

## Programme Specification for BA (Hons) Sociology

<b>This document applies to Academic Year 2024/25 onwards</b>
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1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	University of Worcester
3.	<b>Programme accredited by</b>	N/A
4.	<b>Final award or awards</b>	BA (Hons)
5.	<b>Programme title</b>	Sociology
6.	<b>Pathways available</b>	Single, major, joint, minor; Sociology with Politics
7.	<b>Mode and/or site of delivery</b>	Standard taught programme
8.	<b>Mode of attendance and duration</b>	Full-time/part-time (3 years full-time and up to 6 years part-time)
9.	<b>UCAS Code</b>	L300
10.	<b>Subject Benchmark statement and/or professional body statement</b>	Sociology: <a href="https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-sociology.pdf?sfvrsn=6ee2cb81_4">https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-sociology.pdf?sfvrsn=6ee2cb81_4</a>
11.	<b>Date of Programme Specification preparation/ revision</b>	Approved July 2023, January 2024 amendment to code for GEOG module

### 12. Educational aims of the programme

Sociology at University of Worcester provides a dynamic and unique focus on contemporary sociological perspectives, research, and challenges, with particular emphasis on work-based learning and the development of graduate employability skills. The Sociology course is rooted in contemporary Sociology, including Digital Sociology, Environmental Sociology, Sociology of Health, Sociology of Emotions, and Political Sociology. Sociology students at University of Worcester will be able to approach the foundational origins of Sociology critically and will also have the opportunity to study Sociology of the Family, Sociology of Crime, Sociology of Religion, Sociology of Knowledge, Sociology of Education, Sociology of "Race," and the Sociology of Gender (and sexuality).

Sociology students are encouraged to consider what it means to be a sociologist from the outset of the course, beginning with the first-year (Level 4) module, *Sociology in Practice*. In taking the module, students will begin to plan their learner journey, learn about research in Sociology and what it means to be socially responsible, and begin to identify a career pathway in preparation for second year (Level 5). In second year, students will study *Sociology: from Origins to Present* and critically trace the origins of Sociology as a discipline. In doing so, students will learn new perspectives in contemporary Sociology, and in combining this with the *Practical Research in Sociology* module, apply them to a research area of their own choosing, or in the case of the *Work Project* module, to the workplace. These prepare students to conduct their own sociological research in the *Dissertation* module in third-year. In addition, with the support of the University of Worcester's Careers & Employability Service, students will develop and build their transferable graduate attributes and employability skills, preparing them as graduates for digital citizenship and a range of career and postgraduate options, including UW's Sociology Master by Research (MRes).

In particular, the Sociology programme aims to:

1. Enable students to critically approach Sociology as a discipline in considering new and diverse methodological, theoretical, and research perspectives and their relation to contemporary areas of sociological concern.

2. Ensure graduates understand how to apply theoretical, methodological, and research perspectives to the social world, complex social processes, and the social construction of identity in different contexts, particularly in relation to intersectionality, diversity, and inequality.
3. Enable students to develop evidence-based arguments that can draw on, and synthesise, a diverse range of primary, qualitative, and quantitative data sources.
4. Empower graduates to critically challenge common sense and taken-for-granted knowledges, systems of “power” and structural discrimination and how they can underpin social interaction, as well as historical and extant patterns of inequality.
5. Provide students with opportunities to map their learner journey, undertake work-based learning, develop UW [Graduate Attributes](#), including social responsibility, reflective and resilient lifelong learning, digital citizenship, problem solving, teamwork and effective communication, and transferable employability skills, and prepare for a career in an area applicable to the sociological insights acquired in the Sociology course.

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

<b>Knowledge and understanding</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
1	Critically evaluate Sociology as a discipline, its classical, current, and emerging theoretical perspectives and research areas	SOCG2115 SOCG2116 SOCG3102
2	Identify how to link relevant sociological methodologies, theory, and research perspectives to a range of contemporary areas of sociological concern	SOCG2116 SOCG3102 All optional Level 6 SOCG modules
3	Apply sociological perspectives to complex social structures, socio-cultural change, social diversity and inequalities, and everyday life	SOCG3102 All optional Level 6 SOCG modules
4	Interpret, deploy, and generate quantitative and qualitative data for the purposes of sociological analysis with due awareness of ethical considerations	SOCG3102
<b>Cognitive and intellectual skills</b>		
5	Critically evaluate “evidence,” primary, qualitative and quantitative data sources in a range of sociological contexts	SOCG2116 SOCG3102
6	Critically analyse a diverse and competing range of sociological, inter- and multidisciplinary perspectives in relation to areas of sociological concern	SOCG2116 SOCG3102 All optional Level 6 SOCG modules
7	Synthesise complex information in developing reasoned and evidence-based arguments	SOCG3102 All optional Level 6 SOCG modules
8	Demonstrate reflexivity in analysing social structures, diversity, and how knowledge is constructed in social contexts	SOCG3102 All optional Level 6 SOCG modules
<b>Practical skills relevant to employment</b>		

9	Use interpretive and synthesising skills in evaluating complex “evidence” and data (whether statistical, oral, written, or visual)	SOCG3102 All optional Level 6 SOCG modules
10	Identify and implement subject knowledge to develop evidence-based arguments that deconstruct common sense, taken for granted, and discriminatory forms of knowledge	SOCG3102 All optional Level 6 SOCG modules
11	Recognise forms of inequality, prejudice, and “power” and develop evidence-based arguments to challenge them	SOCG3102 All optional Level 6 SOCG modules
<b>Transferable/key skills</b>		
12	Use effective communication skills (oral and written) in engaging a range of different audiences in an array of diverse contexts	SOCG2116 SOCG3102
13	Apply IT and digital skills in assembling, collating, and evaluating complex qualitative and quantitative data sources	SOCG3102
14	Demonstrate self and time-management skills in taking the initiative either working independently or collaboratively as part of a team	SOCG3102
15	Utilise specialist sociological knowledge and graduate attributes in developing a learner journey and career pathway	SOCG3102

### **Learning outcomes and combined subject degrees (joint, major and minor pathways)**

#### Joint Pathway:

Students following a joint pathway will have met the majority of the learning outcomes for both subjects, although the range of knowledge and discipline specific understanding in terms of options or specialisms will be more restricted than for a single or major Honours student.

#### Major Pathway:

Students following a major pathway will have met the learning outcomes for the subject but will have focused their studies in relation to subject options or specialisms.

#### Minor Pathway:

Students following a minor pathway will have met some of the learning outcomes for the subject (as indicated by the modules studied), and will have focused the development of their knowledge, understanding and subject specific skills in particular aspects of the discipline.

### **Learning, teaching and assessment**

The UW Sociology degree course puts student-led learning at the centre of learning and teaching sessions, formative and summative assessments. In each Sociology module, students are scaffolded in preparing their assignments with a range of formative assessment opportunities, regular assignment guidance sessions and workshops, and tutorials. Sociology sessions introduce students to sociological research, methodologies, and theories through short interactive lectures. In seminar and workshops, students then conceptualise what they have learnt by applying lecture content to the social world and areas of topical sociological concern. In doing so, each Sociology module supports students in identifying assignment topics and research/methodological approaches. There are no exams in SOCG-coded modules, instead, each of the modules provides students with opportunities to develop their own assessment focus within the context of the specific learning objectives.

## Teaching

Sociology students are taught through a combination of short, interactive lectures, and student-led seminars and workshops. In the process, students are supported in developing critical research, methodological, and data analysis skills. Taught sessions encourage students to think reflexively in critically approaching the discipline, its traditions, and perspectives, with particular focus on identifying new, diverse, and exciting research in analysing contemporary areas of sociological concern. Moreover, teaching in Sociology, along with personal academic tutor and academic liaison librarian support, puts digital literacy, citizenship, and sustainable development at the centre of the student experience, helping students to develop graduate attributes, transferable employability skills, and digital competencies in thinking ahead to further study or graduate employment. Indeed, in empowering students to develop their own independent learning and research skills in the context of UW's [Graduate Attributes](#), the Sociology team hope to prepare our graduates for lifelong learning and future graduate employment. Sociology graduates will thus be globally and socially responsible, culturally aware, and understand the ethical impact of their decisions. In this way, we aim to ensure our graduates help transform communities and society for the better.

## Contact time

In a typical week students will have around 12 contact hours of teaching. The precise contact hours will depend on the optional modules selected. In third-year (Level 6) the amount of teaching hours will change to account for the Dissertation module (SOCG3102), which includes 8 hours of taught sessions and 4 hours of supervision across the academic year (alongside the normal weekly 9 contact hours of teaching available in other selected modules). Typically, weekly module contact time will be structured around 4 hours of lectures and 8 hours of seminars/workshops.

## Independent self-study

In addition to contact time students are expected to undertake around 25 hours of personal self-study per week. Typically, this will involve completing online activities, reading journal articles and books, working on individual and group projects, undertaking research in the library and online, and preparing assignments. Independent learning is supported by Library Services, Blackboard, and IT at University of Worcester.

## Teaching staff

Students will be taught by a team of academics whose expertise and knowledge are closely matched to the content of the modules on the course. All permanent staff on the Sociology team are Fellows of the Higher Education Academy. As a requirement, new permanent Sociology staff will either already have, or be working towards, HEA fellowship or the PG Certificate in Higher Education.

## Assessment

Each Sociology module includes a range of formative ("practice") and summative (formally graded) assessment opportunities. Assessments include essays, reports, discussion papers, book reviews, PowerPoint, and poster presentations, etc. The precise assessment requirements for an individual student in an academic year will vary according to the mandatory and optional modules taken, but a typical formal summative assessment pattern for each year of the Sociology course is:

### Year 1:

Report

2 essays

Reflective autobiography

Case study analysis

Portfolio

Book review

Study-trip report

### Year 2:

Book review  
 2 essays  
 Research proposal  
 2 presentations  
 2 reports  
 Sociological journal

**Year 3:**

Dissertation  
 Annotated bibliography  
 2 case study analyses  
 Poster presentation/essay (combined)  
 3 essays

**14. Assessment strategy**

The Sociology assessment strategy is based on the [University Assessment Policy](#). Assessment in Sociology takes as its starting point the [British Sociological Association](#)'s (BSA) "skills" set that requires sociologists to be "critical thinker[s]," which in turn will make students more "marketable" when it comes to graduate employment (BSA, [Discover Sociology](#)). The Sociology curriculum links the latter premises with UW's [Graduate Attributes](#) to support students in becoming analytical, creative, problem solving, but also socially responsible and critically reflective lifelong learners. Indeed, in empowering students to develop their own independent learning and research skills in the context of UW's [Graduate Attributes](#), the Sociology team hopes to support graduates in becoming globally responsible, culturally aware, and attuned to the ethical impact of their decisions. In this way, we aim to ensure our graduates help transform communities and society for the better. The Sociology grade descriptors support development towards these attributes across Levels 4 to 6, particularly in relation to the development of evidenced-based arguments. At Level 4, assessments require that students aspire to demonstrate "evidence of a sustained, logical and well-substantiated argument, through effective synthesis of materials and insightful analysis"; at Level 5, assessments should aim to exhibit "significant ability to construct and sustain evidence-based arguments through excellent synthesis and critical interpretation of scholarly sociological sources and/or primary evidence"; and lastly, at Level 6, the culmination of the undergraduate learner journey, students must devise an "excellent constructed and substantiated argument, clearly explaining and synthesising complex ideas, viewpoints, and evidence to put together an outstanding analysis with well-developed reasoned judgement."

At [Level 4](#) (first-year) Sociology students are given the opportunity early on to complete formative assessments in each of the mandatory Sociology modules. This enables them to practice writing, research and referencing skills in a supportive environment, with feedback providing encouragement and signposting towards appropriate support and [Study Skills](#) resources. In *Sociology in Practice* students complete a summative reflective autobiography, which asks them to plan their learner journey in Sociology and to identify an area of research interest and targeted career pathway. This module and its assessment supports students in beginning their undergraduate learner journey, understanding what it means to be socially responsible, and in developing graduate attributes and transferable employability skills. Similarly, *Sociology: Approaching the Crisis* includes a study-trip assessment based on a long-running annual visit to Parliament (London), which asks students to reflect on their trip and identify a House of Commons Library research briefing in analysing a contemporary crisis of sociological relevance.

Level 4 assessments prepare students for [Level 5](#) (second-year) and maintain the course's focus on work-based learning, social responsibility, graduate attributes, and transferable skills. Indeed, the *Sociology Work Project* module enables students to gain valuable work experience in the context of Sociology of Work perspectives. Similarly, *Practical Research in Sociology* requires students to present a report (assignment 2) on their research topic as if written for a local or national organisation using extant data sources. This module also prepares students for Level 6 and the completion of the *Dissertation* by scaffolding them in identifying a diverse range of contemporary research, theoretical, and methodological perspectives, conducting effective

literature searches, and in identifying reviewing and synthesising strategies. Most importantly, *Practical Research in Sociology* supports students in preparing their dissertation proposal and identifying an appropriate supervisor to work with at Level 6.

The *Dissertation* module at Level 6 (third-year) is an opportunity for students to develop their own research specialisms in practical form, taking as their starting point the underlying principles of the Sociology course in terms of what it means to be a sociologist and in identifying new, diverse, and exciting methodological, theoretical, and research perspectives. Certainly, Level 6 assessments encourage students to showcase skills acquired at Level 5, particularly in relation to the development of evidence-based arguments and the synthesis of a diverse range of source materials. In particular, students will be able to do this in *Sociology of Religion*'s first assignment, the annotated bibliography, in *Global Power: Sociological Perspectives* with the comparative case study report, and in *Education and the Sociological Imagination* with the combined essay and poster presentation.

In sum, the Sociology assessment strategy supports students in developing their writing, research, and analytical skills, particularly in relation to students being able to construct and sustain evidence-based arguments. This a transferable employability skill at the root of UW's [Graduate Attributes](#) that all Sociology students can take into the workplace – the ability to deploy evaluative skills to investigate problems and propose viable solutions in a socially responsible way.

## 15. Programme structures and requirements

### Award map for BA (Hons) Sociology

#### Level 4

Module Code	Module Title	Credits	Status Mandatory (M) or Optional (O)	
			Single Hons	Joint Hons
SOCG1112	Social Justice	30	M	N/A
SOCG1113	Sociology in Practice	15	M	M
SOCG1114	Sociology of Health	15	M	N/A
SOCG1115	Visual Sociology	15	M	M
SOCG1116	Sociology: Approaching the Crisis	30	M	M
SOCG1117	Family, Community and Locality	15	M	N/A

#### Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules.

#### Joint Honours Requirements at Level 4

Joint Honours students must take 60 credits from the table above to include SOCG1113, SOCG1115, and SOCG1116.

Level 5				
Module Code	Module Title	Credits	Status Mandatory (M) or Optional (O)	

			SH	Maj	JH	Min
SOCG2115	Sociology: from Origins to Present	30	M	M	M	O
SOCG2116	Practical Research in Sociology	30	M	M	O	O
SOCG2117	Sociology of Crime	15	O	O	O	O
SOCG2118	Sociology of "Race": Global Perspectives	15	O	O	O	O
SOCG2119	Digital Sociology	15	O	O	O	O
SOCG2120	Environmental Sociology	15	O	O	O	O
SOCG2121	Work Project	15	O	O	O	O
GEOG2532	Development and Change in the Global South	15	O	O	O	O
LANG xxxx	Optional modules offered by the Centre for Academic English and Skills	15/30	O	N/A	N/A	N/A

### Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules ..... and optional modules - which can include up to 15/30 credits drawn from modules in Academic English for native and non-native speakers of English, and Teaching English as a Foreign Language (TEFL). Details of the available modules can be found here: <https://www.worcester.ac.uk/life/help-and-support/centre-for-academic-english-and-skills/optional-modules.aspx>.

### 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 credits 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 the two mandatory modules.

### 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 SOCG2115. Joint honours students intending to do their Level 6 *Dissertation* in Sociology should take SOCG2116.

### 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.

## Level 6

Module Code	Module Title	Credits	Status Mandatory (M) or Optional (O)	Pre-requisites
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			SH	Maj	JH	Min	
SOCG3102	Dissertation	30	M	M	O	O	SOCG2116
SOCG3116	Sociology of Religion	15	O	O	O	O	None
SOCG3117	Education and the Sociological Imagination	15	O	O	O	O	None
SOCG3118	Constructing Emotions	15	O	O	O	O	None
SOCG3119	Global Power: Sociological Perspectives	15	O	O	O	O	None
SOCG3120	Pornography and Modern Culture	15	O	O	O	O	None
SOCG3121	History of Sexuality	15	O	O	O	O	None
SOCG3122	Sociology of the Body	15	O	O	O	O	None
SOCG3123	Sociology Extension Module	15	O	O	O	O	A minimum of an overall B- grade in a previous module related to the topic

### Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include the *Dissertation*.

### 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 credits 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 the *Dissertation*.

### Joint Pathway Requirements at Level 6

Joint pathway students should 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 modules marked O in the Joint Honours column of the table above. Joint pathway students should take one *Dissertation* module, either in this subject or in their other joint subject. If taken in their other subject, the module may be a *Dissertation* equivalent, e.g. an independent research project. Joint pathway students who choose to take their *Dissertation* in Sociology should have taken SOCG2116.

### 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

This award is located at Level 6 of the OfS' [Sector-Recognised Standards](#). The educational aims of the programme and its learning outcomes have been designed in accordance with the QAA "Subject Benchmark Statement" for "Sociology" ([2019](#)).

#### 17. Support for students

The Sociology course, in supporting its staff and students, takes as its starting point UW's [Inclusion Toolkit](#) and its commitment to "embedding inclusion across all aspects of learning and teaching." Indeed, at Level 4 students are supported by an induction and drop-in session, the Sociology course Blackboard site, as well as with an initial meeting with their Personal Academic Tutor (PAT) and the Sociology Course Leader (both roles include the monitoring of student attendance). Moreover, students have the opportunity in their first week to engage in a range of social activities to make new friends on the course, including at the Humanities' welcome party and at the Sociology and Sociology with Politics quiz and social (which normally runs three times across the academic year). As part of induction week, students are also introduced to [Library Services](#), the [Careers & Employability Service](#), [DDS](#), [IT](#), the [Counselling](#) team, and [Firstpoint](#). When teaching begins the following week, the Level 4 module, *Sociology in Practice*, sets students on their learning journey (based on Library Services' [Learner Journeys Toolkit](#)).

Sociology's PAT system is based on UW's [Personal Academic Tutoring Policy](#) and its remit "in supporting students' academic and personal experience of studying at the University of Worcester, and working in partnership with them to fulfil their potential." Students on the Sociology course can expect a minimum of four meetings in their first year and three meetings in the second and third years of study. At a modular level, students are supported by module Blackboard sites and their module tutors. Students can request regular meetings to discuss assessments, their progress, and current research. The Sociology team equally encourages students to seek support and close working relationships with the Careers & Employability team, the Academic Liaison Librarians for the School of Humanities, and Library Services more generally, including the latter's [Study Happy](#), [Study Skills](#), and [Referencing](#) resources.

#### 18. Admissions

##### Admissions policy

The Sociology admissions policy seeks to be inclusive and is committed to widening participation to include all groups in society, particularly those from disadvantaged and minority backgrounds, and those groups historically and traditionally less likely to apply to study in Higher Education.

##### Entry requirements

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW [website](#). See [Admissions Policy](#) for other acceptable qualifications.

### **Admissions procedures**

Full-time applicants apply through UCAS (L300).

Part-time applicants apply directly to University of Worcester (UW).

### **Admissions/selection criteria**

Places are offered to all students who fulfil the University entry requirements and who demonstrate that they have the potential to benefit from the study of Sociology at degree level. Please contact [Recruitment and Admissions](#) for further information or guidance on 01905 855111.

## **19. Regulation of assessment**

The course operates under the University's [Taught Courses Regulatory Framework](#).

### **Requirements to pass modules**

- Modules are assessed using a variety of assessment activities which are detailed in module specifications.
- The minimum pass mark is D- for each module.
- A student is 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.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

### **Submission of assessment items**

- A student who submits course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- A student who submits work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

### **Retrieval of failure**

- A student is entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped 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); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

### **Requirements for Progression**

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete

outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.

### Requirements for Awards

Award	Requirement
Certificate of Higher Education Cert HE Sociology	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for Level 4 of the award as specified on the award map.
Diploma of Higher Education DipHE Sociology	In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits in total including the mandatory modules for Level 4 and Level 5 of the award as specified on the award map.
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, including the mandatory modules for Level 5 and Level 6 of the award (not the Dissertation/Project module) as specified on the award map.
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, as specified on the award map.

### 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 120 credits attained at Level 5 and 120 credits at Level 6. Level 5 and Level 6 grades are weighted on a ratio of 1:2. OR
- Classification determined on the profile of the 120 credits attained at Level 6 only.
- Classification will be based on the weighted average grade together with a requirement for at least half of the Level 6 grades to be in the higher class.

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#).

Note that the above methods apply to students entering Level 4 of three or four-year degree programmes who commence Level 4 from September 2022 onwards.

The Bachelor of Science (BSc) award will only be used for joint courses comprising two subjects for which the award of BSc was agreed, in all other cases the award will be Bachelor of Arts (BA).

## 20. Graduate destinations, employability and links with employers

### Graduate destinations

According to [2022](#) Discover Uni data, “80%” of UW Sociology graduates are in “work” or “study” fifteen months after completing their course, with “80%” of the latter figure “in highly skilled work” and stating that “my current work fits with my future plans”; broken down even further, 35% of those graduates in “highly skilled” employment identified as “teaching professionals.” Moreover, “70%” of “graduates find their current work meaningful.” Indeed, Sociology graduates enjoy a range of long-term career options, including in education, politics, the probation service, youth and social work, the caring professions, the police, business and personnel management, administration, public relations, media, and marketing. Alternatively, some Sociology graduates go on to further study, including UW’s Sociology MRes.

### **Student employability**

Career planning begins from the outset of the Sociology course with the *Sociology in Practice* module, the summative assessment for which, a reflective autobiography, asks students to think about their learner journey and to identify a targeted career pathway. Consequently, students enjoy regular opportunities to build their graduate attributes through work-based learning, close tutor guidance and support, and regular access to the UW Careers & Employability Service, with the latter delivering Sociology-specific sessions across Levels 4-6. In completing their degree, students develop digital literacy, independent research and data analysis skills, communication skills through a range of written and oral assessments, work-based learning skills, such as through the *Work Project* module, as well as industry-specific skills in writing a report for an organisation in second year (in the *Practical Research in Sociology* module). Moreover, based on UW's [Graduate Attributes](#), the course encourages students to be socially responsible, to understand how education can contribute to sustainable development, and how as graduates they can help transform communities and society for the better.

### **Links with employers**

The Sociology course embeds work-based learning opportunities, working closely with UW Library Services, the local council in Worcester (the latter two being popular sites for work placements and experience in recent years), local schools and colleges through the Sociology database and Twitter account, alumni network, the voluntary and charity sectors, local and national organisations, government, and Parliament. Indeed, in recent years several Sociology and Sociology with Politics students have gained valuable work experience in constituency offices and Parliament in Westminster. The Sociology team is committed to the [British Sociological Association](#)'s (BSA) aim of promoting Sociology as a discipline and its emphasis on "Sociologist Careers," using BSA materials in the modules, particularly in promoting work-based learning, research, and networking opportunities, and in Open and Applicant Days (making use of BSA leaflets, such as [Discover Sociology](#) and [Speak up for Sociology](#)). The Sociology curriculum aims to produce graduates who are "marketable" in terms of "communication," "interpersonal," "analytical," and data interpretation skills, "cross-cultural" competencies, and potential for "leadership" (BSA, [Discover Sociology](#), p. 7). Moreover, alongside UW's [Graduate Attributes](#), the Sociology team utilises the QAA's "Subject Benchmark Statement" for "Sociology" (2019) and its guidance on "Employability," elements of which are incorporated into Open Day and induction materials.

**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 they take 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 associated course documentation, e.g. course handbooks, module guides and module specifications.