



**1. Minor Pathway Title(s):**

**Minor in Gender Studies**

**2. Awarding body or institution:**

University of Leicester

**3. a) Mode of study**

Full-time

**b) Type of study**

Campus-based

**4. Registration periods:**

The normal period of registration is three years

The maximum period of registration is five years

**5. Typical entry requirements:**

ABB or Equivalent

**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 purpose.

**7. Programme aims:**

The Gender Studies Minor pathway aims to deliver an undergraduate minor pathway 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 Gender and Society, but also in 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

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

<http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Sociology.pdf>

- QAA Benchmark statements for sociology
- University of Leicester Discovery Led and Discovery Enabling Learning Strategy 2016-17
- University of Leicester Periodic Development Review Report
- External Examiners' Reports
- First Destination Survey

**9. Programme Outcomes:**

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
<b><i>(a) Discipline specific knowledge and competencies</i></b>		
<b><i>(i) Mastery of an appropriate body of knowledge</i></b>		
The mastery of an appropriate body of sociological knowledge	Lectures, seminars, dissertations, resource-based learning, problem-solving exercises, consultations with staff, and private study	Essays, examinations, dissertations, portfolios, seminar presentations, contribution to discussions, problem-solving exercises and assessed coursework

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
<b>(ii) Understanding and application of key concepts and techniques</b>		
Comprehension of key concepts used in sociological analysis and the nature of social evidence in the study of social problems (with a particular focus on issues of diversity, power and gender inequality).	Lectures, seminars, dissertations, computer practical classes, team problem-solving exercises, consultations with staff, and private study  Seminars, dissertations, computer practical classes, team problems solving-exercises, consultations with staff	Essays, examinations, dissertations, portfolios, seminar presentations, contributions to discussion, computer-based exercises and assessed coursework
<b>(iii) Critical analysis of key issues</b>		
Ability to analyze key theoretical issues relating to the study of gender in sociology	Lectures, seminars, dissertations, directed reading, team problem-solving exercises, consultations with staff	Essays, examinations, portfolios, dissertations, seminar presentations, contributions to discussion, computer-based exercises and assessed coursework
<b>(iv) Clear and concise presentation of material</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, seminar presentations, dissertations, coursework and portfolios
<b>(v) Critical appraisal of evidence with appropriate insight</b>		
Ability to assess the appropriateness of the evidence and the methods used in sociological studies, their value and their limitations  Ability to read, analyze and reflect critically and contextually upon sociological texts	Seminars, directed reading, dissertations, team problem-solving exercises,	Essays, examinations, seminar presentations, contribution to discussions, dissertations, contributions to discussions, problem-solving exercises
<b>(vi) Other discipline specific competencies</b>		
N/A	N/A	N/A
<b>(b) Transferable skills</b>		
<b>(i) Oral communication</b>		
Demonstration of clarity, fluency and coherence in oral expression  Effective participation as sociologists in group discussions	Seminars, team problem-solving exercises	Single and group seminar presentations, contributions to discussions

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
<b>(ii) Written communication</b>		
<p>Ability to develop and sustain sociological arguments in a variety of written forms</p> <p>Ability to demonstrate clarity, fluency and coherence in written expression of sociological ideas</p>	Seminars, dissertations	Essays, examinations, portfolios, dissertations
<b>(iii) Information technology</b>		
Capacity to: use IT to support effectively their sociological studies; use IT in word processing and presentation	Lectures, seminars	Essays and assessed coursework
<b>(iv) Numeracy</b>		
N/A	N/A	N/A
<b>(v) Team working</b>		
Ability to work collaboratively in groups to explore sociological problems and to recognize the value of working closely with others	Seminars	group activities in seminars
<b>(vi) Problem solving</b>		
Ability to address and analyze theoretical, methodological, and empirical problems posed by sociological literature and practice	Seminars	Essays, examinations, case studies, portfolio.
<b>(vii) Information handling</b>		
Ability to identify, comprehend, analyze and handle sociological information	Lectures, seminars, team problem-solving exercises, directed reading,	Essays, examinations, case study, portfolio.
<b>(viii) Skills for lifelong learning</b>		
<p>Intellectual independence in the setting of research tasks and the analyzing of sociological questions</p> <p>Capacity for time management and self-organization</p>	Fostering independent learning and self-evaluation through consultations and feedback sessions	contributions to seminars, directed reading, meeting deadlines, examinations, assessed coursework

## **10. Excluded combinations and course transfers**

### **a) Excluded combinations**

Students will be unable to take Major in Sociology with a Minor in Gender Studies

### **b) 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:

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.

Students choosing the Sociology Major pathway would not choose a specific minor programme offered within the Department of Sociology, with the exception of the Education Minor, but instead would be directed to the BA Sociology, where they could either choose the same modules thus creating an informal pathway, or have more option modules made available for them should they wish.

## **11. Criteria for award and classification**

As defined in [Senate Regulation 5](#): Regulations governing undergraduate programmes of study.

## **12. Progression points:**

Senate Regulation 5: Regulations governing undergraduate programmes of study:  
<http://www2.le.ac.uk/offices/sas2/regulations/documents/2012-13/senatereg5-undergraduates.pdf>

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

## **13. Key/extra features:**

None

## **14. Indications of programme quality**

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

## **15. Summary of programme/pathway delivery and assessment:**

The delivery and assessment models are generally outlines in our attached skills Matrix or on the individual module specification documents. Optionality is limited throughout the major and

minor pathways, with the exception of the major in Sociology, where the theory can be contextualized through a series of option modules.

#### **16. External Examiners**

To be included following receipt of first report.

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

**Gender Studies (Minor)**

**Year 1**

**Semester 1**

**Semester 2**

<b>Power, Privilege &amp; Diversity (SY1021) 20 Credits</b>	<b>We Are What We Buy: Consumption, Self &amp; Identity (SY1019) 20 Credits</b>
---	---

**Year 2**

**Semester 1**

**Semester 2**

<b>Gender &amp; Society (SY2094) 15 Credits</b>	<b>Sociology of Fashion (SY2083) 15 Credits</b>
---	---

**Year 3**

**Semester 1**

**Semester 2**

<b>Media and the Body (MS3013) 15 Credits</b>	<b>Global Sex Trade (SY3098) 15 Credits</b>
---	---

**Appendix 2: Module specifications**

See module specification database <http://www.le.ac.uk/sas/courses/documentation>

**Appendix 3: Skills matrix**