



**Programme Specification (Undergraduate)**

**FOR ENTRY YEAR: 2026/27**

Date created: 02/03/2017

Last amended: 25/03/2026

Version no. 1

**1. Programme title(s) and code(s):**

BA Sociology

BA Sociology with a Year Abroad^

^ Students may only enter this programme by approved transfer at the end of Year 1

**a) HECOS Code**

| HECOS Code | %    |
|------------|------|
| 100505     | 100% |
|            |      |

**b) UCAS Code (where required)**

L300

**2. Awarding body or institution:**

University of Leicester

**3. a) Mode of study**

Full-time

**b) Type of study**

Campus-based

**4. Registration periods:**

BA Sociology

The normal period of registration is 3 years

The maximum period of registration 5 years

BA Sociology with a Year Abroad

The normal period of registration is 4 years

The maximum period of registration 6 years

**5. Typical entry requirements**

**A/AS-levels:** BBB or equivalents

**6. Accreditation of Prior Learning**

There are no specific pre-requisites here; however, the following guidelines set out by the University Policy and Procedure for the Accreditation of Prior Learning (APL) (August 2015) apply in the case of requested transfers:

Decisions regarding the accreditation of prior learning are an academic judgement and departments will determine whether the prior learning is at the required level and broadly equivalent to the learning outcomes which would have been assessed during a module.

Departments will determine the currency of prior learning on a case by case basis within an overall requirement that, at the time of application, any prior learning which is more than five years old will not normally be considered current for this purposed

## **7. Programme aims**

The BA Sociology aims to deliver an undergraduate degree that will provide a challenging and high-quality academic grounding for graduates moving into an increasingly challenging world of work. It seeks to do this by encouraging students to develop a critical understanding of society, informed by theoretical debates and research at the forefront of the discipline. It aims to facilitate opportunities for students to develop their conceptual understanding in order that they are able to critically evaluate research, scholarship, and different policies and practices that impact upon contemporary society, and apply the knowledge gained from this to their own future practice.

The **programme** aims to:

- Develop an understanding of the key concepts and theoretical approaches that have developed and are developing in relation to areas such as the relationship between
- individuals and groups, social action and social structure, biography and history, social institutions and culture, the underpinnings of social order, social inequality and conflict, diverse cultural practices, and the causes and consequences of social change.
- An understanding of the distinctively social standpoint of sociology and the explanatory value of social analysis. This necessarily includes familiarity with the analysis of a variety of forms of human interaction, from micro to macro, their interconnections and their dynamics.
- An understanding of the nature and appropriate use of research strategies and methods in relation to social issues.
- Provide a rigorous, coherent and attractive sociology curriculum that draws on the Department's research expertise and teaching strengths;
- Provide a stimulating and challenging learning experience for all students;
- Provide students with the skills required for independent learning and develop their capacity to work both with others and autonomously.
- Provide students with a range of both subject specific and transferable skills relevant to life- long learning and employment in a range of occupations;
- Prepare students for progression to Masters' courses and Ph. D. programme

In addition, for the 'with a Year abroad' variants:

### **Global Citizen Study Abroad (GCSA)**

For the aims, learning outcomes and application criteria for the GCSA Year Abroad please see <https://le.ac.uk/study/undergraduates/courses/abroad>

## **8. Reference points used to inform the programme specification**

- [QAA Frameworks for Higher Education Qualifications](#)
- [QAA Benchmarking statement for Sociology](#)
- [UK Quality Code for Higher Education](#)
- [University Education Strategy](#)
- [University Assessment Strategy](#) [Login required]
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals

- Student Destinations Data

## 9. Programme Outcomes

### a) Discipline specific knowledge and competencies

#### i) Mastery of an appropriate body of knowledge

| Intended Learning Outcomes                                   | Teaching and Learning Methods   | How Demonstrated?  |
|--|---|--|
| The mastery of an appropriate body of sociological knowledge | Lectures, seminars, resource-based learning, problem-solving exercises, consultations with staff, and private study | Essays, examinations, portfolios, seminar presentations, contribution to discussions, problem-solving exercises, research projects and assessed coursework |

#### ii) Understanding and application of key concepts and techniques

| Intended Learning Outcomes  | Teaching and Learning Methods   | How Demonstrated?  |
|---|---|--|
| Comprehension of key concepts used in sociological analysis and the nature of social evidence | Lectures, seminars, computer practical classes, team problem-solving exercises, consultations with staff, and private study | Essays, examinations, portfolios, seminar presentations, contribution to discussions, problem-solving exercises, research projects and assessed coursework |
| A grasp of the main research methods used in sociological investigation                       | Seminars, computer practical classes, team problems solving-exercises, consultations with staff                             | Essays, examinations, portfolios, seminar presentations, contribution to discussions, problem-solving exercises, research projects and assessed coursework |

#### iii) Critical analysis of key issues

| Intended Learning Outcomes  | Teaching and Learning Methods  | How Demonstrated?  |
|---|--|--|
| Ability to analyze key theoretical issues in sociology  | Lectures, seminars, directed reading, team problem-solving exercises, consultations with staff | Essays, examinations, portfolios, seminar presentations, contribution to discussions, problem-solving exercises, research projects and assessed coursework |
| Ability to analyze key substantive issues in the study of societies, their development and processes of social change | Lectures, seminars, directed reading, team problem-solving exercises, consultations with staff | Essays, examinations, portfolios, seminar presentations, contribution to discussions, problem-solving exercises, research projects and assessed coursework |

| <b>Intended Learning Outcomes</b>  | <b>Teaching and Learning Methods</b>   | <b>How Demonstrated?</b>   |
|--|--|--|
| Ability to analyze key issues in the use of sociological methods         | Lectures, seminars, directed reading, team problem-solving exercises, consultations with staff | Essays, examinations, portfolios, seminar presentations, contribution to discussions, problem-solving exercises, research projects and assessed coursework |
| Ability to reflect critically on the nature of sociology as a discipline | Lectures, seminars, directed reading, team problem-solving exercises, consultations with staff | Essays, examinations, portfolios, seminar presentations, contribution to discussions, problem-solving exercises, research projects and assessed coursework |

iv) Clear and concise presentation of material

| <b>Intended Learning Outcomes</b>   | <b>Teaching and Learning Methods</b>  | <b>How Demonstrated?</b>   |
|---|---|--|
| Ability to present sociological knowledge and arguments in a clear and concise way in a variety of written and oral formats | Feedback on oral and written contributions to seminars, problem-solving exercises, consultations with staff | Essays, examinations, portfolios, seminar presentations, contribution to discussions, problem-solving exercises, research projects and assessed coursework |

v) Critical appraisal of evidence with appropriate insight

| <b>Intended Learning Outcomes</b>   | <b>Teaching and Learning Methods</b>                        | <b>How Demonstrated?</b>   |
|---|---|--|
| Ability to assess the appropriateness of the evidence and the methods used in sociological studies, their value and their limitations | Seminars, directed reading, team problem-solving exercises, | Essays, examinations, portfolios, seminar presentations, contribution to discussions, problem-solving exercises, research projects and assessed coursework |
| Ability to read, analyze and reflect critically and contextually upon sociological texts  | Seminars, directed reading, team problem-solving exercises, | Essays, examinations, portfolios, seminar presentations, contribution to discussions, problem-solving exercises, research projects and assessed coursework |

vi) Other discipline specific competencies

| <b>Intended Learning Outcomes</b>  | <b>Teaching and Learning Methods</b> | <b>How Demonstrated?</b> |
|--|--------------------------------------|--------------------------|
| Ability to design, research and present a sustained and independently conceived piece of sociological work | Supervised independent research      | Research Project         |

**b) Transferable skills**

) Oral communication

| <b>Intended Learning Outcomes</b>                                  | <b>Teaching and Learning Methods</b>      | <b>How Demonstrated?</b>   |
|--|---|--|
| Demonstration of clarity, fluency and coherence in oral expression | Seminars, team problem- solving exercises | Single and group seminar presentations, contributions to discussions |
| Effective participation as sociologists in group discussions       | Seminars, team problem- solving exercises | Single and group seminar presentations, contributions to discussions |

i) Written communication

| <b>Intended Learning Outcomes</b>   | <b>Teaching and Learning Methods</b> | <b>How Demonstrated?</b>                                |
|---|--------------------------------------|---|
| Ability to develop and sustain sociological arguments in a variety of written forms               | Seminars and Workshops               | Essays, examinations, portfolios, and research projects |
| Ability to demonstrate clarity, fluency and coherence in written expression of sociological ideas | Seminars and Workshops               | Essays, examinations, portfolios, and research projects |

ii) Information technology

| <b>Intended Learning Outcomes</b>   | <b>Teaching and Learning Methods</b>                                 | <b>How Demonstrated?</b>   |
|---|--|--|
| Capacity to: use IT to support effectively their sociological studies; use IT in word processing; use the internet; use data bases, spreadsheets, specialist packages for data analysis, and presentation | Class task programme, computer practical classes, lectures, seminars | Essays, examinations, portfolios, seminar presentations, contribution to discussions, problem-solving exercises, research projects and assessed coursework |

iii) Numeracy

| Intended Learning Outcomes   | Teaching and Learning Methods  | How Demonstrated?  |
|--|--|--|
| Ability to analyze interpret, and present relevant data using statistical and graphical techniques | Class task programme, computer practical classes, lectures, seminars | Computer practical classes, computer- based exercises, problem - based exercises, examinations, essays, examinations, portfolios, seminar presentations, contribution to discussions, problem-solving exercises, research projects and assessed coursework |

iv) Team working

| Intended Learning Outcomes  | Teaching and Learning Methods            | How Demonstrated?  |
|---|--|--|
| Ability to form teams and work collaboratively in groups to explore sociological problems and to recognize the value of working closely with others | Seminars, team problem solving exercises | Problem - based exercises, group presentations in seminars |

v) Problem solving

| Intended Learning Outcomes   | Teaching and Learning Methods            | How Demonstrated?  |
|--|--|--|
| Ability to address and analyze theoretical, methodological, and empirical problems posed by sociological literature and practice | Seminars, team problem solving exercises | Essays, examinations, portfolios, seminar presentations, contribution to discussions, problem-solving exercises, research projects and assessed coursework |

vi) Information handling

| Intended Learning Outcomes   | Teaching and Learning Methods   | How Demonstrated?  |
|--|---|--|
| Ability to identify, comprehend, analyze and handle sociological information | Lectures, seminars, team problem-solving exercises, directed reading, computer practical classes, team problems solving exercises | Essays, examinations, portfolios, seminar presentations, contribution to discussions, problem-solving exercises, research projects and assessed coursework |

vii) Skills for lifelong learning

| Intended Learning Outcomes   | Teaching and Learning Methods  | How Demonstrated?  |
|--|--|--|
| Intellectual independence in the setting of research tasks and the analyzing of sociological questions | Fostering independent learning and self-evaluation through consultations and feedback sessions | Essays, examinations, portfolios, seminar presentations, contribution to discussions, problem-solving exercises, research projects and assessed coursework |
| Capacity for time management and self-organization   | Fostering independent learning and self-evaluation through consultations and feedback sessions | Essays, examinations, portfolios, seminar presentations, contribution to discussions, problem-solving exercises, research projects and assessed coursework |

### Global Citizen Study Abroad (GCSA)

For the aims, learning outcomes and application criteria for the GCSA Year Abroad please see <https://le.ac.uk/study/undergraduates/courses/abroad>

### 10. Progression points

This programme follows the standard Scheme of Progression set out in [Senate Regulations](#) – see the version of Senate Regulation 5 governing undergraduate programmes relevant to the year of entry.

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course.

#### a) Course transfers

There are no specific pre-requisites here; however, the following guidelines set out by the University Policy and Procedure for the Accreditation of Prior Learning (APL) (August 2015) apply in the case of requested transfers:

3.9 Decisions regarding the accreditation of prior learning are an academic judgement and departments will determine whether the prior learning is at the required level and broadly equivalent to the learning outcomes which would have been assessed during a module.

3.10 Departments will determine the currency of prior learning on a case by case basis within an overall requirement that, at the time of application, any prior learning which is more than five years old will not normally be considered current for this purpose.

### 11. Criteria for award and classification

This programme follows the standard scheme of undergraduate award and classification set out in [Senate Regulations](#) – see the version of *Senate Regulation 5 governing undergraduate programmes* relevant to the year of entry.

### 12. Special features

#### 12a. Research-inspired Education

Students on this programme will advance through the four quadrants of the University of Leicester Research-inspired Education Framework as follows:

| RiE Quadrant  | Narrative   |
|---|---|
| <p><b>Research-briefed</b><br/>Bringing staff research content into the curriculum.</p> <p><b>Research-based</b><br/>Framed enquiry for exploring existing knowledge.</p> <p><b>Research-oriented</b><br/>Students critique published research content and process.</p> <p><b>Research-apprenticed</b><br/>Experiencing the research process and methods; building new knowledge.</p> | <p>Our programme provides students with a thorough understanding of society through a variety of different lenses. It draws upon a range of theoretical concepts which can then be applied to numerous situations in order to better understand the world in which we live.</p> <ul style="list-style-type: none"> <li>• Research-briefed           <ul style="list-style-type: none"> <li>○ Our students will be exposed to challenging learning, which is inspired and informed by our cutting-edge research. All of our teaching staff on the programme are engaged in research, allowing them to use their experiences and findings in their teaching.</li> </ul> </li> <li>• Research-based           <ul style="list-style-type: none"> <li>○ Our students take part in a variety of activities which are based on real world issues. They will learn to apply their knowledge of theoretical concepts and ideas to a range of different social contexts.</li> </ul> </li> <li>• Research-oriented           <ul style="list-style-type: none"> <li>○ Our students will be challenged to critically appraise a range of research articles that have been published in a range of formats. They will learn to recognise the limitations of various methodological approaches the requirements for ethical practice.</li> </ul> </li> <li>• Research-apprenticed           <ul style="list-style-type: none"> <li>○ Our students will be guided through the research process by an experienced researcher. Training will be provided on both qualitative and quantitative research methodologies, providing an excellent foundation on which to undertake their own ethical research</li> </ul> </li> </ul> |

As part of studying at a research-intensive university, students on this programme have the following extra or co-curricular opportunities available to them to gain exposure to research culture:

Our well-renowned Scarman and Neustadt lectures take place each year and students at every level across our School are invited to attend. The topics of these important lectures change each time in order to ensure that our students are exposed to a range of cutting-edge contemporary issues, presented by leading figures in their fields.

Our School also holds a monthly research seminar series, whereby staff showcase their latest collaborative research projects to staff and students alike. This provides another opportunity for our students to hear about our interdisciplinary research outside of the traditional classroom.

**Teaching on this programme will be research-informed (it draws consciously on systematic inquiry into the teaching and learning process itself) in the following way:**

The School supports all staff involved in teaching to gain an accredited Higher Education teaching qualification, in which they demonstrate their use of teaching theory to support their own practice and reflect on their current teaching and continuing professional development.

All programme module convenors attend an annual education away day, which supports teaching activities across the School. Our monthly 'Learning over Lunch' programme provides more frequent opportunities for staff to share ideas regarding engaging teaching approaches. This programme of events supports staff to deliver educational best practice through the sharing of ideas from teaching conferences, talks from external educational speakers, and a platform for staff to share evaluations of their own teaching practice

### **13. Indications of programme quality**

University Academic Review reports  
External Examiners' reports  
Degree Results and Career Destination statistics.

### **14. External Examiner(s) reports**

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found at [exampapers@Leicester](mailto:exampapers@Leicester) [log-in required]

## Programme Specification (Undergraduate)

FOR ENTRY YEAR: 2026/27

Date created: 02/03/2017

Last amended: 25/03/2026

Version no. 1

### Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

BA Sociology

**Level 4/Year 1      2026/27**

Credit breakdown

| Status   | Year long | Semester 1 | Semester 2 |
|----------|-----------|------------|------------|
| Core     | n/a       | 60 credits | 60 credits |
| Optional | n/a       | n/a        | n/a        |

120 credits in total

Core modules

| Delivery period | Code   | Title                                  | Credits    |
|-----------------|--------|--|------------|
| Sem 1           | SY1004 | Sociology in Practice                  | 30 credits |
| Sem 1           | SY1021 | Power, Privilege & Diversity           | 15 credits |
| Sem 1           | SY1025 | Race, Ethnicity and Racisms in Britain | 15 credits |
| Sem 2           | SY1002 | Society in Transformation              | 30 credits |
| Sem 2           | SY1008 | Interpreting Key Texts                 | 15 credits |
| Sem 2           | SY1013 | Ways of Researching                    | 15 credits |

**Notes**

n/a

**Level 5/Year 2      2027/28**

## Credit breakdown

| Status   | Year long  | Semester 1 | Semester 2 |
|----------|------------|------------|------------|
| Core     | 15 credits | 30 credits | 45 credits |
| Optional | n/a        | 15 credits | 15 credits |

120 credits in total

## Core modules

| Delivery period | Code   | Title                            | Credits    |
|-----------------|--------|----------------------------------|------------|
| Year long       | SY2084 | Bringing Sociology to Work       | 15 credits |
| Sem 1           | SY2093 | Doing Qualitative Research       | 30 credits |
| Sem 2           | SY2008 | Using Numbers in Social Research | 30 credits |
| Sem 2           | SY2078 | Sociological Theory Explored     | 15 credits |

**Notes**

[n/a]

## Option modules

| Delivery period | Code   | Title                              | Credits    |
|-----------------|--------|------------------------------------|------------|
| Semester 1      | SY2091 | Live Sociology                     | 15 credits |
| Semester 1      | SY2094 | Gender & Society                   | 15 credits |
| Semester 1      | SY2012 | Youth, Young adulthood and Society | 15 credits |
| Semester 2      | SY2001 | Media, Culture and the Lifecourse  | 15 credits |
| Semester 2      | SY2102 | Environmental Sociologies          | 15 credits |

**Notes**

This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

**Level 6/Year 3      2028/29**

## Credit breakdown

| Status   | Year long | Semester 1 | Semester 2 |
|----------|-----------|------------|------------|
| Core     | n/a       | 45 credits | 30 credits |
| Optional | n/a       | 15 credits | 30 credits |

120 credits in total

## Core modules

| Delivery period | Code   | Title                                     | Credits    |
|-----------------|--------|---|------------|
| Semester 1      | SY3103 | Research, Reflection and Future Direction | 30 credits |
| Semester 2      | SY3104 | Doing Social Research                     | 30 credits |
| Semester 1      | SY3079 | Modern Sociological Theory                | 15 credits |

**Notes**

n/a

## Option modules

| Delivery period | Code   | Title  | Credits    |
|-----------------|--------|--|------------|
| Semester 1      | SY3065 | Body and Society   | 15 credits |
| Semester 1      | SY3091 | Education and Social Justice                                   | 15 credits |
| Semester 1      | SY3100 | Social Psychology  | 15 credits |
| Semester 2      | SY3057 | Football & Society: Social Divisions, Violence and Consumption | 15 credits |

| <b>Delivery period</b> | <b>Code</b> | <b>Title</b>                  | <b>Credits</b> |
|------------------------|-------------|-------------------------------|----------------|
| Semester 2             | SY3095      | Sociology of Health & Illness | 15 credits     |
| Semester 2             | SY3097      | International Migration       | 15 credits     |

### **Notes**

This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

### **Appendix 2: Module specifications**

See undergraduate [module specification database](#) [Login required] (Note - modules are organized by year of delivery).