

Course record information

Name and level of final award	<ul style="list-style-type: none"> • Bachelor of Arts with Honours - Sociology • Bachelor of Arts with Honours - Sociology with Professional Experience • Bachelor of Arts with Honours - Sociology with International Experience <p>The award is Bologna FQ-EHEA first cycle degree or diploma compatible</p>
Name and level of intermediate awards	<ul style="list-style-type: none"> • Bachelor of Arts (BA) - Sociology • Diploma of Higher Education (Dip HE) - Sociology • Certificate of Higher Education (CerHE) - Sociology
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Primary: Central London
Language of delivery and assessment	English
QAA subject benchmarking group(s)	https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-sociology.pdf?sfvrsn=6ee2cb81_4
Professional statutory or regulatory body	N/A
Westminster course title, mode of attendance and standard length	<ul style="list-style-type: none"> • BA Sociology FT, Full-time, September start - 3 years standard length with an optional year abroad or placement • BA Sociology PT, Part-time day, September start - 4 years standard length with an optional year abroad or placement
Valid for cohorts	From 2026/7

Admissions requirements

There are standard minimum entry requirements for all undergraduate courses. Students are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here: <https://www.westminster.ac.uk/study/undergraduate/how-to-apply>

Recognition of Prior Learning

Applicants with prior certificated or experiential learning at the same level of the qualification for which they wish to apply are advised to visit the following page for further information:

<https://www.westminster.ac.uk/current-students/guides-and-policies/student-matters/recognition-of-prior-learning>

Aims of the programme

The BA Honours Sociology has been designed to produce graduates who are literate and effective communicators, and inspiring, active and informed global citizens. Our students are engaged with social issues in their communities and beyond, and are equipped with the knowledge and attributes to make a difference personally and professionally. By encouraging students' excitement about sociological knowledge, the course aims to develop the questioning disposition and capacity for critical and creative thinking necessary for meaningful intellectual enquiry into how societies operate.

Investigation into the nature of societal structures and their impact on people's everyday lives and interactions is central to the course's aims. Questions of how power is exercised and normalised at all levels of society, from the state to individual emotions, are developed through explorations of, amongst other factors, social class, gender, race, ethnicity and sexuality. Students gain a sensitive understanding of diversity as well as a keen self-awareness and ability to make sense of their own and others' social location in terms of identities, culture, beliefs and values.

The course also engages practically with the methods that are employed to undertake and evaluate sociological research competently. Research and methods training is included at every level of the course to equip students with the skills to formulate research questions, retrieve and manage information, design and conduct research, and analyse data. Emphasis is placed on questioning, deconstructing and evaluating accounts and using research to propose alternative solutions and explanations. The skills that our graduates gain in carrying out social research, including a crucial ethical awareness, are relevant in both public and private sectors and in a wide range of professions.

The programme is taught by sociologists who are specialists in their fields and whose expertise include theory, methodology, identity, cultural studies, race and ethnicity, gender and sexualities, families, education, religion, migration, the body, work and leisure, social activism and the media.

Equality, Diversity and Inclusion

The course has been designed to engage critically with questions of structure, power and identity formation. These are embedded across options and core modules from level 4 onwards, working from the basis that decolonising the curriculum is not something that can be ever finished but instead needs to be an aspirational goal and central to broader conversations about social justice and liberatory pedagogies.

Beyond what can be achieved through a traditional engagement with library sources, module leaders regularly bring in guest speakers including academics, activists, students, alumni and community organisations. Fieldtrips and excursions led by community members and activists are also a regular feature of the course. This ensures that staff members as well as students continue to develop and challenge their practices and understanding of key issues related to social justice and critical education. We engage in open dialogue with students on our modules about how we navigate sociology as a discipline and how it does and does not address questions of diversity and decolonising.

Students' lived experiences are integral to the design and assessment of modules. The knowledges that students bring into the University from their communities are a valuable resource for revising and constantly updating and challenging existing material and practices of teaching and producing knowledge. This is further achieved by designing assessments so that students can follow through on the topics addressed in modules and delve deeper into questions of diversity and decolonising. We ensure that these areas are addressed in both core and option modules so that all students benefit from these pedagogic approaches. Finally, conversations, workshops and a core module on employability are all part of our course. These are designed holistically so that they integrate institutional and sector ambitions around employability and are responsive to our students' aspirations and beneficial to their communities.

Employment and further study opportunities

University of Westminster graduates will be able to demonstrate the following five Graduate Attributes:

- Critical and creative thinkers
- Literate and effective communicator
- Entrepreneurial
- Global in outlook and engaged in communities
- Social, ethically and environmentally aware

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The BA Sociology aims to create graduates who have acquired core competencies through practice-based learning. Embedded in the content and assessment of our sociology degree are the opportunities to acquire key graduate attributes, namely:

- Thinking creatively or 'outside the box' in solving problems and displaying initiative and willingness to tackle a problem or issue;
- The ability to work effectively both independently and as part of a team with minimal supervision;
- Numeracy and ICT skills including information retrieval and data management;
- Research, evaluation and analytical skills;
- Verbal and written communication skills;
- The ability to present an evidence-based argument;
- Awareness of issues around diversity and difference;
- Time management.

A degree in Sociology prepares students for a diverse range of professional careers because it develops high level critical analytical and evaluative competencies, self and social awareness. Many Sociology students enter what might be described as people-related professions such as human resources, marketing, teaching or social work, or they join private companies, national or local government or voluntary organisations. Their interest may have been sparked by specific modules in areas such as youth policy, inequality or education. A significant number of students are inspired to continue to further study for Master's degrees and PhDs at prestigious institutions and subsequently make the transition to academic jobs in teaching and/or research at this or other universities.

Students on the course are encouraged from the first year onwards to develop career management skills and to identify skills gaps and remedy them through further training provided by the university e.g. in IT, modern languages and academic literacy or through voluntary or paid work. At Level 5 students undertake a compulsory work experience module which requires them to research and negotiate a suitable work placement and gain valuable experience in applying their knowledge and skills in a workplace setting.

In addition, we provide the Professional Placement Experience option for those students who want to spend a whole year in a work setting after completing their second year of studies. Students taking this opportunity have the opportunity to develop their employability skills over a prolonged period and develop connections with other professionals. Students taking the BA Sociology with Professional Experience will complete their degree in 4 years. There are also opportunities to engage in the international, study abroad experience outside of the UK for a whole academic year and graduate with a BA Sociology with International Experience.

What will you be expected to achieve?

Learning outcomes are statements of what successful students have achieved as a result of learning. These are threshold statements of achievement the learning outcomes broadly fall into four categories:

- The overall knowledge and understanding you will gain from your course (KU)
- Graduate attributes are characteristics that you will have developed during the duration of your course (GA)
- Professional and personal practice learning outcomes are specific skills that you will be expected to have gained

on successful completion of the course (PPP)

- Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)
- Cognitive Skills, are learning outcomes that help build a conceptual understanding that is necessary to devise and sustain arguments, and/or to solve problems and comment on research.

Level 4 course learning outcomes: upon completion of Level 4 you will be able to:

- L4.001 Describe a range of key concepts and theoretical approaches in sociology. (KU GA)
- L4.002 Recognise patterns of social diversity and inequality and ways of addressing them through decolonising and associated perspectives (KU GA)
- L4.003 Identify sociologically informed questions and explanations (KU KTS)
- L4.004 Identify methodological concepts and frameworks, and their strengths and weaknesses (KU)
- L4.005 Summarise the findings of empirical sociological research (PPP)
- L4.006 Identify a well-defined focus for enquiry, undertake research, demonstrating an awareness of ethical issues, and communicate results effectively (GA KTS)
- L4.007 Retrieve reliable information, cite evidence and produce coherently structured arguments and written work (KTS)
- L4.008 Reflect on your own work, work effectively with others and recognise the factors that affect team performance (GA KTS)
- L4.009 Formulate an understanding of the importance of sociological thinking and its value in relation to various employment contexts (GA PPP)
- L4.010 Develop employability skills through team working, group dynamics, communications skills and time management (GA PPP)

Level 5 course learning outcomes: upon completion of Level 5 you will be able to:

- L5.001 Evidence detailed knowledge of a range of key concepts and theoretical approaches in sociology (KU GA)
- L5.002 Analyse patterns of social diversity and inequality and ways of addressing them through decolonising and associated perspectives (KU GA)
- L5.003 Construct sociologically informed questions, and distinguish between and investigate sociologically informed explanations (GA PPP)
- L5.004 Critically assess diverse (qualitative and quantitative) methodologies and illustrate their use in gaining sociological knowledge . (PPP)
- L5.005 Construct evidence-based arguments that reflect on epistemological limitations. (KU)
- L5.006 Assess your own capabilities, and use feedback to adapt your actions to reach desired aim. (GA KTS)
- L5.007 Produce clear, fluent and coherently structured written work that draws on and cites evidence from a range of sources, demonstrating an ability to synthesise and evaluate competing explanations. (PPP KTS)
- L5.008 Interact and communicate effectively within a team, and recognise and ameliorate situations likely to lead to conflict. (GA KTS)
- L5.009 Formulate an understanding of the importance of sociological thinking and its value in relation to various employment contexts. (GA PPP)
- L5.010 An ability to complete a form of work-based learning activities. (GA PPP)

Additional Year course learning outcomes: upon completion of Additional Year you will be able to:

- L5.11 An understanding of the demands and opportunities of working and/or studying in an international context. (GA PPP)
- L5.12 The ability to apply theories, concepts and research skills related to the field to the cultural and political context(s) of the society within which the experience takes place. (KU) (GA PPP KTS)

Level 6 course learning outcomes: upon completion of Level 6 you will be able to:

- L6.001 Evidence a systematic understanding of key concepts and theoretical approaches in sociology and evaluate their application to sociological questions. (KU)
- L6.002 Critically evaluate patterns of social diversity and inequality, their effects, and ways of addressing them through decolonising and associated perspectives. (KU)
- L6.003 Generate original research questions, and investigate and evaluate sociologically informed explanations. (PPP KTS)
- L6.004 Employ sociological methodologies to generate new data, and critically analyse material with appreciation of theory, evidence and relevance to current sociological debates. (PPP KTS)
- L6.005 Demonstrate depth of engagement with specialist areas of knowledge in sociological research. (KU)
- L6.006 Illustrate the relationship between different kinds of sociological argument and evidence; identify and comment on the value of sociological work with regard to social, ethical and policy issues. (KU GA)
- L6.007 Produce professional level, evidence-based, critical and analytical written work. (GA KTS)
- L6.008 Act with minimal supervision, taking responsibility for accessing support, and accept accountability for outcomes. (KU GA)
- L6.009 Communicate your awareness of how your personal responsibility and professional codes of conduct contribute to fostering ethical and sustainable leadership skills. (GA PPP)

How will you learn?

Learning methods

Learning outcomes are statements on what successful students have achieved as the result of learning. These are threshold statements of achievement the learning outcomes broadly fall into four categories:

1. The overall knowledge and understanding you will gain from your course (KU).
2. Graduate attributes are characteristics that you will have developed during the duration of your course (GA).
3. Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course (PPP)
4. Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)

Teaching methods

At the heart of the degree is its learning and teaching strategy which encompasses a wide variety of teaching methods designed to accommodate the diverse learning needs and experiences of our students. Students are supported and encouraged to develop into autonomous, self-directed learners through experiential, reflective and research-based learning. During the course your learning will be facilitated through a combination of:

- Lectures: Hour-long lectures are used to provide a core of knowledge as a basis for further guided independent study. In addition to providing a common foundation of learning, they also develop the skills of listening, note-taking and reflection. We encourage deep learning in lectures through interactive engagements and the use of a variety of audio-visual and presentational methods.
- Seminars: These provide opportunities for student-centred and active learning and are used to examine and discuss material covered in lectures, to broaden debates around issues raised in lectures or set readings, and to provide support and guidance on the preparation of coursework. Individual and group exercises and activities are a key element of seminars, providing an opportunity for students to rehearse and revise ideas in interaction with others, to benefit from the diversity of others' experience and to develop skills in oral presentation and communication. Seminars also provide opportunities for early formative feedback and assessment, a vital component of the learning experience and a means for developing sociological skills and analysis.
- Workshops and Practical Classes: Different kinds of workshops and practical classes are used on some modules and encompass a varied range of activities designed to allow students to practice new ways of thinking, work with new techniques of data collection or analysis, or to engage in close analysis of texts or case studies. Some workshops will be taught in computer laboratories where specialist methods software packages are available, to provide the opportunity for practical, hands-on learning. Other workshops may take place online, in the library or off-campus and/or involve film screenings, guest speakers, presentation of student work-in-progress, or the execution of set tasks prepared by students in advance.
- Field Trips: London is used as a rich resource for students to engage with and investigate sociologically and many modules include field trips to support learning or as part of assessments. Previous field trips have included: walking

tours of Black London, leisure sites in Clerkenwell, LGBT History in Soho and street art in the Brick Lane area; exhibition visits to the Museum of London and the Victoria & Albert museum; visits to archives at the Stuart Hall library, the Women's Library and the Wellcome Collection; and various theatre and cinema outings.

- Individual Tutorials: Individual tutorials are used to support group sessions on some modules, especially as students progress through the course and are expected to undertake more independent work such as small-scale research and selecting topics/ texts/images for analysis. Individual tutorials are used most heavily in the final year honours dissertation, where students are assigned a supervisor who they meet at regular intervals to discuss their dissertation research.
- International exchanges: Students will be able to take part in international exchanges through our study abroad programme and/or our international fieldtrips.
- Internships and work placements: With an internship programme students can complete a work placement for credit. In addition, we are able to offer students further support in developing their work profile through the University's Career Development Centre.

In addition to the above modes of learning and teaching, the course provision also includes resources and guidance for independent learning which is supported through: advice and support from research-active teaching staff; access to a range of paper and electronic resources (books, journals and other sources); access to IT resources including hardware, software and the necessary technical support. The course also makes extensive use of:

- Virtual Learning Environment: The virtual learning environment, Blackboard, is used as a central communication point between staff and students and is used for the following purposes:
 - To supply readings, lecture slides, module handbooks and documents, assessment guidance and seminar materials, thus increasing students' access to key resources;
 - To link to/embed audio, visual and web content, including lecture recordings, module-specific podcasts, video content and task information;
 - To provide online reading lists;
 - To allow online submission of assessments via Turnitin, and online provision of feedback and marks;
 - Discussion boards, Wikis and blogs for use in online workshops and to enable students to work together in preparation for classes and assessments;
 - To provide links to other sources of study skills and learning support within the university;
 - To keep students up to date with module events or changes via announcements.
- Guides to Study: In their first year, every student is issued with a copy of the 'Guide to Writing and Referencing in Sociology', also known as the 'red book'. It provides a clear guide to academic referencing and bibliography formatting, as well as guidance on structuring essays, interpreting assessment guidelines and how to avoid common usage and grammatical errors. The 'red book' has been identified as an example of good practice by the School and it has been adapted for use in a number of other HE institutions. For every module students take there is a comprehensive module handbook which contains details of lecture, seminar and workshop schedules, module learning outcomes, and assessment instructions and criteria.

Assessment methods

The course offers a variety of assessment to students which aim to stimulate, motivate and challenge. Formative and summative assessments are carried out across the course. Assessment offers a way of measuring whether the learning outcomes at module and course level have been achieved and to what standard. At each level and within each module, assessments have been designed which assess not only knowledge, but skills. The range of assessment methods used on the course includes:

- Essays;
- Autobiographical and self-reflective analyses;
- Critical literature reviews and commentaries;
- Policy reports, manifestos and campaign design;
- Case studies;
- Oral presentations (group and individual);
- Analytical exercises including deconstruction of images and discourses;
- Practical research tasks (designing materials, collecting data and analysis);
- Computer-based assessments;
- Portfolios;
- Learning plans, logs, diaries and reflections;
- In-class tests;
- Exams (unseen, take-home and open-book);
- Dissertation.

Formative Feedback and Assessment

Formative feedback and assessments are an important part of the pedagogic and assessment strategy. Students are given opportunities for formative feedback or assessment on all modules. This takes place in seminars, workshops and individual tutorials, and through assessed work that rehearses skills required at a more advanced level in subsequent assessments or modules.

Formative feedback that 'feeds forwards' enables students to measure their progress, reflect upon the effectiveness of their learning and to make appropriate improvements in their work. This feedback may be given via comments on planned or draft work, in response to workshop presentations/tasks, via peer-assessment and class discussions or online via discussion boards and blogs. More formal, written feedback is provided to students on summative assessments (those which contribute to the mark on a module). Such feedback is designed to be constructive, forward-looking and formative in character.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	L4.001, L4.003, L4.009, L4.010, L5.001, L5.003, L5.006, L5.009, L6.006
Literate and effective communicator	L4.002, L4.008, L5.002, L5.007, L5.008, L5.010, L6.002, L6.007, L6.008, L6.009
Entrepreneurial	L4.010, L5.010, L5.11, L5.12
Global in outlook and engaged in communities	L4.002, L5.002, L5.010, L5.11
Socially, ethically and environmentally aware	L4.002, L4.006, L5.002, L5.006, L6.002, L6.009

Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Undergraduate students study 120 credits per year. Course structures can be subject to change each academic year following feedback from a variety of sources.

Modules are described as:

- **Core** modules are compulsory and must be undertaken by all students on the course.
- **Option** modules give you a choice of modules and are normally related to your subject area.
- **Electives**: are modules from across the either the whole University or your College. Such modules allow you to broaden your academic experience. For example, where electives are indicated, you may choose to commence the study of a foreign language alongside your course modules (and take this through to the final year), thereby adding further value to your degree.
- Additional information may also be included above each level, for example, where you must choose one of two specific modules.

Modules

Level 4

Award of Certificate of Higher Education available

Module Code	Module Title	Status	UK credit	ECTS
4SOCL002W	Identity and Society	Core	20	10
4SOCL003W	London Explored	Core	20	10
4SOCL005W	Researching Society	Core	20	10
4SOCL006W	Social Media, Culture and Society	Core	20	10
4SOCL001W	Thinking Sociologically	Core	20	10
4SOCL007W	Gender and Sexuality Studies	Option	20	10
4SOCL004W	Understanding Race	Option	20	10
		Elective	20	10

Level 5

Award of Diploma of Higher Education or Foundation Degree available

Module Code	Module Title	Status	UK credit	ECTS
5SOCL001W	Modern Social Theory	Core	20	10
5SOCL015W	Research Methods in Sociology and Criminology	Core	20	10
5SOCL003W	Work -based Learning	Core	20	10
5SOCL014W	Childhood Youth and Society	Option	20	10
5SOCL002W	Education Now	Option	20	10
5SOCL006W	Emotional Life	Option	20	10
5SOCL011W	Food, Taste and Consumption	Option	20	10
5SOCL009W	Globalisation and the Media	Option	20	10
5SOCL013W	Leisure, Pleasure and the Sociology of Fun	Option	20	10
5SOCL012W	The City, Community, and Belonging	Option	20	10
		Elective	20	10

Additional Year

Module Code	Module Title	Status	UK credit	ECTS
5SOCL017W	Sociology and Criminology International Experience Year	Option	120	60
5SOCL016W	Sociology and Criminology Professional Experience Year	Option	120	60

Level 6

Award /BA/BSc/LLB available

Award /BA Honours/BSc Honours available.

Module Code	Module Title	Status	UK credit	ECTS
6SOCL002W	Contemporary Social Theory	Core	20	10
6SOCL001W	Sociology Dissertation	Core	40	20
6SOCL003W	Families, Intimacies and Personal Life	Option	20	10
6SOCL011W	Gender, Education and Identity	Option	20	10
6SOCL004W	Making Bodies	Option	20	10
6SOCL007W	Making the News	Option	20	10
6SOCL015W	Mental Health and Social Inequalities	Option	20	10
6SOCL005W	Social Movements, Media and Society	Option	20	10
6SOCL014W	Sociology of Religion	Option	20	10
6SOCL009W	The Cultural Politics of Race	Option	20	10
		Elective	20	10

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

Professional body accreditation or other external references

Course management

Course Management

The BA Honours Sociology and all the Sociology modules that make up the degree are managed by the teaching team and co-ordinated by the Sociology course leader. Students will meet the course leader, as well as their personal tutor, during Orientation week and thereafter they will be available either by email, during weekly office hours, or by appointment. The degree is part of a suite of BA Honours degrees in the School of Social Sciences, for which the Head of School is ultimately responsible. Regular course team meetings are held and attended by full-time, fractional and part-time Visiting Lecturer staff to discuss course content, learning and teaching, academic and social activities and deal with any concerns.

Individual modules have a module leader who is responsible for the smooth running of that module. Module leaders are available in term-time in their office hours or by appointment. All staff are committed to a collaborative and reflexive engagement in learning and teaching as an academic and social community, where mutual respect and peer support are core values. To this end we ask all students to observe the Sociology policy for respect in the learning environment whereby mutual responsibilities for engagement in the course are clearly set out for staff and students alike.

Each student is assigned a personal academic tutor to whom they may turn for advice on academic or pastoral matters. At Level Four and Five (years one and two) students will be assigned a personal tutor from the Sociology staff team. At Level Six (year three) students' dissertation supervisors will also act as their personal tutor. During March of the first and second year students will have the opportunity to choose their option modules for the subsequent year following consultation with academic staff.

Academic regulations

The current Handbook of Academic Regulations is available at [westminster.ac.uk/academic-regulations](https://www.westminster.ac.uk/academic-regulations).

Course specific regulations apply to some courses.

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities and additional support available. You will be provided with a Course Handbook, which provides detailed information about the course. Each course has a course leader or equivalent. All students enrolled on a full-time course and part-time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University utilises a Virtual Learning Environment called Blackboard, where students access their course materials and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at <https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard>

The Academic Learning Development Centre supports students in developing the skills required for higher education. In addition to online resources in Blackboard, students can also attend Study Skills workshops and schedule one-to-one appointments. Further information on the Academic Learning Development Centre can be found at [westminster.ac.uk/academic-learning-development](https://www.westminster.ac.uk/academic-learning-development).

Learning support includes our libraries, each of which holds a collection of resources related to the subjects taught at that site. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services.

Support Services

The University of Westminster's Student and Academic Services department provides a range of advice and guidance. Further information on the advice available to students can be found at <https://www.westminster.ac.uk/student-advice>

The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at <https://www.westminster.ac.uk/students-union>

How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel. University Panels normally include internal peers from the University, academic(s) from another university, a representative from industry and a Student Advisor.

The course is also monitored annually by the College to ensure it is running effectively and that any issues that might affect the student experience have been appropriately addressed. Staff will consider evidence from various sources, including student surveys, student progression and achievement, and reports from external examiners, to evaluate the effectiveness of the course and make necessary changes.

Periodic reviews are also conducted to ensure that the curriculum remains up-to-date and that the skills acquired on the course continue to be relevant to employers. Representative students meet with a panel to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess the course's performance.

How do we act on student feedback?

Student feedback is important to the University, and student views are taken seriously. Student feedback is collected in various ways.

- Through student engagement activities at the course and module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.
- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.;
- All students are invited to complete a questionnaire for each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be improved.

- Final-year undergraduate students will be asked to complete the National Student Survey, which helps inform the national university league tables. Postgraduate students will be asked to complete the Postgraduate Taught Survey (PTES).

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student may reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students. Copyright in this document belongs to the University of Westminster. All rights are reserved. This document is for personal use only and may not be reproduced or used for any other purpose, either in whole or in part, without the prior written consent of the University of Westminster. All copies of this document must incorporate this Copyright Notice – 2025©

Additional Details

Study Community

Outside of formal learning and modules the Sociology course has a lively community of staff, students and alumni that new students are encouraged to get involved in, and which offers alternative sources of support and engagement on the course. Westminster Sociology, the name of our Facebook page and Twitter feed, is an excellent and easy way to stay connected to Sociology. We use it to highlight happenings in the department, staff and student news, as well as external academic and cultural events around London. The Westminster Sociology wordpress blog contains longer pieces by or about staff and issues relating to Sociology. Our Open Research Series public events take place two or three times a semester and are a chance for students to hear researchers talk about their work in different areas of Sociology. Events are very informal and a great opportunity to discuss ideas outside the classroom! The Students' Union Sociology Society is run in previous years by and for students, and does the things that Sociology students want to do – trips, film screenings, debates, campaigns, parties.