

Overview

Programme Code	36776
Programme Title	Sociology
Awarding Institution	Liverpool John Moores University
Programme Type	Degree

Awards

Award Type	Award Description	Award Learning Outcomes
Target Award	Bachelor of Arts with Honours - BAH	N/A

Alternate Award Names	
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External Benchmarks

Subject Benchmark Statement	UG-Sociology (2019)
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Aims and Outcomes

Educational Aims of the Programme	<p>1. To provide students with a stimulating, research informed, academic programme, including both core and optional modules, with clear progression through the degree, and with clear learning outcomes. 2. To provide a dynamic and contemporary programme which stimulates the sociological imagination and engages students with the history of the discipline, and its central theoretical, methodological and substantive aspects. 3. To provide an environment which facilitates and encourages student centred learning, that is inclusive and accessible to all students, and supports them as they begin to independently research the social world using appropriate quantitative and/or qualitative techniques. 4. To provide at level 4 core modules introducing theory and method and a range of areas of sociology including social policy, inequalities, and culture in local, national and global contexts; these themes can be explored further in core (theory and method) and themed optional modules at level 5, with level 6 being made up of further themed optional modules. Hence a pathway can be constructed by the student built around specific themes. 5. To provide graduates with the appropriate subject knowledge and attributes, together with a range of transferable skills, and the ability to take responsibility for their own learning, to pursue a career related to the subject area, in general employment, or further study. 6. To encourage students to engage with the development of employability skills, including their completion of a self-awareness statement. 7. To provide a programme that enables students to recognise their citizenship in local, national and global communities and societies, and to appreciate their role in addressing social conditions, resisting prejudice, and improving social justice for all utilising the theoretical insights and evidence based findings of sociology. 8. To appreciate the importance of ethical issues in all forms of sociological data collection, analysis and argumentation and the contested nature of social life, to develop a reflexive sociological understanding of world views alternative to their own. 9. To provide opportunities to sociologically investigate societies other than the UK and to facilitate exchange and study/field work educational visits to those countries to further understanding, analysis and knowledge. 10. Appreciate the distinctive character of Sociology in relation to other forms of understanding, such as its relation to other disciplines and to everyday explanations.</p>
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Learning Outcomes

Code	Number	Description
PLO1	1	Describe and examine a range of key concepts and theoretical approaches from the history and contemporary practice of Sociology and evaluate their application in examining the processes that underpin social change, conflict and social stability.
PLO2	2	Demonstrate competence in using major theoretical perspectives and concepts in Sociology, and their application to social life.
PLO3	3	Identify, assess and analyse sources of evidence in building a sociological argument.
PLO4	4	Plan and conduct ethical sociological research using quantitative and qualitative data sources whether using secondary analysis of previous research, naturally occurring data or gathering new data.
PLO5	5	Recognise the relevance of sociological knowledge to social, public and civic policy.
PLO6	6	Appreciate the complexity and diversity of social contexts including the need for cultural awareness when applying sociological ideas developed in one context to a cross-cultural setting.
PLO7	7	Analyse, interpret and apply major theories and concepts in the study of sociology, independently engaging with subject literature, questioning received thinking, and supporting critical and normative judgements on sociological issues with relevant evidence and structured argument.
PLO8	8	Apply reflexivity about assumptions and the social processes and structures shaping forms of knowledge.

PLO9	9	Recognise and develop arguments and evidence to challenge all forms of prejudice.
PLO10	10	Demonstrate understanding of numeracy and statistical information, and use ICT and traditional methods for the retrieval and storage, interpretation and presentation of information and findings.
PLO11	11	Appreciate the values of open mindedness and sensitivity to cultural differences and the importance of respecting equality and diversity.
PLO12	12	Provide an analytical account of social diversity and various inequalities addressing the social processes shaping individuals, groups, social practices, social institutions and social structures.
PLO13	13	Communicate ideas coherently in a written, visual and or verbal forms utilising appropriate referencing.
PLO14	14	Assess the merits of competing explanations and draw on evidence to synthesise and evaluate competing arguments and explanations.
PLO15	15	Work independently, demonstrating skills of self-organisation, time management, the ability for critical self-reflection and self-improvement.
PLO16	16	Collaborate with others to achieve collective goals, and discuss and present ideas and interpretations with others in a clear and reasoned way.
PLO17	17	Assess and analyse the ethical implications of research and enquiry.
PLO18	18	Use specialist knowledge of one or more sub-topics within Sociology to construct a sociological argument (selecting from a range of available options reflecting the diversity of the discipline) and thereby evaluating the relationship between sociological arguments and evidence.
PLO19	19	Examine a range of data sources, research strategies and quantitative and qualitative methods and assess the appropriateness of their use (through practical application and experience) to generate empirical knowledge about a substantive sociological concern.
PLO20	20	Show understanding of the use of sociology in historical, cross-cultural and transnational comparative studies of global societies.
PLO21	21	Demonstrate knowledge of the contingent and contextual nature of all forms of social knowing including sociological knowledge, so as to be reflexive about their own knowledge of the social world.
PLO22	22	Apply sociology to the analysis of cultural forms and practices.
PLO23	23	Appreciate the role of worldviews, values and beliefs and their consequences for social action in ethically plural societies.
PLO24	24	Formulate and investigate sociological questions.

Course Structure

Programme Structure Description

The programme is taught within the University Academic Framework. Students must take 120 credits of Sociology modules at each level of the programme (Levels 4, 5 and 6). Each Level of the programme should normally be completed in one academic year. Modules are of two types: core and options. Modules are all 20 credits aside from the 40 credit Dissertation Module at level 6. At Level 4 students will take a core programme of 120 credits. At Level 5, 80 credits are from core modules whilst the remaining 40 credits are from optional modules. The only restriction for option registration is that students must select one option only from each semester. Students cannot take two option choices from the same semester; the 40 credits of optionality must be balanced which a 20 credit option in each semester. At level 6 there are no core modules. Students who choose to take the Dissertation can also take the Sociology Work Placement 2 module or vice versa. The Dissertation can be taken with the International Field Work module, and the Sociology Work Placement module can be taken with the International Field Work module. That is all three can be taken. It is optional whether any of these modules are taken. Students will study 60 credits in Semester 1 and 60 credits in semester 2. Students will be allocated a personal tutor in Level 4 who will teach them at this level and normally remain their personal tutor throughout their time at LJMU.

Teaching, Learning and Assessment

Teaching, Learning and Assessment	<p>The programme incorporates staff-led and student-centred strategies with a progressive emphasis on the latter as students develop as independent learners. The former includes both formal and interactive lectures, and seminars, which provide opportunities to present ideas, discuss and reflect. The latter involve small group activities, tutorials, workshops and enquiry-based learning. These are designed to: Foster student progression; Stimulate interest and encourage participation; Provide equal opportunities to develop learning skills at all levels; Encourage critical analysis and the application of theory; Utilise ICT. The Sociology Assessment strategy is guided by School, University and QAA guidelines and ensures that: Assessment, as part of the learning process, involves feedback (diagnostic, formative or summative) that is timely and constructive. Criteria of attainment are given in handbooks and module assignments. Assessment across the programme is planned, and designed to be coherent, balanced and to facilitate the achievement of learning outcomes. Assessment meets the criteria (QAA and School) of validity, reliability and consistency. Assessment takes account of students with particular needs. The programme utilises a wide range of assessments including Essays, Exams, reports, portfolios, projects, self-reflective diaries, biography, leaflet, book reviews, enquiry-based learning, presentations (written and oral) and, at level 6, an optional dissertation, and opportunities for work placement. Intellectual skills are strongly linked to the development of knowledge and understanding. Lectures provide the foundations of and models for students to develop and consolidate their intellectual skills, whole workshops, seminars, tutorials and independent learning provides opportunities for students to practice and apply these intellectual skills. The assessment of intellectual skills is closely linked with subject knowledge and assessment, however the focus is upon the student's ability to recognise, construct and defend arguments, to undertake critical analysis and to identify and resolve intellectual problems. A variety of written coursework and exam based assessments focus directly on the student's ability to construct rigorous arguments and analysis. While the more applied nature of some assessments (briefing papers, blogs, case studies, reports), particularly those requiring students to understand and undertake Sociological research encourages students to creatively develop their intellectual skills. All teaching and learning activities focus on developing and improving communication skills: lectures enable students to become effective listeners who can assimilate ideas and information; discussions in workshops and small group settings develop spoken communication skills, collaboration and interpersonal skills. Students are also encouraged and supported, via tutor guidance and the VLE, to undertake independent learning which, in turn, promotes planning, organisational and time-management skills. All assessment utilized on the programme encourages students to develop their communication skills and to present arguments and ideas with precision and clarity. Achievement of good time management and organizational skills is demonstrated by students completing work on time to a satisfactory standard. These skills are introduced in the Sociology Tutorial module, at level four. Thereafter, core and option modules at levels 5 and 6 involve a combination of student-centred learning in both collective (seminars/workshops, group project work etc) and individual contexts (independent learning, tutorials, dissertations). Teaching is block time-tabled into 2 hour sessions. The variety of learning experiences and assessment tasks is designed to stimulate interest and encourage participation, and to provide opportunities for students with differing capabilities and aptitudes to develop transferable skills. The variety of assessment on the pro</p>
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Opportunities for work related learning

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<p>Personal development planning is integrated into the personal tutor arrangements at Levels 4, 5 and 6. Work related learning is embedded at Level 6 in the Work Placement 2 module. All LJMU undergraduate programs are required to incorporate into a L4 module an assessment item of the submission of a personal Self Awareness Statement. Students have the opportunity to choose from work-based/related/transferrable skills modules at L6, while the programme's PDP system provides opportunities for students to reflect on and document their achievements inside and outside of university and think about future employability paths.</p>

Entry Requirements

Type	Description
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Alternative qualifications considered	Prior to starting the programme applicants must have obtained grade 4 or grade C or above in English Language and Mathematics GCSE or an approved alternative qualification below: <ul style="list-style-type: none"> • Key Skills Level 2 in English/ Maths • NVQ Level 2 Functional skills in Maths and English Writing and or Reading • Skills for Life Level 2 in Numeracy/English • Higher Diploma in Maths/ English • Functional skills level 2 in Maths/ English • Northern Ireland Essential Skills Level 2 in Communication or Application of Number • Welsh GCSE in Maths • Welsh GCSE in Numeracy • Wales Essential Skills Level 2 in Communication or Application of Number
International Baccalaureate	24 IB points.
BTECs	Acceptable on its own and combined with other qualifications. DMM in a relevant subject area is required if no other level 3 qualifications are taken.
A levels	104 UCAS points from a minimum of 2 A Levels, preferably including a Humanities and Social Science subject. Maximum of 20 AS points accepted
Other international requirements	International applications will be considered in line with UK qualifications. Any applicant whose first language is not English will be required to have IELTS 6.0 (minimum 5.5 in each component) or acceptable equivalent.

Programme Contacts

Programme Leader

Contact Name

Link Tutor

Contact Name

Sara Parker