

Programme Specification: Undergraduate

For students starting in Academic Year 2020/21

1. Course Summary

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|--|--|
| Names of programme and award title(s) | BA (Hons) Sociology BA (Hons) Sociology with International Year (see Annex for details) |
| Award type | Single Honours |
| Mode of study | Full-time |
| Framework of Higher Education Qualification (FHEQ) level of final award | Level 6 |
| Normal length of the programme | 3 years; 4 years with the International Year between years 2 and 3 |
| Maximum period of registration | The normal length as specified above plus 3 years |
| Location of study | Keele Campus |
| Accreditation (if applicable) | Not applicable |
| Regulator | Office for Students (OfS) |
| Tuition Fees | <p>UK/EU students:</p> <p>Fee for 2020/21 is £9,250*</p> <p>International students:</p> <p>Fee for 2020/21 is £14,750**</p> <p>The fee for the international year abroad is calculated at 15% of the standard year fee</p> |

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.

* These fees are regulated by Government. We reserve the right to increase fees in subsequent years of study in response to changes in government policy and/or changes to the law. If permitted by such change in policy or law, we may increase your fees by an inflationary amount or such other measure as required by government policy or the law. Please refer to the accompanying Student Terms & Conditions. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

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2. What is a Single Honours programme?

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

For further information on the content of modules currently offered, including the list of elective modules, please visit:

<https://www.keele.ac.uk/recordsandexams/modulecatalogue/>

| Year | Compulsory | Optional | | Electives | |
|---------|------------|----------|-----|-----------|-----|
| | | Min | Max | Min | Max |
| Level 4 | 90 | 0 | 0 | 30 | 30 |
| Level 5 | 60 | 30 | 60 | 0 | 30 |
| Level 6 | 30 | 60 | 90 | 0 | 30 |

Module Lists

Level 4

| Compulsory modules | Module Code | Credits | Period |
|---|--------------------|----------------|---------------|
| Social inequalities in the contemporary world | SOC-10009 | 15 | Semester 1 |
| The Anthropological Imagination | SOC-10019 | 15 | Semester 1 |
| Investigating Social Issues | SOC-10021 | 15 | Semester 1 |
| Researching British Society | SOC-10012 | 15 | Semester 2 |
| Classical Sociology | SOC-10014 | 15 | Semester 2 |
| Mediated World | SOC-10025 | 15 | Semester 2 |

Level 5

| Compulsory modules | Module Code | Credits | Period |
|-----------------------------------|--------------------|----------------|---------------|
| Contemporary Social Theory | SOC-20049 | 15 | Semester 1 |
| Producing Sociological Knowledge | SOC-20060 | 15 | Semester 1 |
| Globalisation and its Discontents | SOC-20043 | 15 | Semester 2 |
| Research Methods | SOC-20046 | 15 | Semester 2 |

| Optional modules | Module Code | Credits | Period |
|---|--------------------|----------------|---------------|
| Cultures of Consumption | SOC-20036 | 15 | Semester 1 |
| Families and Households: Diversity and Change | SOC-20041 | 15 | Semester 1 |
| Social Movements | SOC-20056 | 15 | Semester 1 |
| Sociology Work Placement | SOC-20061 | 15 | Semester 1-2 |
| Witchcraft, Zombies and Social Anxiety | SOC-20033 | 15 | Semester 2 |
| Cultures of Consumption | SOC-20036 | 15 | Semester 2 |
| City, Culture, Society | SOC-20040 | 15 | Semester 2 |

Level 6

| Compulsory modules | Module Code | Credits | Period |
|---------------------------|--------------------|----------------|---------------|
| Dissertation - ISP | SOC-30028 | 30 | Semester 1-2 |

| Optional modules | Module Code | Credits | Period |
|---|-------------|---------|------------|
| Streets, Skyscrapers, and Slums: The City in Social, Cultural, and Historical Context | SOC-30025 | 15 | Semester 1 |
| Gender and Consumption | SOC-30029 | 15 | Semester 1 |
| The Virtual Revolution: New Technologies, Culture and Society | SOC-30031 | 15 | Semester 1 |
| Home: belonging, locality and material culture | SOC-30032 | 15 | Semester 1 |
| Celebrity | SOC-30033 | 15 | Semester 1 |
| The Ecological Imagination: Environment and Society | SOC-30043 | 15 | Semester 1 |
| Gender and Consumption | SOC-30029 | 15 | Semester 2 |
| Sociology of Parenting and Early Childhood | SOC-30030 | 15 | Semester 2 |
| The Virtual Revolution: New Technologies, Culture and Society | SOC-30031 | 15 | Semester 2 |
| Home: belonging, locality and material culture | SOC-30032 | 15 | Semester 2 |
| Sex, Death, Desire: Psychoanalysis in Social Context | SOC-30034 | 15 | Semester 2 |

Learning Outcomes

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

Level 4

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.

| Subject Knowledge and Understanding | |
|---|---|
| Learning Outcome | Module in which this is delivered |
| Demonstrate knowledge of the 'classical' sociology of the 19th century (Marx, Weber, Durkheim); Describe key thinkers' works and show how they relate to sociological conceptions of historical change expressed by notions such as feudalism and modernity; Explore the impact key writers had on future research and assess the degree to which their analyses and findings remain relevant to contemporary society; Rehearse classical social theories and ways of theorising; Question the role of sociological theory, recognising that theorising is a means of simplifying complexity. | Classical Sociology - SOC-10014 |
| Assess the forms of stratification of social life in contemporary societies; Analyse the role of gender, ethnicity, social class, and age in shaping our life chances; Assess the value of sociological explanations for inequalities which challenge individualist and common-sense understandings; Express knowledge of the diversity of types of social inequality in the contemporary world; Demonstrate knowledge of the ways that policy decisions impact upon social inequalities through reference to both historical and contemporary examples; Engage with individualized and culturally specific explanations for major disparities in life chances from a sociological perspective. | Social inequalities in the contemporary world - SOC-10009 |
| 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; Describe key social, economic and political changes in British society from post-World War II to the present day. | Researching British Society - SOC-10012 |
| Identify specific theories related to media, communication and cultural studies and discriminate between these and 'common sense' views; Demonstrate understanding of the roles of mass communication systems, made the representation and systems of meaning in the ordering of society; Demonstrate an awareness of the social, economic and political forces that influence on affect the creative industries; Demonstrate an understanding of how mass media technologies have emerged through historical processes. | Mediated World - SOC-10025 |
| Explore the meaning of 'culture' and 'society' in diverse theoretical approaches and empirical circumstances; Describe the methods anthropologists use to study societies and culture; Describe the different ways social life is organised in a range of non-Western societies. | The Anthropological Imagination - SOC-10019 |
| Explore the distinctive character of sociological approaches to understanding social issues in relation to other disciplines, and everyday life explanations; Describe how a sociological approach highlights the connections between individual experiences and wider public events and social, economic and political forces; Explore potential solutions to current social problems. | Investigating Social Issues - SOC-10021 |

| Subject Specific Skills | |
|---|---|
| Learning Outcome | Module in which this is delivered |
| Question the role of sociological theory, recognising that theorising is a means of simplifying complexity; Recognise that the consequences of theorising inevitably creates new uncertainties and complexities. | Classical Sociology - SOC-10014 |
| Conform to key academic conventions, reflect on own performance, and present materials in a coherent fashion; Show evidence of reflection on own learning and the ability to conform to academic conventions. | All compulsory modules |
| Showing appreciation of how the production of sociological knowledge in particular substantive 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 - SOC-10012 |
| Evaluate and apply theoretical approaches to the study of media, communications and cultural studies | Mediated World - SOC-10025 |
| Show the usefulness of an approach which compares culture and society in different times and in different places | The Anthropological Imagination - SOC-10019 |
| Use a range of academic and non-academic sources (media reports, grey literature) to explore the nature and causes of social problems; Present material to peers and staff which describes and explains a contemporary social issue; Reflect on personally held knowledge, assumptions and practices in relation social problems and sociological and everyday explanations for these; Reflect on good practice in oral presentations and on personal development in this area. | Investigating Social Issues - SOC-10021 |

| Key or Transferable Skills (graduate attributes) | |
|--|---|
| Learning Outcome | Module in which this is delivered |
| Conform to key academic conventions, reflect on own performance, and present materials in a coherent fashion; Access information from library catalogues and databases and use online facilities; Participate in group discussion. | All compulsory modules |
| Demonstrate the ability to interpret quantitative data representing 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 | Social inequalities in the contemporary world - SOC-10009 |
| Plan their learning activities and how to improve the effectiveness of their learning, including revision for examinations and preparation of coursework; Accept feedback in a positive manner and act appropriately on it; Organise themselves and their time. | All compulsory modules |
| Work collaboratively in a small group | Investigating Social Issues - SOC-10021 |

Level 5

| Subject Knowledge and Understanding | |
|---|---|
| Learning Outcome | Module in which this is delivered |
| Review twentieth-century social theory and to locate it within their 19th century intellectual contexts; Critically analyse key concepts in twentieth- century social theory and distinguish between the major theoretical approaches; Analyse twentieth-century social theory in order to make independent judgements about its strengths and weaknesses; Explain the sociological dimensions of social theory and formulate theoretically informed questions about the social world. | Contemporary Social Theory - SOC-20049 |
| Explain the production of research in terms of process and identify the different elements of that process; 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; Analyse the strengths and weaknesses of different data collection procedures in sociology for different research problems. | Research Methods - SOC-20046 |
| Demonstrate comprehension that truth claims made by sociologists are based upon theoretical assumptions made in the process of producing their knowledge; Mobilise different theoretical approaches the production of sociological knowledge and demonstrate the potential to apply them inappropriate research design; 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 - SOC-20060 |
| Explain the processes of globalisation and how these have developed over the course of history; Discuss the ways in which processes of globalisation impact upon the world and critically analyse these in written work; Explain the relation of the central concerns of sociology, such as social inequality, to processes of globalisation, thus developing understandings obtained at level four; 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; Review the different approaches to understanding processes of globalisation. | Globalisation and its Discontents - SOC-20043 |

| Subject Specific Skills | |
|---|--|
| Learning Outcome | Module in which this is delivered |
| Link concepts and evidence in social science and within a broadly comparative framework; Evaluate sociological ideas in the context of real-life ethical, social, political and policy issues; Explain the sociological dimensions of theories of society in a range of teaching and learning contexts. | Research Methods - SOC-20046 Contemporary Social Theory - SOC-20049 |
| Analyse key concepts in social science, such as structure, agency, truth, and interpretation | Research Methods - SOC-20046 Contemporary Social Theory - SOC-20049 Producing Sociological Knowledge - SOC-20060 |
| 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; Compare and contrast different approaches to the production of sociological knowledge and debate their relative merits. | Producing Sociological Knowledge - SOC-20060 |
| Employ concepts and theories to analyse events and situations beyond their original context | Globalisation and its Discontents - SOC-20043 |

| Key or Transferable Skills (graduate attributes) | |
|---|--|
| Learning Outcome | Module in which this is delivered |
| Develop their skills of scholarly discussion and exposition of complex ideas; Communicate ideas and arguments effectively in written form; Critically review their own written work to ensure that the structure and length is appropriate. | All compulsory modules |
| Evaluate a range of strategies and methods for answering research questions or testing hypotheses; Construct strategies and methods for problem solving and answering specific questions; Draw appropriate conclusions from numerical data presented in tables and / or charts and use charts and 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 - SOC-20046 |

Level 6

| Subject Knowledge and Understanding | |
|---|---|
| Learning Outcome | Module in which this is delivered |
| 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 |
| Show systematic understandings of key aspects of social life | All modules approved as part of the Sociology Programme |
| Judge the merits of competing sociological explanations | All modules approved as part of the Sociology Programme |

| Subject Specific Skills | |
|--|--|
| Learning Outcome | Module in which this is delivered |
| Evaluate the increasing complexity of sociological knowledge | All level 6 Sociology modules |
| Assess social thought and recognise the contingency and critique of the sociological enterprise | All level 6 Sociology modules |
| Assess complex sociological texts and identify possible directions for further theoretical and empirical research in Sociology | All level 6 Sociology modules |
| Critically evaluate primary source material, synthesise arguments, and present discussions in written form | All level 6 Sociology modules |

| Key or Transferable Skills (graduate attributes) | |
|---|--|
| Learning Outcome | Module in which this is delivered |
| Construct a range of strategies and methods for answering research questions and testing hypothesis | All level 6 Sociology modules |
| Locate, review and evaluate literature on research topic and an appropriate theoretical framework | All level 6 Sociology modules |
| Use ethical guidelines for research | All level 6 Sociology modules |
| Design and use appropriate visual material | All level 6 Sociology modules |
| Make decisions and plan activity in uncertain conditions | All level 6 Sociology modules |

9. Final and intermediate awards

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

| | | |
|--|-------------|--|
| Honours Degree | 360 credits | <p>You will require at least 120 credits at levels 4, 5 and 6</p> <p>You must accumulate at least 270 credits in your main subject (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 this subject.</p> <p>*An exemption applies for students transferring from a Combined Honours programme - see point 3.4 here: https://www.keele.ac.uk/regulations/regulationc3/</p> |
| 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 |

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

10. How is the Programme Assessed?

The wide variety of assessment methods used on this programme 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 on your programme:

- **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 tutorial and 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, tutorial, 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

| | Scheduled learning and teaching activities | Guided independent Study | Placements |
|------------------|--|--------------------------|------------|
| Year 1 (Level 4) | 15% | 85% | 0% |
| Year 2 (Level 5) | 15% | 85% | 0% |
| Year 3 (Level 6) | 13% | 87% | 0% |

12. Accreditation

This programme does not have accreditation from an external body.

13. University 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/>

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?

See the relevant course page on the website for the admission requirements relevant to this programme:
<https://www.keele.ac.uk/study/>

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.

Recognition of Prior Learning (RPL) 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/qa/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 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 in the Annex for the International Year.

18. Additional Costs

| Activity | Estimated cost |
|---|----------------|
| Field courses - compulsory | £0 |
| Field courses - optional field trip 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 this programme are subject to a continuous process of monitoring, review and enhancement.

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the 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.
- 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 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 annual programme review.
- Findings related to the 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 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/qa/externalexaminers/currentexternalexaminers/>

20. The principles of programme design

The 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) <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements?indexCatalogue=document-search&searchQuery=sociology&wordsMode=AllWords>
- c. Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>

21. Annex - International Year

Sociology with International Year

| International Year Programme |
|--|
| <p>Students registered for this Single Honours programme may either be admitted for or apply to transfer during their period of study at Level 5 to the International Year option. Students accepted onto this option 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.</p> <p>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 standard programme and progress to Level 6 on that basis. The failure will be recorded on the student's final transcript.</p> <p>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 the International Year option.</p> |
| 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 in Semester 1 at Level 5 is normally required. Places on the International Year are then conditional on achieving an average mark of 54% across all Level 5 modules with no module fails. Where no Semester 1 marks have been awarded performance in 1st year marks and ongoing 2nd year assessments are taken into account)
- 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)

Students may not register for both an International Year and a Placement Year.

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:

1. Describe, discuss and reflect upon the cultural and international differences and similarities of different learning environments
2. Discuss the benefits and challenges of global citizenship and internationalisation
3. Explain how their perspective on their academic discipline has been influenced by locating it within an international setting.
4. Describe, discuss and reflect upon the cultural and international differences and similarities of different learning environments
5. Discuss the benefits and challenges of global citizenship and internationalisation
6. 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.

Regulations

Students registered for the International Year are subject to the programme-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 area.

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 module with significant overlap to the Level 6 modules they will study 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.

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.

Version History

This document

Date Approved: 19 December 2019

Previous documents

| Version No | Year | Owner | Date Approved | Summary of and rationale for changes |
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