

PROGRAMME SPECIFICATION



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	BA (Honours)
4	Programme Title	Sociology
5	UCAS/Programme Code	L300
6	Programme Accreditation	Not applicable
7	QAA Subject Benchmark(s)	Sociology
8	FHEQ Level	Level 6
9	Date written/revised	April 2010

10 Programme Aims

1. to enable students to gain a firm grounding in the essentials of sociology, including sociological concepts, theories, methodologies, and applications;
2. to enable students to study a range of self-chosen specialisms within the subject and to undertake a research project;
3. To offer an environment informed by research and scholarship in which students can learn about sociology from knowledgeable staff, their own study and from discussion with fellow students.
4. To enhance students' cognitive skills, including analysing and presenting information and developing a reasoned argument; and core skills such as adaptability, planning and organisation.
5. to produce graduates who are capable of following a wide variety of careers in the private, voluntary, statutory, and professional services sectors, of undertaking postgraduate courses in the subject and/or pursuing life long learning;
6. to provide an award which meets the requirements at Level 6 in the Framework for Higher Education Qualification and which meets the requirements of the relevant national subject benchmarks.
7. to conform to University policies about quality assurance and QAA Codes of Practice

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the benchmark statements for Sociology.

Knowledge and Understanding

On completing the programme students should be able:

- A1 To identify, understand and analyse some of the major social scientific approaches to studying the social world and to understand their relevance to social, public and civic policy issues
- A2 To use sociological perspectives and concepts to understand and analyse aspects of social life at local, national and global levels;
- A3 To understand the distinctive character of sociology in relation to other forms of understanding, such as its relation to other disciplines and to lay explanation;
- A4 To have an understanding of the complexity of human behaviour, and a recognition of social context, social diversity and inequalities and their impact on the experiences of individuals and groups;
- A5 To identify and understand a range of classical and contemporary sociological bodies of explanation.

Teaching and Learning Methods

The primary method for imparting knowledge is lectures (A1-A5). These are supplemented by

seminars, workshops and student-centred group work, computer-assisted learning and film sessions (A2). Students are also encouraged to develop knowledge through independent and guided reading which draws imaginatively on a range of source material (journal articles, conference papers, Internet postings, research programme briefs, and research work in progress) (A4, A5). To enhance understanding of the relationship between research and the production of sociological knowledge (A2), the curriculum draws on current and contemporary Subject Area research publications.

Assessment Strategy

Knowledge and understanding (A1-A5) are assessed by means of written examination and coursework. Both employ a range of approaches in order to accurately assess and grade student abilities. These include:

- ❖ Seen examinations
- ❖ Unseen examinations
- ❖ Essays
- ❖ Portfolio work
- ❖ Dissertation proposal
- ❖ Dissertation

Examinations allow assessment of surface understanding of important areas of knowledge, and essays, portfolios and the dissertation assess students' depth of knowledge and understanding. The dissertation proposal, and the dissertation itself, assess students' ability to apply their theoretical and methodological knowledge to a substantive area of work.

Intellectual Skills

On completing the programme students should be able:

- B1 To think logically and critically about social problems, including having the ability to apply theoretical knowledge to the understanding and assessment of empirical, practical and policy issues;
- B2 To gather, synthesise and evaluate the significance and validity of information and evidence from a wide variety of sources;
- B3 To marshal, construct and propose reasoned, coherent and structured arguments, drawing upon appropriate sociological and allied sources of evidence;
- B4 To be critically reflexive of their own and others' production of knowledge, theory and evidence

Teaching and Learning Methods

Intellectual skills of logical and critical thinking (B1), as well as skills in gathering, synthesising and evaluating information and data (B2) are introduced and developed in compulsory and optional modules across all stages of the degree programme. Modules, prominent methodology elements in particular, encourage the development of specific intellectual skills in data production / collection, management and analysis (B2). Other modules encourage students to construct and propose reasoned and structured arguments via individual and group presentations, case study analysis and seminar discussions (B3, B4). All cognitive skills (B1-B4) are exercised significantly during the course of a final year dissertation, the completion of which is supported by a series of workshops and individual and group tutorials. Attendance at the Subject Area and School Seminar Programmes provides additional opportunities to develop and demonstrate critical and reflexive sociological understanding (B4).

Assessment Strategy

Intellectual skills (B1-B4) are assessed by means of written examination and coursework. Both employ a range of approaches in order to accurately assess and grade student abilities. These include:

- ❖ Essay
- ❖ Portfolio
- ❖ Project
- ❖ Dissertation

Essays, portfolios, projects and the dissertation allow students to show their ability to work through research problems in a number of ways and provide evidence of their development of argumentation and evaluation skills.

Practical Skills (subject-specific)
<p>On completing the programme students should be able:</p> <p>C1 To develop the ability to identify the nature and appropriateness of different research strategies and methods, and assess their relative contributions to the production of sociological knowledge;</p> <p>C2 To formulate and investigate sociologically informed questions, and to understand and evaluate the appropriateness and validity of a range of research approaches for investigating different social issues and policy problems, including a recognition of the ethical dimension to social research;</p> <p>C3 To critically analyse, assess and communicate empirical sociological evidence;</p> <p>C4 To recognize the usefulness of social scientific theory and evidence for the evaluation of specific social problems, issues and events</p> <p>C5 To make assessments of the merits of competing explanations and perspectives.</p>
Teaching and Learning Methods
<p>Understanding and experience of the principal approaches to social research (C1) are provided in lectures, seminars, workshops and practicals in a series of compulsory modules spanning all stages of the degree programme, these compulsory modules progressively build on each other. In each stage, students' research skills are further developed through seminars, workshops and individual tutorials which encourage the identification of the contribution of research to the production of sociological knowledge (C2-C3). Through group discussion, problem-solving exercises, presentations, portfolio and project work, students develop a series of subject skills through application (C2-C3), and develop a critical appreciation of the contribution to and application of this knowledge to substantive areas of sociological concern (C3-C4).</p>
Assessment Strategy
<p>Subject-specific skills (C1-C4) are assessed by means of written examination and coursework. Both employ a range of approaches in order to accurately assess and grade student abilities. These include:</p> <ul style="list-style-type: none"> ❖ Portfolio ❖ Project ❖ Oral presentation (individual and group-based) ❖ Dissertation <p>Portfolios, projects and oral presentations allow assessment of the varied application of ideas to particular research problems and situations. The dissertation is the culmination in the development of such skills and allows students to show the range of subject-specific skills they have accumulated through the development of their own research question and investigation.</p>
Transferable/Key Skills
<p>On completing the programme students should be able:</p> <p>D1 To communicate effectively, clearly and concisely, in a variety of modes (eg: written and oral), and in a variety of contexts (ie. different audiences);</p> <p>D2 To learn, study and work in an organised, time-efficient and self-directed manner and to identify those factors which facilitate the individual learning process;</p> <p>D3 To work collaboratively as part of a team to plan tasks, make decisions, collate and co-ordinate information, organise practical action and propose solutions to problems posed;</p> <p>D4 To be conversant with and competent in information technology and its uses and applications.</p> <p>D5 To acquire basic numeracy skills</p>
Teaching and Learning Methods
<p>Key skills are formally taught from Stage One, and across all stages of the degree programme students are encouraged to develop and practise skills in essay and report writing, and oral presentation (D1); in accessing library, bibliographic and Internet resources (D4); in time-management and independent learning (D2); and in team-working, decision-making, problem-solving and organising practical action (D3). Students are introduced to all</p>

key skills in the compulsory Study Skills module (known as Doing Sociology) in Stage One, and develop and refine them in compulsory and optional modules to Stage Three. Advanced key skills (in communication, IT, library research, team-working, time-management and independent study) are developed in selected modules at Stage Two and Three through coursework, seminar, workshop and dissertation preparation and practical group exercises (D1-D4).

Assessment Strategy

Key skills (D1 – D4) are assessed by a variety of means which include:

- ❖ Seen examinations
- ❖ Unseen examinations
- ❖ Individual and group oral presentation
- ❖ Dissertation

Exams assess students' ability to plan their work and produce quality materials within specific time restrictions. Presentations allow for assessment of students' abilities to communicate and to work effectively together. The dissertation requires students to plan and carry out a large piece of work that requires significant levels of coordination and organisation.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

i Programme Features

The programme is studied over three years full-time based on 30 weeks attendance per annum. Each year or stage requires the study of modules with a credit value of 120. A 20 credit module consists of 200 hours of student effort, covering lectures, small group teaching, independent study, completion of coursework and revision for examination. Modules can vary in size from 20 to 40 credits, although the majority across the programme have a weighting of 20 credits.

Stage One provides a foundation in the discipline of sociology, while introducing students to ideas within associated social science disciplines, in particular anthropology. The emphasis is on developing students' ability to describe and discuss differing theories of the social world, and begin to demonstrate how theoretical knowledge can be used to understand empirical, practical and policy issues. Stage One also enables students to gain a preliminary understanding of the way that sociological questions about the social world are generated; to gain awareness of the major theoretical perspectives and concepts in sociology, and have rudimentary skills in their application to specific social issues; and to develop an understanding of the principles and practices of communicating sociological knowledge.

Stage One requires students to take 100 credits of compulsory modules in sociology, covering a range of themes within understanding society, exploring cultures historically and comparatively and introducing students to social theory and methodological approaches. 40 credits of the 100 are core, on a module introducing students to the fundamental themes, approaches and methodological concerns of sociology. The Stage also requires students to take 20 credits of options in related social science disciplines such as human geography, economics, and politics. Alternatively, students may select 20 credits of options in other disciplines such as modern languages, law, psychology and the natural sciences. Options taken outside the Faculty of Humanities and Arts and Social Sciences are subject to approval from the Degree Programme Director and timetabling synergies.

Stage Two focuses on the main disciplinary area of sociology. At this stage, the emphasis is on deepening students' ability to undertake scholarly sociological work through empirical and library-based research, and on deepening their understanding of the key concepts and theoretical approaches that have been developed and are developing in sociology. The stage marks a progression from the introduction to methodological and conceptual sociological fundamental themes towards the development of a deeper and more critical engagement with the discipline (primarily through the 60 credits of compulsory modules). Stage Two students are required to take 60 credits of compulsory modules (Researching Social Life I and II; Understanding Social Change and Social Transformation) and 60 credits of options. Students can choose to develop their knowledge and understanding of anthropology by selecting from

Stage Two modules (subject to availability). Students can also choose to develop their studies in other disciplines up to the value of 20 credits, subject to the approval of the Degree Programme Director and timetabling synergies.

Whatever their combination of module choices, Stage Two students are expected to gain a recognition of social context, social diversity and inequalities and their impact on the experiences and opportunities of individuals and groups; to recognise the impact of power and culture on social relationships and be able to glean sociological knowledge to understand relationships in specific contexts; to develop an understanding of social structural change; to understand the ethical implications of sociological inquiry; and to recognise the relevance of sociological knowledge to social, public and civil policy at local, national and global levels of analysis.

In Stage Three, students are able to consolidate their disciplinary expertise and subject-specific skills, as well as expand their opportunities to develop the skills integral to autonomous and life-long learning. The first objective is achieved through (i) the compulsory stage 3 module in Social Theory (20 credits) and (ii) the provision of a range of specialist modules, which students may select to the value of 60 credits. The second objective is met through the 40 credit compulsory dissertation which gives students the chance to embark upon an extended, self-initiated study of their own choosing and their own design. The dissertation reflects the culmination of students' programme of study, and allows the demonstration of specialist interest, subject-specific skills (most especially research skills), cognitive and key transferable skills. The structure of Stage Three, with its dual emphasis on specialisation and choice, enables students to select modules according to their academic interests and their aspirations in relation to both post-graduate study and career paths. The opportunities for both choice and specialisation in Stage Three are the important dynamic behind the production of high quality student work. In stage 3 the students also have the opportunity to take an Erasmus 40 credit module, normally in semester 1, which involves their closely monitored and evaluated attendance at a European University taking modules in sociology and working on their dissertation. The Erasmus scheme is closely managed to ensure the appropriateness of the modules students take while abroad and the translation of marks obtained into our assessment methods and calculations.

Students are assessed for Honours performance on the basis of all modules taken at Stage Two and Stage Three. *For students entering the degree before 2007/8*, modules taken in Stage Two have equal weighting with modules taken in Stage Three. *For students entering the degree from 2008/9*, the stages are weighted as 1:2 for stages 2 and 3. *For students entering the degree in 2007/8*, transitional arrangements will apply. Degree classifications will be calculated using both the weighted and non-weighted systems, and candidates will be awarded whichever degree classification is higher.

See also Appendix : *Intended Learning Outcomes and Key Skills* (by module).

Key features of the programme (including what makes the programme distinctive)

(a) details of study abroad or industrial placements

Student can opt to take one 40 credit module (Normally semester 1 of Stage 3) on the Erasmus Student Exchange.

(b) any innovative features of the programme

The programme brings together theoretical and empirical inquiry, particularly through the core Stage 1 40-credit module, SOC 1026, but through our range of designated modules too. The dissertation module is structured around group work (though it also includes individual supervision) preparation for which begins at Stage 2. This module is supported by a dissertation conference at which postgraduate students present aspects of their work. The compulsory dissertation enables students to work with these (theoretical and empirical) concepts in an extended piece of self-directed work.

The programme is also unusual in offering a range of anthropological perspectives, included in compulsory and optional modules at all 3 stages.

Programme regulations (link to on-line version)

<http://www.ncl.ac.uk/regulations/programme/2010-2011>

13 Criteria for admission

Entry qualifications

School/College Leavers

- ❖ Generally three A levels required for entry.
- ❖ A level grades BBB
- ❖ No specific subjects required.
- ❖ Scottish Highers: ABBBB. Combinations of Highers and Advanced Highers accepted.
- ❖ BTEC Generally two Distinctions and an overall Merit. (Those offering graded Access courses require two Merits and one distinction or three Credits)
- ❖ BTEC Higher National Diploma to include at least 8 units at Merit grade and 2 units at distinction.

Under the new Post 16 arrangements in England, Wales and Northern Ireland

- ❖ Points offers using the new UCAS tariff will not normally be made
- ❖ Two AS levels accepted instead of one of the three A2 levels required
- ❖ Skills qualifications are useful but will not normally be included in offers

Partners Programme

- ❖ A level grades CCC
- ❖ Partners BTEC at overall MMM

Admissions policy/selection tools

Students to whom offers are made are invited to an open day to meet staff and current students, and look round the Subject Area. Attendance is not compulsory but is recommended. Applicants with non-standard qualifications may be interviewed by a member of the Admissions team.

Non-standard Entry Requirements

- ❖ Appropriate overseas qualifications will be considered, such as the International Baccalaureate (at least 32 points).
- ❖ A levels are also accepted.
- ❖ Evidence of adequate English language skills to complete the programme successfully required, in particular that students are expected to achieve an IELTS score of 6.5.

Additional Requirements

We strongly encourage applications from mature students, people from minority ethnic groups and students with disabilities. Each case is considered on its own merits, although evidence of successful recent study is generally required (for example in the case of mature students, an accredited Access course). Relevant paid/unpaid work experience is also very useful and is taken into consideration.

14 Support for Student Learning

Induction

During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc.

Stage Two students are assigned to their prospective dissertation supervisors during Semester Two and have two group meetings and one individual meeting with supervisors at

this stage. During Stage Three, they meet with their supervisors, both in a group (4 times) and individually (4 times) throughout the year.

In addition, Stage Three students are provided with an introduction on taught postgraduate study and doctoral research. The International Office offers an additional induction programme for overseas students (see http://www.ncl.ac.uk/international/coming_to_newcastle/orientation.phtml)

Study skills support

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. More specific study skills are covered in the Doing Sociology module, SOC1029. Study skills are also supported through a dedicated study skills text, written for students studying in Sociology, and through work with the personal tutor. Students are explicitly tutored on their approach to both group and individual projects.

Academic support

The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director, Deputy Head of School (Sociology), or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies. Students follow a structured timetable of meetings with their Personal Tutor, with whom they discuss marks and feedback on their work, and generic progress issues.

Pastoral support

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. Details of the personal tutor system can be found at <http://www.ncl.ac.uk/undergraduate/support/tutor.phtml>

In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer, see <http://www.ncl.ac.uk/undergraduate/support/welfare.phtml>

Personal Development Planning

Stage 2 students* are given a PDP Resource File, designed for use as appropriate to their individual needs and interests

Support for students with disabilities

The University's Disability Support Service (part of the larger Student Wellbeing Service) provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies. For further details see <http://www.ncl.ac.uk/disability-support/>. Sociology has a Disability Support Liaison Officer, whose role it is to act as a point of contact between students, academic staff, and staff in the SWS. This is to ensure a supportive environment for students with disabilities and improved access to information for students and staff.

Learning resources

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities. See <http://www.ncl.ac.uk/undergraduate/support/acfacilities.phtml>

The Writing Development Centre offers guidance and tuition for students who wish to improve their writing skills for study or employment purposes. It runs lectures and seminars and also offers one-to-one support. See <http://www.ncl.ac.uk/students/wdc/about/>

All new students whose first language is not English are required to take an English Language test in the Language Centre. Where appropriate, in-session language training can be provided. The Language Centre houses a range of resources for learning other

languages which may be particularly appropriate for those interested in an Erasmus exchange. See <http://www.ncl.ac.uk/undergraduate/support/facilities/langcen.phtml>

**This is currently a pilot scheme and may be rolled out to include Stage 3 students in later years*

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

Module reviews

All core / compulsory modules and selected optional / designated modules are subject to annual review by the Board of Studies. Changes to, or the introduction of new, modules are considered at the Sociology Teaching and Learning Committee, School Teaching and Learning Committee and at the Board of Studies. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

Programme reviews

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

External Examiner reports

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

Student evaluations

All core and compulsory modules, selected optional / designated modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies. The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking the students' views on the quality of the learning and teaching in their HEIs. Further information is at www.thestudentsurvey.com/ With reference to the outcomes of the NSS and institutional student satisfaction surveys actions are taken at all appropriate levels by the institution.

Mechanisms for gaining student feedback

Feedback is channelled via the Staff-Student Committee and the Board of Studies.

Faculty and University Review Mechanisms

The programme is subject to the University's Internal Subject Review process, see http://www.ncl.ac.uk/aqss/qsh/internal_subject_review/index.php

Additional details

Board of Examiners (BoE). Issues related to degree structure, examinations, marks and awards are discussed. The BoE is composed of all teaching staff and the External Examiners.

Staff-Student Committee (SSC). Wider student issues, including the quality and standards of teaching and learning may be raised at SSC by both students and staff. The SSC is chaired and convened by a student Chair, and is composed of student representatives from each year group (approximately two per stage), and three members of teaching staff.

Sociology Undergraduate Teaching and Learning Committee. The membership of this Committee is staff with teaching, examining and recruitment responsibilities within Sociology at the undergraduate level. It provides a forum for debate and reflection on programmes and

modules within Sociology. It includes student representatives and reports to the Sociology undergraduate Board of Studies.

School Teaching and Learning Committee (STLC). The STLC is composed of staff with teaching, examining and recruitment responsibilities across all subject area degree programmes within the School. STLC discusses specific programme and module improvements within a wider strategic framework; it also discusses more routine issues in respect of the day to day management of the degree programme. For example, STLC is the forum for the development and review of peer observation procedures, module and stage evaluation mechanisms, and student feedback processes. STLC reports regularly to the Boards of Studies, Subject Area and School Meetings, and to School Executive Committee and Faculty Teaching and Learning Committee as appropriate

Faculty Teaching and Learning Committee (FTLC) and University Teaching and Learning Committee (UTLC). Major changes to existing modules, the introduction and/or deletion of existing modules, are amongst the teaching and learning related activities of these Committees. FTLC and UTC are responsible, inter alia, for monitoring and evaluating Departmental responses to External Examiners' Reports.

Mechanisms for the review and evaluation of teaching, learning, assessment, curriculum and outcome standards

- ❖ Student module evaluation questionnaires
- ❖ Programme reviews by STLC, SocTLC and BoS
- ❖ Module reviews by module leaders in the light of staff (SocTLC), student evaluation and External Examiners' Reports (where appropriate).
- ❖ Peer observation of teaching
- ❖ External Examiners' Reports
- ❖ Annual Monitoring and Review
- ❖ Feedback obtained from past graduates eg: Subject Area surveys and Careers Service Graduate Destination Surveys
- ❖ Feedback obtained from National Student Survey of Stage 3 students, and the Institutional Student Survey of Stage 1 students.
- ❖ Feedback from actual and potential employers of graduates
- ❖ Feedback from independent external reviews (QAA, HEFCE)

Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- ❖ Staff-Student Committee and student representation at SocTLC and at the BoS
- ❖ Module, stage and degree programme evaluation questionnaires
- ❖ Stage Focus Groups
- ❖ Graduate surveys (School and Careers Service)
- ❖ National Student Survey and Institutional Student Survey

16 Regulation of assessment

Pass mark

The pass mark is 40 (Undergraduate programmes)

Course requirements

Progression is subject to the University's Undergraduate Progress Regulations (<http://www.ncl.ac.uk/calendar/university.regs/ugcont.pdf>) and Undergraduate Examination Conventions (<http://www.ncl.ac.uk/calendar/university.regs/ugexamconv.pdf>). In summary, students must pass, or be deemed to have passed, 120 credits at each Stage. Limited compensation up to 40 credits and down to a mark of 35 is possible at each Stage and there are resit opportunities, with certain restrictions.

Weighting of stages

The marks from Stages 2 and 3 will contribute to the final classification of the degree. *For students entering the degree before 2007/8*, modules taken in Stage Two have equal weighting

with modules taken in Stage Three. *For students entering the degree from 2008/9*, the stages are weighted as 1:2 for stages 2 and 3. *For students entering the degree in 2007/8*, transitional arrangements will apply. Degree classifications will be calculated using both the weighted and non-weighted systems, and candidates will be awarded whichever degree classification is higher

Common Marking Scheme

The University employs a common marking scheme, which is specified in the Undergraduate Examination Conventions, namely

	Honours	Non-honours
<40	Fail	Failing
40-49	Third Class	Basic
50-59	Second Class, Second Division	Good
60-69	Second Class, First Division	Very Good
70+	First Class	Excellent

Role of the External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies.

The External Examiner is expected to:

- See and approve coursework assignments
- See and approve examination papers
- Moderate examination and coursework marking
- Attend the Board of Examiners
- Report to the University on the standards of the programme

Marking Moderation

In Stage One, examination scripts are anonymously first-marked and moderated internally; continuous assessments are anonymously first-marked and moderated internally. In Stages Two and Three, examination scripts are anonymously first-marked, internally and externally moderated; continuous assessments are anonymously first-marked, internally and externally moderated. Stage 3 dissertations are blind double-marked and externally moderated.

In addition, information relating to the programme is provided in:

The University Prospectus (see <http://www.ncl.ac.uk/undergraduate/>)

The School Brochure (contact enquiries@ncl.ac.uk)

The University Regulations (see <http://www.ncl.ac.uk/calendar/university.regs/>)

The Degree Programme Handbooks

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

16 Indicators of Quality and Standards:

The degree programme meets the QAA Subject Benchmarking Statement for Sociology

Internal Review Reports

The programme has been regularly reviewed as part of the University's Annual Programme Review, and in subject reviews. The latest subject review was undertaken in November 2009. In relation to undergraduate teaching we received 4 citations of exemplary practice and 9 citations of good practice. The subject area received 5 recommendations for enhancement at undergraduate level. The subject area has responded to these recommendations.

QAA Reports

Sociology was subject to a HEFCE Review in 1995-96 as part of the 1995 Quality Assessment Exercise. The outcome of this review process was the award of 'excellent'. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

In addition, information relating to the degree programme is provided in:

- ❖ The University Prospectus
- ❖ The Subject Area Prospectus
- ❖ The University and Degree Programme Regulations
- ❖ The Degree Programme Handbooks (Stages One, Two and Three)
- ❖ The School Website <http://www.ncl.ac.uk/gps/>
- ❖ HEFCE Review Report 1995-96

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Module	Type	Intended Learning Outcomes			
		A	B	C	D
SOC1026	Core	1, 2, 5	1, 3, 4	1, 3	1, 2, 4, 5
SOC1027	Compulsory	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 4
SOC1028	Compulsory	1, 2, 4	1, 3, 4	1, 3, 4, 5	1, 2, 3, 4
SOC1029	Compulsory	1, 3	1, 2, 3, 4	1, 2, 4, 5	1, 2, 3, 4
SOC2058	Compulsory	1, 2, 3, 5	1, 2, 3, 4	2, 3, 4, 5	1, 2, 4
SOC2069	Compulsory	1, 3	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4, 5
SOC2070	Compulsory	1, 3	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5
SOC3073	Compulsory	1, 2, 3, 4, 5	1, 2, 3, 4	3, 4, 5	1, 2, 4
SOC3097	Compulsory	1, 2, 3, 4, 5	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 4
SOC2041	Designated	1, 2, 3, 4, 5	1, 3, 4	1, 3, 4, 5	1, 2, 4
SOC2042	Designated	1, 2, 4	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4
SOC2043	Designated	1, 2, 3, 4, 5	1, 2, 3, 4	3, 4, 5	1, 2, 4
SOC2056	Designated	1, 2, 3, 5	1, 2, 3, 4	3, 4, 5	1, 2, 3, 4
SOC2065	Designated	1, 2, 3, 5	1, 2, 3, 4	1, 3, 4, 5	1, 2, 4
SOC2066	Designated	1, 2, 3, 4, 5	1, 2, 3, 4	3, 4, 5	1, 2, 4
SOC2067	Designated	1, 2, 3, 4	1, 2, 3, 4	3, 4, 5	1, 2, 4
SOC2068	Designated	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4, 5
SOC2071	Designated	1, 2, 4	1, 2, 3, 4	1, 3, 4, 5	1, 2, 4
SOC2074	Designated	1, 2, 4	1, 2, 3, 4	1, 3, 4	1, 2, 3, 4
SOC2080	Designated	1, 2, 4	1, 2, 3, 4	3, 4	1, 2, 4
SOC3045	Designated	1, 2, 4, 5	1, 2, 3, 4	2, 3, 4, 5	1, 2, 3, 4
SOC3061	Designated	1, 2, 4, 5	1, 2, 3, 4	1, 3, 4, 5	1, 2, 4
SOC3062	Designated	1, 2, 3, 4, 5	1, 2, 3, 4	1, 3, 4, 5	1, 2, 4
SOC3063	Designated	1, 2, 5	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4
SOC3064	Designated	1, 2, 3, 4, 5	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4
SOC3066	Designated	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4
SOC3067	Designated	1, 2, 3, 4	1, 2, 3, 4	1, 3, 4, 5	1, 2, 3, 4
SOC3068	Designated	1, 2, 3, 4, 5	1, 3, 4	3, 4, 5	1, 2, 4
SOC3069	Designated	1, 2, 3, 4, 5	1, 2, 3, 4	2, 3, 4, 5	1, 2, 4
SOC3074	Designated	1, 2, 4	1, 2, 3, 4	3, 4, 5	1, 2, 4
SOC3075	Designated	1, 2, 3, 4, 5	1, 2, 3, 4	2, 3, 4	1, 2, 4
SOC3085	Optional	1, 2, 4	1, 2, 3, 4	3, 4, 5	1, 2, 4