



## **UNDERGRADUATE PROGRAMME SPECIFICATION**

<b>Programme Title:</b>	<b>Sociology</b>
<b>Awarding Body:</b>	<b>Staffordshire University</b>
<b>Final Awards:</b>	<b>BA(Hons):BA (Ordinary Award): Dip HE: Cert HE</b>
<b>Teaching Institution:</b>	<b>Staffordshire University</b>
<b>Intermediate Awards:</b>	
<b>Mode of Study</b>	
<b>UCAS Codes:</b>	
<b>QAA Subject Benchmarks:</b>	<b>Sociology</b>
<b>Professional/Statutory Body</b>	
<b>Date of Production:</b>	<b>March 2007</b>
<b>Date of Revision:</b>	

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contact us.**



## **EDUCATIONAL AIMS OF THE PROGRAMME**

The main educational aims of all the awards in the programme are:

- Provide rigorous academic education that is in accordance with the national qualifications framework, relevant benchmarked standards in the subject area, and the University's Corporate Plan.
- Provide a combination of compulsory modules that equip students with knowledge of key skills in the discipline and core theoretical and methodological skills.
- Provide a range of option modules that enable students to study the discipline from a variety of perspectives and to develop their own interests in the area.
- Develop key vocational and research related skills through providing opportunities in community based forms of learning.
- Ensure the intellectual quality and currency of the curriculum through the promotion of research and scholarly activity.
- Provide students with an opportunity to acquire a range of the key skills necessary for the successful management of continuous career and professional development, life-long learning and post-graduate study.
- Provide access to Higher Education for all students who can benefit from the awards.
- Provide opportunities for students to develop their full potential by providing a high quality environment for teaching and learning.
- Underpin students' learning opportunities by providing high quality pastoral care and academic support and guidance.

### **What is distinctive about this programme?**

1. The awards develop the knowledge and skills necessary to acquire a critical understanding of society and social change in a global context.
2. The programme comprises core and option modules which develop knowledge and understanding of key theoretical perspectives and research methods in sociology.
3. The awards develop independent learning skills by providing the opportunity to engage with e-learning on some modules.
4. Research and fieldwork are integral features of the awards and there are opportunities for study with voluntary and community organisations.

## PROGRAMME OUTCOMES

What will this programme teach me to do?

At the end of your studies you should be able to:

<b>Knowledge &amp; Understanding</b> Demonstrate detailed and coherent knowledge and understanding of a wide range of conceptual and theoretical issues and approaches in sociology. (Benchmark standards: 6.6; 6.8; 6.10)
<b>Learning</b> Demonstrate an understanding of the limitations and ambiguities involved in the practice of sociological research and analysis. (Benchmark standards: 6.6; 6.8; 6.10)
<b>Enquiry</b> Make accurate deployment of sociological theories and methodologies in the undertaking of all aspects of an independently formulated research project (or equivalent depending upon award specific option choice). (Benchmark standards: 6.6; 6.10)
<b>Analysis</b> Describe and comment on current research and scholarly debates in sociology and critically evaluate this information in order to address key sociological issues. (4.1;4.2;6.1.3;6.1.4;6.1.7;6.1.8)
<b>Problem Solving</b> Develop appropriate questions to find ways of solving problems posed by intellectual theorising, critical analysis and empirical research in sociology and demonstrate competence in the evaluation and assessment of complex sociological argument. (Benchmark standards: 6.6; 6.10)
<b>Communication</b> Analyse and communicate complex and problematic sociological information clearly, precisely and accurately in writing or orally. (Benchmark standards: 6.8; 6.10)
<b>Application</b> Apply techniques of sociological analysis and enquiry to the articulation, critical review and assessment of sociological knowledge in specialised areas of investigation. (Benchmark standards: 6.6; 6.10)
<b>Reflection</b> Take responsibility for the planning and management of their own learning, exercise initiative and demonstrate the abilities, skills and qualities necessary for employment and/or further study at a professional or equivalent level. To demonstrate professionalism in collaborative and in self-directed, independent work and higher order competencies in the delivery and presentation of work in written and oral forms. (Benchmark standards: 6.8; 6.10)

These learning outcomes have been informed by the QAA Sociology Subject Bench Marking Statement.

## PROGRAMME STRUCTURE, MODULES AND CREDITS

**Award: SOCIOLOGY**  
**Route: Single (Hons)**

Potential award = Cert HE (120 credits passed with at least 90 at L4)

<b>L E V E L  C  (4)</b>	Teaching Block 1	CORE AM25211-4 Living in Society I  (15)	EMPLOYABILITY CORE AM25060-4 Studying Society  (15)	AWARD SPECIFIC OPTION  (15)	GENERAL OPTION  (15)
	Teaching Block 2	CORE AM25216-4 Living in Society II  (15)	CORE AM25752-4 Contemporary Social Problems (VLE)  (15)	AWARD SPECIFIC OPTION  (15)	GENERAL OPTION  (15)

(To progress to Level 5(I) at least 90 credits with at least 75 L4 award specific credits must be passed)

Potential award = DipHE (240 credits passed with at least 90 at each of L4 and L5)

<b>L E V E L  I  (5)</b>	Teaching Block 1	CORE AM25124-5 Transforming the Self & Society: Humanity & Community  (15)	CORE AM25061-5 Researching the Community I  (15)	AWARD SPECIFIC OPTION  (15)	GENERAL OPTION  (15)
	Teaching Block 2	CORE AM25642-5 Societies in Change  (15)	CORE AM25062-5 Researching the Community II  (15)	AWARD SPECIFIC OPTION  (15)	GENERAL OPTION  (15)

(To progress to Level 6 at least 210 credits including all required award specific Level 4 credits and at least 75 award specific Level 5 credits must be passed)

Potential award = Honours Degree (360 credits passed with at least 90 at each of L4, L5 and L6)

<b>L E V E L  H  (6)</b>	Teaching Block 1	CORE AM25065-6 Dissertation  (30)	AWARD SPECIFIC OPTION  (15)	AWARD SPECIFIC OPTION  (15)	GENERAL OPTION  (15)
	Teaching Block 2		AWARD SPECIFIC OPTION  (15)	AWARD SPECIFIC OPTION  (15)	GENERAL OPTION  (15)

**Award: SOCIOLOGY**  
**Route: Joint (Hons)**

Potential award = Cert HE (120 credits passed with at least 90 at L4)

<b>L E V E L  C  (4)</b>	Teaching Block 1	<b>CORE AM25211-4 Living in Society I</b>  (15)	<b>EMPLOYABILITY MODULE OR AWARD SPECIFIC OPTION</b>  (15)	<b>OTHER SUBJECT</b>  (15)	<b>GENERAL OPTION</b>  (15)
	Teaching Block 2	<b>CORE AM25216-4 Living in Society II</b>  (15)	<b>OTHER SUBJECT</b>  (15)	<b>OTHER SUBJECT</b>  (15)	<b>GENERAL OPTION</b>  (15)

(To progress to Level 5(I) at least 90 credits with at least 75 L4 award specific credits must be passed)

Potential award = DipHE (240 credits passed with at least 90 at each of L4 and L5)

<b>L E V E L  I  (5)</b>	Teaching Block 1	<b>CORE AM25124-5 Transforming the Self &amp; Society: Humanity &amp; Community</b>  (15)	<b>AWARD SPECIFIC OPTION</b>  (15)	<b>OTHER SUBJECT</b>  (15)	<b>GENERAL OPTION</b>  (15)
	Teaching Block 2	<b>CORE AM25642-5 Societies in Change</b>  (15)	<b>OTHER SUBJECT</b>  (15)	<b>OTHER SUBJECT</b>  (15)	<b>GENERAL OPTION</b>  (15)

(To progress to Level 6 at least 210 credits including all required award specific Level 4 credits and at least 75 award specific Level 5 credits must be passed)

Potential award = Honours Degree (360 credits passed with at least 90 at each of L4, L5 and L6)

<b>L E V E L  H  (6)</b>	Teaching Block 1	<b>AWARD SPECIFIC OPTION</b>  (15)	<b>AWARD SPECIFIC OPTION</b>  (15)	<b>OTHER SUBJECT</b>  (15)	<b>GENERAL OPTION</b>  (15)
	Teaching Block 2	<b>AWARD SPECIFIC OPTION</b>  (15)	<b>OTHER SUBJECT</b>  (15)	<b>OTHER SUBJECT</b>  (15)	<b>GENERAL OPTION</b>  (15)

**Award: SOCIOLOGY**  
**Route: Major (Hons)**

Potential award = Cert HE (120 credits passed with at least 90 at L4)

<b>L E V E L  C  (4)</b>	Teaching Block 1	<b>CORE AM25211-4 Living in Society I</b>  (15)	<b>EMPLOYABILITY MODULE OR AWARD SPECIFIC</b>  (15)	<b>OTHER SUBJECT</b>  (15)	<b>GENERAL OPTION</b>  (15)
	Teaching Block 2	<b>CORE AM25216-4 Living in Society II</b>  (15)	<b>OTHER SUBJECT</b>  (15)	<b>OTHER SUBJECT</b>  (15)	<b>GENERAL OPTION</b>  (15)

(To progress to Level 5(I) at least 90 credits with at least 75 L4 award specific credits must be passed)

Potential award = DipHE (240 credits passed with at least 90 at each of L4 and L5)

<b>L E V E L  I  (5)</b>	Teaching Block 1	<b>CORE AM25124-5 Transforming the Self &amp; Society: Humanity &amp; Community</b>  (15)	<b>CORE AM25061-5 Researching the Community I</b>  (15)	<b>OTHER SUBJECT</b>  (15)	<b>GENERAL OPTION</b>  (15)
	Teaching Block 2	<b>CORE AM25642-5 Societies in Change</b>  (15)	<b>AWARD SPECIFIC OPTION</b>  (15)	<b>OTHER SUBJECT</b>  (15)	<b>GENERAL OPTION</b>  (15)

(To progress to Level 6 at least 210 credits including all required award specific Level 4 credits and at least 75 award specific Level 5 credits must be passed)

Potential award = Honours Degree (360 credits passed with at least 90 at each of L4, L5 and L6)

<b>L E V E L  H  (6)</b>	Teaching Block 1	<b>CORE AM25065-6 Dissertation</b>  (30)	<b>AWARD SPECIFIC OPTION</b>  (15)	<b>OTHER SUBJECT</b>  (15)	<b>GENERAL OPTION</b>  (15)
	Teaching Block 2		<b>AWARD SPECIFIC OPTION</b>  (15)	<b>OTHER SUBJECT</b>  (15)	<b>GENERAL OPTION</b>  (15)

**Award: SOCIOLOGY**  
**Route: Minor (Hons)**

Potential award = Cert HE (120 credits passed with at least 90 at L4)

<b>L E V E L  C  (4)</b>	Teaching Block 1	CORE AM25211-4 Living in Society I  (15)	EMPLOYABILITY MODULE OR AWARD SPECIFIC MODULE  (15)	OTHER SUBJECT  (15)	GENERAL OPTION  (15)
	Teaching Block 2	CORE AM25216-4 Living in Society II  (15)	OTHER SUBJECT  (15)	OTHER SUBJECT  (15)	GENERAL OPTION  (15)

(To progress to Level 5(I) at least 90 credits with at least 75 L4 award specific credits must be passed)

Potential award = DipHE (240 credits passed with at least 90 at each of L4 and L5)

<b>L E V E L  I  (5)</b>	Teaching Block 1	AWARD SPECIFIC OPTION  (15)	OTHER SUBJECT  (15)	OTHER SUBJECT  (15)	GENERAL OPTION  (15)
	Teaching Block 2	AWARD SPECIFIC OPTION  (15)	OTHER SUBJECT  (15)	OTHER SUBJECT  (15)	GENERAL OPTION  (15)

(To progress to Level 6 at least 210 credits including all required award specific Level 4 credits and at least 75 award specific Level 5 credits must be passed)

Potential award = Honours Degree (360 credits passed with at least 90 at each of L4, L5 and L6)

<b>L E V E L  H  (6)</b>	Teaching Block 1	AWARD SPECIFIC OPTION  (15)	OTHER SUBJECT  (15)	OTHER SUBJECT  (15)	GENERAL OPTION  (15)
	Teaching Block 2	AWARD SPECIFIC OPTION  (15)	OTHER SUBJECT  (15)	OTHER SUBJECT  (15)	GENERAL OPTION  (15)

## Award Specific Options – SOCIOLOGY

<b>LEVEL C (4)</b>					
<b>Teaching Block 1</b>		<b>Cats</b>	<b>Teaching Block 2</b>		<b>Cats</b>
<b>AM25032-4</b>	The Ethics of Life and Death	<b>15</b>	<b>AM25120-4</b>	The Rise of a Consumer Society in Eighteenth Century England	<b>15</b>
<b>AM25058-4</b>	Crime and Deviance 1	<b>15</b>	<b>AM25128-4</b>	Comparative Sociology: Studying Other Cultures	<b>15</b>
<b>AM25113-4</b>	Introduction to Social Policy	<b>15</b>	<b>AM25241-4</b>	Issues in World Politics	<b>15</b>
<b>AM25389-4</b>	The Twentieth Century World	<b>15</b>	<b>AM25413-4</b>	Volunteering: Action and Experience 1	<b>15</b>
<b>AM25708-4</b>	Security by Design	<b>15</b>	<b>AM25558-4</b>	Dedicated Followers of Fashion? A Sociology of Fads and Crazes	<b>15</b>
			<b>AM25704-4</b>	Who am I? Security, Insecurity and the Life Course	<b>15</b>
			<b>AM25752-4</b>	Contemporary Social Problems (VLE) (joint/major/minor only )	<b>15</b>
<b>EMPLOYABILITY MODULES</b>					
<b>AM25060-4</b>	Studying Society	<b>15</b>	<b>AM25063-4</b>	Research Skills in Family History	<b>15</b>
			<b>AM25118-4</b>	Making History II: Local and Global Perspectives	<b>15</b>
<b>AM25001-4</b>	Information Skills			(runs in both semesters)	<b>15</b>
<b>AM25267-4</b>	Academic Writing Skills			(runs in both semesters)	<b>15</b>
<b>AM25269-4</b>	Presentation Skills			(runs in both semesters)	<b>15</b>
<b>AM25469-4</b>	Theory & Practice of Mentoring			(runs in both semesters)	<b>15</b>

<b>LEVEL I (5)</b>					
<b>Teaching Block 1</b>		<b>Cats</b>	<b>Teaching Block 2</b>		<b>Cats</b>
<b>AM25061-5</b>	Researching the Community 1 (joint/minor students only)	<b>15</b>	<b>AM25062-5</b>	Researching the Community 2 (joint/major/minor students only)	<b>15</b>
<b>AM25067-5</b>	Crime, Justice and Punishment	<b>15</b>	<b>AM25070-5</b>	Deviance, Dissidence and Division	<b>15</b>
<b>AM25124-5</b>	Transforming the Self and Society: Humanity and Community (minor only)	<b>15</b>	<b>AM25136-5</b>	An Anthropology of Evil: Deviance, Conformity, Morality and Responsibility	<b>15</b>
<b>AM25168-5</b>	Still Crazy After All These Years? Madness, Mental Illness and Deviancy	<b>15</b>	<b>AM25138-5</b>	An Anthropology of Evil: Deviance, Conformity, Morality and Responsibility	<b>30</b>
<b>AM25412-5</b>	Volunteering: Action and Experience 2	<b>15</b>	<b>AM25227-5</b>	Deviant Bodies	<b>15</b>
<b>AM25515-5</b>	Women in Modern History	<b>15</b>	<b>AM25232-5</b>	Deviant Bodies	<b>30</b>
<b>AM25563-5</b>	Dissenting Adults: Lesbians, Gay Men and Social Control	<b>15</b>	<b>AM25295-5</b>	Equality Matters: Issues for a Diverse Population	<b>15</b>
<b>AM25612-5</b>	Dissenting Adults: Lesbians, Gay Men and Social Control	<b>30</b>	<b>AM25296-5</b>	Equality Matters: Issues for a Diverse Population	<b>30</b>
<b>AM25707-5</b>	'All along the Watch Tower' Design for Society	<b>15</b>	<b>AM25412-5</b>	Volunteering: Action and Experience 2	<b>15</b>
<b>AM25750-5</b>	Commercial Sex Industry 1- Prostitution	<b>15</b>	<b>AM25474-5</b>	Big Brother is Watching You: The State and Surveillance	<b>15</b>
<b>AM25751-5</b>	Commercial Sex Industry 1- Prostitution	<b>30</b>	<b>AM25500-5</b>	Using the Arts for Health: Practical Workshops	<b>15</b>
			<b>AM25631-5</b>	US Power and the Global Political Economy	<b>15</b>
			<b>AM25642-5</b>	Societies in Change (minor only)	<b>15</b>
			<b>AM25756-5</b>	Commercial Sex Industry 2- Pornography	<b>15</b>
			<b>AM25757-5</b>	Commercial Sex Industry 2- Pornography	<b>30</b>

<b>LEVEL H (6)</b>					
<b>Teaching Block 1</b>		<b>Cats</b>	<b>Teaching Block 2</b>		<b>Cats</b>
<b>AM25046-6</b>	Forensic Anthropology: Criminal Investigations and Police Work	<b>15</b>	<b>AM25096-6</b>	Transnational Organised Crime	<b>15</b>
<b>AM25108-6</b>	Dissenting Adults Lesbians, Gay Men and Social Control	<b>15</b>	<b>AM25154-6</b>	The Sociology of Ethnic Conflict	<b>15</b>
<b>AM25109-6</b>	Dissenting Adults Lesbians, Gay Men and Social Control	<b>30</b>	<b>AM25157-6</b>	The Sociology of Ethnic Conflict	<b>30</b>
<b>AM25203-6</b>	Refugees and Immigrants	<b>15</b>	<b>AM25293-6</b>	Commercial Sex Industry II: Pornography	<b>15</b>
<b>AM25205-6</b>	Refugees and Immigrants	<b>30</b>	<b>AM25294-6</b>	Commercial Sex Industry II: Pornography	<b>30</b>
<b>AM25290-6</b>	Commercial Sex Industry 1: Prostitution	<b>15</b>	<b>AM25499-6</b>	The Kids are Alright?: Sociology of Children and Childhood	<b>15</b>
<b>AM25291-6</b>	Commercial Sex Industry 1: Prostitution	<b>30</b>	<b>AM25523-6</b>	US Power and the Global Political Economy	<b>15</b>
<b>AM25414-6</b>	Forensic Anthropology: Criminal Investigations and Police Work	<b>30</b>	<b>AM25608-6</b>	Big Brother is Watching You: The State and Surveillance	<b>15</b>
<b>AM25065-6</b>	Dissertation (joint/minor/single only)			(serial)	<b>30</b>

#### **GENERAL OPTIONS**

Students can choose from the Award Specific Option list or modules from elsewhere in the Faculty of Arts, Media and Design. Alternatively, they can choose from the University General Option Guide or a module from another Faculty (e.g. Business and Law). (Available via [www.staffs.ac.uk/amdoptions](http://www.staffs.ac.uk/amdoptions)).

## HOW WILL I BE TAUGHT AND ASSESSED?

### Teaching and Learning

The awards in Sociology draw heavily on current staff expertise and seek to incorporate it across all levels. Thus students will be exposed, via cores and options, to a diversity of teaching and learning strategies which draw on the collective good practice of the team. This diversity not only creates a rich and exciting educational experience but stimulates learning, generates a sense of student ownership over the acquisition of knowledge and fosters an environment which facilitates the developments of new skills. The awards afford students the experience of both active and autonomous learning experiences. The emphasis on community work-based learning concords with University and national concerns with flexibility of provision.

Sociology has been commended at Subject Reviews and by External Examiners for the way it has succeeded in combining 'traditional' teaching and learning methods (for example, formal lectures and tutorials) with a variety of relatively new approaches. These innovations include student led learning groups; workshops; small group work; research projects; interactive lectures; team teaching; role playing and utilising the opportunities offered by information technology. Our core skills and research modules are largely delivered in well-designed laboratories furnished with up-to-date computers. Laboratory-based delivery focuses on a wide range of problem solving activities to support and develop student learning and these are strongly connected to the employability agenda by enhancing transferable skills which are valued in the workplace. This complements the considerable use we make of e-learning to support teaching and learning. Blackboard is a well-established virtual learning medium in the University and all Sociology modules have a presence on the site. Module handbooks and learning materials are delivered to students via Blackboard and some modules are delivered either partly or entirely by e-learning. We have developed a wide range of learning skills materials which are also available on Blackboard. Thus, Blackboard is an important resource for independent learning and provides flexible study opportunities within the formal teaching timetable.

A further example of the innovatory delivery methods used on the Sociology awards is the workshop format. The purpose of the workshops is to facilitate in-depth discussion, pursuit of enquiry and a collegiate environment. In classroom based workshops, the tutor will give a short presentation at the start of the session setting up its parameters and, at the end of the two hours, will sum up how issues have been addressed and what has been learned. Most of the body of the two hours workshop is taken up by students who will have been asked to respond to materials given for each workshop in the module handbook. These may take the form of worksheets, case studies or newspaper articles or may involve small group presentations. The workshop format facilitates the development of key transferable skills by requiring students to work collectively, negotiate their own role, and learn from each other.

### Assessment

The team recognise the importance of enabling students to benefit from a range of different forms of assessment. Therefore, students are exposed to both traditional (for example, unseen examinations and essays) and newer modes of assessment (portfolios; reflective diaries; case studies; presentations). Our assessment strategy strives to provide a mixture of controlled forms of assessment (examinations) and

autonomous forms which is reviewed annually via award monitoring. This variety of assessment arises from a concern firstly, to ensure that all students are able to realise their educational potential as fully as possible and secondly, to ensure that they are exposed to forms of assessment which enable them to demonstrate a range of learning outcomes appropriate to the particular modules, levels and awards. The assessment strategy is further designed to meet the requirements of the University Learning Outcomes statement and to ensure that students are exposed, at each level, to the eight common learning outcomes.

The team is concerned to ensure that students are benefited by an assessment package that is capable of delivering both formative and summative feedback. This is particularly evident in the core modules that afford student the opportunity to reflect on their progress in stages. Examples of formative assessment are class tests and workshop exercises which are usually submitted at the mid-semester point. Opportunities for feedback are provided within the seminar programme and via individual consultation with the module tutors. This reflection is enhanced by a personal tutorial system that is embedded into the core modules at Level Four and continues in the subsequent levels. These procedures ensure that students and personal tutors are able to liaise on a frequent basis and that any problems are quickly addressed. This is well-established good practice on all awards in Sociology.

### **ADDITIONAL INFORMATION**

#### **Entry Requirements (including IELTS score)**

##### **What qualifications would I need to join this programme?**

The entry requirements for the award are normally:

These conform to the general University entry requirement for degree awards.

#### **Disability Statement**

Staffordshire University operates a policy of inclusive teaching and learning to ensure that all students have an equal opportunity to fulfil their educational potential. Details about how to apply to have your needs assessed can be found at: [http://www.staffs.ac.uk/study\\_here/disabled\\_students/index.jsp](http://www.staffs.ac.uk/study_here/disabled_students/index.jsp)

**Further information about the award can be found in the relevant Student Handbook and on the University Website. This includes information about optional modules, learning outcomes at levels below honours, student support, and academic regulations.**

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