PROGRAMME SPECIFICATION

Bachelor of Arts with Honours in Sociology

Awarding institution	Liverpool John Moores University
Teaching institution	LJMU
UCAS Code	L300
JACS Code	L300
Programme Duration	Full-Time: 3 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	Sociology 2016
Programme accredited by	N/A
Description of accreditation	N/A
Validated target and alternative exit awards	Bachelor of Arts with Honours in Sociology Diploma of Higher Education in Sociology Certificate of Higher Education in Sociology
Programme Leader	Peter Millward

Educational aims of the programme

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

Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education

A student who is eligible for this award will be able to:

Demonstrate the transition from A-level, Access or other previous study to degree level study in Sociology Be able to identify and explain key issues, themes and substantive areas in Sociology. Have developed key study skills for further study in Higher Education generally and Sociology in particular. Be familiar with Social Science research methods; identify and explain some of the methodological techniques in Sociology. Participate actively in group work and presentation Have understood and begun PDP.

Alternative Exit/ Interim Award Learning Outcomes - Diploma of Higher Education

A student who is eligible for this award will be able to:

Have developed an understanding of core areas of Sociological theory. Be competent in the theory and practice of Sociological research methods. Have acquired critical skills. Have developed transferable skills. Experienced WRL and career-based opportunities.

Target award Learning Outcomes - Bachelor of Arts with Honours

A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.

A student who is eligible for this award will be able to:

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

2. provide an analytical account of social diversity and various inequalities addressing the social processes shaping individuals, groups, social practices, social institutions and social structures

3. 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

4. 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

5. show understanding of the use of sociology in historical, cross-cultural and transnational comparative studies of global societies.

6. 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

7. apply sociology to the analysis of cultural forms and practices

8. appreciate the role of worldviews, values and beliefs and their consequences for social action in ethically plural societies

9. formulate and investigate sociological questions

10. demonstrate competence in using major theoretical perspectives and concepts in Sociology, and their application to social life

11. identify, assess and analyse sources of evidence in building a sociological argument

12. 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

13. recognise the relevance of sociological knowledge to social, public and civic policy.

14. 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

15. 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

16. apply reflexivity about assumptions and the social processes and structures shaping forms of knowledge

17. recognise and develop arguments and evidence to challenge all forms of prejudice

18. 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

19. appreciate the values of open mindedness and sensitivity to cultural differences and the importance of respecting equality and diversity

20. communicate ideas coherently in a written, visual and or verbal forms utilising appropriate referencing

21. assess the merits of competing explanations and draw on evidence to synthesise and evaluate competing arguments and explanations

22. work independently, demonstrating skills of self-organisation, time management, the ability for critical self-reflection and self-improvement

23. collaborate with others to achieve collective goals, and discuss and present ideas and interpretations with others in a clear and reasoned way

24. assess and analyse the ethical implications of research and enquiry

Teaching, Learning and Assessment

The methods used to enable outcomes to be achieved and demonstrated are as follows:

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 and Blackboard

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 programme ensures that these transferable key skills are assessed at various points throughout the degree.

Programme structure - programme rules and modules

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 and the 120 credit Study Abroad module at level 5.

At Levels 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.

At level 6 there are no core modules. Students who choose to take the Dissertation cannot also take the Work Placement in Sociology module/s or vice versa. The Dissertation can be taken with the International Field Work module, and the Work Placement module/s module can be taken with the International Field Work module. It is optional whether any of these modules are taken.

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.

The programme will offer the opportunity for 60 credits of study abroad at L5. Students will be enrolled on a 360 credit honours with study abroad programme. A 60 credit Level 5 study abroad module 5109SOC will normally replace the second semester modules on the standard programme. This study abroad should cover the same learning outcomes as the modules being replaced. The modules to be studied in the host institution must be agreed in advance. The Level 5 mean for the final award mark will be calculated based upon the 120 credits at Level 5.

The programme will offer the opportunity of an additional year of study abroad following Level 5. Students will be enrolled on a 480 credit honours with study abroad programme. Of the 480 credits, 120 will be taken via 5108SOC Study Year Abroad. The modules to be studied at the host institution must be agreed in advance. The Level 5 mean for the final award mark will be calculated upon the 240 credits at Level 5.

Level 6	Potential Awards on completion	Bachelor of Arts with Honours
Core	Option	Award Requirements
	6100SOC Dissertation in Sociology (40 credits) 6101SOC Interchange in Sociology: Working with Communities (20 credits) 6102SOC Interchange in Sociology: Community-based learning (20 credits) 6103SOC International Fieldwork in Sociology (20 credits) 6104SOC Radical Planet: Protest, Resistance and Alternatives to Urban Capitalism (20 credits) 6105SOC The Aesthetics and Politics of Fear (20 credits) 6106SOC Sport, Crime and Society (20 credits) 6107SOC Disability Studies (20 credits) 6108SOC Body Politics: Gender, Sexuality and Society (20 credits) 6109SOC Cultural Sociology of Music (20 credits)	0 core credits at level 6 120 option credits at level 6

	6110SOC Society, Religion and Belief (20 credits) 6111SOC Visual Sociology (20 credits) 6112SOC Sociology Work Placement 1 (20 credits) 6113SOC Sociology Work Placement 2 (20 credits)	

Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5100SOC Researching British Society (20 credits) 5101SOC Knowing the Modern World (20 credits) 5102SOC Research in Action (20 credits) 5103SOC Cultural and Critical Theory (20 credits)	5104SOC Globalisation, Culture and Society (20 credits) 5106SOC Society and Environment in Conflict (20 credits) 5107SOC The Medicalised Body: The Sociology of Health and Illness (20 credits)	80 core credits at level 5 40 option credits at level 5

Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4100SOC Identities and Studying Sociology (20 credits) 4101SOC Sociological Imaginations (20 credits) 4102SOC Contemporary Social and Green Issues (20 credits) 4103SOC Researching the Everyday (20 credits) 4104SOC Culture and Sociology (20 credits) 4105SOC Global Issues and Society (20 credits)		120 core credits at level 4 0 option credits at level 4

Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.
https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework

Opportunities for work-related learning (location and nature of activities)

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 in Sociology 1 and 2 modules of 20 credits each (proposal and placement / report) 6112SOC Sociology Work Placement 1 (20 credits) and 6113SOC Sociology Work Placement 2 (20 credits).

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 L5 and 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.

Criteria for admission

A/AS Level
104 UCAS points from a minimum of 2 A Levels, preferably including a Humanities and Social Science subject.

Maximum of 20 AS points accepted

BTEC National Diploma
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.

Irish Leaving Certificate
104 UCAS points from a minimum of 5 subjects. A maximum of 20 UCAS Tariff points at Ordinary Level.

Scottish Higher
104 UCAS points

International Baccalaureate
24 IB points.

Access
At least 9 Distinctions and 36 Merits, or any other combination that equates to 104 UCAS Tariff points in a relevant subject

Other
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:

• 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

• Wales Essential Skills Level 2 in Communication or Application of Number

Mature entry
Applications are welcomed from mature and non-standard applicants, who will be considered on an individual

basis. These applicants may be required to submit an essay and/or attend an interview, and should demonstrate

potential and motivation and/or have relevant experience.

Overseas qualifications
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.

External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA) Published review reports are available on the QAA website at www.qaa.ac.uk

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

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

Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

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 he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.