Module Descriptor

Title	Introducing Sociology		
Session	2025/26	**Status**	Current
Code	SOCY07004	**SCQF Level**	07
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	C Gilligan		

Summary of Module

This module, Introducing Sociology, will provide you with the basis for the development of what the American sociologist C.W. Mills called the 'sociological imagination', which sociologists apply to the study of human society. The module, therefore, builds the foundations that will equip and prepare you to undertake further study in the social sciences by promoting a deeper understanding of the dynamics that underpin and reproduce society. The sociological imagination, Mills argues, involves grasping 'the interplay of man and society, of biography and history, of self and world' (1959, p. 4). The interaction between the individual and social structures, through social and historical processes, is a central theme running through this module. One of the key conceptual distinctions that we employ throughout the module is the distinction between human agency, the creative or free exercise of human choice, and social structures (which shape and constrain free choice). We explore these interactions through two key sociological concepts, 'identity' and 'inequality', which we apply to key topics in contemporary society: social class; gender; race and ethnicity, and issues around dynamics of intersectionality.

Module Delivery Method	**On-Campus**[1] ☒	**Hybrid**[2] ☐	**Online**[3] ☐	**Work -Based Learning**[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Be aware of the thinking behind the central concepts and perspectives within the discipline of sociology
L2	Gain critical understanding of the interplay between society and individual; structural constraints and individual agency
L3	Be able to apply sociological approaches and concepts to the systematic study of social structures, social processes and social phenomena in contemporary society
L4	Be able to present coherent argument and analysis in written work and oral discussion
L5	Be able to appreciate and utilise empirical evidence and understand, on a basic level, how empirical evidence is generated and how evidence can be useful for policy-making

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 7** Students will: develop a broad knowledge of the subject; become conversant in the main concepts, definitions and principles at the core of the discipline; understand different approaches to explaining the concept of the sociological imagination; be able to apply this in practice.
Practice: Applied Knowledge and Understanding	**SCQF 7** Students will: develop basic literature search skills; develop basic skills in reading sociological literature.
Generic Cognitive skills	**SCQF 7** Students will: glean experience in presenting and evaluating arguments which are routine to the discipline of sociology.
Communication, ICT and Numeracy Skills	**SCQF 7** Students will: develop their written and verbal presentation skills through written assignments and their participation in seminars; be able to summarise and communicate key arguments and ideas through multiple formats.
Autonomy, Accountability and Working with Others	**SCQF 7** Students will: develop independent learning skills through independent, self-directed study; work with other students in the small group setting

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching

In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.

44 contact hours, 66 hours preparing for seminar exercises and 90 hours independent study

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	22
Tutorial / Synchronous Support Activity	22
Asynchronous Class Activity	66
Independent Study	90
Please select	
Please select	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Punch, S. et al (2013) Sociology. Making Sense of Society. 5th ed. Harlow: Pearson.

Giddens, A. and Sutton, P. W., (2021) Essential Concepts in Sociology. 3rd ed. Cambridge: Polity Press.

Mills, C. W., (1959/2000) The Sociological Imagination. Oxford: Oxford University Press

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus. You should also undertake work in your own time, including engaging with seminar exercises and Group Work in preparation for seminar discussion, course-related learning resources, and with timely completion and submission of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate

in all scheduled live classes and complete your self-directed learning activities in a timely manner. It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Social Sciences**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	UG Social Sciences
Moderator	I. Rafanell
External Examiner	R. Ryder
Accreditation Details	
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Note-taking Portfolio (30%)
Assessment 2
Group Project (70%)
Assessment 3
n/a
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Note-taking Portfolio	☒	☒	☐	☐	☐	30	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Group Project	☐	☐	☒	☒	☒	70	

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	**When**	**Who**
New template, no changes	Mar 25	C Gilligan