C13

Programme Specification for BA (Hons) Sociology

1.	**Awarding institution/body**	University of Worcester
2.	**Teaching institution**	University of Worcester
3.	**Programme accredited by**	N/A
4.	**Final award**	BA Hons
5.	**Programme title**	Sociology
6.	**Pathways available**	Single, major, joint, minor
7.	**Mode and/or site of delivery**	Standard taught programme
8.	**Mode of attendance**	Full time and part time, some modules may be offered in the evening
9.	**UCAS Code**	Single Honours: Sociology BA Hons: L300 Joint Honours: Criminology and Sociology: L301 Education Studies/Sociology: XL33 History/Sociology: VL13 Human Geography & Sociology: LL7H Media & Culture/Sociology: LP33 Politics: People & Power and Sociology: LL23 Psychology/Sociology: CL83 Sociology/Sports Studies: LC36 See *UCAS website*
10.	**Subject Benchmark statement and/or professional body statement**	Sociology (2007) QAA Subject Benchmark Statement
11.	**Date of Programme Specification preparation/ revision**	January 2013 April 2014 – JOIN coded modules added to Level 6 JH options. August 2014 and October 2014 – regulations amended June 2015 – SOCG1102 removed and MECS1007 added to the award map. October 2015 – Independent Study module codes changed from SOCG3101/3102 to SOCG3001/3002. January 2016 – New modules added SOCG2111 and SOCG3114. SOCG2108 and SOCG3109 removed. June 2016 – New module SOCG1108 and shared module MECS1003 added. SOCG1104 and MECS1007 removed.

12.   Educational aims of the programme

The Sociology degree offers students an opportunity to explore and understand the changing social world. The course aims to do this through the examination of Sociological concepts, theories and methods and their application to social life. In particular, the Sociology course at Worcester seeks to engage with key issues facing contemporary societies, with a particular

focus on matters of social division, social inequality and identity. This includes concerns around gender, sexuality, the body and emotions, the debates around 'race', ethnicity, and multiculturalism, the changing nature of work and organisations, as well as families and individuals themselves. It seeks to do this through a critical application of the 'sociological imagination'.

There is also a strong emphasis on supporting student employability through the development of an understanding of 'work' in contemporary society at each level of study, as well as through the acquisition of academic and professional skills valued by employers. Graduates of the programme will thus be able to use their Sociological knowledge and research skills to enhance their opportunities for employment, and to make a contribution to the wider world.

The programme is designed to be responsive to the range of student needs in providing a learning environment that is both challenging and supportive.

The Sociology programme aims to:
- Provide students with a firm and critical grounding in sociological theory, method and research evidence, one that can be applied to contemporary aspects of social life.
- Further an awareness of social context, of social diversity and inequality, and of the nature of social processes which underpin them.
- Recognise the essential characteristics of Sociology as a discipline concerned with the connections between individuals, groups, social practices and societal institutions.
- Promote an understanding of the interrelated roles of theoretical argument and empirical evidence as they are used in sociological work.
- Develop an awareness of the diversity of sociological approaches and thus of the essentially contested nature of sociological knowledge.
- Equip students with the capacity to formulate sociological questions, gather and analyse evidence within a theoretical framework, and thence to conduct their own sociological enquiry.
- Provide students with opportunities to develop personal and transferable skills that can be applied in an organisational and/or community context during the course and in future educational and employment opportunities after graduation. These more general skills include written and oral communication, information technology, time planning and management, and team working as well as personal initiative.
- Promote independence and reflexivity in student learning through a curriculum which over the three levels moves from an emphasis on direction to one based on more autonomous learning.

13.   **Intended learning outcomes and learning, teaching and assessment methods**

<u>Knowledge and understanding</u>:
On successful completion of the course, students will be able to:
- Appreciate the relationship between theory, method and research evidence in selected substantive contexts.
- Understand the social processes underpinning social change
- Demonstrate an awareness of social contexts, social diversity and inequality, and of the nature of social process which underpin them
- Appreciate the nature and use of research methods and methodologies in sociological knowledge and evidence gathering
- Demonstrate an understanding of the interrelated roles of theoretical argument and empirical evidence as they are used in sociological work
- Develop a substantial independent research project of academic weight and validity
- Recognise and communicate the transferrable skills gained from their study within contexts applicable to progression and employability

Examples of learning, teaching and assessment methods used:
- A programme of structured lectures, interactive seminars, group work sessions, individual tutorials and online support which will enable students to engage in discussions of key issues and application of key concepts
- In-depth, self-directed reading and research and tutorial guidance and discussion
- A variety of assessment vehicles including essays, oral presentations, portfolios, briefing papers, reports, group work and research tasks, as well as the final year Independent Study
- Critical self-reflexive and analytical approach to new materials through tutor support, as well as reflecting upon the informal and formal feedback from staff on assessed work

---

Cognitive and intellectual skills:
On successful completion of the course, students will be able to:
- Formulate sociologically informed questions and to demonstrate the ability to investigate and present findings in appropriate formats
- Critically review, evaluate and analyse a range of evidence, competing theoretical perspectives and interpretations
- Develop reasoned argument in the evaluation of evidence
- Conduct sociological research in a preliminary way
- Identify ethical issues in sociological research
- Gather, retrieve and synthesise information
- Develop self-reflexive and analytical approaches to new materials

Examples of learning, teaching and assessment methods used:
- Mandatory and optional modules provide opportunities to address these skills through formal assessments such as portfolios, individual and group oral presentations, essays, reports and independent study work
- Mandatory and optional modules provide opportunities to address these skills though structured seminar activities.
- Researching into specified topic areas, for seminar work as well as formal assessments
- Modules encourage learners to engage in discussion of key issues and application of key concepts
- The acquisition of subject specific skills related to research methods are developed primarily in the mandatory research methods, but also through a number of the option modules at each level of study
- Ethical issues are addressed via the mandatory research methods modules, and also when students engage in formative seminar work, as well as formal assessed work in optional modules
- Formative assessment includes feedback in seminars, workshops, tutorials and lectures which supports students' growing awareness of their skills base
- Receiving and reviewing feedback and taking action on feedback

---

Practical skills relevant to employment including transferable/key skills:
On successful completion of the course, students will be able to:
- Demonstrate knowledge and understanding of the applicability of subject skills
- Deploy their study skills in other contexts
- Utilise new technologies in researching, retrieving, processing and the presentation of information
- Use organisation and research skills
- Begin to develop career plans
- Demonstrate effective oral and written communication in a variety of contexts

- Deploy communication and information technology skills
- Self-manage including time management, planning, motivation and initiative.
- Demonstrate interpersonal and group work skills, including understanding and developing roles in teams via group-work
- Respond in a considered way to different opinions and arguments
- Exhibit personal development planning and responsibility

Examples of learning, teaching and assessment methods used:
- Modules include opportunities for group discussions. Some modules include group assessments
- Self-management skills are experienced through meeting assignment submission deadlines, working with others, the Independent Study and personalised assessment opportunities where students may choose a topic appropriate for Sociology
- Modules include learning outcomes which require students to use an appropriate range of academic sources
- Successfully completing core research methods modules
- Assessments include a wide variety of formats such as essays, briefing papers, reports and reflective diaries
- Produce CVs, obtain knowledge of the labour market in the subject area in a number of modules and with the support of the Careers Service
- Interpersonal and group skills are encouraged and developed through group work activities (assessed and non-assessed) and group assessments
- Presenting written, oral and expressive accounts in a clear, coherent fashion
- Responding to different opinions and arguments within tutorials, seminars and formal assessments

14. Assessment Strategy

The programme is structured on a diet of 120 credits per annum for full-time students.

Each module carries an assessment requirement which is commensurate to the credit allocation and level of study.   Mandatory modules are 30 credits acquired through summative assignments totalling a maximum of 3000 words at Level 4; 4000 words at Level 5; and 6000 words at Level 6. Optional modules are 15 credits acquired through summative assignments totalling a maximum of 2000 words at Level 4; 2500 words at Level 5; and 3000 words at Level 6. Word lengths vary from module to module according to the nature of the tasks involved.

The forms of assessment in Sociology are structured over the three years of the degree to allow students to develop certain transferable skills, such as those of presentation (oral and written), communication, group-work/collaboration and self-reflection. They also enable students to develop the ability to think independently, to formulate and research their own topics and to build on their knowledge and interests. There are formative and summative assignments for each module, with the former focusing on skill acquisition, the learning process and scaffolding the graded work. Summative work is typically assessed at two points in the optional modules and two/three in the mandatory modules, with the shorter assignment of minimum 25% weighting. Advice about assignments is presented in the module outline at the commencement of each module and full direction is given within the context of teaching sessions where teaching and group tasks are specifically designed to provide formative opportunities to practise the skills, competencies, and understanding that will be demonstrated in the summative assessment tasks.

More specifically, at Level 4 students are offered opportunities to explore new and old ideas through assessments that aim to make both the entry into undergraduate level study and the expectations of base level skills of enquiry and analysis at this level less

daunting and achievable. For example, SOCG1101 will provide students with the opportunity to apply ideas in order to explore the contemporary world and in particular two themes, such as identity and work. Furthermore, in this module the assessment has been created so that it builds confidence in working with ideas and evidence, and in planning and carrying out research. The first assessment, a reflective autobiography, allows the students to think not only about themselves as individuals but also about their journey into higher education and links between identity and work. Optional Level 4 modules will provide further opportunities to try other types of assessments including group presentations, bibliographic exercise, drafting and re-drafting work, writing a literature review of a classic sociological text, and an essay.

Level 5 students will be expected to take the insights and skills from Level 4 across the range of modules. SOCG 2100 will take students on a theoretical 'journey' whereby they will be able to debate, contrast and compare classical sociological thought with contemporary insights. Formative seminar exercises will enable students to decipher key texts and then apply in their own summative writing. SOCG 2101 and SOCG2102, the research focussed modules for both Single honours and Joint honours pathways, provide students with an opportunity to investigate theoretical ideas in a practical way in order to prepare them for the Independent Study at Level 6. For example, students will be required to draft a proposal which outlines a rationale for the focus and gives students the chance to 'test' out their idea via a pilot study. Optional modules, at Level 5, allow students to develop some of the assessment skills introduced at Level 4 including essays relating to theoretical content, reports which evaluate a range of topics from consumption in the twenty first century to the practices of work, and a diary on work experience.

The assessment methods at Level 6 are designed to offer students greater opportunities for reflective and critical thinking. Level 6 will allow students to consolidate their experiences across the range of assessments to-date including writing longer worded essays, interview someone who is employed within the work known commonly as 'body work', create manifestos and evaluate policies. Drafting opportunities will be provided within some modules allowing students to have both formal and informal feedback. Unlike Levels 4 and 5, where assessments are often clearly defined for students, at Level 6, they are encouraged to work with their peers and the staff to negotiate topics or foci.

As well as completing summative assessments for each module, all Sociology modules provide students with opportunities to try out their ideas informally at an earlier stage and to get formative feedback on them. For example, for many modules, students are recommended to do a draft or an outline plan first and to obtain formative feedback. In some modules it is actually part of the assessment process that a draft has to be submitted for comment by the tutor.

Students will be made aware at the start of any module what assignments will be required, their nature, their submission dates and the dates by which they will receive formal and/or informal feedback.

In summary, intellectual skills are promoted through lectures and applied by students in seminars, group work, tutorials, online study, independent study and the production of assessments. Additionally assessment requires students to synthesise information, and understand conceptual ideas, as well as appreciate critical perspectives and contextual insights in order to comprehend the relationship between theory and evidence. Students are encouraged to consider and evaluate their own work in a self-reflexive and evaluative manner, whilst considering the sociological debates which underpin their assessment work.

15. Programme structures and requirements

The course is available in full and part-time modes. Students may combine their Courses in different 'Pathways' which include: Single Honours Pathway, in which, from year 1 students can specialise almost entirely in the Sociology course; Joint Pathway in which students take two Courses equally weighted; and Major/Minor Pathways.   For Single Honours students there is an opportunity to select a 30 credit Module from an Elective pathway, for example, World Cultures, Sustainability, Explorations in Education, Healthy Lifestyles, Languages and Business and Social Enterprises. Students can elect to move from Joint to Single Honours following the first year of study.

Sociology is offered across the full range of pathways from Level 5 and Joint or Single Honours at Level 4. Each module is worth 15 credits with the exception of two 30 credit modules at Level 4, two 30 credit modules at Level 5 and the 30 credit Independent Study at Level 6.

C13

Award map

Course Title: Sociology	Year of entry: 2016/17

Level 4						
Module Code	**Module Title**	**Credits (Number)**	**Status (Mandatory (M), Designated (D) or Optional (O))**		**Pre-requisites (Code of Module required)**	**Co-requisites/ exclusions and other notes**
			Single Hons	**Joint Hons**		
SOCG1100	Approaching the Crisis: 21st Century Sociology	30	D	O	None	Excluded combination (SOCG1000)
SOCG1101	Applying Sociology	30	M	M	None	Excluded combinations (SOCG1002, SOCG1001, SOCG1030)
SOCG1103	Family Lives	15	O	O	None	Excluded combination (SOCG1005)
SOCG1105	Democracy? the story of an ideal	15	O	O	None	Excluded Combination POLP1101 (POLP1001, SOCG1007)
SOCG1106	Welfare for All? the story of a dream	15	O	O	None	Excluded combination (SOCG1021)
SOCG1108	Visual Sociology	15	O	O	None	None
MECS1003	Gender and Representation	15	O	O	None	None

Single Honours Requirements at Level 4
Single Honours students must take 120 credits in total, 90 of which must be drawn from the table above to include SOCG1100 (30 credits) and SOCG1101 (30 credits).

Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes, or take additional modules from the table above to the value of 30 credits.

Joint Honours Requirements at Level 4
Joint Honours students must take 60 credits from the table above to include SOCG1101 (30 credits)

Level 5								
Module Code	**Module Title**	**Credits** (Number)	**Status** (Mandatory (M) or Optional (O))				**Pre-requisites** (Code of Module required)	**Co-requisites/ exclusions and other notes**
			SH	**Maj**	**JH**	**Min**		
SOCG2100	Pathways in Sociology	30	M	M	M	M	None	Excluded combinations (SOCG2001, SOCG2002)
SOCG2101	Sociology Research Design & Methods	30	M	M	O	O	None	Excluded combination SOCG2102 (SOCG2002)
SOCG2102	Approaching Sociological Research	15	N/A	N/A	O	N/A	None	Excluded combination SOCG2101 (SOCG2002)
SOCG2103	Constructions of Crime: media representations and policy debates	15	O	O	O	O	None	Excluded combination (SOCG2006)
SOCG2104	People at Work: Sociological Perspectives	15	O	O	O	O	None	Excluded combination (SOCG2018)
SOCG2105	Campaign Power - People, Pressure Groups and Social Debates	15	O	O	O	O	None	Excluded combination (SOCG2022)
SOCG2106	Work Project Module	15	O	O	N/A	N/A	None	Excluded combination SOCG3103, (SOCG3061, SOCG2058)
SOCG2107	Housing, Housing Problems and Homelessness	15	O	O	O	O	None	Excluded combination (SOCG2051)
SOCG2109	'Race' and Ethnicity in Contemporary Britain	15	O	O	O	O	None	Excluded combination (SOCG2056)
SOCG2111	Global Intimacies	15	O	O	O	O	None	None

Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total, 90 of which must be drawn from the table above to include SOCG2100 (30 credits) and SOCG2101 (30 credits).

Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes, or take additional modules from the table above to the value of 30 credits.

Joint, Major and Minor Honours Requirements at Level 5

Students following Joint Honours pathways can adjust their studies at Level 5 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at Levels 5 and 6 – for further information see the table at the end of this document.

Major Pathway Requirements at Level 5

Major Pathway students must take 60 and no more than 90 credits from the table above to include SOCG2100 (30 credits) and SOCG2101 (30 credits).

Joint Pathway Requirements at Level 5

Joint pathway students must take at least 45 credits and no more than 75 credits from the table above to include SOCG2100 (30 credits).

Students intending to complete their Independent Study in this subject must take **either** SOCG2101 (30 credits) **or** SOCG2102 (15 credits)

Minor Pathway Requirements at Level 5

Minor Pathway students must take at least 30 credits and no more than 60 credits from the table above to include SOCG2100 (30 credits)

C13

Level 6								
Module Code	**Module Title**	**Credits** (Number)	**Status** (Mandatory (M) or Optional (O))				**Pre-requisites** (Code of Module required)	**Co-requisites/ exclusions and other notes**
			SH	**Maj**	**JH**	**Min**		
SOCG3001/2	Independent Study	30	M	M	O	N/A	SOCG2101 or SOCG2102	Excluded combination (SOCG3001/2)
SOCG3103	Work Project Module	15	O	O	N/A	N/A	None	Excluded combination SOCG2106, (SOCG2058, SOCG3061)
SOCG3104	Response to Crime: The Justice Process	15	O	O	O	O	None	Excluded combination (SOCG3028)
SOCG3105	Pornography and Modern Culture	15	O	O	O	O	None	Excluded combination (SOCG3034)
SOCG3106	History of Sexuality	15	O	O	O	O	None	Excluded combination (SOCG3040)
SOCG3107	Body & Society	15	O	O	O	O	None	Excluded combination (SOCG3043)
SOCG3108	Extension Module	15	O	O	N/A	N/A	None	Excluded combinations (SOCG3046, SOCG3047)
SOCG3110	'Race', Ethnicity and Education	15	O	O	O	O	None	Excluded combination (SOCG3055)
SOCG3111	Education and The Sociological Imagination	15	O	O	O	O	None	Excluded combination (SOCG3057)
SOCG3112	Risk Society	15	O	O	O	O	None	Excluded combination (SOCG3059)
SOCG3113	Constructing Emotions: social/political perspectives	15	O	O	O	O	None	Excluded combination (SOCG3060)
SOCG3114	Capitalism and Globalisation	15	O	O	O	O	None	None

Single Honours Requirements at Level 6
Single Honours students must take 120 credits from the table above to include **either** SOCG3001 (30 credits) **or** SOCG3002 (30 credits).

Joint, Major and Minor Honours Requirements at Level 6
Students following pathways in two subjects can adjust their studies at Level 6 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at Levels 5 and 6 – for further information see table at the end of this document.

Major Pathway Requirements at Level 6
Major Pathway students must take either 75 or 90 credits from the table above to include **either** SOCG3001 (30 credits) **or** SOCG3002 (30 credits).

Joint Pathway Requirements at Level 6
Joint pathway students must take 45, 60 or 75 credits (to make at least 105 credits over levels 5 and 6 in the subject, and no more than 135 credits over levels 5 and 6 in the subject), from the table above.

Joint pathway students taking their Independent Study in this subject must take **either** SOCG3001 (30 credits) **or** SOCG3002 (30 credits).
Joint pathway students who choose to place their Independent Study (equivalent) in their other joint subject must take 45, 60 or 75 credits from the table above, excluding SOCG3001 and SOCG3002.

Joint pathway students must take one Independent Study (equivalent), either in this subject, in their other joint subject, or take JOIN3001/2 or JOIN3003 where an Independent Study covers both joint subjects.

Minor Pathway Requirements at Level 6
Minor pathway students must take either 30 or 45 credits from the table above.

Credit requirements for awards involving two subjects

In determining whether an award derived from two subjects is Joint Honours (subject 1 **and** subject 2) or Major/Minor Honours (subject 1 **with** subject 2) credits taken in each subject at Levels 5 and 6 will count as follows:

Subject 1	Subject 2	Award
120	120	Joint Hons
135	105	Joint Hons
150	90	Major/minor Hons
165	75	Major/minor Hons
180	60	Major/minor Hons

16.   **QAA and Professional Academic Standards and Quality**

The course reflects the Subject Benchmark statements for Sociology (2007). These articulate the defining principles, nature and scope of the subject as well as the knowledge, understanding and subject skills expected of successful honours graduates in this area. These have been used to craft module learning outcomes and their content, and the learning, teaching and assessment strategies of modules. An online copy is available at
http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Sociology07.pdf

The course is positioned at Level 6 of the FHEQ qualification descriptor. A copy is available at
http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf

17.   **Support for students**

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered support as appropriate to those needs at both University and subject level.

The Sociology Course Team is committed to ensuring that all students are given consideration and support throughout their time at the University of Worcester. Student's transition into University life is assisted by an initial one week's induction programme which through a range of activities introduces students to their course, the staff who will be teaching them and the Institute. Students are for example invited to attend the Institute of Humanities and Creative Arts (IHCA) Freshers' Party in induction week.

During this initial induction week and in the first Worcester Week students are involved in a range of activities which support them in developing an understanding of the expectations of their course, undergraduate study and the University's systems and services. They have talks or tours, for example, which introduce them to the Library and IT facilities, Media Services, the Careers and the Counselling Service. Students are also provided with a brief induction into their second and third year study.

In addition the Institute for Humanities and Creative Arts monitors attendance closely in first year and provides support for first year students through the First Year Tutor system. . This comprises dedicated members of staff who are available during semesters for drop-in sessions.

All students are allocated an academic tutor who will advise them on issues related to their course throughout their study at the University and who monitors their progress. Academic tutor sessions usually take one of two forms: either one-to-one sessions where notes are taken and stored on SOLE, or group based sessions where general points and issues relating to the course are dealt with. Students are invited to meet their academic tutor twice a semester. Tutorials are held on a one-to-one basis during all years of study, but also within the mandatory modules at Levels 4 (*SOCG1101*) and 5 (*SOCG2101 SOCG2102*)

Staff teaching students on module support students through one – to- one and small group tutorials; and provide students with clear indications of when they will be available to see students either on their office door, via email or in module outlines.

Students are further supported through a range of online – support, for example via email or skype tutorials. All modules are supported through the virtual learning environment accessed through Blackboard. The Course Handbook is also available online.

Furthermore, the Course Team liaises with a range of centrally provided support services to ensure that students access all appropriate channels of support, these include for example:

- The <u>Disability and Dyslexia Service</u> within Student Services specialist support on a one to one basis.
- Writing support from the Royal Literary Fund Writers in Residence.
- Writing support for international and EU students from the Language Centre.
- The Students' Union which as an independent charity, devoted to the educational interests and welfare of all students studying at the University, represents student views within the University.

18. Admissions

Admissions Policy

The admissions policy for Sociology seeks to be inclusive, and the course is committed to widening participation to include all groups in society.

Entry requirements

The University's standard entry requirements apply: 4 GCSEs at Grade C or above plus a minimum of 2 and maximum of 3½ A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course are published in the prospectus.

Recognition of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the <u>University webpages</u> or from the Registry Admissions Office (01905 855111).

Admissions procedures

Full-time applicants apply through UCAS (L300 BA/Soc for Single Honours).
A list of codes for Joint Honours combinations is detailed in section 9 above.
Part-time applicants apply directly to University of Worcester (UW)
Applicants may be invited to interview to explore any aspect of their application that may require further clarification.

Admissions/selection criteria

The UCAS application form is used to ensure that the applicant has sufficient academic qualifications and experience to be able to engage with the course.

Applicants may be invited to interview to explore any aspect of their application that may require further clarification.

19. Methods for evaluating and improving the quality and standards of teaching and learning

The Sociology Course Team is committed to a combination of formal and informal methods of Quality Assurance and Enhancement and operates within University and IHCA robust quality mechanisms.

The course team draws upon a range of evidence to reflect upon the quality and standards of the teaching and learning and to write an Annual Evaluation Report (AER). These include:

- External Examiner's reports
- statistical indicators of student progression and achievement
- a range of indicators of student satisfaction including the NSS

Reflection upon this material enables the course team to produce an action plan for future enhancements to the course and student experience.

In writing the AER, the course team benefits of from utilising feedback gathered throughout the academic year from students on their levels of satisfaction with their study experience and the extent to which their learning needs are being met. The mechanisms used for this include the following:

- **Student Academic Representatives (StARs)** - Students elect representatives for each year of the course. Their role is to gather students' opinions about the learning experience and the learning resources available and feed these back to tutors, external examiners and assessors, if required. The course representatives are members of the Course Management Committee and as such have a proactive and significant role in the development of the course.

- **Course Management Committee** - The committee comprises student representatives, course tutors and Information and Learning Services staff from the University of Worcester. Meetings take place once each semester (usually in week 10). An agenda is issued in advance so that representatives can canvass opinion. The records of the meetings are kept and will feed into the annual monitoring process, so that students' views are fed through to the University of Worcester Academic Board.

- **Module evaluation** - At any point during the module students have the opportunity to feedback to module tutors, all modules undertake informal mid-module evaluations. At the end of a module students are asked to complete the University of Worcester module evaluation form. This feedback is anonymous and is intended to give the tutors insight into how to make improvements in the future to that module. The forms are electronically scanned to calibrate student responses and the statistical data, student comments and the module results are all drawn upon by the module co-ordinator in writing their module report. These reports are read by the Chair of the Institute of Humanities and Creative Arts (IHCA) Quality Committee, course leaders and also sent to students on the module. Module evaluation results and reports are discussed at the IHCA Quality Committee, Course Management Committee and in Course / Subject Annual Evaluation Reports.

- **External Examiner** visits aim to include space where students can provide feedback to the External Examiner.

The Sociology team benefits from the culture of engagement around how to enhance teaching and learning within IHCA. The Course Leader sits on the Institute Learning and Teaching Committee; discussions here and within course team meeting and at Institute away days explore ways of enhancing the student experience.

The Course Team participates in a range of Course, IHCA, University and external activities aimed at enhancing the quality and standards of student learning these include:
- University Teaching and Learning Conferences and staff development workshops provided by Educational Development Unit
- IHCA Teaching and Learning Discussion Lunches held at least three times a semester
- Undertaking a Post Graduate Teaching Qualification or HEA Fellowship application
- IHCA training for Hourly Paid Lecturers (HPLs)

- Peer Learning through Observation Scheme
- Attendance and participation at Academic Conferences, HEA events
- An active research culture including seminars, symposiums and conferences held at the University

20.   Regulation of assessment

The course operates under the University's Undergraduate Regulatory Framework

Requirements to pass modules
- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items
- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see Undergraduate Regulatory Framework.

Retrieval of failure
- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

Requirements for Progression
- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less that 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 90 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6
Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.

Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, see the Undergraduate Regulatory Framework.

21. **Indicators of quality and standards**

- **Both the National Student Survey, and individual module evaluation feedback questionnaire statistics**, have verified student satisfaction with Sociology in the last academic year:
  - ✓ It has been noted that out of the 73 single honours BA or BSc Sociology courses in the UK, UW BA Sociology came joint eighth, using as the measure the percentage of students who said they were 'satisfied with the overall quality of the course.'
  - ✓ On the overall measure of satisfaction 'with teaching on my course', students have given it a NSS score of over 4.2 in both 2011 and 2012.
  - ✓ Student comments included: 'Close bond built with tutors in a small but familiar institution. Work assignments are well chosen and intellectually stimulating'; 'Friendly atmosphere, sense of community'; 'The tutors are approachable and so make it easy to speak to if I am struggling' and 'Intellectually stimulating, challenging, gave me the ability to debate and criticise more confidently'.

- **Positive features identified by external examiners for the course are:**
  - ✓ 'The quality of teaching and learning is excellent'
  - ✓ 'Staff putting in a great deal of time and effort to ensure a challenging, theoretically strong and interesting learning environment for students'
  - ✓ 'Excellent feedback and feed-forward provided to students'
  - ✓ 'A good range of innovative units and assessments are available to students'
  - ✓ 'Opportunities for students to discuss issues related to the world of work – at both a practical and theoretical level. This is to be commended.'
  - ✓ 'Assessments which [...] encourage greater learner autonomy'
  - ✓ 'Student centred approach to learning, teaching and assessment practice is very good practice'

- Sociology was the subject of a Periodic Review in May 2009 when full confidence in the quality and standards of the course was achieved.

- 78.26% of our graduates achieved 1st and 2.1 awards in 2011.

- According to the graduate destinations data, 61% of Sociology students were in employment, 13% in voluntary/other unpaid work, and 9% unemployed, while 17% declared 'other' employment circumstances. Out of the cohort of respondents (26), 58.8% were in graduate employment while 41.2% in non-graduate employment.

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which

supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

22. Graduate destinations, employability and links with employers

Graduate destinations
Many Sociology graduates often wish to work with people, although the range of jobs available to sociologists is now extensive. Graduates enter a wide variety of occupations such as social and other forms of welfare work; probation; housing; civil service; police; mass media; accountancy; personnel work; management; teaching and the voluntary sector. Graduates can also choose to pursue further academic study.

Student employability
Sociology at the University of Worcester is a non-vocational course. However, the skills developed are of general applicability to all graduate careers such as awareness of social contexts, critical and reflective thinking, problem solving, time management, independent research skills and oral and written communication skills. Employability is embedded within the Sociology programme, particularly within the mandatory modules at both Levels 4 and 5, where it is addressed directly as a topic of study, but also raises awareness of the range and type of work available to sociology graduates. Additionally, there are a number of modules which address employability such as SOCG2104 module '*People at Work: Sociological Perspectives'* which explores a range of different workplaces as case studies, both small and large, across the public, private and third sectors, and SOCG3107 *'Body & Society'* where the summative assessment requires students to interview someone who is employed in an area that involves 'work on the body'. Further students can take work project modules at either Level 5 or Level 6. The careers service is invited into mandatory modules at Level 5 to highlight their support for students in preparing their CVs, interview skills, as are guest speakers from a variety of professions.

Links with employers
Students are encouraged to take up volunteering opportunities, and internships, offered through the Students Union and with local employers. The students that have undertaken work project modules have participated in a wide range of areas which include the private and public sectors as well as the third (voluntary) sector.

Please note: 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 s/he 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 each module can be found in the module outlines and the course handbook provided to all students at the start of the course. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.