

## **Programme specification**

*(Notes on how to complete this template are provided in Annexe 3)*

### **1. Overview/ factual information**

<b>Programme/award title(s)</b>	Sociology
<b>Teaching Institution</b>	Deree - The American College of Greece
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	2011
<b>Date of latest OU (re)validation</b>	2015
<b>Next revalidation</b>	2026
<b>Credit points for the award</b>	360
<b>UCAS Code</b>	
<b>JACS Code</b>	
<b>Programme start date and cycle of starts if appropriate.</b>	Continuing
<b>Underpinning QAA subject benchmark(s)</b>	Sociology
<b>Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be</b>	External examiner reports, OU institutional review, faculty and student feedback.
<b>Professional/statutory recognition</b>	Professional rights in Greece
<b>For apprenticeships fully or partially integrated Assessment.</b>	
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face) Apprenticeship</b>	FT
<b>Duration of the programme for each mode of study</b>	Three years FT
<b>Dual accreditation (if applicable)</b>	NECHE (formerly NEASC)
<b>Date of production/revision of this specification</b>	September 2021

**Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.**

**More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.**

**The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.**

## **2.1 Educational aims and objectives**

The programme is designed, administered and delivered in line with the College's and School's overall principles and mission, as shown below.

#### **The American College of Greece mission**

To add distinctive and sustainable value to our students as well as to Greece, American education, Hellenic heritage, and the global community through transformative teaching, scholarship and service SBE mission.

#### **School of Liberal Arts and Sciences Mission:**

The School of Liberal Arts and Sciences aims to foster academic excellence through scholarly and creative endeavors that promote the study of human experience and behavior, as well as understanding of the properties of the natural world. It aspires to habituate students in rational thinking and cultivate in them respect for ethical principles and the values of citizenship and global belonging. Simultaneously, it aims to impart knowledge and skills essential for graduate study and professional careers in an era of technological advancements.

#### **Sociology Programme Mission**

In congruence with the above mission statements, the Sociology Department provides an academic and professional environment that enables students to learn the social science discipline of sociology in its theoretical and applied components and to develop the skills they need to succeed as graduate students in sociology and other related fields or as professionals.

#### **Educational Aims and Objectives**

The Sociology programme aims to develop for its students a firm foundation on sociology's theory and evidence-based conceptual tools and methods. It also provides students with a diverse range of fields to which sociology contributes as a rigorous discipline. Simultaneously, it sensitizes them to ethical and epistemological issues and controversies, which define sociology's status as a social science discipline and mark its diverse responses to social change. Upon completion of the programme, students can pursue graduate studies in sociology and related fields in social sciences and media studies, as well as professional work in a variety of organizations.

#### The primary goals of the Sociology program are to:

- Provide students with a solid background in theoretical and applied sociology.
- Develop students' analytical and critical reasoning about theoretical paradigms in sociology, their conceptual complexity and their empirical resourcefulness in explaining an ever-changing social reality.
- Provide students with adequate qualitative and quantitative skills foundational for applied sociology.
- Foster an interdisciplinary Liberal Arts approach between sociology and other related social science disciplines.
- Prepare students for successful postgraduate education.

#### **Programme Learning Outcomes**

- Demonstrate knowledge and understanding of a diversity of key concepts and theoretical models and learn to apply them across a range of concrete

## **2.2 Relationship to other programmes and awards**

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

This programme specification is part of a US bachelor's degree programme, awarded with a total of 121 US credits consisting of:

**The Liberal Education curriculum (43 US credits)**

**Core Courses**

- WP 1010 Introduction to Academic Writing 3
- WP 1111 Integrated Academic Writing and Ethics 3
- WP 1212 WP 1212 Academic Writing and Research 3
- Mathematics (basic statistics, college algebra, OR higher) 3
- Public speaking professional communication (i.e., SP 2300 SP 2300 Presentation Skills **or** EN 3742 Professional Communication **or** equivalent) 3
- CS 1070 Introduction to information systems **or** equivalent computer literacy course 3
- Any Natural Science course with a lab (e.g biology, chemistry, environmental studies, geology, oceanography, physical science, physics) 4

**Liberal Education Electives**

- One LE designated course in Natural Sciences (without a lab) 3
- Two LE designated courses in Humanities  
(*from more than one discipline*) 6
- Three LE designated courses in the Social and Behavioural Sciences (*from more than one discipline*):
  - ✓ Two OU-validated L4 courses in the social sciences (selected from anthropology, cinema studies, economics, justice, political science, psychology, sociology)
  - One additional course in the social sciences 9
  - One LE designated course in Fine & Performing Arts 3

**TOTAL 43**

US credits

- **Sociology Concentration** (66 US credits)
  - ✓ Sociology core (51 credits)
  - ✓ Sociology Electives (15 US credits)
- **Free Electives** (12 US credits)

**US DEGREE TOTAL: 121 US credits**

**LIBERAL EDUCATION-MISSION**

A vital component of the undergraduate experience, the Liberal Education program prepares students to become globally engaged twenty-first century citizens with the intellectual habits, practical skills, and socio-cultural sensibilities needed in a rapidly changing world. Liberal Education helps students develop essential competencies for success across disciplines and in life beyond college by cultivating open-mindedness, tolerance, problem-solving ability, intellectual curiosity and creativity. It also promotes thoughtful self-expression, an ethical compass, and responsibility to the local and global communities.

**COMPETENCIES AND LEARNING OUTCOMES**

**2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.**

N/A

**2.4 List of all exit awards**

BA (Honors) - Sociology  
BA -Sociology  
Diploma of Higher Education-Sociology  
Certificate in Higher Education

### 3. Programme structure and learning outcomes

<b>Programme Structure - LEVEL 4</b>					
<b>Compulsory modules</b>	<b>Credit</b>	<b>Optional modules</b>	<b>Credit</b>	<b>Is module compensata</b>	<b>Semester runs in</b>
SO 1000 Introduction of Sociology	15	Social Science	15		
SO 1001 Sociology of Modern Life	15	Option- L4	15		
SO 2004 Social Inequality	15	Social Science			
SO 2020 Family and Gender Roles	10	Option -L4	30		
SO 2030 Social Problems	5	SUBTOTAL			
SO 2260 Introduction to Statistical Thinking	90	<i>List of Social Science Options</i>			
SO2441 The Craft of Sociology: Research Practice and Writing	<b>120</b>	-AN1003 CULTURAL ANTHROPOLOGY			
SUBTOTAL		-AN2025 STUDYING EVERYDAY LIFE: ETHNOGRAPHIC PERSPECTIVES AND CROSS-CULTURAL EXPLORATIONS			
		-CIN2227 MODERN GREEK CINEMA			
		-JS1001 INTRODUCTION TO CRIMINAL JUSTICE			
		-JS2010 LAW AND SOCIETY			
<b>Learning Outcomes – LEVEL 4</b>					
<b>3A. Knowledge and understanding</b>					
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>				



<p>A1. Demonstrate knowledge of:</p> <ol style="list-style-type: none"> <li>a. core theoretical models of sociology</li> <li>b. principal social institutions and processes initiated by modernity</li> </ol> <p>A2. Understand key areas of sociology like social inequality, gender and social problems and how they apply to other sociology specialisms.</p> <p>A3. Understand globalization and its relation to social change, power, identity and difference, across national, regional and local contexts.</p> <p>A4. Become aware of the diversity of theoretical approaches in sociology (from its classical foundations to contemporary paradigms), their claims for explanatory adequacy and how rival sociological theories compare and complement each other.</p>	<p><b><u>Learning and Teaching Strategy:</u></b>          In congruence with the Learning and Teaching strategy of the College, the following tools are used in level 4 courses:</p> <ul style="list-style-type: none"> <li>➤ Class lectures, interactive learning (class discussions, group work) and short video presentations.</li> <li>➤ Diagnostic exercises in basic sociological reasoning applied to current issues.</li> <li>➤ Office Hours: replacing institutionally unavailable tutorial time, students are advised to consult regularly with instructors on course material clarifications.</li> <li>➤ Use of a Blackboard site for posting lecture notes, assignment instructions and various timely announcements.</li> </ul> <p><b><u>Assessment Methods:</u></b>          Assessment methods give students the opportunity to display knowledge and understanding of the basics of sociology and staff the opportunity to identify strengths and weaknesses in either. Students get timely feedback (within 21 days) on their formative test and midterm exam by their lecturer</p> <p><i>*For an analytical presentation of the Sociology Assessments Methods in each module see <b>the two SO ASSESSMENT PLANS appended (for compulsory and optional modules).</b></i></p> <p><i>**The overall Assessment strategy of the Sociology Programme is analytically presented in section 12 of the Background Document</i></p> <p><b>A1. a and b</b></p> <p><b><u>Where it is taught:</u></b>          Students take SO –1000 Introduction to Sociology (Level 4) and –SO 1001 Sociology of Modern Life (level 4), where they acquire knowledge of basic theoretical models and of major social institutions and processes associated with modernity:</p>
<p>A1. Demonstrate knowledge of:</p> <ol style="list-style-type: none"> <li>a. core theoretical models of sociology</li> </ol>	<ul style="list-style-type: none"> <li>➤ <b>SO 1000 –Introduction to Sociology (Level 4):</b> Sociology as a social science discipline. Theoretical and methodological foundations. Basic coverage of culture, socialization, deviance, stratification, ethnicity and gender.</li> </ul>

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/</b>
<p><b>B1.</b> Apply theoretical tools pertinent to the action-structure dualism in sociological theory.</p> <p><b>B3.</b> Utilize qualitative skills in sociological research and recognize the ethical implications of research practice</p>	<p><b>B1</b> <u>Where it is taught:</u></p> <ul style="list-style-type: none"> <li>➤ <b>SO 1000 –Introduction to Sociology (Level 4)</b> as described above</li> <li>➤ <b>SO 1001 –Sociology of Modern Life (Level 4)</b> as described above</li> </ul> <p><b>B3</b> <u>Where it is taught:</u> <b>SO2441 The Craft of Sociology: Research Practice and Writing (L4)</b> Introduction to the basic conventions of sociological research and writing.</p>
<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/</b>
<p><b>C1.</b> Use sampling techniques to obtain data in order to conduct surveys</p>	<p><u>Where it is taught:</u> <b>PS/SO2260 Introduction to Statistical Thinking (Level 4):</b> Introduction to variables, scales of measurement, descriptive statistics, basic inferential tests and</p>

3D. Key/transferrable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>D1.</b> Recognize and apply key sociological concepts and sophisticated theoretical reasoning across a range of social issues and problems, being also able to recognize the potentially contested perception and application of sociological knowledge, for researchers and publics alike</p> <p><b>D2.</b> Develop information-retrieval and processing skills in relation to different types of sources or data (bibliographical, primary or secondary)</p> <p><b>D3.</b> Use mathematical, statistical skills in order to:</p> <ul style="list-style-type: none"> <li>• measure and interpret social data</li> <li>• interpret graphs and charts</li> <li>• use distribution functions, hypothesis testing</li> <li>• conduct independent research</li> </ul>	<p><b>Where it is taught:</b></p> <ul style="list-style-type: none"> <li>➤ SO 1000 –Introduction to Sociology (Level 4) as described above</li> <li>➤ SO 1001 –Sociology of Modern Life (Level 4) as described above</li> <li>➤ SO 2004 –Social Inequality (Level 4) as described above</li> <li>➤ SO 2020 –Family and Gender Roles (Level 4) as described above</li> <li>➤ SO 2030 –Social Problems (Level 4) as described above</li> </ul> <p><b>D2</b> <b>Where it is taught:</b></p> <p><b>SO2441 The Craft of Sociology: Research Practice and Writing (L4)</b> As described above.</p> <p><b>D3</b> <b>Where it is taught:</b></p> <p><b>PS/SO2260 Introduction to Statistical Thinking (Level 4)</b> as described above</p>

The following table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes at **Level 4**.

Level	Study module/unit	Programme outcomes																						
		A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5		
4	SO1000 Introduction to Sociology	✓		✓	✓		✓												✓					
	SO1001 Sociology of Modern Life	✓		✓			✓												✓					
	SO2004 Social Inequality		✓																✓					
	SO2020 Family and Gender Roles		✓																✓					
	SO2030 Social Problems		✓																✓					
	PS/SO 2260 Introduction to Statistical Thinking													✓								✓		
	SO 2441 The Craft of Sociology: Research Practice and Writing								✓										✓					



## Learning Outcomes – LEVEL 5

### 3A. Knowledge and understanding

*A1. Demonstrate knowledge of: a. core theoretical models of sociology; b. principal social institutions and processes initiated by modernity*

*A3. Understand globalization and its relation to social change, power, identity and difference, across national, regional and local contexts.*

*A4. Become aware of the diversity of theoretical approaches in sociology (from its classical foundations to contemporary paradigms), their claims for explanatory adequacy and to how rival sociological theories compare and complement each other.*

*A5. Understand and make use of the range of qualitative and quantitative research strategies in sociological methodology and identify the ethical aspects of social research.*

*A6. Become aware of the social foundations of sociological knowledge and the status of sociology as a social science discipline. Enhance reflexive knowledge on the construction of sociological categories and research methods.*

*A7. Analyse and synthesize, with minimum guidance, issues relating to a variety of fields in sociology and become able to reflexively question taken for granted assumptions and bodies of knowledge.*

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*A1. Demonstrate knowledge of:  
a. core theoretical models of sociology  
b. principal social institutions and processes initiated by modernity*

*A2. Understand key areas of sociology like social inequality, gender and social problems and how they apply to other sociology specialisms*

**Learning and Teaching Strategy:**

Class lectures, critical discussions and group work; use of visual aids and videos (or film screening) in class interpretive work with primary selected texts, exercises applied to current issues, and experiential learning activities involving illustrations of various issues.

Office hours: students are encouraged to make full use of the office hours of their lecturer, where they can address issues pertinent to the course material, ask questions and seek guidance on their research paper.

- Office Hours: replacing institutionally unavailable tutorial time, students are advised to consult regularly with instructors on course material clarifications
- Use of Blackboard site for lecture notes, assignment instructions and timely announcements.

**Assessment Methods\*:**

Assessment methods give students the opportunity to display knowledge and understanding of the basics of sociology and staff the opportunity to identify strengths and weaknesses in either. Students get timely feedback on their formative test and midterm exam by their lecturer. Assessments vary depending on the nature of the course

*\*For an analytical presentation of the Sociology Assessments Methods in each module see the two SO ASSESSMENT PLANS appended (for compulsory and optional modules).*

*\*\*The overall Assessment strategy of the Sociology Programme is analytically presented in section 12 of the Background Document*

**A1**

**Where it is taught:**

- **SO3260 –Classical Sociological Theory (Level 5):** Origin and development of sociology through Enlightenment and counter-Enlightenment. Founding thinkers: Comte, Spencer, Marx, Weber, Durkheim and Simmel.

**A2**

**Where it is taught:**

- **L5 SOCIOLOGY OPTIONS**

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/</b>
<p><b>B1.</b> Apply theoretical tools pertinent to the action-structure dualism in sociological theory.</p> <p><b>B2.</b> Utilise quantitative skills in sociological research, and recognize the ethical implications of research practice</p> <p><b>B3.</b> Utilize qualitative skills in sociological research and recognize the ethical implications of research practice</p> <p><b>B4.</b> Analyze and synthesize with minimum</p>	<p><b>B1</b>  <a href="#">Where it is taught:</a>  <b>SO3260 –Classical Sociological Theory (Level 5):</b> as described above</p> <p><b>B2</b>  <a href="#">Where it is taught:</a>  <b>SO 3411 –Quantitative Methods in Sociology (Level 5):</b> as described above</p> <p><b>B3</b>  <a href="#">Where it is taught:</a>  <b>SO 3516 –Qualitative Research Methods in Sociology (Level 5):</b> as described above</p> <p><b>B4</b>  <a href="#">Where it is taught:</a></p>
<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/</b>

<b>3C. Practical and professional skills</b>	
<p><b>C1.</b> Use sampling techniques to obtain data in order to conduct surveys</p> <p><b>C2.</b> Prepare reports, including tables and charts, on research results.</p> <p><b>C3.</b> Use various qualitative techniques to conduct research according to context and situation.</p> <p><b>C4.</b> Write theory and empirical oriented papers suitable for graduate work conveying concepts and methods to lay audiences with clarity and scholarly use of sophisticated sociological terminology, appropriate bibliographical support and evidence.</p>	<p><b>C1</b> <u>Where it is taught:</u> <b>SO 3411 –Quantitative Methods in Sociology (Level 5):</b> as described above</p> <p><b>C2</b> <u>Where it is taught:</u> <b>SO 3411 –Quantitative Methods in Sociology (Level 5):</b> as described above <b>SO 3416 –Qualitative Research Methods in Sociology (Level 5):</b> as described above <b>SO 3035 Migration and the Global Age (Level 5)</b> as described above</p> <p><b>C3</b> <u>Where it is taught:</u> <b>SO 3516 –Qualitative Research Methods in Sociology (Level 5):</b> as described above</p> <p><b>C4</b> <u>Where it is taught:</u> <b>SO3260 Classical Sociological Theory (Level 5):</b> as described above</p>
<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/</b>



### 3D. Key/transferable skills

<p><b>D1.</b> Recognize and apply key sociological concepts and sophisticated theoretical reasoning across a range of social issues and problems, being also able to recognize the potentially contested perception and application of sociological knowledge, for researchers and publics alike</p> <p><b>D2.</b> Develop information-retrieval and processing skills in relation to different types of sources or data (bibliographical, primary or secondary)</p> <p><b>D3.</b> Use mathematical, statistical skills in order to:</p> <ul style="list-style-type: none"> <li>• measure and interpret social data</li> <li>• interpret graphs and charts</li> <li>• use distribution functions, hypothesis testing</li> <li>• conduct independent research</li> </ul> <p><b>D4.</b> Demonstrate a measure of knowledge in an array of different social sciences, exploring inter-disciplinary linkages, and thus becoming better informed citizens and professionals, capable also of</p>	<p><b>D1</b> <u>Where it is taught:</u> SO3260 Classical Sociological Theory (Level 5): as described above SO 3015 Sociology of Globalization (Level 5) SO 3035 Migration and the Global Age (Level 5) SO 3416 Qualitative Research Methods in Sociology (Level 5)</p> <p><b>D2</b> <u>Where it is taught:</u> SO3260 Classical Sociological Theory (Level 5): as described above SO 3015 Sociology of Globalization (Level 5) SO 3035 Migration and the Global Age (Level 5) SO 3411 Quantitative Methods in Sociology (Level 5) SO 3416 Qualitative Research Methods in Sociology (Level 5) L5 SOCIOLOGY OPTIONS</p> <p><b>D3</b> <u>Where it is taught:</u> SO 3411 –Quantitative Methods in Sociology (Level 5): as described above SO 3516 –Qualitative Research Methods in Sociology (Level 5): as described above</p> <p><b>D4</b> <u>Where it is taught:</u> L5 SOCIOLOGY OPTIONS</p>
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The following table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes at **Level 5**.

Level	Study module/unit	Programme outcomes																						
		A 1	A 2	A 3	A 4	A 5	A 6	A 7	B 1	B 2	B 3	B 4	C 1	C 2	C 4	C 3	C 4	D 1	D 2	D 3	D 4	D 5	D 6	
5	SO3015 Sociology of Globalisation			✓														✓	✓					
	SO3035 Migration in the Global World			✓										✓				✓	✓					
	SO3260 Classical Sociological Theory	✓			✓			✓						✓		✓	✓	✓	✓					
	SO3516 Qualitative Research Methods					✓	✓			✓			✓	✓	✓	✓	✓	✓	✓	✓				
	SO3411 Quantitative Methods in Sociology					✓	✓		✓			✓	✓	✓		✓	✓	✓	✓	✓				
	SOCIOLOGY OPTION 1F		✓									✓						✓		✓	✓			
	SOCIOLOGY OPTION 1F		✓									✓						✓		✓	✓			
SOCIOLOGY OPTION 1F											✓						✓		✓	✓				

Title of exit award at Level 5: *Diploma of Higher Education in Sociology*

See Appendix 3 Sociology Exit Awards

<b>Programme Structure - LEVEL 6</b>					
<b>Compulsory modules</b>	<b>Credit</b>	<b>Optional modules</b>	<b>Credit</b>	<b>Is module compens</b>	<b>Semester</b>
SO 4106 Urban Sociology	15	SOCIOLOGY OPTION-L6*	15		
SO 4143 Sociology of Science and Technology	15	SOCIOLOGY OPTION-L6*	15		
SO 4231 Religion and Society	15	<b>SUBTOTAL</b>	<b>30</b>		
SO 4213 Collective Action and Social Movements	15	<u>List of Options*</u>			
SO 4461 Contemporary Sociological Theory	15	SO4117 Sociology of Work	15		
SO 4790 Senior Year Thesis	90	SO4126 Suffering and Evil in Society	15		
		SO/CIN4050 World Cinema Power and Identity	15		
		SO4223 Gender – Media and Society	15		
		SO4318 Modern Greek Society and Culture	15		
	<b>120</b>	SO4050 World Cinema Power and Identity			

<b>Learning Outcomes – LEVEL 6</b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>

## Learning Outcomes – LEVEL 6

### 3A. Knowledge and understanding

*A1. Demonstrate knowledge of: a. core theoretical models of sociology, b. principal social institutions and processes initiated by modernity*

*A2. Understand key areas of sociology like social inequality, gender and social problems and how they apply to other sociology specialisms*

*A3. Understand globalization and its relation to social change, power, identity and difference, across national, regional and local contexts.*

*A4. Become aware of the diversity of theoretical approaches in sociology (from its classical foundations to contemporary paradigms), their claims for explanatory adequacy and how rival sociological theories compare and complement each other.*

*A5. Understand and make use of the range of qualitative and quantitative research strategies in sociological methodology and identify the ethical aspects of social research.*

*A6. Become aware of the social foundations of sociological knowledge and the status of sociology as a social science discipline. Enhance reflexive knowledge on the construction of sociological categories and research methods.*

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**A1. Demonstrate knowledge of:**  
*a. core theoretical models of sociology,*  
*b. principal social institutions and processes initiated by modernity*

**Learning and Teaching Strategy:**

Class lectures, critical discussions and group work; use of visual aids (videos, photos, TV clips, film extracts, paintings, tables or film screenings) in class interpretive work with selected texts of various types, discussion of case studies, exercises applied to current issues, and experiential learning activities involving illustrations of various issues; student presentations

- Office Hours: replacing institutionally unavailable tutorial time, students are advised to consult regularly with instructors on course material, seek guidance on their research paper
- Use of Blackboard site for lecture notes, assignment instructions and timely announcements.

**Assessment Methods:**

Assessment methods give students the opportunity to display knowledge and understanding of the basics of sociology and staff the opportunity to identify strengths and weaknesses in either. Students get timely feedback on their formative test and midterm exam by their lecturer. Assessments vary depending on the nature of the course

*\*For an analytical presentation of the Sociology Assessments Methods in each module see the two SO ASSESSMENT PLANS appended (for compulsory and optional modules).*

***\*\*The overall Assessment strategy of the Sociology Programme is analytically presented in section 12 of the Background Document***

**A1.**

**Where it is taught:**

**SO 4461 –Contemporary Sociological Theory (level 6):** Parsons and sociological theory since structural-functionalism. Luhmann's systems theory. Symbolic Interactionism and ethnomethodology. The agency-structure dualism (Giddens, Habermas, Bourdieu). Feminist theory. Post-structuralism and theories of post-modernity  
**SO 4106 –Urban Sociology (Level 6):** Historical processes of urbanization. Comparative analysis of city development. Urbanism as a way of life

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/</b>
<p><b>B1.</b> Apply theoretical tools pertinent to the action-structure dualism in sociological theory.</p> <p><b>B2.</b> Utilise quantitative skills in sociological research, and recognize the ethical implications of research practice</p> <p><b>B3.</b> Utilise qualitative skills in sociological research and recognize the ethical implications of research practice</p> <p><b>B4.</b> Analyze and synthesize with minimum guidance issues relating to a variety of fields in sociology and thus become able to reflexively question taken for granted assumptions and bodies of knowledge.</p>	<p><b>B1</b>  <a href="#">Where it is taught:</a>            SO 4461 –Contemporary Sociological Theory (level 6):            SO 4790 Senior Year Thesis</p> <p><b>B2</b>  <a href="#">Where it is taught:</a>            SO 4790 Senior Year Thesis</p> <p><b>B3</b>  <a href="#">Where it is taught:</a>            SO 4790 Senior Year Thesis</p> <p><b>B4</b>  <a href="#">Where it is taught:</a>            SO 4461 –Contemporary Sociological Theory            SO 4106 –Urban Sociology            SO 4231 –Religion and Society            SO 4143 –Sociology of Science and Technology            SO 4213 –Collective Action and Social Movements</p>
<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/</b>
<p><b>C1.</b> Use sampling techniques to obtain data in order to conduct surveys</p> <p><b>C3.</b> Use various qualitative techniques to conduct research according to context and situation.</p> <p><b>C4.</b> Write theory and empirical oriented papers suitable for graduate work conveying concepts and methods to lay audiences with clarity and scholarly use of sophisticated</p>	<p><b>C1</b>  <a href="#">Where it is taught:</a>            SO 4790 Senior Year Thesis</p> <p><b>C3</b>  <a href="#">Where it is taught</a>            SO 4231 Religion and Society            SO 4790 Senior Year Thesis</p> <p><b>C4</b>  <a href="#">Where it is taught:</a>            SO 4461 Contemporary Sociological Theory )            SO 4213 –Collective Action and Social Movements            SO 4231 Religion and Society            SO 4790 Senior Year Thesis</p>
<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/</b>

### 3D. Key/transferrable skills

<p><b>D1.</b> Recognize and apply key sociological concepts and sophisticated theoretical reasoning across a range of social issues and problems, being also able to recognize the potentially contested perception and application of sociological knowledge, for researchers and publics alike</p> <p><b>D2.</b> Develop information-retrieval and processing skills in relation to different types of sources or data (bibliographical, primary or secondary)</p> <p><b>D4.</b> Demonstrate a measure of knowledge in an array of different social sciences, exploring inter-disciplinary linkages, and thus becoming better informed citizens and professionals, capable also of recognizing forms of abuse and prejudice.</p>	<p><b>D1</b> <u>Where it is taught:</u> SO 4461 Contemporary Sociological Theory (level 6) SO 4790 Senior Year Thesis</p> <p><b>D2</b> <u>Where it is taught:</u> SO 4461 Contemporary Sociological Theory (level 6): SO 4106 Urban Sociology (Level 6) SO 4231 Religion and Society (Level 6) SO 4143 Sociology of Science and Technology (Level 6):: SO 4213 Collective Action and Social Movements (Level 6): SO 4790 Senior Year Thesis</p> <p><b>D4</b> <u>Where it is taught:</u> SOCIOLOGY OPTIONS L6</p> <p><b>D5</b> <u>Where it is taught:</u></p>
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The following table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes at **Level 6**.

Level	Study module/unit	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5
6	SO4106 Urban Sociology	✓		✓							✓						✓			
	SO4143 Sociology of Science and Technology	✓		✓			✓				✓						✓			
	SO4231 Religion and Society	✓		✓							✓		✓	✓			✓			
	SO4213 Collective Action and Social Movements	✓	✓	✓							✓							✓		
	SO4461 Contemporary Sociological Theory	✓			✓				✓		✓				✓	✓	✓			
	SO4790 Senior Year Thesis	✓				✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓			✓

SOCIOLOGY OPTION-L6	√		√														√					√	√	√	
SOCIOLOGY OPTION-L6	√																	√					√	√	√

**Titles of exit awards at Level 6:**

- BA(Hons) Sociology
- BA(Ord) Sociology

Please see *Appendix 3 Sociology Exit Awards*

**4. Distinctive features of the programme structure**

- **Where applicable, this section provides details on distinctive features such as:**
  - where in the structure above a professional/placement year fits in and how it may affect progression
  - any restrictions regarding the availability of elective modules
  - where in the programme structure students must make a choice of pathway/route
  - **Additional considerations for apprenticeships:**
    - how the delivery of the academic award fits in with the wider apprenticeship
    - the integration of the 'on the job' and 'off the job' training
    - how the academic award fits within the assessment of the apprenticeship

Elective modules (at Levels 5 and 6) are offered every semester.

The rest of the points are not applicable.

**5. Support for students and their learning.**

*(For apprenticeships this should include details of how student learning is supported in the work place)*

All new Sociology students participate in an orientation programme as they begin their first semester at the College. The orientation program is designed to introduce them to the campus, the academic system, College regulations and policies, and student life.

Academic advising is primarily carried out by the Department Chair in coordination with the Academic Advising Office. Students also consult the Sociology programme faculty for advising on a variety of topics including career options and postgraduate studies during faculty office hours. Faculty/instructors hold one office hour per week per module taught. Faculty/instructors office hours are available through the School of Liberal Arts' Dean's Office.

The **Academic Advising Office** aids students in choosing and completing their academic programs. The advising staff members provide academic advice and information to undergraduate students, advising all first-year students, some second-year students, and transfer students; support for academic staff advisors; and resources for all students in need of academic advice. The advising staff members communicate to new students the idea of the Engagement Development Plan (EDP) and the Co-Curricular Transcript.

**Academic Societies** offer students the opportunity to engage and collaborate with faculty in an academic discipline, attend lectures and seminars and participate in a wide range of activities that provide deeper engagement in a particular subject area. The Governing Body of the Sociology Society represents Sociology students for academic matters and the organization of extra-curricular events. They communicate with the faculty and administration.

The **Registrar** offers a presentation on the dual award system and its academic policies during the New Student Orientation Day. The New Student Orientation Program introduces incoming students to the campus, the academic system (dual OU/Deree awards), College rules and regulations, and academic and social life. Students receive information on student programs and services such as advising, financial aid, and co-curricular activities.

The **Student Academic Support Services (SASS)** offers academic assistance to students through individual learning facilitation sessions and/or workshops focusing on particular academic skills areas (for example, research skills, note-taking, exam preparation).

### **Work-based Learning - Internship Opportunities**

The College cooperates with a number of multinational companies (e.g. the Libra Group, Diageo, Coca-Cola HBC, etc.) and offers all students international internship placements, often combined with study abroad opportunities.

Sociology majors have made use of these opportunities (study abroad programmes, internships) in the past, but there are not as yet *internship-for-credit* modules available in the Sociology Programme. The Department is currently working on developing a new module with an internship -for- credit component as part of the US programme. Moreover, the DH has been closely collaborating with the Career Office to identify jobs and internships (apprenticeships) relevant to sociology students' interests, knowledge, and skills. Also, the DH in collaboration with the Sociology society has been working on identifying NGOs and civil society organizations as possible employers for sociology majors. Based on these contacts two internships for sociology majors are currently





## **6. Criteria for admission**

*(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)*

To qualify for admission to the academic programs of the College, applicants must demonstrate that they possess the appropriate qualifications to enable them to be successful in the program of their choice. Candidates are evaluated based on their academic performance, proficiency in English, and overall student profile (i.e.: letter of recommendation, personal statement, personal interview, extracurricular activities and work experience).

All applicants must possess a secondary education completion Certificate such as a Greek High School Apolyterion, an International Baccalaureate Diploma, a French Baccalaureate, a German "Abitur" or an equivalent secondary education completion Certificate as defined in the NAFSA Guide to World Education Systems or must have passed at least 8 IGCSE/GCSE/GCE subjects. Applicants who have completed their secondary education in a school in Greece that does not award an Apolyterion must possess a secondary education completion Certificate from one of the Schools that are officially recognized by the Greek Ministry of Education.

Moreover, the standard minimum average grade entry requirement shown on the secondary education completion Certificate as defined above is the following: 14/20 in the Greek Apolyterion, an overall average grade of 2.5/4.0 in a US style school, 24 and above in the International Baccalaureate or the equivalent of any other educational grading system. Applicants whose grades are between 12/20 and 13.99/20 on a Greek Apolyterion or the equivalent grades for students who hold a secondary education completion Certificate as defined above, may be admitted to the College on a provisional basis.

Students admitted on a provisional basis will be required to fulfill the following conditions in order to be allowed to continue on their selected major after the completion of one academic year after their acceptance to Deree.

- Meet with an assigned advisor at the Academic Advising Office at least twice every month or whenever the advisor thinks it is necessary. The assigned advisor will monitor the student progress very closely and may require that they seek academic help through the Student Academic Support Services.
- The number of courses students will be allowed to register for will be determined by their English Language Placement (see section "Evidence of Proficiency in English"). However, in no case will they be allowed to register for a total of more than 2 courses if placed in EAP 1002 or for more than 4 courses if placed in WP 1010. Students with provisional status who are placed in EAP 1000, EAP 1001 must first complete their English for Academic Purpose courses before they begin taking College level courses along with EAP 1002.
- Students who have successfully completed only the EAP sequence during their first academic year will be able to continue.
- Achieve a minimum cumulative average (CI) of at least 2.0 after one academic year.
- After the completion of one academic year on provisional status, students' performance will be reviewed by the Committee on Academic Standards and Policies (CASP), which will decide on student progression and/or new conditions.
- Students on provisional status are subject to the College probation policy (see section

<b>7. Language of study</b>
English
<b>8. Information about non-OU standard assessment regulations (including PSRB requirements)</b>
N/A

<b>9. For apprenticeships in England End Point Assessment (EPA).</b> <i>(Summary of the approved assessment plan and how the academic award fits within this and the EPA)</i>
N/A

**10. Methods for evaluating and improving the quality and standards of teaching**

Programmes use the following direct and indirect methods for evaluating and improving the quality of teaching:

- Online Course Evaluation for each course (through *CourseEval*). This is submitted anonymously by students in all courses. Following submission of grades, results are sent electronically to the Provost, the Deans, the Department Chairs/Programme Coordinators and the course instructor. They are also available to the President and the VP of Human Resources. Results are taken into consideration both in terms of improving teaching but also evaluating faculty.
- Senior Exit Survey: completed by all graduating students.
- Course Leader Reports where feedback from the course evaluations is also considered.
- Feedback from meetings between External Examiners and students.
- Departmental meetings with the student Academic Society.
- Representation of Academic Societies through their presidents in the Programme Committees. Student concerns are discussed, and feedback is communicated back to the students by the relevant Society presidents.
- Student advising.
- Students may always express concerns to the Deans, the Provost or the President either individually or through the Student Association.

The College places high value on effective pedagogical practices in the classroom by:

- Providing its faculty with the resources to improve the quality of instruction such as computers, smart classrooms, and electronic and print library resources, and training in new instructional technologies such as Blackboard.
- Supporting workshops, seminars, guest speakers, and retreats on best practices in teaching.
- Supporting faculty in the organization and hosting of international conferences at ACG
- Supporting faculty on visiting teaching fellowships.

The College is an institutional member of the **Faculty Resource Network (FRN)** at New York University. Established in 1984, the Network is an award-winning, nationally recognized faculty development initiative involving over 16,000 faculty members who teach more than 200,000 undergraduate students at a broad cross section of colleges and universities across the United States.

DEREE-ACG is also a member of the **Global Liberal Arts Alliance (GLAA)**, an international, multilateral partnership of American style liberal arts institutions with the goal of supporting excellence in liberal arts education on a transnational basis.

The Great Lakes Colleges Association, based in Ann Arbor, Michigan, coordinates the activities and projects of the Alliance and was instrumental in its formation. There are presently 27 institutions representing 15 nations in the Alliance membership.

GLAA's purpose is to exchange knowledge, expertise and experience among institutions committed to education in the tradition of the liberal arts and sciences.

DEREE-ACG's **Teaching and Learning Centre (TLC)** focuses on academic staff development. The goals of the TLC are to promote best practice (both US and UK) in pedagogy by

- Offering programs which engage faculty in continuous improvement of teaching
- Supporting faculty in professional development in teaching
- Promoting the value of teaching inside and outside the College community
- Encouraging faculty to explore new teaching methods and technologies



## 11. Changes made to the programme since last (re)validation



Several minor changes were introduced and implemented during the period that followed the 2015 revalidation of the programme (2015-2021). These changes involved: (a) assessment changes or change in the grade percentages (several members of the teaching staff drawing on the EEs feedback and suggestion for greater diversity in the form of module assessments “experimented” with new and more creative forms of projects); (b) change of textbooks and updating of reading lists and well as changes in the indicative course content in some modules- all in an effort to keep the course content updated. For all these changes the EE’s feedback and approval was sought. The changes were also approved by the ACG Programme Committee and are recorded in Annual Monitoring Reports.

Further to the aforementioned changes, the programme team proposes several significant changes/additions to the programme in light of the upcoming revalidation. These modifications are listed here but they are presented more analytically (and their rationale is explained) in *Section 6 the Background Document* as well as *Section 11 of the Programme Specifications*

**1. Changes in the list of Social Science modules** (removal of some Social Science options and replacement with some new ones)

**2. Substitution of the (PS)SO2047-Analysis of Behavioural Data** module (offered by the Psychology Department) with the new module, *PS/SO2260 Introduction to Statistical Thinking* (10 UK credits)

**3. Development of a new 5-UK credits module at L4: SO2441 Craft of Sociology: Research Practice and Writing.**

**4. Removal of the module SO/JS 3024 Corruption and Anti-Corruption** module from the list of sociology options at Level 5

**5. Addition of 3 modules as sociology options at level 5:**

(a)SO 3127 *Sociology of Architecture.*

(b)SO 3046 *Sociology of Emotions.*

(c)SO 3148 *Selected Topics in Contemporary Sociology (container course)*

**6. Module title change from *Collective Behaviour and Social Movements* to SO 4213 *Collective Action and Social Movements (L6)***

**7. Restructuring of the capstone thesis course (SO4690 *Senior Thesis Seminar*)** to an independent study module with allocated supervision, with change of its duration (2 semesters) and change of title to *SO 4790 Senior Year Thesis*

**8. Addition of a new optional module at Level 6 SO 4355 *Advanced Studies in Sociological Theory and Research*** (container course)

**9. Elimination of SO 3142 *Film Studies: Cinema as a Medium and an Institution* and introduction of the new module SO 4050 *World Cinema, Power and Identity***

**10. Further assessment changes in existing modules**

**11. Minor modifications in the wording of Learning outcomes in most syllabi for reasons of greater accuracy and alignment with the action verbs of Blooms’ taxonomy**

**Annexe 1:** Curriculum map

**Annex 2:** Notes on completing programme specification templates

**Annex 3:** Sociology Exit Awards

## **Annexe 1 - Curriculum map**

CURRENT SOCIOLOGY PROGRAMME-VALIDATED		PROPOSED SOCIOLOGY PROGRAMME-NOVEMBER 2021	
LEVEL 4		LEVEL 4	
Compulsory modules	Credits	Compulsory modules	Credit
SO 1000 INTRODUCTION TO	15	SO 1000 INTRODUCTION TO SOCIOLOGY	15
SO 1001 SOCIOLOGY OF	15	SO 1001 SOCIOLOGY OF MODERN LIFE	15
SO 2004 SOCIAL INEQUALITY	15	SO 2004 SOCIAL INEQUALITY	15
SO 2020 FAMILY AND GENDER	15	SO 2020 FAMILY AND GENDER ROLES	15
SO 2030 SOCIAL PROBLEMS	15	SO 2030 SOCIAL PROBLEMS	15
PS 2147 ANALYSIS OF	15	<b>PS/SO2260 INTRODUCTION TO STATISTICAL</b>	10
		<b>SO 2441 THE CRAFT OF SOCIOLOGY: RESEARCH PRACTICE AND</b>	5
<b>SUBTOTAL</b>	<b>90</b>	<b>SUBTOTAL</b>	<b>90</b>
<b>Optional modules</b> <i>Two</i> of the following optional LE Social Science modules: -AN1000 INTRODUCTION TO ANTHROPOLOGY -AN1003 CULTURAL ANTHROPOLOGY -AN2007 ETHNICITY AND IDENTITY -EC1000 PRINCIPLES OF MICROECONOMICS -EC2011 ECONOMIC HISTORY OF EUROPE -JS1001 INTRODUCTION TO CRIMINAL JUSTICE -PO1000 POLITICAL	<b>Credits</b> 15 15 15 15 15 15 15 15	<b>Optional modules</b> <i>Two</i> of the following optional LE Social Science modules: -AN1000 INTRODUCTION TO ANTHROPOLOGY -AN1003 CULTURAL ANTHROPOLOGY -AN2025 STUDYING EVERYDAY LIFE: ETHNOGRAPHIC PERSPECTIVES AND CROSS-CULTURAL EXPLORATIONS -CIN2227 MODERN GREEK CINEMA -JS1001 INTRODUCTION TO CRIMINAL JUSTICE -JS2010 LAW AND SOCIETY -PO1015 INTRODUCTION TO POLITICAL SCIENCE AND GLOBAL AFFAIRS -PO2000 POLITICAL ORGANIZATION -PO2001 POLITICAL BEHAVIOUR	<b>Credit</b> 15 15 15 15 15 15 15 15 15
<b>SUBTOTAL</b>	<b>30</b>	<b>SUBTOTAL</b>	<b>30</b>
<b>TOTAL</b>	<b>120</b>	<b>TOTAL</b>	<b>120</b>

LEVEL 5		LEVEL 5	
Compulsory modules	Credit	Compulsory modules	Credit
SO 3260 CLASSICAL SOCIOLOGICAL	15	SO 3260 CLASSICAL SOCIOLOGICAL	15
SO 3416 QUALITATIVE RESEARCH	15	SO 3516 QUALITATIVE RESEARCH	15
SO 3511 QUANTITATIVE METHODS IN	15	SO 3411 QUANTITATIVE METHODS IN	15
SO 2115 SOCIOLOGY OF GLOBALIZATION	15	SO 3015 SOCIOLOGY OF GLOBALIZATION	15
SO 2235 MIGRATION AND THE GLOBAL	15	SO 3035 MIGRATION IN THE GLOBAL AGE	15
<b>SUBTOTAL</b>	<b>75</b>	<b>SUBTOTAL</b>	<b>75</b>
Optional modules	Credit	Optional modules	Credit
ANY THREE MODULES SELECTED FROM:		ANY <i>THREE</i> MODULES SELECTED FROM:	
SO2007 HEALTH AND SOCIETY	15	SO3007 HEALTH AND SOCIETY	15
SO 2009 TOURISM, LEISURE AND	15	SO3009 TOURISM AND LEISURE IN	15
SO 2037 SOCIOLOGY OF DEVIANCE	15	SO3037 SOCIOLOGY OF DEVIANCE	15
SO/ES 2002 ENVIRONMENT AND	15	SO/ES 3002 ENVIRONMENT AND SOCIETY	15
SO 2112 CONTEMPORARY CINEMA AND	15	SO/CIN 3112 CONTEMPORARY CINEMA	15
SO 2219 CONSUMER SOCIETY	15	SO3119 CONSUMER SOCIETY	15
SO 2225 SOCIOLOGY OF MASS MEDIA	15	SO3025 MEDIA AND SOCIETY IN THE 21 <sup>st</sup>	15
SO/JS 3024 CORRUPTION AND ANTI-		SO/JS 3038 CRIMINOLOGY	15
		<b>SO 3046 SOCIOLOGY OF EMOTIONS</b>	<b>15</b>
		<b>SO 3127 SOCIOLOGY OF ARCHITECTURE</b>	<b>15</b>
		<b>SO 3148 SELECTED TOPICS IN</b>	<b>15</b>
<b>SUBTOTAL</b>	<b>45</b>	<b>SUBTOTAL</b>	<b>45</b>
<b>TOTAL</b>	<b>120</b>	<b>TOTAL</b>	<b>120</b>

Programme Structure - LEVEL 6		Programme Structure - LEVEL 6	
Compulsory modules	Credit points	Compulsory modules	Credit
SO 3106 URBAN	15	SO 4106 URBAN SOCIOLOGY	15
SO 3143 SOCIOLOGY OF SCIENCE AND	15	SO 4143 SOCIOLOGY OF SCIENCE AND TECHNOLOGY	15
SO 3231 RELIGION AND	15	SO 4231 RELIGION AND SOCIETY	15

SO 4313 COLLECTIVE BEHAVIOR AND SOCIAL	15	SO 4213 COLLECTIVE ACTION AND SOCIAL MOVEMENTS	15
SO 4461 CONTEMPORARY SOCIOLOGICAL THEORY	15	SO 4461 CONTEMPORARY SOCIOLOGICAL THEORY	15
SO 4690 SENIOR THESIS	15	SO 4790 SENIOR YEAR THESIS *	15
<b>SUBTOTAL</b>	<b>90</b>	<b>SUBTOTAL</b>	<b>90</b>
<b>Optional modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit</b>
ANY TWO MODULES		ANY <u>TWO</u> MODULES SELECTED FROM:	
	15		
SO 3117 SOCIOLOGY OF	15	SO 4117 SOCIOLOGY OF WORK	15
SO 4126 SUFFERING AND	15	SO 4126 SUFFERING AND EVIL IN SOCIETY	15
SO 3142 FILM STUDIES: CINEMA AS MEDIUM AND	15	<b>SO/CIN 4050 WORLD CINEMA POWER AND IDENTITY</b>	15
SO 3223 GENDER, MEDIA	15	SO 4223 GENDER, MEDIA AND SOCIETY	15
SO 4318 MODERN GREEK SOCIETY AND CULTURE	15	SO 4318 MODERN GREEK SOCIETY AND CULTURE	15
		<b>SO 4355 ADVANCED STUDIES IN SOCIOLOGICAL THEORY AND RESEARCH</b>	15
<b>SUBTOTAL</b>	<b>30</b>	<b>SUBTOTAL</b>	<b>30</b>
<b>TOTAL</b>	<b>120</b>	<b>TOTAL</b>	<b>120</b>

**Please Note!**

New modules or modules added to the OU Programme since the last Revalidation appear in bold fonts

**Asterisks indicate**

\* Change of module title

\*\* Module removed from the OU Sociology Programme

## Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: [https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-sociology.pdf?sfvrsn=6ee2cb81\\_4#:~:text=This%20is%20the%20Subject%20Benchmark,the%20nature%20of%20the%20subject.](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-sociology.pdf?sfvrsn=6ee2cb81_4#:~:text=This%20is%20the%20Subject%20Benchmark,the%20nature%20of%20the%20subject.)
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.

## Appendix 3: Sociology Exit awards

### ACG-DEREE

### SOCIOLOGY EXIT AWARDS

#### I. Certificate of Higher Education in Sociology

In accordance with the framework for higher education qualifications, the holder of a Certificate of Higher Education in Sociology will have a sound knowledge of the basic concepts of Sociology and will have learned how to identify, through different theoretical approaches, sociological issues across a range of social contexts and social problems. The holder will be able to communicate accurately and will have the qualities needed for employment requiring the exercise of some personal responsibility.

The Appendix details the exact requirements for the award of one of the above exit qualifications based on QAA's generic specifications of each Level's requirements, as well as the relevant Subject Benchmark Statements corresponding to Sociology.

**Certificates of Higher Education in Sociology are awarded to students who have demonstrated:**

- i) knowledge of the underlying concepts and principles associated with Sociology, and an ability to evaluate and interpret these within the context of Sociology
- ii) an ability to present and evaluate qualitative and quantitative data, to develop lines of argument and make sound judgments in accordance with basic theories and concepts of Sociology.

**Typically, holders of the qualification will be able to:**

- a) evaluate the appropriateness of different theoretical approaches to discern social problems and issues related to Sociology
- b) communicate the results of their study/work accurately and reliably, and with structured and coherent arguments;
- c) undertake further training and develop new skills within a structured and managed environment.

And will have

- (d) qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Upon completion of level 4 (120 credits), students will be able to i) recognize and be familiar with key sociological concepts that are present in both everyday as well as in macro-level; ii) understand how foundational concepts in sociology apply to key sociological fields like social inequality, family and gender and social problems.

Specifically, holders of the **Certificate of Higher Education in Sociology** will be able to demonstrate **knowledge and understanding** of:

1. Demonstrate knowledge of
  1. core theoretical models of sociology
  2. principal social institutions and processes initiated by modernity (SO1000, SO1001)
2. Understand key areas of sociology like social inequality, gender and social problems and how they apply to other sociology specialisms. (SO2004, SO2020, SO2030)
3. Understand globalization and its relation to social change, power, identity and difference, across national, regional and local contexts (SO1000, SO1001)
4. Become aware of the diversity of theoretical approaches in sociology (from its classical foundations to contemporary paradigms), their claims for explanatory adequacy and how rival sociological theories compare and complement each other (SO1000)

**B. Cognitive Skills**

B1. Apply theoretical tools pertinent to the action-structure dualism in sociological theory (SO1000,SO1001).

B3. Utilise quantitative and skills in sociological research, and recognize the ethical implications of research practice (SO24XX)

**C. Practical and Professional Skills**

1. Use sampling techniques to obtain data in order to conduct surveys (PS/SO2260)

**D. Key/Transferable Skills**

D1. Recognize and apply key sociological concepts and sophisticated theoretical reasoning across a

range of social issues and problems, being also able to recognize the potentially contested

perception and application of sociological knowledge, for researchers and publics alike. (SO1000, SO1001, SO2004, SO2020, SO2030)

D2. Develop information-retrieval and processing skills in relation to different types of sources or

data (bibliographical, primary or secondary) (SO2441)

D3. Use mathematical, statistical skills in order to:

- measure and interpret social data
- interpret graphs and charts
- use distribution functions and hypothesis testing
- conduct independent research

(PS/SP2260)

D4. Demonstrate a measure of knowledge in an array of different social sciences, exploring inter-

disciplinary linkages, thus becoming better informed citizens and professionals, capable also of

recognizing forms of abuse and prejudice. (L4 SOCIAL SCIENCE OPTIONS)

## **II. Intermediate level**

*The intermediate level includes the Diploma of Higher Education in Sociology and the ordinary (non-Honours) degree in Sociology.*

In accordance with the framework for higher education qualifications, holders of qualifications at this level will have developed a sound understanding of the principles in Sociology and will have learned to apply those principles more widely. Through this, they will have learned how to identify, via different theoretical approaches, sociological issues across a range of social contexts and social problems. They will have the qualities necessary for employment in contexts and situations requiring the exercise of personal responsibility and decision-making.

**Non-Honours degrees are awarded to students who have demonstrated:**



- i) knowledge and critical understanding of the foundational principles of Sociology and of the way in which those principles have developed historically
- ii) ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in across the local, the national, the regional and the global context
- iii) knowledge of the main methods of enquiry in Sociology and ability to evaluate critically the appropriateness of different approaches to interpret issues and problems in Sociology
- iv) an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

**Typically, holders of the qualification will be able to:**

- a) use a range of established techniques to initiate and undertake critical analysis of sociological information, and to apply these tools to concrete situations and contexts
- b) effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively
- c) undertake further training, develop existing skills, and acquire new competences that will enable them to assume significant responsibility within organisations

And will have:

- d) qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

### III. a. Diploma of Higher Education in Sociology

Upon completion of levels 4 and 5 (240 credit), students will be able to i) recognize and be familiar with key sociological concepts that are present in both everyday as well as in professional decision making; ii) apply basic mathematical and qualitative techniques to sociological topics, thus aligning theory to practice; iii) demonstrate detailed knowledge of theoretical paradigms, models, and tools of micro-and macro-sociology, iv) apply the methodological tools associated with sociology's classical founders, v) analyze and evaluate major debates in the context of globalization and social change.

Specifically, holders of the Diploma of Higher Education in Sociology will be able to demonstrate detailed **knowledge and critical understanding** of:

1. Demonstrate knowledge of
  3. core theoretical models of sociology
  4. principal social institutions and processes initiated by modernity (SO1000, SO1001, SO3260)
2. Understand key areas of sociology like social inequality, gender and social problems and how they apply to other sociology specialisms. (SO2004, SO2020, SO2030)
3. Understand globalization and its relation to social change, power, identity and difference, across national, regional and local contexts (SO1000, SO1001, SO3015, SO3035)
4. Become aware of the diversity of theoretical approaches in sociology (from its classical foundations to contemporary paradigms), their claims for explanatory adequacy and how rival sociological theories compare and complement each other (SO1000, SO3260)
5. Understand and make use of the range of qualitative and quantitative research strategies in sociological methodology and identify the ethical aspects of social research. (SO3411, SO3516)

6. Become aware of the social foundations of sociological knowledge and of the status of sociology as a social science discipline. Enhance reflexive knowledge on the construction of sociological categories and research methods. (SO3411, SO3516)

### **B. Cognitive Skills**

B1. Apply theoretical tools pertinent to the action-structure dualism in sociological theory (SO1000, SO1001, SO3260).

B2. Utilise quantitative skills in sociological research, and recognize the ethical implications of research practice (SO3411)

B3. Utilise qualitative skills in sociological research, and recognize the ethical implications of research practice (SO2441, SO3516)

B4. Analyze and synthesize, with minimum guidance, issues relating to a variety of fields in sociology and thus become able to reflexively question taken for granted assumptions and bodies of knowledge (L5 SOCIOLOGY OPTIONS)

### **C. Practical and Professional Skills**

C1. Use sampling techniques to obtain data in order to conduct surveys (PS/SO2260, SO3411)

C2. Prepare reports, including tables and charts, on research results (SO3411, SO3516, SO3516, SO3035)

C3. Use various qualitative techniques to conduct research according to context and situation (SO3516, SO4231)

C4. Write theory and empirical oriented papers suitable for graduate work conveying concepts and methods to lay audiences with clarity and scholarly use of sophisticated sociological terminology, appropriate bibliographical support and evidence (SO3260, SO3411, SO3516, SO4213, SO4231)

### **D. Key/Transferable Skills**

D1. Recognize and apply key sociological concepts and sophisticated theoretical reasoning across a range of social issues and problems, being also able to recognize the potentially contested perception and application of sociological knowledge, for researchers and publics alike. (SO1000, SO1001, SO2004, SO2020, SO2030, SO3260, SO3015, SO3035,3516)

D2. Develop information-retrieval and processing skills in relation to different types of sources or data (bibliographical, primary or secondary) (SO24XX, SO3260, SO3015,3035, SO3516, SO3411, L5 SOCIOLOGY OPTIONS)

D3. Use mathematical, statistical skills in order to:

- measure and interpret social data
- interpret graphs and charts
- use distribution functions and hypothesis testing
- conduct independent research

(PS/SP2260, SO3411, SO3516)

D4. Demonstrate a measure of knowledge in an array of different social sciences, exploring inter-disciplinary linkages, thus becoming better informed citizens and professionals, capable also of

recognizing forms of abuse and prejudice. (L4 SOCIAL SCIENCE OPTIONS, L5 SOCIAL SCIENCE OPTIONS)

#### **IV. Bachelor's - BA (Ord) in Sociology**

Students that exit the programme upon completion of Levels 4 and 5 (having obtained 120 credits at each level) **and** have obtained a minimum of 60 credits at Level 6 will be eligible for the award of an ordinary Bachelor's – BA(Ord) – in Sociology. Typically, students will have obtained at least 60 credits at Level 6 by completing 4 of the compulsory modules, excluding SO4790 Senior Year Thesis in Sociology.