

Programme Specification: Undergraduate

For students starting in Academic Year 2019/2020

1. Course Summary

Names of programme(s) and award title(s)	BA (Hons) Sociology BA (Hons) Sociology with International Year (see Annex A for details)
Award type	Single Honours
Mode of study	Full time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 6
Duration	3 years 4 years with the International Year between years 2 and 3
Location of study	Keele University – main campus
Accreditation (if applicable)	Not applicable
Regulator	Office for Students (OfS)
Tuition Fees	UK/EU students: Fee for 2019/20 is £9,250* International students: Fee for 2019/20 is £14,320** The fee for the international year abroad is calculated at 15% of the standard year fee
Additional Costs	Please refer to the Additional costs section

How this information might change: Please read the important information at <http://www.keele.ac.uk/student-agreement/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

2. What is a Single Honours programme?

The Single Honours programme described in this document allows you to focus more or less exclusively on Sociology. In keeping with Keele's commitment to breadth in the curriculum, the programme also gives you the opportunity to take some modules outside Sociology, in other disciplines and in modern foreign languages as

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part of a 360-credit Honours degree. Thus it enables you to gain, and be able to demonstrate, a distinctive range of graduate attributes.

3. Overview of the Programme

The central philosophy of the Sociology programme revolves around the importance of active learning. Given that Sociology is a discipline that requires students to think about the society they inhabit and the human relations they experience every day, we believe that it is important that students learn to think about scholarly material in relation to the everyday world so that they can better understand their own social situation. This philosophical approach is embedded in the programme in the form of a range of formative and summative assessments, which are designed to help students develop problem-solving skills. Beyond the programme's assessment regime, the teaching group seeks to encourage active learning and enable student choice by balancing students' study of the sociological canon with the provision of a range of elective modules offered by research active staff. Internal to this progression from compulsory to elective content, the programme also includes a shift from a teaching-based to research-led approach to learning, which sees students become independent learners. In this respect, the programme has been designed to guide students from a teaching-based format in Year 1, where they are introduced to core materials and study skills, through to a research-based approach in Year 3, where they are encouraged to develop taught content through wide-ranging independent study.

4. Aims of the Programme

The broad aims of the programme are to enable you to:

- Think critically about the social world and develop social explanations of a wide range of phenomena
- Communicate sociological explanations to diverse audiences through both written and oral presentations
- Employ advanced analytical skills in the understanding and application of sociological evidence and theory
- Develop further analytical, learning, and social skills that may be employed in a variety of different real world contexts

5. What you will learn

Students who complete all three years of the Programme and graduate with a BA (Hons) in Sociology as a Single Honours subject will be able to:

- Employ a sociological imagination to explain private events in terms of public situations and develop sociological accounts of everyday life.
- Demonstrate knowledge of sociological thought and social theory and use this to analyse substantive social problems.
- Explain the relationship between research strategies and sociological problems and use this ability to make judgements about the relevance of different research strategies to particular sociological problems.
- Evaluate sociological ideas in the context of real-life ethical, social, political and policy issues.
- Report, interpret, and analyse raw data (both sociological, common-sense and media) in a variety of sociological contexts.
- Communicate ideas and arguments effectively in written form.

In their focus upon theory and methods, the outcomes of the Sociology Programme are in line with the Sociology Subject Benchmark Statement of the Quality Assurance Agency for Higher Education.

Keele Graduate attributes

Engagement with this programme will enable you to develop your intellectual, personal and professional capabilities. At Keele, we call these our ten Graduate Attributes and they include independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of your studies and activities. Our educational programme and learning environment is designed to help you to become a well-rounded graduate who is capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life you engage in after your studies are completed.

Further information about the Keele Graduate Attributes can be found here: <http://www.keele.ac.uk/journey/>

6. How is the Programme taught?

Learning and teaching methods used on the programme vary according to the subject matter and level of the module. The programme is taught by lectures, seminars, workshops, independent study, supervision, and supported by the KLE (Keele Virtual Learning Environment). These learning and teaching methods enable students to achieve the learning outcomes of the programme in a variety of ways.

Lecture and teaching methods include the following:

- **Lectures** enable the communication of core materials on modules and are central to the teaching of modules at years 1, 2, and 3.
- **Seminars** accompany lectures on modules in years 1, 2 and 3. They provide students with the opportunity to discuss lecture content and key readings with a tutor. Seminars can include activities such as close readings, open discussions, and student-led debates, moderated by the tutor. These activities take place in groups of approximately 15-20 students with one tutor.
- **Workshops** enable the simultaneous communication and discussion of module material. These take the form of two hour classes of around 30 students.
- **Independent study** forms a core component at every level of the programme. Students are expected to become increasingly independent over the course of the programme.
- **Supervision** accompanies independent study in order to provide students with a point of contact in the programme teaching group. Supervision takes the form of one-to-one student-tutor discussion in office hours at all levels of the programme and support by a member of staff for students who choose to take the dissertation module in Sociology in year three.
- **Web-based learning** using the Keele Learning Environment (KLE): the KLE is an online learning environment used to give students easy access to a wide range of resources including interactive reading lists, lecture notes, assessment questions and guidance, and other resources.

Apart from these formal activities, students are also provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs they may have, with their Personal Tutors or module lecturers on a one-to-one basis.

7. Teaching Staff

The permanent teaching staff of the Sociology Programme consists of a number of Senior Lecturers and Lecturers. All current members of staff have doctorates in Sociology or closely related disciplines, such as Anthropology. Moreover, six of the group have professionally accredited teaching qualifications. All members of the teaching staff are research active members of the Centre for Social Policy in the Social Science Research Institute and publish books and articles on international presses and in international journals. The teaching group also has extensive experience of teaching at undergraduate and postgraduate level at universities in the UK, Europe, the United States, Canada, West Africa, and Japan.

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

8. What is the Structure of the Programme?

The academic year runs from September to June and is divided into two semesters. The number of weeks of teaching will vary from course to course, but you can generally expect to attend scheduled teaching sessions between the end of September and mid-December, and from mid-January to the end of April.

Our degree courses are organised into modules. Each module is usually a self-contained unit of study and each is usually assessed separately with the award of credits on the basis of 1 credit = 10 hours of student effort. An outline of the structure of the programme is provided in the tables below.

There are three types of module delivered as part of your programme. They are:

- Compulsory modules – a module that you are required to study on this course;
- Optional modules – these allow you some limited choice of what to study from a list of modules;
- Elective modules – a free choice of modules that count towards the overall credit requirement but not the number of subject-related credits.

A summary of the credit requirements per year is as follows, with a minimum of 90 subject credits (compulsory plus optional) required for each year.

Year	Compulsory	Optional		Electives	
		Min	Max	Min	Max
1	90	0	0	30	30
2	60	30	60	0	30
3	30	60	90	0	30

Module lists

Compulsory modules	Module Code	Credits	Semester
Social Inequalities in the Contemporary World	SOC 10009	15	1
Classical Sociology	SOC 10014	15	2
Investigating Social Issues	SOC 10021	15	1
The Anthropological Imagination	SOC 10029	15	1
Researching British Society	SOC 10012	15	2
Mediated World	SOC 10025	15	2

Year 2 (Level 5)

Compulsory modules	Module Code	Credits	Semester
Contemporary Social Theory	SOC 20049	15	1
Research Methods	SOC 20046	15	2
Globalisation and Its Discontents	SOC 20043	15	2
Producing Sociological Knowledge	SOC 20060	15	1
Optional modules	Module Code	Credits	Semester
Sociological Work Placement	SOC 20061	15	1-2
Social Movements	SOC 20056	15	1
Families and Households: Diversity and Change	SOC 20041	15	1
Witchcraft, Zombies and Social Anxiety	SOC 20033	15	2
Cultures of Consumption	SOC 20036	15	1 or 2

City Culture Society	SOC 20040	15	2
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Year 3 (Level 6)

Compulsory modules	Module Code	Credits	Semester
Dissertation	SOC 30028	30	1-2
Optional modules	Module Code	Credits	Semester
Home: Belonging, Locality and Material Culture	SOC 30032	15	1 or 2
Gender and Consumption	SOC 30029	15	1 or 2
The Virtual Revolution: New Technologies, Culture and Society	SOC 30031	15	1 or 2
Streets, Skyscrapers, Slums: The City in Social, Cultural, and Historical Context	SOC 30025	15	1
Sociology of Parenting and Early Childhood	SOC 30030	15	2
Sex, Death, Desire: Psychoanalysis in Social Content	SOC 30034	15	2
The Ecological Imagination: Environment and Society	SOC 30043	15	1
Celebrity	SOC 30033	15	1

For further information on the content of modules currently offered, including the list of elective modules, please visit: www.keele.ac.uk/recordsandexams/az

Learning Outcomes

The table below sets out what students learn in each year of the Programme, the modules in which that learning takes place, and the main ways in which students are assessed on their learning. In Year 1 (Level 4) and Year 2 (Level 5) these learning outcomes are achieved in the compulsory modules which all students are required to take. Some of these outcomes may also be achieved or reinforced in optional and elective modules together with other outcomes not stated here. In Year 3 (Level 6) the stated outcomes are achieved by taking any of the modules offered in each semester.

Year 1 (Level 4)

Subject Knowledge and Understanding		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
Demonstrate knowledge of the 'classical' sociology of the 19th century (Marx, Weber, Durkheim)	Classical Sociology	Essay, exam
Describe key thinkers' works and show how they relate to sociological conceptions of historical change expressed by notions such as feudalism and modernity	Classical Sociology	Essay, exam
Explore the impact key writers had on future research and assess the degree to which their analyses and findings remain relevant to contemporary society	Classical Sociology	Essay, exam

Rehearse classical social theories and ways of theorising	Classical Sociology	Essay, exam
Question the role of sociological theory, recognising that theorising is a means of simplifying complexity	Classical Sociology	Essay, exam
Assess the forms of stratification of social life in contemporary societies	Social Inequalities in the Contemporary World	Draft essay, essay
Analyse the role of gender, ethnicity, social class, and age in shaping our life chances	Social Inequalities in the Contemporary World	Draft essay, essay
Assess the value of sociological explanations for inequalities which challenge individualist and common-sense understandings	Social Inequalities in the Contemporary World	Draft essay, essay
Express knowledge of the diversity of types of social inequality in the contemporary world	Social Inequalities in the Contemporary World	Draft essay, essay
Demonstrate knowledge of the ways that policy decisions impact upon social inequalities through reference to both historical and contemporary examples	Social Inequalities in the Contemporary World	Essay
Engage with individualized and culturally specific explanations for major disparities in life chances from a sociological perspective	Social Inequalities in the Contemporary World	Draft essay, essay
Demonstrate an appreciation of the significance of key sociological studies, including an ability to demonstrate a comprehension of their influence in the discipline of sociology	Researching British society	Essay, short answer exam
Describe key social, economic and political changes in British society from post-World War II to the present day	Researching British society	Essay, short answer exam
Identify specific theories related to media, communication and cultural studies and discriminate between these and 'common sense' views	Mediated World	Essay, exam
Demonstrate understanding of the roles of mass communication systems, made the representation and systems of meaning in the ordering of society	Mediated World	Essay, exam
Demonstrate an awareness of the social, economic and political forces that influence on affect the creative industries	Mediated World	Essay, exam

Demonstrate an understanding of how mass media technologies have emerged through historical processes	Mediated World	Essay, exam
Explore the meaning of 'culture' and 'society' in diverse theoretical approaches and empirical circumstances	The Anthropological Imagination	Case study, essay
Describe the methods anthropologists use to study societies and culture.	The Anthropological Imagination	Case study, essay
Describe the different ways social life is organised in a range of non-Western societies.	The Anthropological Imagination	Case study, essay
Explore the distinctive character of sociological approaches to understanding social issues in relation to other disciplines, and everyday life explanations	Investigating Social Issues	Presentation, reflective report
Describe how a sociological approach highlights the connections between individual experiences and wider public events and social, economic and political forces.	Investigating Social Issues	Presentation
Explore potential solutions to current social problems	Investigating Social Issues	Presentation

Subject Specific Skills		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
Question the role of sociological theory, recognising that theorising is a means of simplifying complexity	Classical Sociology	Essay, exam
Recognise that the consequences of theorising inevitably creates new uncertainties and complexities	Classical Sociology	Essay, exam
Conform to key academic conventions, reflect on own performance, and present materials in a coherent fashion	All compulsory modules	All assessments
Show evidence of reflection on own learning and the ability to conform to academic conventions	All compulsory modules	All assessments
Showing appreciation of how the production of sociological knowledge in particular substantive	Researching British Society	Essay, short answer exam

areas relies on researchers' engagement with methodological debates		
Show confidence in reading texts, incorporating the ability to demonstrate a comprehension of the connection between the time and place location and their sociological content	Researching British Society.	Essay, short answer exam
Evaluate and apply theoretical approaches to the study of media, communications and cultural studies	Mediated World	Essay, exam
Show the usefulness of an approach which compares culture and society in different times and in different places.	The Anthropological Imagination	Case study, essay
Use a range of academic and non-academic sources (media reports, grey literature) to explore the nature and causes of social problems	Investigating Social Issues	Presentation, reflexive report
Present material to peers and staff which describes and explains a contemporary social issue.	Investigating Social Issues	Presentation
Reflect on personally held knowledge, assumptions and practices in relation social problems and sociological and everyday explanations for these.	Investigating Social Issues	Reflexive report
Reflect on good practice in oral presentations and on personal development in this area.	Investigating Social Issues	Reflexive report

Key or Transferable Skills (graduate attributes)		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
Conform to key academic conventions, reflect on own performance, and present materials in a coherent fashion	All compulsory modules	All assessments
Access information from library catalogues and databases and use online facilities	All compulsory modules	All assessments
Participate in group discussion	All compulsory modules	
Demonstrate the ability to interpret quantitative data representing	Social Inequalities in the Contemporary World	Draft essay, essay

patterns of social inequalities, and compare these to findings of qualitative research to develop an understanding of the contribution of different methodological approaches to sociological research		
Plan their learning activities and how to improve the effectiveness of their learning, including revision for examinations and preparation of coursework	All compulsory modules	All assessments
Accept feedback in a positive manner and act appropriately on it	All compulsory modules	All assessments
Organise themselves and their time	All compulsory modules	All assessments
Work collaboratively in a small group	Investigating Social Issues	Presentation

YEAR 2 (Level 5)

Subject Knowledge and Understanding		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
Review twentieth-century social theory and to locate it within their 19 th century intellectual contexts	Contemporary Social Theory	Book review, unseen exam
Critically analyse key concepts in twentieth- century social theory and distinguish between the major theoretical approaches	Contemporary Social Theory	Book review, unseen exam
Analyse twentieth-century social theory in order to make independent judgements about its strengths and weaknesses	Contemporary Social Theory	Book review, unseen exam
Explain the sociological dimensions of social theory and formulate theoretically informed questions about the social world	Contemporary Social Theory	Book review, unseen exam
Explain the production of research in terms of process and identify the different elements of that process	Research Methods	Critical review, research proposal
Review the difference between methodology and method and know that the research object should produce methodological debate, result in the choice of methodology, and the choice of method	Research Methods	Critical review, research proposal

Analyse the strengths and weaknesses of different data collection procedures in sociology for different research problems	Research Methods	Critical review, research proposal
Demonstrate comprehension that truth claims made by sociologists are based upon theoretical assumptions made in the process of producing their knowledge	Producing Sociological Knowledge	Essay
Mobilise different theoretical approaches the production of sociological knowledge and demonstrate the potential to apply them in appropriate research design	Producing Sociological Knowledge	Essay
Explain the meaning of key terms relating to debates around the production of sociological knowledge and demonstrate the potential to apply these appropriately in their own projects	Producing Sociological Knowledge	Portfolio
Explain the processes of globalisation and how these have developed over the course of history	Globalisation and its Discontents	Research proposal, project
Discuss the ways in which processes of globalisation impact upon the world and critically analyse these in written work	Globalisation and its Discontents	Research proposal, project
Explain the relation of the central concerns of sociology, such as social inequality, to processes of globalisation, thus developing understandings obtained at level four	Globalisation and its Discontents	Research proposal, project
Review the political positions influencing both the processes of globalisation and the various accounts of these processes and critically assess the relative validity of these accounts	Globalisation and its Discontents	Research proposal, project
Review the different approaches to understanding processes of globalisation	Globalisation and its Discontents	Research proposal, project

Subject Specific Skills		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
Link concepts and evidence in social	Contemporary Social Theory	Book review, unseen exam

science and within a broadly comparative framework	Research Methods	Critical review, research proposal
Evaluate sociological ideas in the context of real-life ethical, social, political and policy issues	Contemporary Social Theory Research Methods	Book review, unseen exam Critical review, research proposal
Explain the sociological dimensions of theories of society in a range of teaching and learning contexts	Contemporary Social Theory Research Methods	Book review, unseen exam Critical review, research proposal
Analyse key concepts in social science, such as structure, agency, truth, and interpretation	Contemporary Social Theory Research Methods Producing Sociological Knowledge	Book review, unseen exam Critical review, research proposal Portfolio, essay
Identify and explain the distinctiveness of sociological knowledge in relation to 1) the natural sciences and 2) other social sciences through reference to key sources	Producing Sociological Knowledge	Essay
Compare and contrast different approaches to the production of sociological knowledge and debate their relative merits	Producing Sociological Knowledge	Essay
Employ concepts and theories to analyse events and situations beyond their original context	Globalisation and its Discontents	Research proposal, project

Key or Transferable Skills (graduate attributes)		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will have the opportunity to:</i>		
Develop their skills of scholarly discussion and exposition of complex ideas	All compulsory modules	All assessments
Communicate ideas and arguments effectively in written form	All compulsory modules	All assessments
Critically review their own written work to ensure that the structure and length is appropriate	All compulsory modules	All assessments
Evaluate a range of strategies and methods for answering research questions or testing hypotheses	Research Methods	Critical review, research proposal
Construct strategies and methods for problem solving and answering specific questions	Research Methods	Critical review, research proposal
Draw appropriate conclusions from numerical data presented in tables and / or charts and use charts and	Research Methods	Critical review

graphs to display numerical data effectively		
Locate, review, and evaluate literature and provisional research on a single topic, the proposed research methods and an appropriate theoretical framework	Research Methods	Research proposal

YEAR 3 (Level 6)

Subject Knowledge and Understanding		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
Cultivate independent skills in defining problems and developing their expertise in interpreting and evaluating research within the particular areas of sociology	All modules approved as part of the Sociology Programme	Module assessment includes essays, unseen exams, posters, a dissertation, and other exercises
Show systematic understandings of key aspects of social life	All modules approved as part of the Sociology Programme	Module assessment includes essays, unseen exams, posters, a dissertation, and other exercises
Judge the merits of competing sociological explanations	All modules approved as part of the Sociology Programme	Module assessment includes essays, unseen exams, posters, a dissertation, and other exercises

Subject Specific Skills		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
Evaluate the increasing complexity of sociological knowledge	All level 6 Sociology modules	Module assessment includes essays, unseen exams, posters, a dissertation, and other exercises
Assess social thought and recognise the contingency and critique of the sociological enterprise	All level 6 Sociology modules	Module assessment includes essays, unseen exams, posters, a dissertation, and other exercises
Assess complex sociological texts and identify possible directions for further theoretical and empirical research in Sociology	All level 6 Sociology modules	Module assessment includes essays, unseen exams, posters, a dissertation, and other exercises
Critically evaluate primary source material, synthesise arguments, and present discussions in written form	All level 6 Sociology modules	Module assessment includes essays, unseen exams, posters, a dissertation, and other exercises

Key or Transferable Skills (graduate attributes)		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of

<i>Successful students will have the opportunity to:</i>		the Level Outcome) used
Construct a range of strategies and methods for answering research questions and testing hypothesis	All level 6 Sociology modules	Module assessment includes essays, unseen exams, posters, a dissertation, and other exercises
Locate, review and evaluate literature on research topic and an appropriate theoretical framework	All level 6 Sociology modules	Module assessment includes essays, unseen exams, posters, a dissertation, and other exercises
Use ethical guidelines for research	All level 6 Sociology modules	Module assessment includes essays, unseen exams, posters, a dissertation, and other exercises
Design and use appropriate visual material	All level 6 Sociology modules	Module assessment includes essays, unseen exams, posters, a dissertation, and other exercises
Make decisions and plan activity in uncertain conditions	All level 6 Sociology modules	Module assessment includes essays, unseen exams, posters, a dissertation, and other exercises

9. Final and intermediate awards

Credits required for each level of academic award are as follows:

Honours Degree	360 credits	You will require at least 120 credits at levels 4, 5 and 6 You must accumulate at least 270 credits in Sociology (out of 360 credits overall), with at least 90 credits in each of the three years of study, to graduate with a named single honours degree in Sociology.
Diploma in Higher Education	240 credits	You will require at least 120 credits at level 4 or higher and at least 120 credits at level 5 or higher
Certificate in Higher Education	120 credits	You will require at least 120 credits at level 4 or higher

Sociology with International Year: in addition to the above students must pass a module covering the international year in order to graduate with a named degree in Sociology with International Year. Students who do not complete, or fail the international year, will be transferred to the three-year Sociology programme.

10. How is the Programme assessed?

The wide variety of assessment methods used within Sociology at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. The following list is representative of the variety of assessment methods used within Sociology:

- **Essays** provide students with the opportunity to formulate arguments and develop ideas using evidence obtained from library research or other valid sources. As such, the essay assessment enables students to develop their research skills, which involve the ability to sort legitimate from illegitimate source materials, and other academic conventions, such as referencing.
- **Unseen examinations** test students' knowledge of a particular subject, their understanding of ideas and theories, their ability to mobilise theories and concepts beyond the first context, and centrally their

ability to formulate a coherent argument in a limited amount time. The Sociology programme employs two hour exams to test students on a variety of modules

- **Reports** enable students to learn how to organise and distil information into a clear and coherent written format and consequently develop their employability skills in this area
- **Reflexive Reports** require students to write a reflexive account of their experience of a module explaining the content of lectures, seminar discussions, and their own personal and academic development. The purpose of this assessment is to encourage students to reflect on their own experiences in order to become more successful learners
- **Book Reviews** test students' ability to summarise the key points of scholarly work and evaluate the arguments of particular authors in light of the sociological tradition
- **The Research Proposal** requires students to develop an independent research project and think through theoretical problems surrounding methodology and practical concerns relating to, for example, availability of sample, financial restrictions, and time limits. Again, this form of assessment is key to the development of independent research skills and a portfolio of employability skills
- **Oral Presentations** assess students' subject knowledge and understanding. They may also test their ability to work effectively as members of a team, to communicate what they know orally and visually, and to reflect on these processes as part of their own personal development
- **Posters:** since the presentation of material in essay or report form is not always appropriate, it is important that students have the capacity to make use of visual aids to communicate ideas. The poster format enables students to synthesise visual and written material to analyse a particular area of sociological study
- **The Dissertation** allows students to undertake a significant piece of their own research under supervision by a research-active member of staff and make use of their theoretical and practical learning on the programme to formulate this significant piece of work

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of seminar discussions.

11. Contact Time and Expected Workload

This contact time measure is intended to provide you with an indication of the type of activity you are likely to undertake during this programme. The data is compiled based on module choices and learning patterns of students on similar programmes in previous years. Every effort is made to ensure this data is a realistic representation of what you are likely to experience, but changes to programmes, teaching methods and assessment methods mean this data is representative and not specific.

Undergraduate courses at Keele contain an element of module choice; therefore, individual students will experience a different mix of contact time and assessment types dependent upon their own individual choice of modules. The figures below are an example of activities that a student may expect on your chosen course by year/stage of study. Contact time includes scheduled activities such as: lecture, seminar, project supervision, demonstration, practical classes and labs, supervised time in labs/workshop, fieldwork and external visits. The figures are based on 1,200 hours of student effort each year for full-time students.

Activity	Year 1 (Level 4)	Year 2 (Level 5)	Year 3 (Level 6)
Scheduled learning and teaching activities	16%	15%	13%
Guided independent	84%	85%	87%

Study			
Placements	0%	0%	0%

12. Accreditation

This programme does not have accreditation from an external body.

13. Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: <http://www.keele.ac.uk/student-agreement/>

Course Regulations

A student who has completed a semester abroad will not normally be eligible to transfer onto the International Year option.

14. What are the typical admission requirements for the programme?

Subject	A-level	Subjects not included	International Baccalaureate	BTEC	Access to Higher Education Diploma	GCSE requirements
Sociology (single honours), Sociology with International Year	BBC	None	30 points	DDM	Obtain Access to Higher Education Diploma with 112 UCAS Tariff points including a minimum of 15 Level 3 credits distinction	English Language at C (or 4)

Applicants who are not currently undertaking any formal study or who have been out of formal education for more than 3 years and are not qualified to A-level or BTEC standard may be offered entry to the University's Foundation Year Programme.

Applicants for whom English is not a first language must provide evidence of a recognised qualification in English language. The minimum score for entry to the Programme is Academic IELTS 6.0 or equivalent.

Please note: All non-native English speaking students are required to undertake a diagnostic English language assessment on arrival at Keele, to determine whether English language support may help them succeed with their studies. An English language module may be compulsory for some students during their first year at Keele.

Accreditation of Prior Learning (APL) is considered on a case-by-case basis and those interested should contact the Programme Director. The University's guidelines on this can be found here:

<http://www.keele.ac.uk/ga/accreditationofpriorlearning/>

15. How are students supported on the programme?

Support for student learning on the Programme is provided in the following ways:

- Module and seminar group leaders are responsible for providing support for learning on the modules and in the seminar groups for which they are responsible. They also give individual feedback on in-course assessments and more general feedback on examinations.
- Every student is allocated to a personal tutor who is responsible for reviewing and advising on students' academic progress. The University has a team of life and learning developers based in Student Services who are responsible for supporting students and enhancing their ability to access the curriculum and everything else that the University has to offer throughout their time at Keele.
- Personal tutors also act as a first point of contact for students on non-academic issues which may affect

their learning and can refer students on to Student Services for additional help in relation to health, disability, welfare, finance and careers. Specialist help and advice on these and other issues is also available for international students.

All members of teaching staff in Sociology are available to see students during weekly office hours and at other times by appointment.

16. Learning Resources

Sociology is taught in teaching rooms equipped with computers, internet access and whiteboards or projection equipment. Rooms may be arranged either in traditional lecture format or more informally to allow students to work together in small groups.

The learning resources available to students on the Programme include:

- The extensive collection of sociological materials relevant to undergraduate study held in the University Library. These materials include books, journals and government publications. Much of this material is also accessible online to Keele students from anywhere in the world with a University username and password.
- The Keele Learning Environment (KLE) which provides easy access to a wide range of learning resources including lecture notes, digitised readings electronic materials available in a repository maintained by the University Library and other resources – video, audio and text-based – accessible from external providers via the internet.
- Most modules have electronic resource lists generated using Talis Aspire, a software package that allows students to access online journal articles, digitised readings, websites and other resources by clicking on links in a single document.
- Students for whom English is not their first language are offered language classes, facilities and services by the University's Language Centre. In addition to credit-bearing modules on English for academic study, students also have access to one-to-one tutorials for individual help and advice, and to a wealth of resources for self-study and practice.

17. Other learning opportunities

Study abroad (semester)

Students on the Sociology programme have the potential opportunity to spend a semester abroad in their second year studying at one of Keele's international partner universities.

Exactly which countries are available depends on the student's choice of degree subjects. An indicative list of countries is on the website (<http://www.keele.ac.uk/studyabroad/partneruniversities/>); however this does not guarantee the availability of study in a specific country as this is subject to the University's application process for studying abroad.

No additional tuition fees are payable for a single semester studying abroad but students do have to bear the costs of travelling to and from their destination university, accommodation, food and personal costs. Depending on the destination they are studying at additional costs may include visas, study permits, residence permits, and compulsory health checks. Students should expect the total costs of studying abroad to be greater than if they study in the UK, information is made available from the Global Education Team throughout the process, as costs will vary depending on destination.

Whilst students are studying abroad any Student Finance eligibility will continue, where applicable students may be eligible for specific travel or disability grants. Students studying in Erasmus+ destinations may be eligible for grants as part of this programme. Students studying outside of this programme may be eligible for income dependent bursaries at Keele.

Students travel on a comprehensive Keele University insurance plan, for which there are currently no additional charges. Some governments and/or universities require additional compulsory health coverage plans; costs for this will be advised during the application process.

Study Abroad (International Year)

A summary of the International Year, which is a potential option for students after completion of year 2 (Level 5), is provided at Annex A.

18. Additional costs

Activity	Estimated cost
Field courses - compulsory	£0
Field courses – optional fieldtrip in the local area or to a nearby City	£20
Equipment	£0
Travel - for students taking optional module ‘Sociology Work Placement’ – travel to and from placements (when required)	£30
Other additional costs	£0
Total estimated additional costs	£50

These costs have been forecast by the University as accurately as possible but may be subject to change as a result of factors outside of our control (for example, increase in costs for external services). Forecast costs are reviewed on an annual basis to ensure they remain representative. Where additional costs are in direct control of the University we will ensure increases do not exceed 5%.

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation.

We do not anticipate any further costs for this undergraduate programme.

19. Quality management and enhancement

The quality and standards of learning in Sociology are subject to a continuous process of monitoring, review and enhancement.

- The Learning and Teaching Committee of the School of Social Science and Public Policy is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the Sociology Programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year and as part of the University’s Curriculum Annual Review and Development (CARD) process.
- The programmes are run in accordance with the University’s Quality Assurance procedures and are subject to periodic reviews under the Internal Quality Audit (IQA) process.

Student evaluation of, and feedback on, the quality of learning on every Sociology module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of the Curriculum Annual Review and Development (CARD) process.
- Findings related to the Sociology Programme from the annual National Student Survey (NSS), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students in all three years of the Sociology Programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:

<http://www.keele.ac.uk/ga/externalexaminers/currentexternalexaminers/>

20. The principles of programme design

The Sociology Programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

- a. UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education: <http://www.qaa.ac.uk/quality-code>
- b. QAA Subject Benchmark Statement: Sociology (2016) http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-sociology-16.pdf?sfvrsn=e696f781_10
- c. Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>

21. Document Version History

Date of first approved version (v1.0): 2nd October 2018

Revision history

Version number ¹	Author	Date	Summary of and rationale for changes

¹ 1.1, 1.2 etc. are used for minor changes and 2.0, 3.0 etc. for major changes (as defined in the University's Guidance on processes supporting curriculum changes)

Annex A

Sociology with International Year

International Year Programme

Students registered for Single Honours Sociology may either be admitted for or apply to transfer during their period of study at Level 5 to the Single Honours 'Sociology with International Year'. Students accepted onto this programme will have an extra year of study (the International Year) at an international partner institution after they have completed Year 2 (Level 5) at Keele.

Students who successfully complete both the second year (Level 5) and the International Year will be permitted to progress to Level 6. Students who fail to satisfy the examiners in respect of the International Year will normally revert to the BA (Hons) Sociology and progress to Level 6 on that basis. The failure will be recorded on the student's final transcript.

Study at Level 4, Level 5 and Level 6 will be as per the main body of this document. The additional detail contained in this annex will pertain solely to students registered for 'Sociology with International Year'.

International Year Programme Aims

In addition to the programme aims specified in the main body of this document, the international year programme of study aims to provide students with:

1. Personal development as a student and a researcher with an appreciation of the international dimension of their subject
2. Experience of a different culture, academically, professionally and socially

Entry Requirements for the International Year

Students may apply to the 4-year programme during Level 5. Admission to the International Year is subject to successful application, interview and references from appropriate staff.

The criteria to be applied are:

- Academic Performance (an average of 60% across all modules at Level 5 is normally required)
- General Aptitude (to be demonstrated by application for study abroad, interview during the 2nd semester of year 2 (Level 5), and by recommendation of the student's personal tutor, 1st and 2nd year tutors and programme director)

Student Support

Students will be supported whilst on the International Year via the following methods:

- Phone or Skype conversations with Study Abroad tutor, in line with recommended Personal Tutoring meeting points.
- Support from the University's Global Education Team

Learning Outcomes

In addition to the learning outcomes specified in the main text of the Programme Specification, students who complete a Keele undergraduate programme with International Year will be able to:

- a. Describe, discuss and reflect upon the cultural and international differences and similarities of different learning environments
- b. Discuss the benefits and challenges of global citizenship and internationalisation
- c. Explain how their perspective on their academic discipline has been influenced by locating it within an

international setting.

In addition, students who complete Sociology with International Year will be able to:

- d. Describe, discuss and reflect upon the cultural and international differences and similarities of different learning environments
- e. Discuss the benefits and challenges of global citizenship and internationalisation
- f. Explain how their perspective on their academic discipline has been influenced by locating it within an international setting

These learning outcomes will all be assessed by the submission of a satisfactory individual learning agreement, the successful completion of assessments at the partner institution and the submission of the reflective portfolio element of the international year module.

Course Regulations

Students registered for the Sociology with International Year are subject to the course specific regulations (if any) and the University regulations. In addition, during the International Year, the following regulations will apply:

Students undertaking the International Year must complete 120 credits, which must comprise *at least 40%* in the student's discipline areas.

This may impact on your choice of modules to study, for example you will have to choose certain modules to ensure you have the discipline specific credits required.

Students are barred from studying any Sociology module with significant overlap to Level 6 modules to be studied on their return. Significant overlap with Level 5 modules previously studied should also be avoided.

Additional costs for the International Year

Tuition fees for students on the International Year will be charged at 15% of the annual tuition fees for that year of study, as set out in Section 1. The International Year can be included in your Student Finance allocation, to find out more about your personal eligibility see: www.gov.uk

Students will have to bear the costs of travelling to and from their destination university, accommodation, food and personal costs. Depending on the destination they are studying at additional costs may include visas, study permits, residence permits, and compulsory health checks. Students should expect the total costs of studying abroad be greater than if they study in the UK, information is made available from the Global Education Team throughout the process, as costs will vary depending on destination.

Students studying in Erasmus+ destinations may be eligible for grants as part of this programme. Students studying outside of this programme may be eligible income dependent bursaries at Keele.

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