



PROGRAMME SPECIFICATION

1. General information

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| Awarding body / institution | Leeds Trinity University |
| Teaching institution | Leeds Trinity University |
| Professional accreditation body <i>(if applicable)</i> | n/a |
| Final award | BA (Hons) |
| Title of programme(s) | Sociology |
| Subsidiary award(s) | CertHE Sociology; DipHE Sociology (fall-back awards only), BA Sociology |
| Duration and mode(s) of study | 3 years full-time |
| Start date | September 2017 |
| Periodic review next due | AY 2020-2021 |
| UCAS course code & code name | L3V8 |
| Delivery venue(s) | Leeds Trinity University |

2. Aims of the programme

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| <p>Rationale and general aims</p> <p>Sociology is concerned with understanding societies, social relationships, inequalities, and institutions such as families and workplaces. The purpose of this programme is to develop your critical awareness of social connections in an increasingly globalised world. We live in a world in which our actions, and those of others, impact upon people who are at a distance from us, culturally and spatially, and who we frequently only know about through the mass media.</p> <p>The programme develops your understanding of various theoretical aspects of Sociology and your familiarity with professional research practice in the discipline. There are modules that develop your understanding of the current developments in the discipline and that explore and analyse the relation of small-scale everyday life experiences to large-scale global changes. Staff teaching on this programme have research expertise in areas such as globalisation, European sociology, the media representation of international events, religion and gender, and education and social policy.</p> <p>The research modules equip you to understand the importance of gathering, analysing and evaluating quantitative and qualitative empirical data. Your understanding of research methodologies will be supported by a range of current technology, software packages and apps for conducting empirical research and presenting your findings persuasively so that the knowledge you acquire can be used to change minds.</p> |
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But what makes the Leeds Trinity University Sociology programme distinct is the way all these elements have been designed to be combined and integrated in the context of professional practice. The placement modules will allow you to:

- test your existing academic knowledge;
- undertake placement experiences that will shape your future academic knowledge and understanding;
- develop professional networks and learn about different ways of working with an organisation;
- develop ideas for your final year professional research project;
- explore the range and diversity of graduate-level jobs in the field of Sociology.

Our placement modules are supported by Leeds Trinity University's existing links with a wide range of local organisations and service providers in fields such as: education, counselling and mediation; local government; alcohol and drug rehabilitation, and children's centres.

3. Student learning outcomes of the programme

Learning outcomes in terms of:

- **knowledge and understanding (K)**
- **intellectual / cognitive / 'thinking' skills (I)**
- **physical skills specific to the subject (P)**
- **employability skills (E)**

The 'K1', etc codes are used in section 7c) and module descriptors to refer to each of these learning outcomes.

On successful completion of their BA (Hons) Sociology programme, students will have provided evidence demonstrating the following:-

Knowledge and Understanding

- K1 **A range of key sociological concepts and theoretical approaches:** critical understanding of sociological concepts and their development over time;
- K2 **Qualitative and quantitative methods relevant to the design of research in Sociology:** an in-depth knowledge of diverse methods, empirical and theoretical, required for producing and debating sociological knowledge;
- K3 **A range of perspectives from which to evaluate international society and social change:** an ability to distinguish diverse and international perspectives on society and social change;
- K4 **Knowledge of developments within sociology:** a detailed knowledge of the ongoing developments and innovations in the discipline;
- K5 **A range of factors that provide a critical understanding of social diversity and inequality and their impacts:** relationships between individuals, groups and social institutions and a range of specialisms within societal sub-cultures.

Intellectual/Cognitive/'Thinking' Skills

- I1 **Critically apply historical, cross-cultural and transnational comparative forms of analysis** in order to understand how societies, institutions and practices came into being and change over time;
- I2 **Communication of Results:** effective and sustained communication of results and arguments;
- I3 **Sustained Inquiry:** the ability to plan, sustain, execute and communicate a sustained inquiry in the area of sociology and report the results appropriately;
- I4 **Ethical Intelligence:** a capacity to assess the relevance for the work at hand of various ethical aspects both of a professional nature (participation consent, integrity, and beneficence) and of a wider social nature (equality, diversity and justice).

Employability skills

- E1 **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve your own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;
- E2 **Teamworking** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;
- E3 **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;
- E4 **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;
- E5 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
- E6 **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;
- E7 **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively;
- E8 **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;

E9 Social, cultural & civic awareness – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

See also the generic learning outcomes for subsidiary awards set out in section 4 below.

3a External benchmarks

Statement of congruence with the relevant published subject benchmark statements

(including appropriate references to the FHEQ and any PSRB, employer or legislative requirements)

All new programme submissions should be accompanied by copies of external advisory and regulatory documents relevant to the programme.

The programme is fully congruent with the the most recent subject benchmark statement: QAA [Quality Assurance Agency] – benchmark statement for Sociology (2007).

4. Learning outcomes for subsidiary awards

This section should be retained verbatim in all honours degree programme specifications. Sets of standard wording for programme specifications for foundation degrees are available from AQSO.

| Guidance | |
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| <p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.</p> <p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 & 5.</p> | <p>Generic learning outcomes for the award of <u>Certificate of Higher Education</u>:</p> <p>On successful completion of 120 credits at Level 4, students will have demonstrated an ability to:</p> <ul style="list-style-type: none"> i. interpret and evaluate data appropriate to the discipline; ii. make sound judgements in accordance with basic disciplinary theories and concepts; iii. evaluate the appropriateness of different approaches to solving problems within the discipline; iv. communicate the results of their work coherently; <p>and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.</p> <p>Generic learning outcomes for the award of <u>Diploma of Higher Education</u>:</p> <p>On successful completion of 240 credits, including 120 at Level 5, students will have demonstrated, in addition to the outcomes for a Certificate:</p> <ul style="list-style-type: none"> i. critical understanding of disciplinary principles; ii. application of concepts outside their initial context; iii. use of a range disciplinary techniques; iv. proficient communication of the results of their work; |

The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 & 6.

and will have had the opportunity to develop transferable skills relevant to employment related to the discipline, including successful completion of at least one professional placement or school-based training component.

Generic learning outcomes for the award of an Ordinary Degree:

On successful completion of 300 credits, including 60 at Level 6, students will have demonstrated, **in addition to the outcomes for a Diploma:**

- i. an ability to make flexible use of disciplinary concepts and techniques;
- ii. critical evaluation of approaches to solving problems in a disciplinary context;
- iii. an ability to work autonomously within a structured learning experience;
- iv. effective communication of the results of their work in a variety of forms;

and will have had the opportunity to develop transferable skills relevant to employment related to the discipline, including successful completion of two professional placements or school-based training placements.

5. Content

Summary of content by theme

(providing a 'vertical' view through the programme)

The Sociology programme enables students to develop discipline specific skills and professional experience in four key discipline areas: sociological theory, culture, research methodology and professional practice. The programme has a tight structure, delivered through these discipline themes at Levels 4 and 5 with a range of specialist, stranded option modules at Level 5 and 6. This focus on the programme structure to manage the development of student confidence in their abilities. Student choice is also found *within* the modules through optional topics or themes through which to demonstrate the relevant skills or processes.

This structure by themes is outlined as follows:

Theory (Core)

- L4 – SOC 4012 *Introduction to Sociology*
- L4 – SOC 4022 *Introduction to Criminology*
- L4 _ SOC 4092 *Urban Sociology*
- L5 –SOC 5012 *Reimagining the Global*
- L6 – SOC 6102 *Gender and Society*

Theory (Options)

- L5 - CYP 5242 *Children's Rights, Young People and the Law*
- L5 – TRS 5912 *Sociology and Anthropology of Religion*
- L6 – CYP 6152 *Sociological Perspectives on Childhood*
- L6 – SHN 6262 *Sport and Society*
- L6 - SOC 6022 *Prisons and Punishment*
- L6 - TRS 6802 *Religions, Cultures and Complexities*

Culture (Core)

- L4 – SOC 4052 *Changing Contexts for Sociology*
- L5 – SOC 5092 *Understanding Everyday Life*
- L5 – SOC 5072 *Cultures of Crime*

Culture (Options)

- L5 – SHL 5362 *Global Sport*
- L6 – MFC 6092 *Contemporary Cultural Issues*
- L6 - TRS 6802 *Religions, Cultures and Complexities*

Skills, Research and Professional Practice

- L4 – SOC 4982 *Ethics, Society and Employability*
- L4 – SOC 4042 *Contemporary Research 1*
- L5 – SOC 5042 *Contemporary Research 2*
- L5 – SOC 5222 *Professional Placement*
- L5 – SOC 5252 *Professional Placement (Volunteering)*
- L6 – SOC 6012 *Professional Learning through Work [option module]*
- L6 – SOC 6044 *Professional Research Project [40 credits]*
- L6 – SOC 6004 *Independent Social Project [40 Credits]*

With this in mind, the modules have been designed to deliver a structured approach to the programme outcomes. Skills and aptitudes required at the higher levels of study are introduced and trained at the lower levels. Basic foundational skills are introduced at Level 4 and work at Level 5 develops the capacity to synthesise these skills on individual projects.

As described in section 7 of this document (below), the content of the programme is further structured in progressive stages (by level) to ensure that the teaching and learning is cumulative and progressive.

6. Structure

BA (Hons) Sociology

Duration: 3yrs full-time
Award Aim: BA (Hons) – 360 credits

Level 4 – available for study from 2018/19

Core: Students are required to take:

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|----------|-----------------------------------|---------|------------|
| SOC 4012 | Introduction to Sociology | Sem 1&2 | 20 credits |
| SOC 4022 | Introduction to Criminology | Sem 1&2 | 20 credits |
| SOC 4092 | Urban Sociology | Sem 1 | 20 credits |
| SOC 4982 | Ethics, Society and Employability | Sem 1&2 | 20 credits |
| SOC 4052 | Changing Contexts for Sociology | Sem 2 | 20 credits |
| SOC 4042 | Contemporary Research 1 | Sem 2 | 20 credits |

Level 4 Programme-Level Assessment - a pass is required to progress to Level 5

Students must successfully complete 120 credits and pass the Programme-Level Assessment at Level 4 to proceed to Level 5.

Level 5 – available for study from 2018/19

Core: Students are required to take:

| | | | |
|----------|-----------------------------|-------|------------|
| SOC 5012 | Reimagining the Global | Sem 1 | 20 credits |
| SOC 5092 | Understanding Everyday Life | Sem 1 | 20 credits |
| SOC 5072 | Cultures of Crime | Sem 2 | 20 credits |
| SOC 5042 | Contemporary Research 2 | Sem 2 | 20 credits |

Options: Students choose ONE from the following:

| | | | |
|----------|---|-----------|------------|
| SOC 5222 | Professional Placement 2 | Sem 2 | 20 credits |
| SOC 5252 | Professional Placement 2 (Volunteering) | Sem 1 & 2 | 20 credits |

and are required to choose ONE from the following:

| | | | |
|----------|---|-------|------------|
| TRS 5912 | Sociology and Anthropology of Religion | Sem 1 | 20 credits |
| SHL 5362 | Global Sport | Sem 1 | 20 credits |
| CYP 5242 | Children's Rights, Young People and the Law | Sem 1 | 20 credits |

Students must successfully complete 120 credits at Level 5 to proceed to Level 6.

Level 6 – available for study from 2018/19

Core: Students are required to take:

| | | | |
|----------|-------------------------------|-----------|------------|
| MFC 6092 | Contemporary Cultural Issues | Sem 1 & 2 | 20 credits |
| SOC 6102 | Gender and Society | Sem 1 | 20 credits |
| SOC 6044 | Professional Research Project | Sem 1 & 2 | 40 credits |
| Or | | | |
| SOC 6004 | ISP | Sem 1 & 2 | 40 credits |

Options: Students choose ONE from the following:

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| TRS 6802 | Religions, Cultures and Complexities | Sem 1 | 20 credits |
| CYP 6152 | Sociological Perspectives on Childhood | Sem 2 | 20 credits |

and one from the following:

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|----------|------------------------------------|-----------|------------|
| SHN 6262 | Sport and Society | Sem 2 | 20 credits |
| SOC 6022 | Prisons and Punishment | Sem 2 | 20 credits |
| SOC 6012 | Professional Learning Through Work | Sem 1 & 2 | 20 credits |

7. Learning, teaching and assessment

7a) Statement of the strategy for learning, teaching and assessment for the programme

The learning and teaching provision on the Sociology programme is aligned with the University's Learning, Teaching and Assessment Strategy 2015-2019, supporting the principle that you are co-creators of your own learning and providing the skills and understanding required for you to manage that learning. The programme's modules offer small-class sizes, student choice about the materials and issues used to complete the assessments and teaching methods that enable active student participation in learning (both as individuals and in groups), with regular provision of formative feedback on those activities.

The programme is designed to produce graduates, who have a strong capacity for critical sociological thinking and empirical analysis. Students will develop an array of skills through core modules on theory and methods. The teaching will be mainly student-led and practice-based. As noted in section 5 above, the content is divided into discipline areas: sociological theory, cultural sociology, and skills, research and professional practice. Cutting across these are the three main

stages of development, or levels, within the learning and teaching. A description, by level, is as follows:

Level 4: to understand the nature of Sociology, particularly in its inter-disciplinary nature, the range of skills and abilities required for professional practice, and the basic methods required and for sociological research;

Level 5: to practise those disciplines;

Level 6: to gain enough expertise in those disciplines to propose creative blends or hybrid innovations, in line with industry, agency, or sector requirements.

Programme-Level Assessment exists at Levels 4 and 5. This is delivered through a 3-week practical project, scheduled before the placement. It integrates the learning for these levels and helps identify the progressive level structure of the programme. At level 6 the Professional Research Project performs an equivalent integrative and demonstrative function.

Level 6 provides scope for individual self-directed project work, preparing you for graduate-level employment or further professional study. This includes a 40-credit module (SOC 6044 *Professional Research Project*), which provides you with an opportunity to develop your academic interests through independent learning.

Assessment methods will vary according to the module level and its specific discipline, though assessment through practice will be foremost, with critical reflection aspects expected to be integrated with and manifest through practical work.

7b) Programme learning outcomes covered

| | Skills development | | | | | | | | | | | | | | | | | | |
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| <i>Adjust LO codes as necessary. → These must match module descriptors.</i> | K1 | K2 | K3 | K4 | K5 | I1 | I2 | I3 | I4 | | E1 | E2 | E3 | E4 | E5 | E6 | E7 | E8 | E9 |
| Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these. | Sociological Theory | Sociological Methods | Perspectives on Social Change | Developments In Sociology | Social Diversity | Comparative Analysis | Communication of Results | Sustained Inquiry | Ethical Intelligence | | Self-management | Teamworking | Business & sector awareness | Problem-solving | Communication | Application of numeracy | Application of IT | Entrepreneurship/enterprise | Social, cultural & civic awareness |
| SOC 4012 Introduction to Sociology | | | | | | | | | | | | | | | | | | | |
| SOC 4022 Introduction to Criminology | | | | | | | | | | | | | | | | | | | |
| SOC 4042 Contemporary Research 1 | | | | | | | | | | | | | | | | | | | |
| SOC 4052 Changing Contexts for Sociology | | | | | | | | | | | | | | | | | | | |
| SOC 4XXX Urban Sociology | | | | | | | | | | | | | | | | | | | |
| SOC 4992 Ethics & Society & Employability | | | | | | | | | | | | | | | | | | | |
| SOC 5012 Reimagining the Global | | | | | | | | | | | | | | | | | | | |
| SOC 5042 Contemporary Research 2 | | | | | | | | | | | | | | | | | | | |
| SOC 5XXX Understanding Everyday Life | | | | | | | | | | | | | | | | | | | |
| SOC 5222 Professional Placement 2 | | | | | | | | | | | | | | | | | | | |
| SOC 5252 Professional Placement 2 (Volunteering) | | | | | | | | | | | | | | | | | | | |
| SOC 5072 Cultures of Crime | | | | | | | | | | | | | | | | | | | |
| TRS 5912 Sociology and Anthropology of Religion | | | | | | | | | | | | | | | | | | | |
| SHL 5362 Global Sport | | | | | | | | | | | | | | | | | | | |

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| CYP 5242 Children's Rights, Young People and the Law | | | | | | | | | | | | | | | | | | |
| SOC 6XXX ISP | | | | | | | | | | | | | | | | | | |
| SOC 6044 Professional Research Project | | | | | | | | | | | | | | | | | | |
| SOC 6XXX Gender & Society | | | | | | | | | | | | | | | | | | |
| MFC 6092 Contemporary Cultural Issues | | | | | | | | | | | | | | | | | | |
| TRS 6802 Religions, Cultures and Complexities | | | | | | | | | | | | | | | | | | |
| SHN 6262 Sport and Society | | | | | | | | | | | | | | | | | | |
| CYP 6152 Sociological Perspectives on Childhood | | | | | | | | | | | | | | | | | | |
| SOC 6022 Prisons and Punishment | | | | | | | | | | | | | | | | | | |

8. Entry requirements

Honours degree programmes

Applicants should normally have achieved the following prior to registration for the programme:

5 academic or vocational qualifications, of which at least 2 should be GCE 'A' Levels (or equivalent at level 3) and one should be GCSE English Language at grade C (or equivalent).

Some equivalent qualifications and the current typical offer conditions in terms of UCAS Tariff points are detailed in the undergraduate prospectus (currently 260 UCAS Tariff or 104 UCAS Tariff for 2017 entry). For students whose first language is not English, a pass in an approved test in English is needed, e.g. the International English Language Testing Service (IELTS) and the Test of English as a Foreign Language (TOEFL).

Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see Leeds Trinity's Principles and Guidelines for the Recognition of Prior Learning.

9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s)

(A certain level of attainment which must be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, eg. exclusion of Level 4 module marks from Foundation Degree classification)

Leeds Trinity University undergraduate academic regulations apply.

10. Prerequisites

Details of modules which must be passed before enrolment on a module at a higher level

Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.

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11. External examining arrangements

External examining arrangements

(eg. joint with another programme – extended duties for someone already in post – or separate, single/multiple examiners; if multiple examiners, which subjects / types of module are to be allocated to each; any PSRB requirements)

Sociology will be overseen by an external examiner appointed to this programme. Under the current external examiner arrangements, there will be multiple examiners. Modules with a CYP code will be seen by the external examiner for Children, Young People and Families programmes; modules with a TRS code will be seen by the external examiner for the Religious Studies programme; modules with MFC will be seen by the external examiner for Media, Film, and Culture, and modules with SHL or SHN code will be seen by the external examiner for the Sport programmes. Modules with an SOC code will be seen by an external for the Sociology/Criminology programmes.

12. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme, (eg. a non-standard delivery pattern, study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees, constraints on out-of-programme optional module choices)

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13. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

Arrangements will be made, via the normal Leeds Trinity University's support network, to accommodate students with additional support needs where required.