

## Programme Specification

<b>1</b>	<b>Awarding institution/body:</b>	University of Worcester
<b>2</b>	<b>Teaching institution:</b>	University of Worcester
<b>3</b>	<b>Programme accredited by:</b>	Not Applicable
<b>4</b>	<b>Final award:</b>	BA Hons
<b>5</b>	<b>Programme title:</b>	Sociology
<b>6</b>	<b>Pathways available:</b>	Single; Major; Joint; Minor
<b>7</b>	<b>Mode and/or site of delivery:</b>	University of Worcester
<b>8</b>	<b>Mode of attendance:</b>	Full-time or part-time
<b>9</b>	<b>UCAS Code:</b>	Sociology (L300) Creative Digital Media and Sociology (WLF3) Digital Film Production and Sociology (WL63) Drama & Performance and Sociology (WL43) Education Studies and Sociology (XL33) Film Studies and Sociology (PL33) Fine Art Practice and Sociology (WL13) Geography and Sociology (LL73) Graphic Design & Multimedia and Sociology (WL2H) History and Sociology (VL13) Human Geography and Sociology (LL7H) Media & Cultural Studies and Sociology (LP33) Physical Education and Sociology (CL63) Politics: People & Power and Sociology (LL23) Psychology and Sociology (CL83) Social Welfare and Sociology (LL53) Sociology and Sports Studies (LC36)
<b>10</b>	<b>Subject Benchmark statement and/or professional body statement</b>	Sociology 2007
<b>11</b>	<b>Date of Programme Specification preparation/revision</b>	May 2009. Updated November 2010. Updated September 2011. <b>March 2012 New module SOCG1030 added, Modules SOCG1001 &amp; SOCG1002 deleted.</b>

### 12 Educational aims of the programme

The course aims to:

1. Further an appreciation of the relationship between theory, method and research evidence in selected substantive contexts.
2. Further an awareness of social context, of social diversity and inequality, and of the nature of social processes which underpin them.
3. Enable an understanding of the social processes underpinning social change.

4. Promote an understanding of the value of comparative analysis in both contemporary and historical contexts and of the uses and limitations of sociological enquiry in national and international contexts.
5. Recognise the essential characteristics of Sociology as a discipline concerned with the connections between individuals, groups, social practices and societal institutions.
6. Promote an understanding of the interrelated roles of theoretical argument and empirical evidence as they are used in sociological work.
7. Develop an awareness of the diversity of sociological approaches and thus of the essentially contested nature of sociological knowledge.
8. Equip students to formulate sociological questions, gather and analyse evidence within a theoretical framework, and thence to conduct their own sociological enquiry in a preliminary way.
9. Provide students with the opportunity to develop their skills of thinking analytically, communicating lucidly and working independently, as preparation for their future careers.
10. Provide a coherent framework within which breadth and flexibility are balanced with specialisation.
11. Promote independence and reflexivity in student learning, including opportunities to develop students' use of information technologies.

### 13 Intended learning outcomes and learning, teaching and assessment methods

<p><b><i>Knowledge and understanding:</i></b></p> <ul style="list-style-type: none"> <li>• An appreciation of the relationship between theory, method and research evidence in selected substantive contexts.</li> <li>• An understanding of the social processes underpinning social change</li> <li>• An awareness of social context, of social diversity and inequality, and of the nature of social process which underpin them</li> <li>• An awareness of the nature and use of research methods and methodologies in sociological knowledge and evidence gathering</li> <li>• An understanding of the interrelated roles of theoretical argument and empirical evidence as they are used in sociological work</li> </ul>	<p><b><i>Examples of learning, teaching and assessment methods used:</i></b></p> <ul style="list-style-type: none"> <li>• A programme of structured lectures, interactive seminars, group work sessions, individual tutorials and online support</li> <li>• In-depth, self-directed reading and research and tutorial guidance and discussion</li> <li>• A variety of assessment vehicles including essays, oral presentations, portfolios, briefing papers, reports, group work and research tasks, as well as the final year Independent Study</li> <li>• Critical self-reflexive and analytical approach to new materials through tutor support, as well as reflecting upon the informal and formal feedback from staff on assessed work</li> </ul>
<p><b><i>Cognitive and intellectual skills:</i></b></p> <ul style="list-style-type: none"> <li>• Formulate sociologically informed questions and to demonstrate the ability to investigate and present findings in appropriate formats</li> <li>• Critically review, evaluate and analyse a range of evidence, competing theoretical perspectives and interpretations</li> <li>• Develop reasoned argument in the evaluation of evidence</li> <li>• Conduct sociological research in a preliminary way</li> <li>• Identify ethical issues in sociological research</li> </ul>	<p><b><i>Examples of learning, teaching and assessment methods used:</i></b></p> <ul style="list-style-type: none"> <li>• Mandatory and optional modules provide opportunities to address these skills through formal assessments such as portfolios, individual and group oral presentations, essays, reports and independent study work</li> <li>• Mandatory and optional modules provide opportunities to address these skills through structured seminar activities.</li> <li>• Researching into specified topic areas, for seminar work as well as formal assessments</li> <li>• Modules encourage learners to engage in</li> </ul>

<ul style="list-style-type: none"> <li>• Gather, retrieve and synthesise information</li> <li>• Develop self-reflexive and analytical approach to new materials</li> </ul>	<p>discussion of key issues and application of key concepts</p> <ul style="list-style-type: none"> <li>• The acquisition of subject specific skills related to research methods are developed primarily in the mandatory research methods, but also through a number of the option modules at each level of study</li> <li>• Ethical issues are addressed via the mandatory research methods modules, and also when students engage in formative seminar work, as well as formal assessed work in optional modules</li> <li>• Formative assessment includes feedback in seminars and tutorials which supports students' growing awareness of their skills base</li> </ul>
<p><b>Practical skills relevant to employment, including transferable/key skills:</b></p> <ul style="list-style-type: none"> <li>• Learning and study skills</li> <li>• Utilising new technologies in researching, retrieving, processing and the presentation of information</li> <li>• Organisation and research skills</li> <li>• Effective oral and written communication in a variety of contexts</li> <li>• Communication and information technology skills</li> <li>• Effective self management including time management, planning, motivation and initiative.</li> <li>• Interpersonal and group work skills</li> <li>• Considered response to different opinions and arguments</li> <li>• Personal development planning and responsibility</li> </ul>	<p><b>Examples of learning, teaching and assessment methods used:</b></p> <ul style="list-style-type: none"> <li>• Modules include opportunities for group discussions. Some modules include group assessments.</li> <li>• Self-management skills are experienced through meeting assignment submission deadlines, working with others, the Independent Study and personalised assessment opportunities where students may choose a topic appropriate for Sociology</li> <li>• Modules include learning outcomes which require students to use an appropriate range of academic sources</li> <li>• Successfully completing core research methods modules</li> <li>• Assessments include a wide variety of formats such as essays, briefing papers, reports and reflective diaries.</li> <li>• Interpersonal and group skills are encouraged and developed through group work activities (assessed and non-assessed) and group assessments.</li> <li>• Presenting written, oral and expressive accounts in a clear, coherent fashion.</li> <li>• Responding to different opinions and arguments within tutorials, seminars and formal assessments.</li> </ul>

## 14 Assessment Strategy

The forms of assessment in Sociology are structured over the three years of the degree to allow students to develop certain transferable skills, such as those of presentation (oral and written), communication,

group-work/collaboration and self-reflection. They also enable students to develop the ability to think independently, to formulate and research their own topics and to build on their knowledge and interests.

The assessment of knowledge is via coursework including essays of various length, individual and group presentations, research exercises, original research with reports, individual work-based learning reports, independent studies, project reports, briefing papers, literature reviews, annotated bibliographies, and portfolios. There are no examinations. Formal and informal formative feedback is provided through seminars, tutorials and the submission of essay plans and draft work. There is a university-wide strategy regarding assessment (available at <http://www.worc.ac.uk/aqu/documents/AssessmentPolicy.pdf> ) to which the subject adheres, and which enables a variety of different strategies to be implemented in modules.

Intellectual skills are promoted through lectures and applied by students in seminars, group work, tutorials, online study, independent study and the production of assessments. Additionally assessment requires students to synthesise information, and understand conceptual ideas, as well as appreciate critical perspectives and contextual insights in order to comprehend the relationship between theory and evidence. Students are encouraged to consider and evaluate their own work in a self-reflexive and evaluative manner, whilst considering the sociological debates which underpin their assessment work.

As well as end of module 'summative' or mid-module 'formative' assessments, all Sociology modules provide students with opportunities to try out their ideas informally at an earlier stage and to get feedback on them. With all assignments students are recommended to do a draft or an outline plan first. In some modules it is actually part of the assessment process that a draft has to be submitted for comment by the tutor.

The assessment strategy for Sociology includes a maximum loading of 3,000 words at level 4, and up to 4,000 words at levels 5 and 6. However, word lengths vary from module to module according to the nature of the tasks involve. More details can be found in the Sociology Assessment policy (available in the Course Handbook). Sociology complies with the university regulations regarding cheating. Students will be made aware at the start of any module what assignments will be required, their nature, their submission dates and the dates by which they will receive formal and/or informal feedback.

## **15 Programme structures and requirements**

The course is usually taken full-time, but can also be taken part-time by students who are available to study during the day. It can be taken as a Single Honours course, or with another subject, via a 'Joint' pathway with the two subjects equally weighted. The list of subjects with which Sociology may be taken as a 'Joint' course include: Archaeology & Heritage Studies, Computing, Creative Digital Film Production, Drama & Performance, Education Studies, Film Studies, Fine Art Practice, Geography, Graphic Design & Multimedia, History, Human Biology, Human Geography, Media & Cultural Studies, Physical Education, Physical Geography, Politics: People & Power, Psychology, Social Welfare and Sports Studies. The latest information can be found on the UCAS website at <http://www.ucas.com/>

There are opportunities to choose two 'Free-Choice' modules at both Levels 4 and 5 from other Open modules from other subject areas within the Undergraduate Regulatory Framework.

The mandatory modules at both Level Four and Level Five in the course primarily relate to the development of an understanding of the key concepts and theoretical approaches that have been developed, and are developing, within Sociology, as well developing skills (intellectual, practical and transferable). The mandatory modules provide a foundation for the optional modules and independent study work to be undertaken throughout the course. At Level Four students are introduced to the key concepts and theories, and means of gathering evidence (SOCG1000 & SOCG1030), whilst at Level Five

understanding of theory is developed in a more critical fashion (SOCG2001), and research methodologies as well as methods are explored in more depth (SOCG2002). SOCG2002 is mandatory for all Major and Single honours students. However, for Joint students the Sociology Course Leader may grant permission for a student to take an alternative research methodology module in their Joint subject if it is felt that this would provide a more appropriate grounding for the Independent Study. All modules are 15 credits except the Independent Study which is 30 credits.

See Appendix 1 for the Award Map.

## 16 QAA Academic Infrastructure

The course reflects the Subject Benchmark statements for Sociology (2007). These articulate the defining principles, nature and scope of the subject as well as the knowledge, understanding and subject skills expected of successful honours graduates in this area. These have been used to craft module learning outcomes and their content, and the learning, teaching and assessment strategies of modules. An online copy is available at <http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/Sociology07.pdf>

Additionally, embedded in the aims of the course (and thus in its learning outcomes) are the principles and nationally-recognised standards of the National Qualifications Framework. This supports Honours graduates in:

- Developing an understanding of a complex body of knowledge, some of it at the current boundaries of academic discipline
- Developing analytical techniques of problem-solving skills that can be applied in many types of employment
- Evaluating evidence, arguments and assumptions, to reach sound judgements, and to communicate effectively
- Developing the qualities needed for employment including the exercise of personal responsibility and decision-making in complex and unpredictable circumstances.

This course conforms in every respect to the QAA Undergraduate descriptor and Codes of Practice.

## 17 Support for students

- Sociology students experience a wide variety of teaching and learning, for example through lectures, seminar group work, tutorials and use of multi-media
- Students undertake a one week induction programme at the beginning of their first semester
- Sociology Course Student Handbook
- UMS Student Handbook
- Information for students is made available through Sociology Blackboard pages, email and notice boards.
- All students have an academic/personal tutor who offers guidance on academic and personal development
- Once your place at University was confirmed you automatically became a member of the Students' Union, enabling you to take full advantage of the support and services on offer including 44 clubs and societies. The Students' Union is an independent charity, devoted to the educational interests and welfare of all students studying at the University it represents student views within the University. You can get involved by joining one of the many committees, or by becoming a Student Academic Representative (StAR).
- General support and referral to the University's Welfare and Support Services.
- A subject specific library induction is offered as part of **SOCG1030** and a more advanced library session is offered in the research methods module SOCG2002.
- Opportunities to develop information technology skills.

- Opportunities to take a general module in careers development
- The University's Career Service provides additional training opportunities for career planning.
- Opportunity to undertake a work placement
- Students are supported by Learning Support Services (Library, IT, Media and Print) and from the Equal Opportunities Centre.
- Writing support from the Royal Literary Fund Writers in Residence
- Writing support for international and EU students from the Language Centre.
- Opportunities to study abroad for one semester (optional) and to study alongside visiting international students.
- Support and guidance readily available through one-to-one tutorials
- Access to health, finance, learning support and disability guidance from Student Services.
- The University has an Equal Opportunities Policy, together with equality schemes and action plans in promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Equality and Diversity Committee. The Disability Service within Student Services provides specialist academic and other support on a one to one basis, makes recommendations for reasonable adjustments to teaching and assessment based on individual need and works with disabled students to allow them to manage their own learning development.

## **18 Admissions Policy**

### Admissions Policy for the course

The admissions policy for Sociology seeks to be inclusive, and the course is committed to widening participation to include all groups in society.

### Entry requirements

The University's standard entry requirements apply: 4 GCSEs at Grade C or above plus a minimum of 2 and maximum of 3½ A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course are published in the prospectus.

### Accreditation of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for accreditation of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

### Admissions procedures

Full-time applicants apply through UCAS (L300)

Part-time applicants apply directly to University of Worcester (UW)

### Admissions/selection criteria

The UCAS application form is used to ensure that the applicant has sufficient academic qualifications and experience to be able to engage with the course.

Applicants may be invited to interview to explore any aspect of their application that may require further clarification.

## **19 Methods for evaluating and improving the quality and standards of teaching and learning**

- External Examiner's reports and visits

- Annual review of the quality of the course
- Each module provides opportunities for student evaluation.
- Sociology Subject Committee considers student feedback
- Student/Staff course committee
- University Learning & Teaching Committee (as well as the Institute's own Learning and Teaching Committee) and the Learning and Teaching Centre promotes learning and teaching across the institution.
- Peer assessment of teaching by academic staff.
- A teacher accreditation course (PG Cert Learning and Teaching) for new staff with less than 3 years full time teaching experience.

## **20 Regulation of assessment (UMS)**

### **Requirements to pass modules**

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

### **Submission of assessment items**

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.
- For full details of submission regulations see [Undergraduate Regulatory Framework](#).

### **Retrieval of failure**

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

### **Requirements for Progression**

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

## Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 105 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 105 credits at Level 5 or higher and a minimum of 60 credits at Level 6
Degree with honours	Passed a minimum of 360 credits with at least 105 credits at Level 5 or higher and a minimum of 120 credits at Level 6

### Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

- Classification determined on the profile of the best grades from 45 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.
- Classification determined on the profile of the best grades from 120 credits attained at Level 6 only. Institute-level Assessment Boards review and confirm results for modules, and the Board of Examiners considers students' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

For further information on honours degree classification, see Section 17 of the [Undergraduate Regulatory Framework](#).

## 21 Indicators of quality and standards

In the 2006 National Student Survey 94 UK universities reported results for Sociology, and on the 'overall student satisfaction' score, Worcester came joint tenth out of 94, which is an exceptionally good result. In 2008, Sociology achieved 82% on the overall 'student satisfaction score', which demonstrates a high level of satisfaction amongst the student body.

In the 2006 Guardian university guide, among those universities willing to consider applicants with qualifications in 'tariff band 3', Worcester's Sociology course was ranked fourth best in the country out of 40 institutions. The relatively high score of Worcester's Sociology course is because it does very well on some factors such as value-added (i.e. ability to improve students' grades) and job prospects. See: <http://education.guardian.co.uk/universityguide2006>

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

The Sociology Course is part of the Institute of Humanities & Creative Arts. Courses are subject to continuous evaluation and have been commended by external examiners. Staff have post-graduate qualifications and engage in research, publication and staff development. Tutors are committed to continuous enhancement of learning and teaching.

## **22 Employability and graduate destinations**

Employers recognise that Sociology graduates have the ability to understand the workings of society and social change within it, and are equipped with the skills to work independently and in a team, through the acquisition of critical and reflective thinking skills, problem-solving, time-management, independent research skills, communicating effectively (oral and written), responding constructively to feedback, and producing a coherent and reasoned argument.

Many Sociology graduates often wish to work with people, although the range of jobs available to sociologists is now extensive. Graduates enter a wide variety of occupations such as social and other forms of welfare work; probation; housing; civil service; police; mass media; accountancy; personnel work; management; teaching and the voluntary sector. Graduates can also choose to pursue further academic study.

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module study guides and course student handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

## Appendix 1: Award Map

### LEVEL 4

Module Code	Module Restrictions	Module Title	Credits (Number)	Status (Mandatory (M) or Optional(O))				Pre-requisites (Code of Module required)	Co-requisites (Code of Module required)	Excluded Combinations
				Single Hons	Major	Joint	Minor			
SOCG1000	Closed	Approaching Sociology	15	M	M	M	M	-	-	-
SOCG1004	Closed	On TV and on-line the small screen and the 'active' audience	15	O	O	O	O	-	-	MECS1007
SOCG1005	Closed	Family Lives	15	O	O	O	O	-	-	-
SOCG1006	Closed	Origins of Sociological Thought	15	O	O	O	O	-	-	-
SOCG1007	Closed	Democracy? People, Politics, Media and Ideas	15	O	O	O	O	-	-	POLP1001
SOCG1021	Closed	Welfare for All? the First Fifty Years	15	O	O	O	O	-	-	-
<b>SOCG1030</b>	<b>Closed</b>	<b>Applying Sociology</b>	<b>30</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>			
MECS1003	Closed	Gender and Representation	15	O	O	O	O	-	-	-

#### Single Honours Requirements at Level 4

Single Honours students must take 45 credits from the **two (2)** Mandatory modules i.e. SOCG1000 and **SOCG1030 (30 credits)**, **plus** 45 credits from the Optional modules listed above (including shared modules from other subject areas).

#### Major, Joint and Minor Pathway Requirements at Level 4

Major, Joint and Minor Pathway students must take 45 credits from the **two (2)** Mandatory modules i.e. SOCG1000 and **SOCG1030 (30 credits)**.

#### In addition:

All Single Honours/Major/Joint and Minor Students are permitted to choose Free Choice modules at Level 4 to the value of 30 credits from other Open modules within the Undergraduate Regulatory Framework or from Sociology as listed above (including the shared modules from other subject areas) subject to availability.

**Appendix 1: Award Map**

**LEVEL 5**

Module Code	Module Restrictions	Module Title	Credits (Number)	Status (Mandatory (M) or Optional(O))				Pre-requisites (Code of Module required)	Co-requisites (Code of Module required)	Excluded Combinations
				Single Hons	Major	Joint	Minor			
SOCG2001	Open	Pathways in Sociology	15	M	M	M	O	-	-	-
SOCG2002	Open	Research Process	15	M	M	O	O	SOCG2001 or POLP2001	-	-
SOCG2006	Open	Understanding Crime and Deviance	15	O	O	O	O	-	-	SOCG3006
SOCG2007	Open	Macdonaldisation and the Postmodern Society	15	O	O	O	O	-	-	-
SOCG2012	Open	Culture, Society and Film	15	O	O	O	O	-	-	-
SOCG2018	Open	People at Work: Sociological Perspectives	15	O	O	O	O	-	-	SOCG3018
SOCG2022	Open	Campaign Power : People, Pressure Groups and Social Debates	15	O	O	O	O	-	-	SOCG3022
SOCG2033	Open	Welfare Now: 'Race', Gender, Class and Disability into the 21 <sup>st</sup> Century	15	O	O	O	O	-	-	SOCG3033
SOCG2035	Open	Self and Society	15	O	O	O	O	-	-	-
SOCG2044	Open	Gender and Education	15	O	O	O	O	-	-	-
SOCG2051	Open	Housing, Housing Conflict and Homelessness	15	O	O	O	O	-	-	SOCG3051
SOCG2054	Open	Consuming Lives	15	O	O	O	O	-	-	-
SOCG2056	Open	'Race' and Ethnicity in Contemporary British Society	15	O	O	O	O	-	-	-
SOCG2058	Closed	Work Project Module	15	O	O	O	O	One relevant SOCG coded module at L4 or L5	-	-

## Appendix 1: Award Map

MECS2015	Open	Media and Social Change	15	0	0	0	0	-	-	-
UMSC2010	Open	Career and Personal Development	15	0	0	0	0	-	-	UMSC3010

### Single Honours Requirements at Level 5

Students must take 30 credits from the two (2) Mandatory modules SOCG2001 and SOCG2002 *plus* Optional modules to the value of 60 credits from those listed above (including those modules listed that are shared with another subject).

### Major Pathway Requirements at Level 5

Major Pathway students must take 30 credits the two (2) Mandatory modules SOCG2001 and SOCG2002 *plus* Optional modules to the value of 30 credits from those listed above (including those modules listed that are shared with another subject).

### Joint Pathway Requirements at Level 5

Joint Pathway students must take 15 credits from the Mandatory module SOCG2001.

Students intending to complete their Independent Study in Sociology (SOCG3001/2) must also take 15 credits from SOCG2002 (or equivalent), *plus* an Optional modules to the value of 15 credits from those listed above (including those modules listed that are shared with another subject).

Students not required to take SOCG2002 must take Optional module to the value of 30 credits from those listed above.

### Minor Pathway Requirements at Level 5

Minor Pathway students do not have any mandatory module requirements at Level 5. However, they must take Optional modules to the value of 30 credits from those listed above (including those shared with another subject).

**In addition:** All Single Honours/Major/Joint and Minor Students are permitted to choose Free Choice modules at Level 5 to the value of 30 credits from other Open modules within the Undergraduate Regulatory Framework or from Sociology as listed above (including the shared modules from other subject areas) subject to availability and satisfying any pre-requisites.

**Appendix 1: Award Map**

**LEVEL 6**

Module Code	Module Restrictions	Module Title	Credits (Number)	Status (Mandatory (M) or Optional(O))				Pre-requisites (Code of Module required)	Co-requisites	Excluded Combinations
				Single Hons	Major	Joint	Minor			
SOCG3001/2	Closed	Independent Study	30	M	M	O		SOCG2001 SOCG2002	-	-
SOCG3011	Open	Modern Social Theory	15	O	O	O	O	-	-	-
SOCG3014	Open	Challenging Politics: People versus Power across the Globe	15	O	O	O	O	-	-	SOCG2014
SOCG3028	Open	Response to Crime: The Justice Process	15	O	O	O	O	-	-	-
SOCG3034	Closed	Pornography, Men and Feminism	15	O	O	O	O	SOCG2001 or MECS2001	-	-
SOCG3036	Open	Our Town? People, Local services and Community Power	15	O	O	O	O	-	-	SOCG2036
SOCG3040	Open	History of Sexuality	15	O	O	O	O	-	-	-
SOCG3043	Open	Body and Society	15	O	O	O	O	-	-	-
SOCG3046	Open	Extension Module A	15	O	O	O	O	# (See below)	-	-
SOCG3047	Open	Extension Module B	15	O	O	O	O	# (See below)	-	-
SOCG3053	Open	Gender Politics	15	O	O	O	O	-	-	-
SOCG3055	Open	'Race', Ethnicity and Education	15	O	O	O	O	-	-	-
SOCG3057	Open	Education and the Sociological Imagination	15	O	O	O	O	-	-	-
SOCG3058	Open	The Global Challenge	15	O	O	O	O	-	-	SOCG4006
SOCG3059	Open	Risk Society	15	O	O	O	O	-	-	-

## Appendix 1: Award Map

SOCG3060	Open	Emotions: sociological and political insights	15	0	0	0	0	-	-	SOCG2059
MECS3003	Open	Gender, Feminism and Popular Culture	15	0	0	0	0	-	-	-
UMSC3010	Open	Career and Personal Development	15	0	0	0	0			

# Any Sociology module from Levels 4, 5 or 6 in which the student has achieved a grade B- or above, and for which s/he has the module tutor's support may serve as a pre-requisite for these modules. Students are required to submit a rationale for their study prior to commencement. If you are a Single or Major student you can take both extension modules (SOCG3046 and SOCG3047) if you wish, and you can take them in any semester (subject to staff availability), but if you are a Joint or Minor student you may only take one of the extension modules (either SOCG3046 or SOCG3047). This module can be taken by level 5 Students.

### Single Honours Requirements at Level 6

Single Honours students must take 30 credits from the double mandatory Independent Study module SOCG3001/2 over one or two semesters, **plus** Optional modules to the value of 90 credits from those listed above (including those modules listed that are shared with another subject).

### Major Pathway Requirements at Level 6

Major Pathway students must take 30 credits from the double mandatory Independent Study module SOCG3001/2 over one or two semesters, **plus** Optional modules to the value of 60 credits from those listed above (including those modules listed that are shared with another subject).

### Joint Pathway Requirements at Level 6

Joint Pathway students must take an Independent Study module (either SOCG3001/2) or equivalent in their Joint subject).

Joint Pathway students who take their Independent Study in Sociology must take 30 credits from SOCG3001/3002, **plus an Optional module to the value of 15 credits** from those listed above (including those modules listed that are shared with another subject).

Joint pathway students who choose to place their Independent Study in their other Joint subject must choose Optional modules to the value of **45 credits** from those listed above (including those modules listed that are shared with another subject).

**In addition**, Joint Pathway students **must** take modules to the value of 30 credits from those Optional modules listed above, or from their Joint Subject, or a combination of both subjects.

### Minor Pathway Requirements at Level 6

Minor Pathway students do not have any mandatory module requirements at Level 6. However, they must take Optional modules to the value of 30 credits from those listed above (including those shared with another subject).