Programme Specification
Undergraduate

Applicable to all non-clinical undergraduate programmes*

Please click [here](#) for guidance on completing this specification template.

*Excluding Integrated Master’s degrees.

### Part A: Programme Summary Information

1. **Title of programme:** BA Sociology (Honours)
2. **Programme Code:** L302
3. **Entry Award:**
   - X BA (Hons) 360 Credit: Level: At least 90 credits at level 6. Year 1: the majority of credit at level 4; Year 2: the majority of credit at level 5.
   - ☐ BSc (Hons)
   - ☐ Other (please specify below):
4. **Exit Awards:**
   - ☒ Diploma in Higher Education (Dip HE) 240 Credit: Level: Year 1: the majority of credit at level 4; Year 2: the majority of credit at level 5.
   - ☒ Certificate in Higher Education (Cert HE) 120 Credit: Level: The majority of credit at level 4
5. **Date of first intake:** September 2011
6. **Frequency of intake:** Annually, in September
7. **Duration and mode of study:** Full-time, 3 years of study
8. **Applicable framework:** Model for Non-Clinical First Degree Programmes

**Framework exemption** ☒ No (please go to section 9)
<table>
<thead>
<tr>
<th>Required:</th>
<th>Please indicate the applicable boxes:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐ Yes (please provide a brief summary below)</td>
</tr>
</tbody>
</table>

Date exemption approved by AQSC:

<table>
<thead>
<tr>
<th>9. Applicable Ordinance:</th>
<th>ORDINANCE 37(A): General Ordinance for Undergraduate Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>New/revised Ordinance required:</td>
<td>☒ No (please go to section 10)</td>
</tr>
</tbody>
</table>

Date new/revised Ordinance approved by Council:

<table>
<thead>
<tr>
<th>10. Faculty:</th>
<th>Humanities and Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>11: Level 2 School/Institute:</td>
<td>School of Law and Social Justice</td>
</tr>
<tr>
<td>12. Level 1 unit:</td>
<td>Sociology, Social Policy and Criminology</td>
</tr>
<tr>
<td>13. Campus:</td>
<td>Main Campus, University of Liverpool</td>
</tr>
<tr>
<td>14. Other contributors from UoL:</td>
<td>None</td>
</tr>
<tr>
<td>15. Teaching other than at UoL:</td>
<td>None</td>
</tr>
<tr>
<td>16. Director of Studies:</td>
<td>Dr Paul Jones</td>
</tr>
<tr>
<td>17. Board of Studies:</td>
<td>School Academic Quality and Standards Committee</td>
</tr>
<tr>
<td>18. Board of Examiners:</td>
<td>Sociology, Social Policy and Criminology</td>
</tr>
<tr>
<td>19. External Examiner(s):</td>
<td>Dr David Bartram, Department of Sociology, University of Leicester; Professor Steve Tombs, Professor of Criminology, Social Sciences, The Open University; Dr Steve Taylor, Reader in Sociology, Northumbria University.</td>
</tr>
<tr>
<td>20. Professional, Statutory or Regulatory body:</td>
<td>N/A</td>
</tr>
<tr>
<td>21. QAA Subject benchmark Statements(s):</td>
<td>Sociology</td>
</tr>
</tbody>
</table>
### Programme Specification UG

| 22. | Other reference points: | Framework for Higher Education Qualifications |
| 23. | Fees: | Standard Home/EU and International Rates |
| 24. | Additional costs to the student: | None |
| 25. | AQSC approval: | |

### Part B: Programme Aims & Objectives

#### Aims of the Programme

The aims of the programme are:

<table>
<thead>
<tr>
<th>No.</th>
<th>Aim:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To provide an intellectually-engaging, challenging, and supportive learning and teaching environment to students from a wide variety of social backgrounds;</td>
</tr>
<tr>
<td>2.</td>
<td>To provide a stimulating, research-enhanced honours degree programme in the discipline of sociology</td>
</tr>
<tr>
<td>3.</td>
<td>To produce graduates conversant with ways of thinking that are distinctively 'sociological' and to cultivate the capacity for flexible, critical thinking;</td>
</tr>
<tr>
<td>4.</td>
<td>To enable students to critically appraise and evaluate empirical evidence about a range of substantive topics within sociology</td>
</tr>
<tr>
<td>5.</td>
<td>To ensure that students develop a core of sociological understanding and skills and also have the opportunity to pursue optional areas of interest</td>
</tr>
<tr>
<td>6.</td>
<td>To foster the skills of literacy, numeracy and critical analysis that will enable graduates to make a successful contribution to the general needs of society</td>
</tr>
<tr>
<td>7.</td>
<td>To assist students in making informed choices about their future careers</td>
</tr>
<tr>
<td>8.</td>
<td>To enable students to interrogate existing knowledge from theoretical and empirical positions and to create their own sociological knowledge (via theoretical and empirical research processes)</td>
</tr>
</tbody>
</table>

#### Learning Outcomes

**No. Learning outcomes – Bachelor’s Honour’s degree**

Students will develop knowledge and understanding of:

| 1.  | key concepts and theoretical approaches that have been developed and are developing within Sociology; |
| 2.  | an awareness of social context, of the nature of social processes, and of social diversity and inequality; |
| 3.  | the value of comparative analysis; |
| 4.  | the relationship between individuals, groups and social institutions; |
| 5.  | the role of culture in social life; |
| 6.  | the social processes underpinning social change; |
| 7.  | the nature and appropriate use of diverse research strategies and methods in |
gaining sociological knowledge;

8. the relationship between sociological argument and evidence;

9. the distinctive character of Sociology in relation to other forms of understanding, such as its relation to other disciplines and to everyday explanations;

### Learning Outcomes

#### No. Learning outcomes – Bachelor’s Non-Honour’s degree

Students will develop knowledge and understanding of:

1. key concepts and theoretical approaches that have been developed and are developing within Sociology;

2. an awareness of social context, of the nature of social processes, and of social diversity and inequality;

3. the value of comparative analysis;

4. the relationship between individuals, groups and social institutions;

5. the role of culture in social life;

6. the social processes underpinning social change;

7. the nature and appropriate use of diverse research strategies and methods in gaining sociological knowledge;

#### No. Learning outcomes – Diploma in Higher Education award

1. key concepts and theoretical approaches that have been developed and are developing within Sociology;

2. an awareness of social context, of the nature of social processes, and of social diversity and inequality;

3. the relationship between individuals, groups and social institutions;

4. the role of culture in social life;

5. the social processes underpinning social change;

#### No. Learning outcomes – Certificate in Higher Education award

1. key concepts and theoretical approaches that have been developed and are developing within Sociology;

2. an awareness of social context, of the nature of social processes, and of social diversity and inequality;

3. the relationship between individuals, groups and social institutions;

### 27a. Mapping of learning outcomes:

<table>
<thead>
<tr>
<th>Learning outcome No.</th>
<th>Module(s) in which this will be delivered</th>
<th>Mode of assessing achievement of learning outcome</th>
<th>PSRB/Subject benchmark statement (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>All modules, but especially</td>
<td>All assessment</td>
<td>‘Competence in using</td>
</tr>
</tbody>
</table>

TQSD/14.15

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<table>
<thead>
<tr>
<th>Table 1: Programme Specification UG</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module(s)</strong></td>
</tr>
<tr>
<td>4. All modules, and most specifically SOCI101, SOCI102, SOCI103, SOCI106, SOCI213, SOCI242, SOCI247, SOCI248, SOCI218, SOCI223, SOCI236, SOCI256, SOCI294, And all third year modules (significantly inc. SOCI301 and SOCI303)</td>
</tr>
</tbody>
</table>
| 5. | SOCI101  
SOCI242  
SOCI236  
SOCI252  
SOCI327  
SOCI372 | Essays, exams, article reviews, fieldnotes | 'An understanding of the role of culture in everyday life' (2007 QAA Statement: p3) |
|---|---|---|---|
| 6. | SOCI101  
SOCI102  
SOCI103  
SOCI106  
SOCI205  
SOCI207  
SOCI213  
SOCI218  
SOCI223  
SOCI236  
SOCI242  
SOCI247  
SOCI248  
SOCI307  
SOCI310  
SOCI315  
SOCI317  
SOCI320  
SOCI323  
SOCI325  
SOCI327  
SOCI346  
SOCI372 | Essays, exams (seen and unseen), presentation, group research project, group presentation, research dairy/fieldnotes, reviews (book and article), dissertation, reflective essay, client report. | 'Examine the processes that underpin social change and social stability' (2007 QAA Statement: p4) |
| 7. | SOCI106  
SOCI212  
SOCI213  
SOCI247  
SOCI248  
SOCI294  
SOCI301  
SOCI303  
SOCI325  
SOCI369  
SOCI372 | Essays, exams (seen and unseen), presentation, research project, group presentation, reviews (book and article), workbook, fieldnotes | 'Examine a range of research strategies and methods and assess the appropriateness of their use' |
| 8. | SOCI101  
SOCI106  
SOCI247  
SOCI248 | Essays, exams, presentation, group research project, group presentation, reviews (book and article), workbook. | 'An understanding of the relationship between sociological evidence and argument' (2007 QAA Statement: p3) |
| 9. | SOCI101  
SOCI106  
SOCI242  
SOCI247  
SOCI248 | Essays (various word-lengths); unseen exams; article review; workbook; essay; observation and fieldnotes | 'An awareness of the distinctive character of Sociology in relation to other forms of understanding, such
as its relation to other disciplines and to everyday explanations' (2007 QAA Statement: p3)

28. **Skills and Other Attributes**

<table>
<thead>
<tr>
<th>No.</th>
<th>Skills and attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Learning and study skills;</td>
</tr>
<tr>
<td>2.</td>
<td>Written and oral communication skills in a variety of contexts;</td>
</tr>
<tr>
<td>3.</td>
<td>Statistical and other quantitative techniques;</td>
</tr>
<tr>
<td>4.</td>
<td>Information retrieval skills in relation to primary and secondary sources of information;</td>
</tr>
<tr>
<td>5.</td>
<td>Communication and information technology skills;</td>
</tr>
<tr>
<td>6.</td>
<td>Skills of time planning and management;</td>
</tr>
<tr>
<td>7.</td>
<td>Group work skills.</td>
</tr>
</tbody>
</table>

28a. **Mapping of skills and other attributes:**

<table>
<thead>
<tr>
<th>Skills and other attributes No.</th>
<th>Module(s) in which this will be delivered and assessed</th>
<th>Learning skills, research skills, employability skills</th>
<th>Mode of assessing achievement of the skill or other attribute</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>All</td>
<td>All</td>
<td>Wide variety (all modules' assessment formats)</td>
</tr>
<tr>
<td>2.</td>
<td>All</td>
<td>All</td>
<td>Wide variety (all modules' assessment formats)</td>
</tr>
<tr>
<td>4.</td>
<td>All</td>
<td>All</td>
<td>Wide variety (all modules' assessment formats)</td>
</tr>
<tr>
<td>5.</td>
<td>All</td>
<td>All</td>
<td>Wide variety (all modules' assessment formats)</td>
</tr>
<tr>
<td>6.</td>
<td>All</td>
<td>All</td>
<td>Wide variety (all modules' assessment formats)</td>
</tr>
</tbody>
</table>
29. Career opportunities:

A social science degree prepares graduates for careers closely linked to the discipline/s studied, but also for those requiring a more general training. Currently our graduates enter a wide range of careers, with some recent graduates engaged in careers such as publishing, social work, advertising, retail and health service management, librarianship, public relations, social and market research, human relations, international aid and development, with some gaining further professional training to take up positions as lawyers and teachers.

The programme also serves to prepare students for subsequent postgraduate work and for research and teaching posts in further and higher education.

Part C: Entrance Requirements

30. Academic Requirements:

BBB at A level and GCSE English and Mathematics at grade C or above, or equivalent qualifications.

The department welcomes applications from students studying access to HE courses. Our normal requirements are 27 distinctions and 15 merits at level 3.

All students applying to the University of Liverpool must demonstrate that they are competent in the use of the English language and satisfy the University’s requirements. The following qualifications are accepted by the University and are considered to satisfy a minimum of CEFR B2 level in each component (speaking, writing, listening and reading). This is the minimum level for degree level study in order to secure a visa to enter the UK via Tier 4:

IELTS (International English Language Tests): 6.5 with minimum 5.5 in each component;

TOEFL IBT: 88-89 with minimum scores in components as follows: Listening and Writing - 21, Reading - 22, Speaking – 23;

Cambridge English: Advanced A/B overall;

Cambridge Proficiency: C grade overall;

Pearson Test of English Academic (PTE Academic): 62 with minimum scores of 51 in each component.

31. Work experience:

N/A

32. Other requirements:

N/A
### Part D: Programme Structure

#### 33. Programme Structure:

**Year 1**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 106 Studying Society 30 credits</td>
<td>SOCI 101 Sociological Theory 30 credits</td>
</tr>
<tr>
<td>SOCI 107 Introduction to Crime and Society 15 credits</td>
<td>SOCI 108 Controlling Crime: An introduction 15 credits</td>
</tr>
<tr>
<td>SOCI 102 Social Change and Social Policy in Contemporary Society 1, 15 credits</td>
<td>SOCI 103 Social Change and Contemporary Society 2, 15 credits</td>
</tr>
</tbody>
</table>

**Year 2**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 242 Thinking Sociologically: Approaches to Social Inquiry (30 credits)</td>
<td>SOCI 248 Qualitative Social Research Methods, 15 credits</td>
</tr>
<tr>
<td>SOCI 247 Quantitative Social Research Methods, 15 credits</td>
<td>Optional SSPC Module 15 Credits</td>
</tr>
<tr>
<td>Optional Module 15 Credits</td>
<td>Optional SSPC Module 15 Credits</td>
</tr>
</tbody>
</table>

**Year 3**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 301 Dissertation 2 (semester 1 &amp; 2 = 30 credits)*</td>
<td>OR</td>
</tr>
<tr>
<td>SOCI 303 Interchange Portfolio (semester 1&amp;2 = 30 credits)*</td>
<td></td>
</tr>
<tr>
<td>Optional SSPC Module 15 Credits</td>
<td>Optional SSPC Module 15 Credits</td>
</tr>
<tr>
<td>Optional SSPC Module 15 Credits</td>
<td>Optional SSPC Module 15 Credits</td>
</tr>
<tr>
<td>Optional Module 15 Credits</td>
<td>Optional Module 15 Credits</td>
</tr>
</tbody>
</table>

*Dissertation routes (students must choose SOCI 301 or 305):

#### 34. Industrial placement/work placement/year abroad:

The following optional modules include placements as part of their learning strategies:

SOCI 212 Understanding Non-Profit Organisations: Work-based learning (15 credits) requires students to undertake 48 hours of volunteering (including training). Placements are organised in conjunction with the Careers and Employability Volunteer Co-ordinator. The module leader and module teaching staff co-ordinate learning and the module is subject to the same quality assurance processes that apply to other modules including student feedback via the SSLC, module representatives and scrutiny through the Board of Studies.

SOCI 303 Applied Social Research (30 credits) enables students to build their
skills in social research by undertaking, either individually or in a group, an applied research project for a local community group or non-profit organisation. Placements are organised through Interchange (http://www.liv.ac.uk/ssp/interchange/about/index.htm). Links between the department and students on placement are maintained by the Interchange co-ordinator. The module is subject to the same quality assurance processes that apply to other modules including student feedback via the SSLC, module representatives and scrutiny through the Board of Studies as well as via the Interchange Management committee.

These modules provide opportunity to develop further a range of learning, research and employability skills as detailed above.

35. **Liaison between the Level 2 Schools/Institutes involved:**

The Department of Sociology, Social Policy and Criminology is responsible for the delivery of all required modules and, with a few exceptions, the optional modules. The Department will be responsible for all personal tutoring, timetabling, and feedback from students and provision of information to students. Optional modules delivered by colleagues in the Law School are facilitated by existing Level 2 committee and liaison structures. Liaison with colleagues outside of the School of Law and Social Justice, e.g. History, will be maintained by the Director of the Programme.

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**Part E: Learning, Teaching And Assessment Strategies**

36. **Learning, Teaching and Assessment Strategies:**

**Learning and teaching**

This programme operates within the frameworks of the University’s Strategy for Learning and Study Skills (2008), Revised Strategy for Enhancing Student Employability and related policies and strategies (http://www.liv.ac.uk/tqsd/pol_strat_cop/index.htm). It is informed by the QAA’s *Quality Code* and the Criminology Benchmark Statement on Teaching, Learning and Assessment (section 5) and is located within the Department’s Learning and Teaching Strategy.

Level 4 - provides an essential foundation and orientation to criminology and the requisite skills to enable successful study at level 5 and beyond. The process of ‘orientation’ in to the University, Department, and sources of support (including Academic Advisors), the Library and subject matter begin at the onset, during the induction process. Essential academic study skills are taught specifically in (SOCI106) *Studying Society*, but are also embedded in each module. In addition to the nurture and development of effective learning skills, *Studying Society* introduces students to the importance of, and the opportunity to practice, learning, research and employability skills (e.g. group-work). The foundations of subject specific knowledge in criminology are laid down in SOCI107 *Introduction to Crime and Society* and SOCI108 *Controlling Crime: An Introduction* which provides a key grounding in concepts, approaches and issues in criminology and criminal justice for students studying the BA Criminology. This degree programme is underpinned by a sociologically-informed, ‘engaged’ approach in which a concern with social justice is emphasised. The learning outcomes and skills required by this approach are delivered in SOCI101 *Sociological Theory* which provides an introduction to the major theoretical frameworks in social science, SOCI102 *Social Change and Social Policy in Contemporary Society 1 and 2* (SOCI103).
Level 5 – focuses on the development and exploration of criminological knowledge and subject, learning and research skills gained at level 4 and provides essential knowledge and skills for success at level 6. SOCI244 Understanding Crime, Justice and Punishment widen, deepen and extend students’ understanding of criminology and criminal justice introduced at level 4 and subject specific knowledge and skills are further developed in SOCI241 Policing, Crime and Society and SOCI254 Punishment, Penalty and Prisons. SOCI 247 Quantitative Social Research Methods and SOCI 248 Qualitative Social Research Methods respectively develop social scientific research methodology skills and knowledge. The interconnections between theory, method, analysis, interpretation, and the skills associated with synthesising, interpreting, evaluating and presenting data inform the core skills students are expected to acquire through these required modules. They provide essential knowledge and skills for level 6 study in general, and the dissertation in particular. Further opportunities to extend, explore and consolidate students’ knowledge base and portfolio of skills, including employability skills, is further developed through option modules to the value of 30 credits at this level. Options at this level will be informed by the research and scholarship of members of the academic staff and, consequently, there may be some variation in the number and nature of options available over a period of time.

During the second semester of second year (or part-time equivalent) students are encouraged to think about their dissertation topics and to register a preferred topic/dissertation module option. At the end of the academic year students are allocated a supervisor with whom preparatory work on their dissertation can be discussed in advance of their level 6 studies.

Level 5 (often year 2) comprises the first part of students’ degree assessment (Part I). This has to be passed in order to proceed to Part II (usually in the final year). The results count towards the final degree classification, but are weighted to account for 30% of the total.

Level 6 - places emphasis on depth knowledge, the consolidation of skills and the development of expertise and understanding of specific areas of interest. This is achieved through research for, and the production of, a dissertation or project and the provision of a range of option modules. A dissertation is a requirement for all students on this programme. The options include either SOCI 301 Dissertation 2 (30 credits, over the whole academic session) or SOCI 303 Interchange Portfolio (with a criminal justice NGO) – both 30 credits respectively. The remaining 90 credits at this level (for full time students) - are made up entirely by students’ option modules based on their interests or future professional ambitions. Level 6 option modules facilitate the development of subject expertise and skills of critical analysis. Options at this level will be informed by the research and scholarship of members of the academic staff and, consequently, there may be some variation in the number and nature of options available over a period of time. Part-time students take their chosen dissertations routes in year 6 (plus option(s)). Year 5 is made up entirely of option modules. Level 6 fosters the further consolidation and refinement of transferable skills for the world of work, employability, further study and lifelong learning through the provision of guidance (from academic staff and through the Careers and Employability Service, for example), experiential learning and the further testing of core transferable skills as an embedded part of summative assessment processes.

The results for year three are aggregated with the results from the previous
year to provide the overall degree classification but are weighted to account for 70% of the total.

Students each have the support of an Academic Advisor, who is normally also their PDP tutor, with whom progress is reviewed each semester of the three years of study (6 for part-time students) and from whom guidance can be sought at any time. The School’s Student Support Officer can also be contacted about health, financial, welfare or other worries that may impact upon student’s progress and the range of University student welfare services are available to students.

Throughout the programme, learning is delivered in a variety of formats: Lectures, seminars, workshops, tutorials, guided independent study, group work, reflective and voluntary and community-based learning opportunities. The Department has fully integrated the University’s policy on Personal Development Planning (PDP) as an aid to students’ self-evaluation, learning and planning for future development and has extended this provision to all level 6 students. SOCI 106, as noted above, places a strong emphasis on developing learning and research skills from week 0 of the first year of a student’s academic career. All modules supplement the learning opportunities offered through lectures and seminars (or other delivery method) with ICT for the delivery of information and resources (via VITAL).

Specialist learning outcomes (knowledge and skills) can be found in the module specifications and module guides. Students’ achievements in relation to subject knowledge, competencies and skills are assessed in a variety of ways, appropriate to the level of study.

Assessment strategy

A range of assessment methods are utilised to ensure that the programme learning outcomes are achieved. They include book reviews, article reviews, reports, research-logs, presentations (group and individual), portfolios, as well as essays, examinations, dissertations or projects in the final year. Many modules are assessed by a combination of assessment methods (e.g. article review, essay and examination) and all assessments are based on the policy that a 15 credit module should amount to approximately 4,000 words of assessment or equivalent (a one hour examination is estimated to be equivalent to 1,000 words). For example, a 15 credit option at level 6 may be assessed by an article review at 1500 words and a 2500 word essay = 4000 words or a 4000 word essay. Where a module’s assessment departs from this ‘norm’ a justification for such a departure is made and approval by the Director of Undergraduate Studies and the Chair of the Board of Studies is required. All modules are scrutinised to ensure that the stated learning outcomes are tested by the assessment method. Low weighted assessments and formative assessments are designed to provide early feedback and opportunities to reflect upon and improve knowledge and skills, especially in the early stages of students’ academic careers.

36a. Learning, Teaching and Assessment methods:

Throughout the programme, learning is delivered in a variety of formats (see also above):

Lectures, seminars, workshops, tutorials, guided independent study, group work, reflective and experiential, community-based learning opportunities are
the main learning and teaching methods utilised on this programme.

The primary purpose of lectures is to provide students with a broad introduction to key areas and debates on a given topic pitched at the appropriate level of study. The lectures aim to facilitate students’ reading and highlight issues to be explored during independent study time (see the QAA’s Quality Code on contact hours) in preparation for seminars and assessment. Lecture summaries, seminar tasks/discussion topics together with indicative readings for each week are set out in the detailed module booklet.

Seminars provide opportunities to explore particular issues and debates in greater detail in a way that supplements and builds upon the lectures. Seminars also allow for greater levels of student participation and such participation will be actively encouraged throughout the programme. Students are expected to share responsibility for facilitating seminars whilst the seminar leader will provide overall guidance and, where appropriate, direction for the purposes of progressing the discussion and debate.

Workshops frequently follow the format described above but they also may be used to develop particular skills in a teaching context. For example, SOCI247 uses workshops to develop skills in data analysis and SOCI248 to develop skills in interviewing.

Guided independent study: Typically, following each lecture students should read appropriate literature (books, chapters and journal articles) in preparation for seminars and as a means of developing knowledge of the subject matter in an incremental week-by-week fashion. Guided independent study is the primary learning method used in SOCI 301 Dissertation 2 and in this setting takes the form of supervision with a designated tutor. Some dissertations can be supervised in small groups (labs) where a common theme, method or approach is agreed. Group work is a feature of all seminar teaching throughout the programme and group work takes place both with and outside of formal scheduled glasses (e.g. group work in SOCI 106 is expected to be organised outside of the formal settings in order to progress a group project).

Experiential learning takes place in a number of settings: SOC212 and SOCI303 are based on experiential learning. Experiential learning is also integrated into the teaching methods in SOCI241 (required) and SOCI369 (optional) and SOCI 372 (optional).

37. Assessment information for students:

Code of Practice on Assessment

The University has a Code of Practice on Assessment which brings together the main institutional policies and rules on assessment. The Code is an authoritative statement of the philosophy and principles underlying all assessment activities and of the University's expectations in relation to how academic subjects design, implement and review assessment strategies for all taught programmes of study.

The Code of Practice includes a number of Appendices which provide more detail on the regulations and rules that govern assessment activity; these include:

- The University marks scale, marking descriptors and qualification descriptors;
- The model for non-clinical first degree programmes;
- The system for classifying three-year, non-clinical, undergraduate degrees;
• The system for classifying four-year, non-clinical, undergraduate degrees that include a year in industry or a year abroad;
• Information about students' progress, including guidance for students;
• The procedure for assessment appeals;
• Regulations for the conduct of exams;
• The University's policy on making adjustments to exam arrangements for disabled students.
• The code of practice relating to external examining (see also below)
• The Academic Integrity Policy, which covers matters such as plagiarism and collusion and includes guidance for students;
• The policy relating to mitigating circumstances which explains what you should do if you have mitigating circumstances that have affected assessment; and
• The policy on providing students with feedback on assessment.

Please click here to access the Code of Practice on Assessment and its appendices; this link will also give you access to assessment information that is specific to your cohort:

A summary of key assessment information is also available in the 'Your University' handbook.

Marking criteria: Pass marks

The pass mark for each module on this programme is 40%. The criteria for completing each year of study, other than the final year, and for progression to the next year/level of study, require a student to:

(i) Pass (i.e. achieve 40%) all mandatory modules; and
(ii) Pass (i.e. achieve 40%) in modules amounting to 90 credits; and
(iii) Achieve at least 40% averaged across all modules and a minimum mark of 35% in all modules.

These criteria are compulsory for study years 1 and 2 and for levels 4 and 5.

This means that students will be permitted to progress from year one to year two and from year two to year three having failed modules worth up to 30 credits in each year, provided that:

(i) The failing marks are in the range 35-39%;
(ii) Marks of 40% or more are achieved in the remaining modules totalling 90 credits; and
(iii) The overall average mark for the modules totalling 120 credits is 40% or more.

Marks in the range 35-39% which are compensated for by higher marks in other modules will be recorded as 40%.

Re-sits

The actual marks achieved following a re-sit examination will be recorded, but such marks will be recorded as having been achieved at the second attempt. Where the mark achieved at the second attempt falls between 35-39% and
meets the criteria for compensation, the mark will be recorded as 40% and will be flagged as having been achieved at the second attempt.

For the purposes of determining progression from years one to two and years two to three, the actual marks achieved following re-sits will be used to calculate the average mark.

For the purposes of arriving at the average mark for degree classification, marks achieved following re-sits in year two will be capped at 40%.

**Marking descriptors**

The marking descriptors for the University of Liverpool, Department of Sociology, Social Policy and Criminology will be used in marking all work on this programme.

**Final degree classification**

The degree classification will be determined according to the University-wide formula for non-clinical undergraduate degrees. The system is based on the use of an overall average of the weighted marks for year two and year three as the first indicator of the degree classification, with a system of profiling being employed in cases of students whose averages are at the borderline between classifications.

**Credit to be passed**

If modules totalling 330 credits or more have been passed, i.e. the module has been awarded a mark of 40% or above (this includes compensated marks of 40% gained in years one and two) and all mandatory modules have been passed, the candidate will be considered for the award of a classified honours degree. If modules totalling more than 30 credits in year three have been failed, i.e. the module has been awarded a mark of less than 40%, the candidate will not be eligible for the award of an honours degree but may be eligible for the award of a pass (non-honours) degree.

**Weighting**

The marks for year two and year three are used to determine the degree classification, with a 30:70 year two/year three weighting applied.

**Averaging**

The average marks for year two and year three are calculated and an overall average arrived at, weighted 30:70 between year two and year three. The overall average for year two and year three is rounded to the nearest whole number (decimal places up to four are rounded down, decimal places of five or more are rounded up). The initial indication of degree classification is then reached as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>70%+</td>
<td>1st</td>
</tr>
<tr>
<td>60-69%</td>
<td>2.1</td>
</tr>
<tr>
<td>50-59%</td>
<td>2.2</td>
</tr>
<tr>
<td>40-49%</td>
<td>3rd</td>
</tr>
<tr>
<td>Less than 40%</td>
<td>Pass degree</td>
</tr>
</tbody>
</table>
Profiling

(i) If a candidate achieves 69%, 59%, 49% or 39% by averaging, i.e. missing automatic classification by no more than 1%, they will have their mark profile considered.

(ii) If a candidate is profiled, s/he will be awarded the higher class if either 120 credits of study in years two and three are in a higher class than the overall average mark and of these at least 30 credits have been achieved in year three or at least 60 credits of study in the final year have been achieved in the higher class.

Pass (Non-Honours) Degrees

Candidates who do not meet the criteria for a classified honours degree will be eligible for the award of a pass (non-honours) degree if they achieve the pass mark (40%) in modules totalling a minimum of 300 credits (irrespective of their overall average). This therefore includes:

- Candidates who are not considered for a classified honours degree because they have not achieved the minimum 330 credits requirement;
- Candidates who have achieved the minimum 330 credits requirement for an honours degree but whose average mark is less than 40% and who are either not eligible for profiling or are not eligible for a classified honours degree following profiling; and
- Candidates with a failed module or modules in year three who have prima facie met the criteria for the award of a classified honours degree but to whom the Board of Examiners have declined to award a classified honours degree on the basis that they have failed to achieve the overall learning outcomes of the programme or the Board is not satisfied that the student made a reasonable attempt at the failed assessments.

38. Student representation and feedback:

A Department of Sociology, Social Policy and Criminology Staff-Student Liaison Committee (SSLC) is established in accordance with the University Code of Practice on Student Representation (a copy of which can be accessed at: http://www.liv.ac.uk/media/livacuk/tqsd/student-enhancement/student-representation/cop_on_student_representation.pdf)
The Committee normally meets at least three times a year. The membership of the SSLC, its terms of reference, and the manner in which it conducts its business conforms to the requirements of the Annex to the Code of Practice on Student Representation. Elections to these are carried out within the structure determined by the University Student Representation Steering Group, and Programme Representatives will be strongly encouraged to attend the training provided for them by the Guild of Students.

Student representation is encouraged and practiced on all decision-making committees in the School and participation in these settings are welcomed and appreciated. Students are asked to take part in module evaluation exercises, using questionnaires (either hard copy or electronic) to feedback on their experiences of modules when requested. Staff will feedback on issues raised and actions taken via lectures, VITAL or other method (SSLC). Other avenues of providing feedback via focus groups, open forums or through the University's Quality Assurance processes (e.g. Periodic Review or Holistic Review) may take place from time to time and the participation of students in these settings is valued very highly.
Students are encouraged to make use of less formal mechanisms for feedback such as through speaking to relevant members of staff or year tutors at any time.

Formal complaints may be made to the Head of Department, but issues can normally be resolved through informal discussion or the mechanisms noted above at an early stage should any difficulties occur.

Part F: Status Of Professional, Statutory Or Regulatory Body Accreditation

39. Status of Professional, Statutory or Regulatory Body Accreditation:

N/A

Part G: Diversity & Equality Of Opportunity And Widening Participation

40. Diversity & Equality of Opportunity and Widening Participation:

The programme’s design, structure and content are consistent and compliant with the University’s Diversity and Equality of Opportunity Policy.

The Department is proud of its track record in attracting a diverse range of students and is fully committed to widening participation. The Department’s strategy and widening participation activities are organised under the umbrella of the School’s Admissions and Widening Participation Committee and this programme will play a full part in the School, Faculty and University’s widening participation activities. The Department has centred its commitment to diverse and widening participation by placing this as the first aim of the programme (see 25, number 1, above). Furthermore, the programme aims to explore the connections and disconnections between social justice and criminal justice informed by an engaged, critical sociological approach. The significance of diversity and equality of opportunity are embedded in the curriculum; an awareness of social divisions, diversity, equalities and human rights are central components of the programme’s learning outcomes (see section 26 above). The personal and academic support offered by the Department aims to provide a stimulating and supportive academic setting for full and part-time students to fully achieve their potential in a context where difference, diverse identities and life experiences are positively valued.

Annex 1

Annex of Modifications Made to the Programme

Please complete the table below to record modifications made to the programme.

<table>
<thead>
<tr>
<th>Description of modification (please include details of any student consultation undertaken or confirm that)</th>
<th>Minor or major modifications</th>
<th>Date approved by FAQSC</th>
<th>Date approved by AQSC (if applicable)</th>
<th>Cohort affected</th>
</tr>
</thead>
</table>

TQSD/14.15
students’ consent was obtained where this was required)