

BSc (Hons) Sociology

Programme Specification

Primary Purpose:

Course management, monitoring and quality assurance.

Secondary Purpose:

Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

Disclaimer:

The University of Portsmouth has checked the information given in this Programme Specification and believes it to be correct. We will endeavour to deliver the course in keeping with this Programme Specification but reserve the right to change the content, timetabling and administration of the course whilst maintaining equivalent academic standards and quality.

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Programme Specification

1. Named Awards

BSc (Hons) Sociology

2. Course Code (and UCAS Code if applicable)

Course Code: C0315, UCAS: L300

To view units and course structures please visit www.port.ac.uk/unitwebsearch and enter the 'C' code above to find the correct course.

3. Awarding Body

University of Portsmouth

4. Teaching Institution

University of Portsmouth

5. Accrediting Body

NA

6. QAA Benchmark Groups

Sociology

7. Document Control Information

August 2016

8. Effective Session

2016-17

9. Author

Dr Joseph Burridge

10. Faculty

FHSS

11. Department

SSHLS

12. Educational Aims

- To provide a challenging and stimulating learning environment.
- To enable students to develop knowledge and an understanding of the social world by focusing on the relations that, connect individuals, groups, and institutions.
- To develop an awareness of the nature of social processes, social diversity and inequality, and social change.

- To provide students with a strong foundation in the key concepts and theoretical approaches developed within sociology and the research strategies and methods used in gaining sociological knowledge.
- To enable students to develop an understanding of the relationship between sociological argument and evidence.
- To facilitate the development of students' independent study and collaborative work.
- To prepare students to undertake postgraduate research or to complete specialised professional training.
- To equip students with the necessary skills for lifelong learning and graduate employment in the context of changing labour markets.
- To provide an opportunity for students to further their independence and relevant academic and employment skills by studying abroad for one year of their degree course and choosing relevant study options.*

***Some study abroad opportunities and placements may not be appropriate for all students.**

Sociology is also offered as a joint and major pathway of the combined Honours Degree Programme with: Criminology, Media Studies, and Psychology.

13. Reference Points

- Benchmark Statement for Sociology (S)
- University of Portsmouth Curriculum Framework Document 2012 (CFD)
- The scholarship and research expertise of academic members of staff (AS)
- QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education (particularly section 7 appendix 2 and appendix 3) (QAA)
- National Qualifications Framework (NQF)
- Framework for Higher Education Qualifications (FHEQ)
- University of Portsmouth Policy for Assessment of Students 2012 (PAS)

Outcomes below that are specifically related to the above reference points have the abbreviation in brackets after the outcome e.g. (S) relates to the Benchmark Statement for Sociology.

14. Learning Outcomes

Students will be able to demonstrate ability to:

- Understand the key aspects of the subject area.
- Apply appropriate techniques of analysis to the subject area.
- Research topics and to devise and sustain arguments related to the subject area.
- Discuss current research and scholarship related to the subject area.
- Discuss the current limits of knowledge in the subject area.
- Take responsibility for their own learning.
- Carry out an extended piece of independent enquiry into the subject area.
- Communicate information in a manner appropriate to the subject and the intended audience.
- Show initiative and be able to make and justify decisions.
- Work independently or as part of a team or as a team leader.
- Understand the labour market, workplace, and graduate employability.

The curriculum promotes progression during the course of the programme. Promoting progression means that the demands on the students in the areas of skills, knowledge, intellectual challenge, conceptualisation and learning autonomy increases from L4-L6. (QAA appendix 2).

A. Knowledge and Understanding of:

- A1 The range of classical and contemporary sociological theories, and concepts (S).
 A2 The integration of sociological perspectives and insights with sociological research (S).
 A3 The strengths and weaknesses of the range of sociological research methods (S; AS).
 A4 Major substantive topics and debates within the discipline and their development over time (S).
 A5 Sociological understandings of self and cultural identities (S; AS).
 A6 The inter-relationship between the local and the global in sociological analysis (AS).
 A7 The distinctive character of Sociology in relation to other forms of understanding, such as other disciplines

and everyday explanations (S).

A8 Social diversity and inequality and their impact on the lives of individuals and groups (S).

A9 The social nature of the relationship between individuals, groups, and social institutions (S).

A10 The social processes underpinning social change, social stability, social order, and conflict (S).

Learning and Teaching Strategies and Methods

There are a variety of ways in which student learning is advanced by the programme:

- lectures are used to set out the major theories, concepts, issues and evidence in a given area of study (A1-A10)
- seminars, workshops, computing laboratory classes, tutorial, and group and individual projects enable students to advance their learning (A1-A10).
- guided study enables students to make use of a range of learning materials and resources. Study is often centred on reading books, journals and documents supplemented by additional materials including those from electronic sources (A1-A10).
- further sociological knowledge and understanding is consolidated through the completion of the final year dissertation (A1, A2, A3, A7).
- students also use web-based self-instructional packages that promote independent learning. (A1, A2, A4 A6, A7).
- opportunity to study abroad for one year enables students to experience learning in a different academic and cultural context adding to their knowledge of globalisation and internationalisation (A4, A5, A6, A8, A9).

Assessment

Assessment is a crucial component of student learning. It is necessary to monitor student progress, motivate learners, provide feedback and grade students. The assessment methods used on the programme are varied:

- individually assessed course work takes the form of essays, seminar journals, individual projects and reports, article reviews, academic posters, assessed seminars, policy briefing papers and the final year dissertation/major project (A1-A10).
- group-based course work assessments often take the form of group projects and presentations. Assessment of group work incorporates both tutor and peer assessment (A1, A2, A3, A4, A6, A7, A8, A10).
- Formal examinations using seen or unseen papers (A1, A2, A4, A6, A9).
- Formative work is included in all units with a focus on those at level 4 (A1, A2, A4, A7).

Marking criteria for assessment is designed to address knowledge and understanding in relation to a given topic.

B. Cognitive (Intellectual or Thinking) Skills, able to:

B1 Appreciate the complexity and diversity of social situations (S).

B2 Assess the merits of competing theories and explanations (S; CFD).

B3 Gather, retrieve and synthesise information (S).

B4 Make reasoned arguments supported by appropriate evidence (S).

B5 Review and evaluate evidence and texts (S).

B6 Develop the ability to reflect on own accumulation of knowledge and make use of constructive feedback (S; CFD).

Learning and Teaching Strategies and Methods

The teaching and learning of intellectual (thinking) skills occurs alongside the teaching and learning of the substance of sociology as set out above. Formal teaching strategies promote students' independent learning in preparation for seminar and workshop discussions. Cognitive skills (B1-B5) are developed via seminar/tutorial discussions and student presentations. B1 and B2 are also supported by lectures, B6 will be developed throughout all 3 years with a particularly strong focus on this area in L4 tutorial groups. Working independently with tutor support to complete the dissertation/project at L6 will develop B2-B5.

Assessment

- Assessment and feedback addresses the coherence, structure and logic of an argument as well as subject specific knowledge (B1-B5).
- The range of modes of assessment as outlined above tests students' thinking skills in a variety of contexts and situations. For example closed exams call for an immediate and time-limited response whereas the dissertation demands an extended period of research, reflection, and evaluation (B1-B6).
- Marking criteria for assessment is designed to address a range of intellectual skills (B1-B6).

C. Practical (Professional or Subject) Skills, able to:

- C1 Demonstrate competence in using major theoretical perspectives and concepts in sociology, and their application to social life (S; AS).
- C2 Analyse, assess, and communicate empirical sociological information (S; CFD).
- C3 Identify a range of different research strategies and methods and comment on their relative advantages and disadvantages (S; AS; CFD).
- C4 Conduct sociological research in a preliminary way (S).
- C5 Analyse and interpret a range of social research data (S).
- C6 Undertake and present scholarly work demonstrating initiative and time management (S, CFD).
- C7 Understand the ethical implications of sociological enquiry (S; CFD).
- C8 Construct an effective social research proposal (AS).

Learning and Teaching Strategies and Methods

- substantive sociological issues are taught in lectures and further knowledge in relation to these is developed through independent reading (C1, C5).
- the practical application of sociological analysis is developed through seminars and workshop exercises and discussions (C1,C2).
- sociological research strategies are taught in core lectures and workshops and are enhanced through independent study such as the L6 research project (C3, C6, C7,C4).
- manual and computer-based analysis of social research data is acquired in workshops and through project work (C5, C8).
- sociological theory is taught in lectures and further knowledge in relation to this is developed through independent reading (C1,C8).
- the practical application of sociological theorising is developed through seminar and group discussions and presentations (C1, C6, C8).

Assessment

- the ability to apply subject specific practical skills is tested through the range of modes of assessment referred to above. Assessing C1- C8 is undertaken at all 3 levels of the degree with higher expectations of students' abilities at L6.
- Essays will assess C1, C2, C4, C5 and C6, group presentations and projects will assess C1-C8. Independent project/dissertation will assess C1-C8, Policy briefing papers will assess C2, C4, C5 and C6; posters will assess C1-C7.
- marking criteria provide opportunities for the assessment of a range of subject-specific practical skills (C1-C8).

D. Transferable (Graduate and Employability) Skills, able to:

- D1 Communicate effectively in a variety of contexts and modes (S; CFD).
- D2 Demonstrate information retrieval skills in relation to primary and secondary sources of information (S, CFD).
- D3 Apply statistical and other quantitative techniques (S; AS).
- D4 Demonstrate communication and information technology skills (CFD).
- D5 Synthesise, analyse and present material in a variety of formats (S).
- D6 Demonstrate skills of time planning and management (CFD).
- D7 Work as a member of a group, lead a small team and work independently (CFD).
- D8 Define and seek solutions to problems through logical, critical and creative thinking (CFD).
- D9 Utilise feedback to improve performance (CFD).

Learning and Teaching Strategies and Methods

- At level 4 learning and study skills are developed through the tutorial programme and the units Studying Society and Themes in Sociology. This includes time management, note-taking, group work, library and web-based research skills, essay planning and writing, referencing, group presentations and IT skills.D1, D2, D4, D5, D6, D7, D9. Students are also introduced to data collection and analysis at L4 (Research Design and Analysis) and this is developed at L5 (Doing Sociological Research and Risk) (D2-D9).
- Beginning in Level 4 and continuing through the degree career awareness, graduate employability skills and self-reflection on progress are developed in the context of support from Purple Door, tutorials, plenaries, electronic resources provided via the VLE (D1, D2, D4, D5, D6, D8, D9).
- The development of graduate employability skills is an important aspect of teaching and learning on all core and optional units.

- At level 6 students draw upon and further develop a range of skills in the production of their dissertation/project, supported by individual tutorials. Foremost amongst these are D2-D9.

Assessment

- At all levels Skills are assessed through an essays, group presentations, the retrieval, representation, and analysis of qualitative and numerical data in group projects and individual reports (D1-D9).
- At level 5 progress in developing graduate employability skills will be assessed in different units depending in part on option choice. For example, all students will be offered the opportunity to undertake work-based learning as part of the unit Learning from Experience and in terms of core units all students will undertake presentations in groups and examine the workings of the labour market and employment in the unit Work, Employment and Society or undertake a language option (D1-D9).
- Students will also be given the opportunity to practice CV writing and completing graduate application forms as well as attend careers plenaries at Level 5 (D1, D4 and D5).
- The level 6 dissertation/major project provides the opportunity for the assessment of a range of key and transferable skills as outlined above and as reflected in the dissertation marking criteria (D1-D9).

15. Course Structure, Progression and Award Requirements

The Sociology degree comprises 120 credits per level over 3 years of full-time study.

Achievement of 120 credits by the end of L4 the exit award would be a Certificate in Higher Education

Achievement of 240 credits by the end of L5 the exit award would be a Diploma in Higher Education.

To be awarded a BSc Sociology degree students, need to achieve 300 credits and 360 credits for a BA (Hons) Sociology degree.

Units are offered as 20 credits apart from the final year dissertation or project which is 40 credits. One credit is equivalent to 10 hours of student learning.

Students taking the Sociology degree are offered the opportunity to undertake a placement year as part of a sandwich version of the course, which can involve working abroad. Students can also take a language option and/or a work-based option unit Learning from Experience.

Sociology is also offered as a combined honours degree with Criminology or Media Studies.

Sociology is also offered in combination with Psychology, where Sociology is the major pathway.

16. Employability Statement

Employability skills are delivered (and assessed where applicable) throughout the curriculum. We provide structured support to enable students to develop their employability skills from L4 to L6. Core units at each level will include most of the academic and employability skills that are listed in Annex 5 of the 2012 Curriculum Framework. In addition, Sociology students will have the opportunity to take a work-related unit, Learning from Experience, at L5.

Career management skills specifically (as a subset of employability skills) will be embedded throughout the curriculum:

At a basic level (L4), the management of self, learning, tasks, the communication of information, and the development of interpersonal skills is embedded in the first 'short fat' subject foundation unit (Studying Society). This unit helps students 'learn how to learn' as part of studying the discipline of a subject area. Additionally, students are introduced to basic career management skills (self-awareness, professional development planning, CV development etc.) in order to get them thinking about their existing skills and career plans.

At L5, we continue with developing Career Management skills during re-induction. There are plenary sessions for students on the further development of career management skills and this is backed up by interactive online exercises and website resources related to the subject area. Students also have access to an interactive, online Employability Hub.

At L6, as part of re-induction, personal tutorials and PDP, we provide further guidance and activities for students. This is linked to individual research/project skills related to the core 40 credit dissertation/major project and group research/project skills in core units.

For both L5 and L6 students we run a series of Faculty-wide careers events with employers from a range of relevant employment sectors during the year (including a Faculty Alumni Day).

All these activities are supported by the Personal Tutor system and a refocused PDP – developing students as professionals - **Professional Development Planning**.

We also provide opportunities for students to engage in work-related learning through active learning and the application of skills in work-related environments. This consists of an understanding of working environments and the impact of globalisation on career goals. Students have the opportunity to take the Faculty-wide **Learning from Experience (LiFE)** unit – which allows students to gain credit from paid/unpaid work, volunteering, placements, internships, working on research projects for staff etc. They can also undertake a placement year as part of the sandwich version of the course.

Furthermore, all students will have an opportunity to undertake a **work-based learning dissertation/project** (where appropriate) as an alternative to the traditional dissertation.

Finally, we are committed to providing opportunities for students to study a **language** as part of preparing students for the global labour market and as part of our commitment to internationalisation.

17. Support for Student Learning

- The Course is managed by a Course Leader.
- Extensive induction programme introduces the student to the University and their course.
- Each student has a personal tutor, responsible for pastoral support and guidance.
- University support services include careers, financial advice, housing, counselling etc.
- The Academic Skills Unit (ASK) and the SSHLS Learning Support Tutors.
- The Additional Support and Disability Advice Centre (ASDAC).
- Excellent library facilities.
- The University of Portsmouth has consistently been awarded an excellent rating for student support and guidance in a number of Quality Assurance Agency inspections.
- Student course and unit handbooks provide information about the course structure and University regulations etc.
- Feedback is provided for all assessments.
- Personal Development Planning (PDP) for all awards.
- Students studying abroad, or on a Placement Year, communicate via email with a nominated tutor and are provided with electronic versions of relevant handbooks and necessary administrative notices during the year.

18. Admissions Criteria

A. Academic Admissions Criteria

- Students are recruited with a variety of different qualifications.
- General guidance:
- A-levels: should include 2 x 6 units.
- GNVQ: students must have achieved at least a C grade for a single 12-unit GNVQ in a relevant area.
- Students may also offer more varied GNVQ and A/AS combinations, including 6-unit and 3-unit GNVQ awards.
- Professional qualifications & experience: considered positively
- Access courses: 60% overall
- Other qualifications: Yes
- Mature and International students are welcomed.
- IELTS – minimum requirement level 6.
- If appropriate prior learning may be assessed and accredited.

B. Disability

The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Portsmouth on a course of their choice.

19. Evaluation and Enhancement of Standards and Quality in Learning and Teaching

A. Mechanisms for Review and Evaluation

- Course Leader's Annual Standards and Quality Evaluative Review.
- Head of Department's Annual Standards and Quality Evaluative Review.
- Unit and Course Level student feedback considered at Board of Studies.
- Unit Assessment Board consideration of student performance for each programme.
- Annual Standards and Quality Reports to Board of Studies, including consideration of Subject and Award External Examiner Reports.
- Periodic Programme Review.
- Student Representatives and Student/Staff Consultative Committees.
- National Student Survey.
- Staff Performance and Development Review.
- Peer Review and Development Framework.
- Faculty Learning and Teaching Committee.

B. Responsibilities for Monitoring and Evaluation

- Unit Co-ordinators for unit content and delivery.
- Course Leader for day-to-day running of course.
- University Contact for day-to-day running of course.
- Board of Studies with overall responsibilities for operation and content of course.
- Combined Honours Management Board.
- Head of Department.
- Associate Dean (Academic).
- Associate Dean (Students).
- Quality Assurance Committee.
- Unit, Award and Progression Board of Examiners.

C. Mechanisms for Gaining Student Feedback

- Student Representation on Board of Studies.
- Student Staff Consultative Committees.
- Unit and Course level student feedback questionnaires.
- University participates in external student surveys, e.g. National Student Survey (NSS), Postgraduate Research Experience Survey (PRES) and International Student Barometer (ISB).

D. Staff Development Priorities

- Academic staff members undertake activities related to research, scholarship, teaching and learning, and student support and guidance.
- Annual staff performance and development reviews match development to needs.
- Managers undertake a variety of management development programmes.
- New academic staff required to undertake PgCert Learning and Teaching in Higher Education.
- All academic staff encouraged to seek Higher Education Academy membership.
- Academic staff new to teaching are required to undertake Initial Professional Development Programme (iPROF).
- Support Staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages.

20. Assessment Strategy

With reference to: QAA Framework for Higher Education Qualifications (2001)
Policy for the Assessment of Students 2012 (DCQE)
Curriculum Framework Document 2012

All assessments on this programme provide opportunities for students to demonstrate their understanding and knowledge of the subject matter relevant to the degree programme and appropriate to the level of study (see above), and a range of transferable graduate employability skills. The emphasis within this programme is on assessment 'for' as well as assessment 'of' learning (Curriculum Framework Document 2012, 3.2.5). Part of this process is to help students use feedback effectively.

Assessment is designed to enhance students' learning by providing appropriate and constructive feedback on their performance within a reasonable time (4 working weeks – in line with the University's regulations). This applies to both formative and summative assessments, although the subject team typically returns the first formative assessments at L4 within a shorter time frame. The level of formative assessment is greater at level 4 but opportunities for formative assessment are available in all units from Level 4 to level 6. Formative assessment is viewed as important in a number of ways not least of which is that it allows students to practice and take risks with their ideas. All assessments also provide the opportunity for students to demonstrate the achievement of academic and transferable skills and will include one or more areas of graduate employability skills. Assessment of some units will focus on graduate employability skills more directly, for example the Studying Society and Learning From Experience (LiFE) units, amongst others.

Assessment is viewed as a crucial component of student learning and is necessary to monitor progress, motivate learning, provide feedback and lastly to 'grade' student performance. The degree uses a diversity of assessment methods that are geared to assessing the desired learning outcomes and are designed to enable students to demonstrate their learning in relation to explicit and transparent criteria. The learning outcomes relate to subject specific knowledge, academic transferable skills and graduate employability skills.

It is expected that the student's knowledge and capabilities will increase with each level of study.

Level 4

The assessment strategy at this level is about helping students to 'learn how to learn', to manage their time and workload independently and to develop their knowledge of the subject areas, while thinking reflectively about their future career path.

At this level assessments typically include, essays, exams, small group presentations or some combination of these, but will also include key word glossaries, an outline plan for a small research project, reflective diaries demonstrating engagement and learning. The aim is to support student transfer into higher education by setting assessments that allow students to recall information, factual knowledge, develop their ability to work under pressure and to meet deadlines. Moreover, assessments such as small group presentations enable students to develop interpersonal skills, to gain experience of collaborative working or leading a team and to respect the views of others whilst gaining confidence in talking to an audience. These assessments, together with thinking about their professional development will also help students to develop skills relevant to the world of work and graduate employability.

All units at Level 4 have formative assessments specifically related to the summative assessments for the units. For example, Observing Society enables students to submit a formative journal entry, Research Design and Analysis has a short formative literature review, Studying Society has formative assessments in the form of an essay and a presentation. These types of formative assessments are supplemented by tutorials, seminar discussions and discussions of feedback received (see Studying Society) which all enhance the range of formative assessments.

Learning Outcomes, word-length, time-length and combination of assessments are in line with University Assessment Guidelines for this level (See Appendix 1, Policy for the Assessment of Students 2012; assessment details provided in unit descriptors for Level 4).

Level 5

At this level assessments provide opportunities for students to further develop their intellectual skills of evaluation, application of knowledge and analysis in essays, exams and presentations. Presentations continue to provide opportunities for developing team-work and leadership skills as well as a greater understanding of group dynamics and reflection on one's role in the process. Formative assessment continues at this level in all units, for example, in Doing Sociological Research the formative assessment is to provide a detailed plan for a research project. This relates to the summative assessment for this unit but also develops skills learned at L4 as well as preparing for the dissertation or project at L6. Students will also study the unit Work Employment and Society with its focus on labour awareness, flexible working and employability amongst different groups in the population. Many of the assessments for L5 units (and L6 units) necessitate a knowledge of global and international as well as UK specific

issues. This international knowledge is enhanced by the opportunity to take part in cross-national exchange programmes, an opportunity which will also broaden students' experience of learning and assessment.

The opportunity to develop career management and employability skills will also be available via a range of on-line formative assessments and career plenary sessions.

Learning Outcomes, word-length, time-length and combination of assessments are in line with University Assessment Guidelines for this level (See Appendix 1, Policy for the Assessment of Students 2012; assessment details provided in unit descriptors for Level 5).

Level 6

At this level students are expected to demonstrate critical thinking skills in addition to the skills developed so far. Students are expected to engage critically and analytically with a range of sources and to be able to apply their knowledge to their assessments. For example Sociology of Culture is designed to develop a range of analytic, informational and communication skills and students will have the opportunity to develop their problem-solving skills and self-management of time in order to successfully meet the assessment requirements.

At this level students will also undertake a substantial and sustained piece of independent work in the form of the dissertation or work-based project. This assessment is designed to enhance research skills, self-management, independent thinking, problem solving and use of IT. This assessment also necessitates the ability to work in an organised way, synthesise considerable amounts of data and present this in a coherent, word-limited piece of work. All of these skills will enhance the graduate employability skills of the student as well as the student's academic skills and subject knowledge.

Research and employability skills will also be enhanced by students completing various exercises via e-learning, participating in further careers' sessions or in discussion with and feedback from personal tutors during individual tutorial meetings.

Learning Outcomes, word-length, time-length and combination of assessments are in line with University Assessment Guidelines for this level (See Appendix 1, Policy for the Assessment of Students 2012; assessment details provided in unit descriptors for Level 6).

21. Assessment Regulations

Standard university rules apply (see [Assessment and Regulations](#)).

22. Role of Externals

Subject External Examiners who will:

- oversee unit assessment and usually attend Unit Assessment Boards;
- approve unit assessment strategy;
- sample assessment artefacts;
- present report to Unit Assessment Boards.

Award External Examiners (usually also a Subject External Examiner) who will:

- oversee and attend Award/Progression Boards;
- scrutinise and endorse the outcomes of assessment;
- ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom.

23. Indicators of Standards and Quality

A. Professional Accreditation/Recognition

Not applicable

B. Periodic Programme Review (or equivalent)

PDSQR March 2013 – The programme was reviewed within the university's programme of regular review including in ASQR and PDSQR. Sociology single and combined honours underwent an External Periodic Review in March 2013. The review confirmed the 'fitness of purpose' of the Sociology curriculum and the effectiveness of its annual monitoring and review processes.

C. Quality Assurance Agency

QAA Higher Education Review, March 2015, judgements about standards and quality meet UK expectations (*for full report see [Higher Education Review of the University of Portsmouth, March 2015](#)*^[1]).

[1] www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf

D. Others

None.

24. Other Sources of Information

Other sources of information may be found in

- Course Approval Document.
- Student Handbook.
- University of Portsmouth Curricula Framework.
- University of Portsmouth Undergraduate Prospectus.
- Assessment Regulations.
- University of Portsmouth (<http://www.port.ac.uk/>) and School of Social Historical and Literary studies (<http://www.port.ac.uk/departments/academic/sshls/>) websites.