

**KEY PROGRAMME INFORMATION**

<b>Originating institution(s)</b> Bournemouth University	<b>Faculty responsible for the programme</b> Faculty of Health and Social Sciences
<b>Final award(s), title(s) and credits</b> BA (Hons) Sociology: (120 Credits, ECTS 60 Level 4 / 120 Credits, ECTS 60 Level 5 / 120 Credits, ECTS 60 Level 6)	
<b>Intermediate award(s), title(s) and credits</b> Dip HE Sociology: (120 Credits, ECTS 60 Level 4 / 120 Credits, ECTS 60 Level 5)  Cert HE Sociology: (120 Credits, ECTS 60 Level 4)	
<b>UCAS Programme Code(s) (where applicable and if known)</b> 18J3	<b>HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load.</b> 100505
<b>External reference points</b> QAA UK Quality Code for Higher Education (2018) QAA Subject Benchmark Statement Sociology (2016) British Sociological Association (2017) BSA Statement of Ethical Practice <a href="https://www.britsoc.co.uk/ethics">https://www.britsoc.co.uk/ethics</a> Social Research Association (2003) Ethical guidelines <a href="http://the-sra.org.uk/wp-content/uploads/ethics03.pdf">http://the-sra.org.uk/wp-content/uploads/ethics03.pdf</a> Social Policy Association (2009) SPA Guidelines on Research Ethics <a href="http://www.social-policy.org.uk/one-off-publications/spa-guidelines-on-research-ethics/">http://www.social-policy.org.uk/one-off-publications/spa-guidelines-on-research-ethics/</a> British Educational Research Association (2018) Ethical Guidelines for Educational Research <a href="https://www.bera.ac.uk/researchers-resources/publications/ethical-guidelines-for-educational-research-2018">https://www.bera.ac.uk/researchers-resources/publications/ethical-guidelines-for-educational-research-2018</a>	
<b>Professional, Statutory and Regulatory Body (PSRB) links</b> Not applicable	
<b>Places of delivery</b> Bournemouth University	
<b>Mode(s) of delivery</b> Full-time; full-time sandwich; part-time; part-time sandwich	<b>Language of delivery</b> English
<b>Typical duration</b> 3 years (full-time); 4 years (sandwich with optional 30 week placement year); part-time (at least 4 years); part-time sandwich (at least 5 years)	
<b>Date of first intake</b> September 2019	<b>Expected start dates</b> September
<b>Maximum student numbers</b> Not applicable	<b>Placements</b> Optional 20 Day (or 150 hours) Placement Learning Unit Level 5 Optional 30 week Sandwich Placement P year between Level 5 and Level 6. Students are expected to find their own placements with support from the Faculty placements team.

## Programme Specification - Section 1

<b>Partner(s)</b> Not applicable	<b>Partnership model</b> Not applicable
<b>Date of this Programme Specification</b> November 2022	
<b>Version number</b> V1.5-0924	
<b>Approval, review or modification reference numbers</b> E201819 35 FHSS 2021 05, approved 20/01/2021. Previously version 1.0-0920 FHSS 2122 02, approved 19/11/2021. Previously version 1.1-0921 FHSS 2122 03, approved 02/12/2021. Previously version 1.2-0921 FHSS 2122 11, approved 23/03/2022. Previously version 1.3-0922 EC 2122 61, approved 08/07/2022 FHSS 2223 06, approved 23/11/2022, Previously version 1.4-0922	
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## Programme Specification - Section 1

### PROGRAMME STRUCTURE

Programme Award and Title: BA (Hons) Sociology								
Year 1/Level 4								
Students are required to complete all 6 core units								
Unit Name	Core/ Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/minor load)
			Exam 1	Cwk 1	Cwk 2			
Introduction to Social Theory	Core	20	100%			30	v3.0	100628
Introduction to Social Research	Core	20		100%		30	v3.0	100505
Families and Kinship in Contemporary Society	Core	20	100%			30	V4.0	100505
Understanding Communities	Core	20		100%		30	v2.0	100619
Social Inequality and Exclusion	Core	20		100%		30	v3.0	100505
Histories of Social Policy and Social Welfare	Core	20		100%		30	v3.0	100629
<b>Progression requirements:</b> Requires 120 credits at level 4 <b>Exit qualification:</b> Cert HE Sociology (requires 120 credits at Level 4).								

## Programme Specification - Section 1

**Year 2/Level 5** Students are required to complete all 4 core units including either Quantitative Skills or Doing Ethnographic Research as a core unit, and choosing 2 option units. Option units will run if selected by a minimum of 10 students. Some combinations of optional units may not be available depending on the semester of delivery and timetable configurations.

Unit Name	Core/ Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/minor load)
			Exam 1	Cwk 1	Cwk 2			
Qualitative Research Skills	Core	20		100%		30	v1.0	100962
Contemporary Social Theory	Core	20	100%			30	v1.0	100628
Quantitative Skills	Core or option	20		100%		30	v1.0	100962
Doing Ethnographic Research	Core or option	20		100%		30	v2.0	100437
Understanding Globalisation	Core	20		100%		30	V4.0	100505
Crime, Health and Society	Option	20		100%		30	v2.0	100619
Impact of Crime	Option	20		100%		30	v2.0	101405
Placement Learning unit	Option	20		100%		20 days or 150 hours	v2.0	100619
Understanding Cultures	Option	20		100%		30	v2.0	100437
Growing Up and Growing Old	Option	20		100%		30	V4.0	100437
Ethnographies of Crime and Policing	Option	20		100%		30	v2.0	100484
Human Trafficking and Criminality	Option	20		100%		30	V3.0	100484
Youth Crime, Gangs and On- road Life	Option	20		100%		30	V3.0	100484
Being Human in a Posthuman World: The Sociology of AI	Option	20		100%		30	V1.0	100505
Criminological Psychology	Option	20		100%		30	V2.0	100484

**Progression requirements:** Requires 120 credits at Level 5

**Exit qualification:** Dip HE Sociology (requires 120 credits at Level 4 and 120 credits at Level 5).

### Optional placement year in industry/business

**Progression requirements:** Satisfactory completion of a minimum 30-week placement in industry/business. Students who do not choose to undertake the optional sandwich placement may progress directly from Level 5 to Level 6.

## Programme Specification - Section 1

<b>Year 3/Level 6</b> Students are required to complete all 3 core units (Dissertation unit equivalent to 40 credits) and choose 2 option units. Option units will run if selected by a minimum of 10 students. Some combinations of optional units may not be available depending on the semester of delivery and timetable configurations.								
Unit Name	Core/ Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/minor load)
			Exam 1	Cwk 1	Cwk 2			
Dissertation	Core	40		100%		20	v4.0	100962
Terrorism, Protection and Society	Core	20		100%		30	v3.0	100629
Politics and Ideology	Core	20		100%		30	v2.0	100629
Seekers, Believers and Iconoclasts: Sociology of Thought	Option	20		100%		30	v2.0	100505
'Troubling' Gender	Option	20		100%		30	v3.0	100505
Anthropology of International Intervention	Option	20		100%		30	v2.0	100437
Crime and Criminal Justice in the 21 <sup>st</sup> Century	Option	20		100%		30	V3.0	100484
Criminology of Organisations	Option	20		100%		30	v1.0	100484
Intersectional Criminology	Option	20		100%		30	v2.0	100484
The Sociology of Health and Illness	Option	20		100%		30	V1.0	100619
Capitalism's Crimes, Contracts, and Crises. Decolonisation Perspectives in the Social Sciences	Option	20		100%		30	V1.0	100484
Sport and Leisure Cultures: Critical Perspectives	Option	20		100%		30	V1.0	100505
Drugs, Crime & Society	Option	20		100%		30	v1.0	100484
<b>Exit qualification: BA (Hons) Sociology</b> <b>Sandwich UG award:</b> Requires 120 credits at Level 4, 120 credits at Level 5, 120 credits at Level 6 and successful completion of a placement year. <b>Full-time UG award:</b> Requires 120 credits at Level 4, 120 credits at Level 5, and 120 credits at Level 6.								

### AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

### AIMS OF THE PROGRAMME

#### Academic and Professional Contexts

Sociology is viewed as a popular discipline for undergraduates, holding strong social relevance to contemporary society, in terms of changing demographics and issues relating to globalisation and migration. Sociology seeks to address the need for a clear understanding of society and social processes to address the problems of late modernity.

QAA subject benchmarks for honours degrees in the academic discipline of sociology have informed the design of this programme. Students undertaking the BU programme benefit from an opportunity to develop specialist knowledge of diversity, social processes and social change, from a sociological perspective. Graduates are equipped with communication skills, along with analytical and research skills that are increasingly necessary for professional work. Studying this degree gives students a chance to seek employment in local and national government departments, education, the corporate sector together with higher study and professional study for social work, alongside providing 'graduateness' in a key area for the contemporary world and for the global citizen required within it.

#### Programme Aims

Drawing on the QAA Code for HE and Subject Benchmarks, the programme aims to develop challenging, questioning and adaptable graduates, who:

- Demonstrate critical knowledge and a systematic understanding of key contexts, concepts and theoretical approaches in sociology
- Demonstrate critical awareness and understanding of social and cultural diversity, inequalities and social exclusion
- Provide and apply a coherent understanding of social processes underpinning social change
- Develop a critical understanding of comparative social analysis using appropriate social research methodologies
- Display independence of thought, as well as critical, analytical and synoptic skills sufficient to pursue further postgraduate study in sociology and cognate disciplines, or careers in a range of areas.

### ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

The BA (Hons) Sociology programme aligns with BU 2025's distinctive approach to fusion, inspiring learning, advancing knowledge, and enriching society. The programme is designed to improve and enhance departmental education and research excellence, providing our students with an outstanding education and research experience, and preparing them for work in a range of professions, through the academic and applied study of sociology. The focus on active research engagement underpinning the

## **Programme Specification - Section 2**

educational philosophy of our programmes is designed to attract high quality learners. The fusion approach will foster relationships with social oriented agencies in the region and abroad.

In order to achieve BU 2025's strategic plan to ensure academic sustainability and consistent high quality, the Department of Social Sciences and Social Work delivers all its social science programmes as part of an integrated suite which ensures that in addition to providing students with a sound basis in their disciplines of choice, also introduces them to a broad social scientific perspective. Students are able to choose optional units in their own discipline or those of other disciplines within the integrated suite.

### **LEARNING HOURS AND ASSESSMENT**

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits is the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

The assessment workload for each unit considers the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection).

Assessment per 20 credit unit should normally consist of 3,000 words or equivalent. Dissertations at Level 6 are distinct from other assessment types. The word count for these assignments is 5,000 words per 20 credits, recognising that undertaking an in-depth piece of original research as the capstone to a degree is pedagogically sound. The word count for the Dissertation unit is 10,000 words, equivalent to 40 credits,

Students who choose to undertake the sandwich placement will engage in a minimum of 30 weeks of full-time work-based learning between Levels 5 and 6. Sandwich students must pass the non-credit bearing placement portfolio assessment between Level 5 and Level 6 in order to graduate.

### **STAFF DELIVERING THE PROGRAMME**

Students will usually be taught by a combination of senior academic staff with others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, demonstrators/technicians and research students.

## INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

### PROGRAMME AND LEVEL 6 INTENDED PROGRAMME OUTCOMES

<p><b>A: Subject knowledge and understanding</b></p> <p>This programme/level provides opportunities for students to develop and demonstrate knowledge and understanding to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level learning outcomes:</p>
<p>A1 Demonstrate a broad and in-depth knowledge of a range of key concepts and theoretical approaches in sociology</p> <p>A2 Provide a critical account of the social processes that lead to social inequalities, social exclusion and conflict</p> <p>A3 Analyse the nature of social relationships between individuals, groups and social institutions and processes underpinning social change and social stability</p> <p>A4 Examine a range of research strategies and methods to assess the appropriateness of their use, with a demonstrable critical, in-depth understanding of research ethics</p> <p>A5 Analyse and articulate the distinctive nature of sociology as distinguished from other forms of understanding</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (A1 – A4);</li> <li>• seminars (A1 – A4);</li> <li>• directed reading (A1, A3);</li> <li>• use of the VLE (A4, A5);</li> <li>• independent research (for dissertation) (A5).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• open book examinations (A3, A2);</li> <li>• coursework essays (A2 – A4);</li> <li>• dissertation (A5).</li> </ul>
<p><b>B: Intellectual skills</b></p> <p>This programme/level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level outcomes:</p>
<p>B1 Assess the merits of competing explanations of human behaviour, social situations and events</p> <p>B2 Draw on evidence from a range of sources and demonstrate an ability to analyse and synthesise them</p> <p>B3 Construct appropriate sociologically informed questions subjecting them to critical discussion</p> <p>B4 Develop reasoned and articulate discussions based on a range of scholarly sociological sources and using a range of scholarly formats</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (B1 - B4);</li> <li>• seminars (B1 – B4);</li> <li>• directed reading (B1 – B4);</li> <li>• use of the VLE (B2 – B4);</li> <li>• independent research (for dissertation) (B1 - B4).</li> </ul>



## Programme Specification - Section 2

	Assessment strategies and methods (referring to numbered Intended Learning Outcomes):
	<ul style="list-style-type: none"> <li>• open book examinations (B1- B4);</li> <li>• coursework essays (B1 - B4);</li> <li>• dissertation (B1 - B4).</li> </ul>
<p><b>C: Practical skills</b></p> <p>This programme/level provides opportunities for students to:</p>	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level learning outcomes:
<p>C1 Construct &amp; investigate appropriate sociologically informed questions and explanations</p> <p>C2 Summarise and explain empirical sociological research, including a critical assessment of the methodological frameworks used</p> <p>C3 Select and use appropriate research tools to engage in preliminary research. Identify and apply research ethics appropriately</p> <p>C4 Discuss sociological topics with appreciation of theory, evidence and relevance to current debates and present conclusions in a variety of sociological formats</p> <p>C5 Critically examine inequality and discrimination in particular contexts and problem situations, such as that of disability or in connection with terrorism, for example</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (C1 - C3);</li> <li>• coursework essays (C1 - C3, C5);</li> <li>• independent research for empirical dissertation (C1 – C2);</li> <li>• group exercises (C3 – C5).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• open book examinations (C1, C4);</li> <li>• coursework essays (C1, C2, C3, C5);</li> <li>• dissertation (C1, C2, C5).</li> </ul>
<p><b>D: Transferable skills</b></p> <p>This programme/level provides opportunities for students to:</p>	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level learning outcomes:
<p>D1 Demonstrate independence of thought and analytical, critical and synoptic skills</p> <p>D2 Demonstrate scholarly skills, including the ability to make a structured argument, reference the works of others and assess a range of evidence</p> <p>D3 Demonstrate research, numeracy and information technology skills</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (D1 – D6);</li> <li>• seminars (D1- D6);</li> <li>• use of the VLE (D1 – D6);</li> <li>• directed reading (D1- D6).</li> </ul>

## Programme Specification - Section 2

<p>D4 Gather information from a wide range of sources and by a variety of methods to inform relevant sociological inquiry</p> <p>D5 Be articulate in both verbal and written communication.</p> <p>D6 Demonstrate time planning, organisational and management skills</p>	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• coursework (D1 – D6);</li> <li>• open book examinations (D1 – D6);</li> <li>• dissertation (D1- D6).</li> </ul>
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### LEVEL 5/DipHE INTENDED LEVEL OUTCOMES

<p><b>A: Knowledge and understanding</b></p> <p>This programme/level provides opportunities for students to develop and demonstrate knowledge and understanding to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:</p>
<p>A 1 Demonstrate a broad range of key concepts processes and theoretical approaches in sociology and social policy</p> <p>A 2 Provide a critical account of the social processes that lead to social inequalities and social exclusion</p> <p>A3 Analyse social relationships between individuals, groups and social institutions and processes underpinning social change and social stability</p> <p>A4 Identify research strategies and methods to assess the appropriateness of their use, with a demonstrable critical understanding of research ethics</p> <p>A5 Identify ways in which sociology can be distinguished from other forms of understanding</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (A1- A4);</li> <li>• seminars (A1 – A4);</li> <li>• directed reading (A1, A3);</li> <li>• use of the VLE (A4, A5);</li> <li>• independent research (for dissertation) (A1).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• open book examinations (A3, A5);</li> <li>• coursework essays (A2 – A5);</li> <li>• dissertation (A5).</li> </ul>
<p><b>B: Intellectual skills</b></p> <p>This programme/level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:</p>
<p>B1 Recognise contrasting interpretations and explanations of human behaviour, social situations and events</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (B1 - B3);</li> </ul>

## Programme Specification - Section 2

<p>B2 Draw on evidence from a range of sources and evaluate it critically</p> <p>B3 Develop reasoned and articulate discussions based on a range of scholarly sociological sources and using a range of scholarly formats</p>	<ul style="list-style-type: none"> <li>• seminars (B1 – B3);</li> <li>• directed reading (B1 – B3);</li> <li>• use of the VLE (B2 – B3);</li> <li>• independent research (for dissertation) (B1 – B3).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• open book examinations (B1- B4);</li> <li>• coursework essays (B1 – B4);</li> <li>• dissertation (B1 – B4).</li> </ul>
<p><b>C: Practical skills</b></p> <p>This programme/level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:</p>
<p>C1 Recognise sociologically informed inquiry and its relevance to contemporary society</p> <p>C2 Identify and describe the findings of sociological research in discussing of underpinning methodology</p> <p>C3 Select and use appropriate research tools to engage in preliminary research</p> <p>C4 Discuss sociological topics with appreciation of theory, evidence and relevance to current debates and present conclusions in a variety of sociological formats</p> <p>C5 Critically examine inequality and discrimination in particular contexts and problem situations, such as that of disability for example</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (C1 - C3);</li> <li>• coursework essays (C1 - C3, C5);</li> <li>• independent research for empirical dissertation (C1 – C4);</li> <li>• group exercises (C4, C5).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• open book examinations (C1, C3, C5);</li> <li>• coursework essays (C1, C3, C5);</li> <li>• empirical dissertation (C1- C5).</li> </ul>
<p><b>D: Transferable skills</b></p> <p>This programme/level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:</p>
	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p>

## Programme Specification - Section 2

D1	Demonstrate independent learning, study skills and analytical skills	<ul style="list-style-type: none"> <li>• lectures (D1 – D6);</li> <li>• seminars (D1- D6);</li> <li>• use of the VLE (D1 – D6);</li> <li>• directed reading (D1- D6).</li> </ul>
D2	Demonstrate scholarly skills, including the ability to construct a structured argument, referenced to a range of evidence	
D3	Demonstrate communication, numeracy and information technology skills	
D4	Gather information from a range of sources and by a variety of methods to inform relevant sociological inquiry	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• coursework (D1 – D6);</li> <li>• open book examinations (D1 – D6);</li> <li>• dissertation (D1- D6).</li> </ul>
D5	Be articulate in both verbal and written communication.	
D6	Demonstrate time planning, organisational and management skills	

### LEVEL 4/Cert HE INTENDED LEVEL OUTCOMES

<p><b>A: Knowledge and understanding</b></p> <p>This programme/level provides opportunities for students to develop and demonstrate knowledge and understanding to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:</p>
<p>A1 Describe key concepts and theories underpinning sociology</p> <p>A2 Recognise sociological patterns relating to social diversity and inequality</p> <p>A3 Explore analytically social relationships between individuals, groups and social institutions and processes underpinning social change and social stability</p> <p>A4 Identify some research strategies and methods to assess the appropriateness of their use, with a demonstrable understanding of research ethics.</p> <p>A5 Recognise ways in which sociology can be distinguished from other forms of understanding</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (A1- A4);</li> <li>• seminars (A1 – A4);</li> <li>• directed reading (A1, A3);</li> <li>• use of the VLE (A4, A5);</li> <li>• Independent research (for dissertation) (A1).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• open book examinations (A3, A5);</li> <li>• coursework essays (A2 – A5);</li> <li>• dissertation (A5).</li> </ul>

## Programme Specification - Section 2

<b>B: Intellectual skills</b>		The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:
This programme/level provides opportunities for students to:		
B 1	Gather relevant information and summarise	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none"> <li>• lectures (B1 - B4);</li> <li>• seminars (B1 – B4);</li> <li>• directed reading (B1 – B4);</li> <li>• use of the VLE (B2 – B4);</li> <li>• independent research (for dissertation) (B1 – B4).</li> </ul>
B 2	Cite evidence and evaluate it	
B 3	Identify what constitutes relevant sociological fields of inquiry	
B 4	Participate in the construction of relevant sociological questions using a range of scholarly formats	
		Assessment strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none"> <li>• open book examinations (B1- B4);</li> <li>• coursework essays (B1 – B4);</li> <li>• dissertation (B1 – B4).</li> </ul>
<b>C: Practical skills</b>		The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:
This programme/level provides opportunities for students to:		
C1	Recognise sociologically informed questions and their relevance to contemporary society	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none"> <li>• lectures (C1 - C3);</li> <li>• coursework essays (C1 - C3, C5);</li> <li>• independent research for empirical dissertation (C1 – C4);</li> <li>• group exercises (C4, C5).</li> </ul>
C2	Identify and describe findings in sociological research	
C3	Select and use appropriate research tools to engage in preliminary research in group activities and demonstrate the ability to identify research ethics	
C4	Discuss sociological topics with recognition of theory, evidence and relevance to current debates and present conclusions in scholarly formats	
C5	Identify and examine inequality and discrimination in particular contexts	
		Assessment strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none"> <li>• open book examinations (C1, C3, C5);</li> <li>• coursework essays (C1, C3, C5);</li> </ul>

## Programme Specification - Section 2

		<ul style="list-style-type: none"> <li>empirical dissertation (C1- C5).</li> </ul>
<b>D: Transferable skills</b> This programme/level provides opportunities for students to:		The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:
D1	Demonstrate preliminary independent learning, study skills and analytical skills	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none"> <li>lectures (D1 – D6);</li> <li>seminars (D1- D6);</li> <li>use of the VLE (D1 – D6);</li> <li>directed reading (D1- D6).</li> </ul>
D2	Demonstrate scholarly skills relating to the ability to construct a structured argument, referenced to a range of evidence	
D3	Demonstrate communication, numeracy and information technology skills	
D4	Identify information from scholarly sources to inform relevant sociological inquiry	
D5	Be articulate in both verbal and written communication.	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none"> <li>coursework (D1 – D6);</li> <li>open book examinations (D1 – D6);</li> <li>dissertation (D1- D6).</li> </ul>
D6	Demonstrate time planning, organisational and management skills	

### Learning and Teaching Strategies and Methods

The overall programme learning outcomes will be achieved through a range of teaching and learning methods and strategies appropriate to each level.

### ***Subject knowledge and understanding***

This will be achieved at each level through the following:

- Lectures that capture students' interest and excite their curiosity about the subject area
- Discussion-based seminars, designed to facilitate and reinforce students' understanding of the subject areas, and encourage critical and independent thinking
- Access (via the VLE) to a range of online learning resources, tutorials and subject-specific websites
- Individual or group tutorials, which are usually student-led

## Programme Specification - Section 2

At Level 4 the emphasis is on acquiring foundational knowledge of the subject area through units such as Introduction to Social Theory, Families & Kinship in Contemporary Society, Social Inequality, Exclusion Histories of Social Policy and Social Welfare, and Understanding Communities.

Level 5 units build on these foundations by developing more in depth theoretical knowledge of subject area, through units such as Understanding Globalisation, and a range of option units such as Growing Up & Growing Old.

At Level 6 students have a wide range of option units to choose from, enabling them to develop specialist knowledge in specific areas across sociology in relation to culture and belief, gender, social change and conflict. In addition, they undertake a 40-credit dissertation on a topic of their own choice, within which they receive personalised guidance from an appropriate dissertation supervisor.

### ***Intellectual skills***

At all levels, students will be encouraged to explore and actively reflect on the nature of sociological theories and methods, and to think critically about the different kinds of data which emerge from them. This will include encouraging students to develop an informed reflexivity about their own knowledge and perspectives, and challenging their habitual understanding of the world by learning about social processes and human experiences which are unfamiliar to them, both historically and culturally. Lectures, discussion-based seminars, student field trips and online learning resources will provide ample opportunities for students to develop these skills throughout the programme.

At Level 4 students will be introduced to distinctive sociological methods of acquiring and analysing data, through units such as Introduction to Social Research, and Understanding Communities. They will learn about people and places that are both familiar and unfamiliar to them.

Level 5 seeks to develop students' critical understanding of sociology, social research methods and the different kinds of data which can result. They will be encouraged to broaden their historical and global awareness of different human experiences, for example through units such as Understanding Cultures. Research knowledge and skills will build upon the Level 4 foundation by offering three research-based units: Qualitative Research Skills, covering qualitative methodologies; Doing Ethnographic Research focusing on community-based research, and Quantitative Skills, developing quantitative skills.

Building on this foundation, students at Level 6 will increasingly have the opportunity to carry out their own, self-directed study of particular topics of interest. This will enable them to develop an informed evaluation of different sociological understandings of the world, including a range of methodological and theoretical approaches. In addition, students will be able to study innovative, contemporary units, such as Politics and Ideology, Terrorism, Protection & Society, Seekers, Believers & Iconoclasts: Sociology of Thought and Anthropology of International Intervention.

### ***Subject specific skills***

Throughout the programme, students will be encouraged to develop ways of thinking and asking sociologically and social policy-informed questions about the world, which builds on their knowledge of theoretical approaches and methodologies specific to both subjects. Through taking part in lectures, seminars and self-directed study for various units, they will be expected to develop skills in gathering appropriate evidence and evaluating it in order to address these questions. Several units will also explicitly enable students to develop their awareness of the potential application of sociological knowledge to a variety of contexts.

## Programme Specification - Section 2

At Level 4 students will gain a general, elementary understanding of the kinds of questions sociologists pursue in their study of social life and human experiences, as well as an understanding of the theoretical underpinnings of these questions and issues, for instance through units such as Introduction to Social Theory, Introduction to Social Research, and Social Inequality and Exclusion.

At Level 5 students will broaden and deepen their understanding of sociological inquiry and expand their understanding of the kinds of methods appropriate to exploring different questions, for instance through units such as Doing Ethnographic Research and Understanding Globalisation.

At Level 6 students will increasingly be expected to plan and carry out their own independent investigation of topics of interest to them, using appropriate theoretical and conceptual frameworks and with appropriate academic guidance from lecturers.

### ***Transferable Skills***

Through studying this programme, participating in lectures and seminars and undertaking a range of assessments, students will develop key transferable skills, in particular the ability to think independently and evaluate different moral and intellectual positions critically. Through a blend of structured and student-led activities across different units, students will learn to manage their time effectively. They will develop their written and oral presentation skills, and to engage in constructive group discussions.

All Level 4 students will be encouraged to discuss and ask questions about the topics that are the focus of their learning. Guidance from academic staff and librarians will enable them to develop their scholarly and study skills (e.g., in referencing, managing their time, independent learning and making a structured argument). They will be encouraged to plan their time and manage the competing workload of different units. They will also gain experience in presenting their work in oral and written form.

Level 5 students will advance these skills as unit content becomes more challenging and wide-ranging.

Level 6 will make new demands on students in terms of managing an increasingly self-directed workload, including independent study for the dissertation, providing them with opportunities to further develop their communication, time management and scholarly skills.

### **Assessment Strategies and Methods**

The programme will combine a wide-range of different forms of assessment of the intended learning outcomes.

#### ***Level 4***

At Level 4, subject knowledge and understanding, intellectual skills, subject-specific skills and transferable skills may be assessed by:

- seen and unseen examinations
- written assignments
- an observational group study

The methods of assessment employed are well suited to Level 4 intended learning outcomes, including promoting well-rounded, foundational knowledge of the subject areas and skills, and enabling students to develop their written communication and presentation skills, as well as their time planning and management skills.



## Programme Specification - Section 2

### **Level 5**

At Level 5, subject knowledge, intellectual skills, subject-specific skills and transferable skills may be assessed in core units by:

- written assignments
- individual written evaluations of group presentations
- seen examination

At this level there may be a greater emphasis on coursework assessment through written assignments and reports than exams within core units. Coursework assessment will enable students to expand on the foundational knowledge and skills gained at Level 4, develop stronger critical and reflexive skills and the ability to think independently, all of which will be important preparation for Level 6 work.

### **Level 6**

At Level 6, core subject knowledge, intellectual skills, subject-specific skills and transferable skills may be assessed by

- written assignments
- 10,000 word dissertation
- examinations
- oral presentations

At this level, assessments are designed to further enhance students' critical and reflexive skills, their in-depth knowledge of specialist subject areas, competence in independent study and learning, as well as time management and written and oral communication skills.

## ADMISSION REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Admissions regulations. These are available at:

<https://intranetsp.bournemouth.ac.uk/pandptest/3a-undergraduate-admissions-regulations.pdf>

## PROGRESSION ROUTES

Recognition arrangements provide formally approved entry or progression routes through which students are eligible to apply for a place on a programme leading to a BU award. Recognition does not guarantee entry onto the BU receiving programme only eligibility to apply. In some cases, additional entry criteria such as a Merit classification from the feeder programme may also apply. Please see the Recognition Register for a full list of approved Recognition arrangements and agreed entry criteria.

## ASSESSMENT REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Assessment Regulations. These can be found at:

<https://intranetsp.bournemouth.ac.uk/pandptest/6a-standard-assessment-regulations-undergraduate.pdf>

## WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS

Every student will be given the opportunity to undertake a placement. The programme offers two placement opportunities:

- *Placement Learning unit* - An optional Placement Learning Unit (20 days or 150 hours) will be available at Level 5.
- *Practice Placement* (Sandwich option) - A 30-week placement taken over the course of a full academic year at Level P.
- Further details are available in the unit specifications and placement handbooks.

Students wishing to undertake placements through either route will be expected to actively seek out opportunities for placement and make arrangements to undertake them in a way which meets all appropriate guidelines.

## Programme Skills Matrix

Units		Skills																							
		A 1	A 2	A 3	A 4	A 5	B 1	B 2	B 3	B 4	C 1	C 2	C 3	C 4	C 5	D 1	D 2	D 3	D 4	D 5	D 6				
L E V E L 6	Politics and Ideology	•	•	•			•	•	•	•	•			•	•	•	•			•	•				
	Anthropology of International Intervention	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•			
	Criminology of Organisations	•	•	•	•		•	•	•	•	•			•	•	•	•	•	•	•	•	•			
	Seekers, Believers & Iconoclasts: Sociology of Thought	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•			
	Crime and Criminal Justice in the 21 <sup>st</sup> Century	•	•	•	•		•	•	•	•	•			•	•	•	•	•	•	•	•	•			
	'Troubling' Gender	•	•	•	•		•	•	•	•	•	•		•	•	•	•	•	•	•	•	•			
	Intersectional Criminology	•	•	•	•		•	•	•	•	•			•	•	•	•	•	•	•	•	•			
	Terrorism, Protection & Society	•	•	•	•		•	•	•	•	•			•	•	•	•	•	•	•	•	•			
	Placement Learning Unit			•	•		•	•	•		•	•	•	•	•	•	•	•	•	•	•	•			
	The Sociology of Health and Illness	•	•	•		•		•	•	•	•	•		•	•	•	•	•	•	•	•	•			
	Drugs, Crime & Society		*	*			*	*		*	*				*	*	*	*			*	*			
	Capitalism's Crimes, Contracts, and Crises. Decolonisation Perspectives in the Social Sciences	•	•	•			•	•	•	•		•		•	•	•	•	•	•	•	•	•			
	Sport and Leisure Cultures: Critical Perspectives	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			
	Dissertation	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			
L E V E L 5	Understanding Cultures	•	•	•	•	•	•	•	•	•	•			•	•	•	•	•	•	•	•				
	Quantitative Skills	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			
	Qualitative Research Skills	•		•		•		•	•	•	•	•	•			•	•	•	•	•	•	•			
	Understanding Globalisation	•	•	•	•	•	•	•	•	•				•	•	•	•	•	•	•	•	•			
	Growing Up & Growing Old	•	•	•	•		•	•		•	•			•	•	•	•	•	•	•	•	•			
	Ethnographies of Crime and Policing	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•			
	Human Trafficking and Criminality		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			
	Doing Ethnographic Research	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•			
	Placement Learning Unit			•	•		•	•	•		•	•	•	•	•	•	•	•	•	•	•	•			
	Impact of Crime	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•			
	Crime, Health and Society	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•			
Youth Crime, Gangs and On-road Life	•	•	•			•	•	•	•		•		•	•	•	•	•	•	•	•	•				

	Being Human in a Posthuman World: The Sociology of AI	*	*	*		*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*
	Criminological Psychology			•			•	•		•				•		•	•	•	•	•	•	•
	Contemporary Social Theory	•	•	•		•	•	•	•	•			•	•	•	•		•	•	•	•	•
L E V E L 4	Introduction to Social Theory	•	•	•	•	•	•	•	•	•			•	•	•	•	•	•	•	•	•	•
	Introduction to Social Research	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Histories of Social Policy and Social Welfare	•	•	•	•	•	•	•	•	•			•	•	•	•	•	•	•	•	•	•
	Social Inequality and Exclusion	•	•	•	•	•	•	•	•	•			•	•	•	•	•	•	•	•	•	•
	Understanding Communities		•	•	•	•	•	•	•	•		•	•		•	•	•	•	•	•	•	•
	Families & Kinship in Contemporary Society	•	•	•	•		•	•	•	•	•		•	•	•	•	•	•	•	•	•	•

<p><b>A - Subject Knowledge and Understanding</b></p> <p>A1 Demonstrate a broad and in-depth knowledge of a range of key concepts and theoretical approaches in sociology</p> <p>A2 Provide a critical account of the social processes that lead to social inequalities, social exclusion and conflict</p> <p>A3 Analyse the nature of social relationships between individuals, groups and social institutions and processes underpinning social change and social stability</p> <p>A4 Examine a range of research strategies and methods to assess the appropriateness of their use, with a demonstrable critical, in-depth understanding of research ethics</p> <p>A5 Analyse and articulate ways of the distinctive nature of sociology as distinguished from other forms of understanding</p>	<p><b>C – Subject-specific/Practical Skills</b></p> <p>C1 Construct &amp; investigate appropriate sociologically informed questions and explanations</p> <p>C2 Summarise and explain empirical sociological research, including a critical assessment of the methodological frameworks used</p> <p>C3 Select and use appropriate research tools to engage in preliminary research. Identify and apply research ethics appropriately</p> <p>C4 Discuss sociological topics with appreciation of theory, evidence and relevance to current debates and present conclusions in a variety of sociological formats</p> <p>C5 Critically examine inequality and discrimination in particular contexts and problem situations, such as that of disability or in connection with terrorism, for example.</p>
<p><b>B - Intellectual Skills</b></p> <p>B1 Assess the merits of competing explanations of human behaviour, social situations and events</p> <p>B2 Draw on evidence from a range of sources and demonstrate an ability to analyse and synthesise them</p> <p>B3 Construct appropriate sociologically informed questions subjecting them to critical discussion</p> <p>B4 Develop reasoned and articulate discussions based on a range of scholarly sociological sources and using a range of scholarly formats</p>	<p><b>D - Transferable Skills</b></p> <p>D1 Demonstrate independence of thought and analytical, critical and synoptic skills</p> <p>D2 Demonstrate scholarly skills, including the ability to make a structured argument, reference the works of others and assess a range of evidence</p> <p>D3 Demonstrate research, numeracy and information technology skills</p> <p>D4 Gather information from a wide range of sources and by a variety of methods to inform relevant sociological inquiry</p> <p>D5 Be articulate in both verbal and written communication.</p> <p>D6 Demonstrate time planning, organisational and management skills</p>