills  On completion of the course students will be able to: | |
| A1 | Describe and evaluate a range of concepts and theoretical approaches within sociology and evaluate their application. *Minor/half/major/full.* | | B1 | Assess the merits of competing explanations of human behaviour, social situations and events. *Minor/half/major/full.* | | C1 | Construct appropriate sociologically informed questions. *Minor/half/major/full.* | |
| 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.* | | B2 | Evaluate and synthesize the results of information and evidence from a variety of sources. *Minor/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.* | |
| A3 | Understand and evaluate the issues and problems involved in the use of comparison in sociology. *Major/full.* | | B3 | Critically evaluate social theories with respect to reasoning and evidence. *Minor/half/major/full.* | | C3 | Select and use appropriate research tools. *Half/major/full.* | |
| A4 | Describe and analyse a range of social structures and their relationship to individual and groups. *Minor/half/major/full.* | | B4 | Evaluate competing explanations and draw reasoned conclusions. *Minor/half/major/full.* | | C4 | Investigate sociologically informed explanations. *Half/major/full.* | |
| A5 | Examine the processes that underpin social change and social stability in a variety of social situations. *Minor/half/major/full.* | |  |  | | C5 | Analyse the ethical implications of social research in a variety of applied research settings. *Half/major/full.* | |
| A6 | Understand and evaluate a range of research strategies and methods and assesses their application. *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.* | |
| A7 | Evaluate the relationship between sociological arguments and evidence in a range of contexts. *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.* | |
| A8 | Articulate and analyse the distinctive role of social theory in providing coherent descriptions of social reality. *Minor/half/major/full.* | |  |  | |  |  | |
| Key Skills | | | | | | | | |
|  | Self Awareness Skills | |  | Communication Skills | |  | Interpersonal Skills | |
| AK1 | Take responsibility for own learning and plan for and record own personal development | | BK1 | Express ideas clearly and unambiguously in writing and the spoken work | | CK1 | Work well with others in a group or team | |
| AK2 | Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | | BK2 | Present, challenge and defend ideas and results effectively orally and in writing | | CK2 | Work flexibly and respond to change | |
| AK3 | Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | | BK3 | Actively listen and respond appropriately to ideas of others | | CK3 | Discuss and debate with others and make concession to reach agreement | |
| AK4 | Work effectively with limited supervision in unfamiliar contexts | |  |  | | CK4 | Give, accept and respond to constructive feedback | |
|  |  | |  |  | | CK5 | Show sensitivity and respect for diverse values and beliefs | |
|  | Research and information Literacy Skills | |  | Numeracy Skills | |  | Management & Leadership Skills | |
| DK1 | Search for and select relevant sources of information | | EK1 | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | | FK1 | Determine the scope of a task (or project) | |
| DK2 | Critically evaluate information and use it appropriately | | EK2 | Present and record data in appropriate formats | | FK2 | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | |
| DK3 | Apply the ethical and legal requirements in both the access and use of information | | EK3 | Interpret and evaluate data to inform and justify arguments | | FK3 | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary | |
| DK4 | Accurately cite and reference information sources | | EK4 | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | | FK4 | Motivate and direct others to enable an effective contribution from all participants | |
| DK5 | Use software and IT technology as appropriate | |  |  | |  |  | |
|  | Creativity and Problem Solving Skills | |  |  | |  |  | |
| GK1 | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems | |  |  | |  |  | |
| GK2 | Work with complex ideas and justify judgements made through effective use of evidence | |  |  | |  |  | |
| Teaching/learning methods and strategies | | | | | | | | |
| The range of learning and teaching strategies includes  Lectures  Seminars  Workshops  Directed reading  Supervisory tutorials  Data collection and analysis | | | | Class exercises  On-line support  Fieldtrips and fieldwork  Learning is supported via Canvas (VLE). | | | | |
| Assessment strategies | | | | | | | | |
| A range of assessment strategies are employed in the programme. Indicative strategies include:  Essay (summative)  Essay plans (formative)  Seen and Unseen examinations (summative)  Class test (summative)  Qualitative research methods exercises (summative)  Statistical analysis exercises (summative)  Workshop exercises (formative) | | Blogs (formative)  Draft literature analysis (formative)  Critical book/article review (formative and summative)  Dissertation proposal (formative)  Dissertation (summative)  Extended dissertation (summative) | | | Research project (summative)  Research report outline (formative)  Research proposal (formative)  Critical reflection paper (formative and summative) | | | Presentation plan (formative)  Group and individual oral presentations (formative and summative)  Conference presentation (summative) |

1. **Entry Requirements**

The minimum entry qualifications for the programme are:

From A levels: 112 points for single honours

112-128 points depending on combination for joint honours

A’levels may be in any discipline. General Studies is accepted when one of three

A’levels

BTEC: Distinction, Distinction, Merit.

Access Diploma: Pass

Plus: GCSE (A\* - C): Mathematics and English Language

A minimum IELTS score of 6.5 overall (with at least 5.5 in each element), TOEFL 88 overall (with at least 17 in listening and writing, 18 in reading and 20 in speaking), or equivalent is required for those for whom English is not their first language.

1. **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.

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| **Level 4** | | | | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **%**  **Written exam** | **% practical exam** | **%**  **course-work** | **Teaching Block** |
| Contemporary Issues in Sociology | SO4004 | 30 | 4 | 0 | 15 | 85 | 1 & 2 |
| Researching Everyday Life | SO4005 | 30 | 4 | 0 | 0 | 100 | 1 & 2 |
| Social Selves | SO4003 | 30 | 4 | 60 | 0 | 40 | 1 & 2 |
| Violence, Transgression and Society | CM4004 | 30 | 4 |  | 0 | 100 | 1 & 2 |
| Single honours students must take SO4004, SO4005, SO4003 and CM4004.  Half field students (except in combination with Psychology) must take SO4004, SO4005.  Sociology and Psychology half field students must take SO4004 and SO4003.  Minor field students must take SO4004.  This course permits progression from Level 4 to Level 5 with 90 credits at Level 4 or above.  Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education. | | | | | | | |

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| **Level 5** | | | | | | | | | | | | | | | | |
| **Compulsory modules** | **Module code** | | | **Credit**  **Value** | | **Level** | | **%**  **Written exam** | | **% practical exam** | | **%**  **course-work** | | **Teaching Block** | |  |
| How to Change the World | SO5011 | | | 30 | | 5 | | 60 | | 0 | | 40 | | 1 & 2 | |  |
| Researching Race and Ethnicity | SO5009 | | | 30 | | 5 | | 0 | | 0 | | 100 | | 1 & 2 | |  |
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| **Option modules†** |  | | |  | |  | |  | |  | |  | |  | | **Pre-requisites** |
| Globalisation and Social Change | SO5013 | | | 30 | | 5 | | 50 | | 0 | | 50 | | 1 & 2 | | None |
| Youth, Crime and Deviance | CM5005 | | | 30 | | 5 | | 50 | | 0 | | 50 | | 1 & 2 | | None |
| Policing and Punishment | CM5006 | | | 30 | | 5 | | 70 | | 30 | | 0 | | 1 & 2 | | None |
| Securing Human Rights: Contemporary Themes & Issues | PO5004 | | | 30 | | 5 | | 0 | | 0 | | 100 | | 1 & 2 | | None |
| Slavery and Emancipation | PO5007 | | | 30 | | 5 | | 0 | | 0 | | 100 | | 1 & 2 | | None |
| †Subject to availability  Single honours students must take SO5011 and SO5009 plus two others.  Half field students must take SO5011 plus one other.  Major field students must take SO5011 and SO5009 plus one other.  Minor field students must take SO5011.  Progression to level 6 requires completion of the three core modules plus one option module.  Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Diploma of Higher Education. | | | | | | | | | | | | | | | | |
| **Level 6** | | | | | | | | | | | | | | | | |
| **Compulsory modules** | | **Module code** | **Credit**  **Value** | | **Level** | | **%**  **Written exam** | | **% practical exam** | | **%**  **course-work** | | **Teaching Block** | |  | |
| **Group A:** | |  |  | |  | |  | |  | |  | |  | |  | |
| Social Intersections: Gender, Race and Class | | SO6014 | 30 | | 6 | | 0 | | 0 | | 100 | | 1 & 2 | | None | |
| Sociology Dissertation | | SO6016 | 30 | | 6 | | 0 | | 0 | | 100 | |  | | None | |
| **Group B:** | |  |  | |  | |  | |  | |  | |  | |  | |
| Sociology Extended Dissertation | | SO6024 | 60 | | 6 | | 0 | | 25 | | 75 | | 1 & 2 | | None | |
| **Option modules†** | |  |  | |  | |  | |  | |  | |  | | **Pre-requisites** | |
| Applied Sociology: Work and Volunteering | | SO6025 | 30 | | 6 | | 0 | | 30 | | 70 | | 1 & 2 | | None | |
| The Politics of Crime in the Black Atlantic | | CM6011 | 30 | | 6 | | 0 | | 40 | | 60 | | 1 & 2 | | None | |
| Migration and Social Transformation | | SO6022 | 30 | | 6 | | 50 | | 0 | | 50 | | 1 & 2 | | None | |
| Crimes of the Powerful: Corporations, the State and Human Rights | | PO6013 | 30 | | 6 | | 0 | | 0 | | 100 | | 1 & 2 | | None | |
| †Subject to availability  Single honours students must take core Group A: SO6014 and SO6016 plus two modules from the list of option modules; OR SO6014, SO6024 and one module from the list of option modules.  Half field students must take two modules from core Group A and/or the list of option modules.  Major field students must take three modules from the core Group A and/or the list of option modules.  Minor field students must take one module core Group A and/or the list of option modules.  MAJOR, HALF FIELD and MINOR STUDENTS who wish to take SO6025 and/or SO6016 can take one Placement / Dissertation module only and may not take a Placement / Dissertation in their other field if choosing one in Sociology  Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Bachelors honours degree.  The diagrams below illustrate the pathway through each degree for sociology single and joint honours programmes. | | | | | | | | | | | | | | | | |

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| **Sociology Single Honours** | | | | |
| **Level 4** |  | **Level 5** |  | **Level 6** |
| All of the following:  SO4004  SO4005  SO4003  CM4004 |  | All of the following:  SO5011  SO5009 |  | **Group A**  SO6014  SO6016  Plus two modules from the list of options issued for the academic year  OR  **Group A**  SO6014  **Group B**  SO6024 |
|  |  | Plus two module from the list of options issued for the academic year |  | Plus one module from the list of options issued for the academic year |

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| **Sociology Joint Honours (Half Field)** | | | | |
| **Level 4** |  | **Level 5** |  | **Level 6** |
| All of the following (except if in combination with Psychology):  SO4004  SO4005 |  | SO5011 |  | Two 30 credit modules from the list of modules issued for the academic year |
| All of the following if in combination with Psychology:  SO4004  SO4003 |  | Plus one module from the list of options issued for the academic year |  | Two 30 credit modules from the list of modules issued for the academic year |

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| **Sociology Joint Honours (Major Field)** | | | | |
| **Level 4** |  | **Level 5** |  | **Level 6** |
| All of the following:  SO4004  SO4005 |  | All of the following:  SO5011  SO5009 |  | Three 30 credit modules from the list of modules issued for the academic year. |
|  |  | Plus one module from the list of modules issued for the academic year |  |  |

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| **Sociology Joint Honours (Minor Field – Major in Psychology only)** | | | | |
| **Level 4** |  | **Level 5** |  | **Level 6** |
| SO4004 |  | SO5011 |  | One module from the list of 30 credit modules issued for the academic year |

1. **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, public understandings of science, 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 minimize 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.

1. **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 twice 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.

1. **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

1. **Employability Statement**

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 (SO6025). 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.

1. **Approved Variants from the Undergraduate Regulations**

There are no variants to the Undergraduate Regulations.

1. **Other sources of information that you may wish to consult**

Subject benchmarks for Sociology:

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-Sociology.aspx>

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/>

**Development of Programme Learning Outcomes in Modules**

This map identifies where the programme learning outcomes are assessed across the modules for this programme. It provides an aid to academic staff in understanding how individual modules contribute to the programme aims, and a means to help students monitor their own learning, personal and professional development as the programme prog0resses and a checklist for quality assurance purposes. Include both core and option modules.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **Level 4** | | | | **Level 5** | | | | | |  | **Level 6** | | | | | | |
|  | **Module Code** |  | SO4004\* | SO4005\* | SO4003\* | CM4004\* | SO50011\* | SO5009\* | SO5013\* | CM5005 | CM5006 | PO5004 | PO5007 | SO6024\* | SO6014\* | SO6025 | CM6011 | SO6016\* | SO6022 | PO6013 |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S |
| A2 | F/S |  |  | F/S | F/S | F/S |  | F/S | F/S | F/S | F/S |  | F/S | F/S | F/S |  | F/S | F/S |
| A3 | F/S |  |  |  |  | F/S | F/S | F/S | F/S | F/S | F/S |  | F/S |  |  |  |  |  |
| A4 | F/S |  | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S |  | F/S | F/S | F/S | F/S | F/S | F/S |
| A5 | F/S |  | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S |  | F/S | F/S | F/S |  | F/S |  |
| A6 |  | F/S |  |  |  | F/S |  | F/S |  |  |  | F/S |  |  |  | F/S | F/S | F/S |
| A7 | F/S | F/S |  | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S |
| A8 | F/S |  | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S |
| **Intellectual Skills** | B1 | F/S |  | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S |
| B2 |  | F/S |  | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S |
| B3 | F/S |  | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S |
| B4 | F/S |  | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S |
| **Practical Skills** | C1 |  | F/S | F/S | F/S | F/S | F/S |  |  | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S |
| C2 |  | F/S |  |  | F/S | F/S | F/S |  | F/S | F/S | F/S | F/S |  | F/S | F/S | F/S | F/S | F/S |
| C3 |  | F/S |  |  | F/S | F/S |  | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S |
| C4 | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S |
| C5 |  |  |  |  | F/S | F/S |  |  | F/S |  |  | F/S |  |  |  | F/S | F/S | F/S |
| C6 | F/S |  | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S |
| C7 |  |  |  | F/S | F/S |  |  | F/S | F/S |  |  | F/S | F/S | F/S | F/S | F/S | F/S | F/S |
| **Transferable Skills:**  **Self awareness skills** | | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S |
|  | **Communication skills** | | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S |  | F/S | F/S | F/S | F/S | F/S | F/S | F/S |
|  | **Interpersonal skills** | | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S |
|  | **Research and information literacy skills** | | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S |
|  | **Numeracy skills** | |  | F/S |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Management and leadership skills** | | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S |
|  | **Creativity and problem solving skills** | | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S |

**S**  indicates where a summative assessment occurs.

**F** indicates where formative assessment/feedback occurs.

\*Core modules.

**Technical Annex**

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| **Final Award(s):** | *BSc (Hons) Sociology* |
| **Intermediate Award(s):** | *Cert HE, Dip HE, Ordinary degree* |
| **Minimum period of registration:** | *Three years full-time, six years part-time* |
| **Maximum period of registration:** | *Six years full time, 12 years part time* |
| **FHEQ Level for the Final Award:** | *Honours* |
| **QAA Subject Benchmark:** | *Sociology (2007)* |
| **Modes of Delivery:** | *Full time and part time* |
| **Language of Delivery:** | *English* |
| **Faculty:** | *Faculty of Business and Social Sciences* |
| **School:** | *Social and Behavioural Sciences* |
| **JACS code:** | *L300* |
| **UCAS Code:** | *L300* |
| **Course Code:** | *HFFKUDH3F* |
| **Route Code:** | *HFSOC* |
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