



BA (Hons) Sociology Programme Specification

Academic Year:	2020-21
Degree Awarding Body:	University of Bradford
Final and interim award(s):	BA (Honours) [Framework for Higher Education Qualifications (FHEQ) level 6] BA (Ordinary) [Framework for Higher Education Qualifications (FHEQ) level 6] Diploma of Higher Education [Framework for Higher Education Qualifications (FHEQ) level 5] Certificate of Higher Education [Framework for Higher Education Qualifications (FHEQ) level 4]
Programme duration:	Three years full time
UCAS code:	L304
QAA Subject benchmark statement(s):	Sociology
Date last confirmed and/or minor modification approved Board	April 2018; March 2019; March 2020; September 2020

Please note: This programme specification has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them. Upon commencement of the programme, students will receive further detail about their course and any minor changes will be discussed and/or communicated at this point.

Introduction

This programme is designed for students who have an interest in exploring modern British and global society through various sociological lenses. It is built on several strands of input, including feedback from our existing students, expertise from within the Division and robust and sensitive appreciation of undergraduate Sociology provision locally and

further afield. As such, this programme is intended to meet various needs ranging from enhancing the student experience and students' postgraduate opportunities (including employability) as well as offering a research-led, varied but distinctive diet within the broader curriculum. The University's strategic aims and themes around diversity, research and sustainability are embedded throughout the degree but also appear particularly in a number of specific modules (for example, Studying Social Sciences: A Critical Approach [Level 4], Social Science Methodologies: Interpreting the Social World [Level 5], Race and Ethnicity [Level 5], Global Inequality and Sustainable Societies [Level 6]).

At Bradford, Sociology is taught by academics who connect their specialist subject matter to real-world contexts. Indeed, the city of Bradford has a rich, vibrant, evolving narrative in which urbanisation, migration and (de)industrialisation figure heavily in not only the physical fabric of the city but continue to reflect the interests and specialisms of our research active team.

The programme introduces some of the fundamental skills and approaches necessary when exploring sociological material through the Level 4, Studying Social Sciences: A Critical Approach, module. This is enhanced through an introduction to classical and contemporary theoretical perspectives in the discipline and their application in various contexts. Through linking theory with the real world, we ask students to connect their understanding of Sociology with concepts such as inequality, difference, and mass media and to subsequently analyse more seemingly 'normal', taken-for-granted features of life which may seem less significant, such as consumption, taste, education, health and surveillance, in the performance of our identities more generally.

At Level 5, students develop their knowledge and understanding of sociological research approaches and methods (Social Science Methodologies: Interpreting the Social World). This theoretically oriented material in turn leads to a more practice-oriented Level 5 module, Applying Social Science in Real World Contexts: Research and Employment. Upon the completion of Level 5, therefore, students have the necessary skills and knowledge to become autonomous learners. For example, students are equipped to carry out their own piece of sociological research in the Level 6 Dissertation module but can also opt to relate and apply their sociological knowledge and skills to a workplace setting (Level 6, Work Placement [option]).

A key feature of this degree is a progressive and cumulative approach to student optionality. At Level 4, there is a core diet of modules which give students fundamental subject-related knowledge, skills and attributes which enhance confidence and the capacity to make informed and competent choices around their programme shape as they progress. At that introductory level, optionality lies in the choice of assessment topics since, in most modules, students are asked to answer questions from a range of several available to them. This allows them to focus on the topics they prefer and/or wish to examine in more depth. At Level 5, our decision to offer an elective is made possible because the Programme Learning Outcomes are met through the core modules. Electives are not only attractive to students but empower them to either add breadth (outside of their discipline) or depth (within their discipline) to their knowledge and understanding. Further optionality is available through 'Applying Social Science in Real World Contexts' module which asks students to select a topic that they find interesting, important and worthy of in-depth investigation, which they will subsequently develop in the Level 6

Dissertation module. At Level 6, the optionality increases in several significant ways (as shown in the programme grid, below). For example, students can choose either a 40 credit Work Placement module or they can choose an elective module from across the university as well as one of the two 20 credit module choices (Global Inequality and Sustainable Societies or The Sociology of Consumption, Taste, and Identity). In addition to the options/elective possibilities, as noted above, students enhance optionality through pursuing their chosen Dissertation topic. Typically, students will have chosen from a wide range of possibilities that interest them from within their general area of study. As the degree progresses, students become more knowledgeable, experienced and independent learners through having made such choices: their capacity to contribute to and shape their degree according to their own preferences is thereby enhanced in the ways outlined above.

Our approach to Sociology at Bradford ensures that our students are intellectually stimulated and engaged with the subject matter. We do this firstly through our academic staff, all of whom are research-active, highly enthusiastic and inspired by what they teach. On top of this, our teaching is student-focussed as it seeks to ensure students participate as fully as possible through interactive lectures, seminars and tutorials as well presenting opportunities for students to feed into, explore and develop their own sociological interests.

The degree empowers students in their skills of reasoning, critical assessment and understanding of a broad range of theoretical, practical and contemporary issues and social problems. Students have opportunities to explore and analyse the diversity of cultures that are present in a globalised, interconnected world. Upon graduation, our students will possess knowledge, skills and understanding of the theory and practice of Sociology and will have developed deeper, better-informed and progressively sharper insights into the challenges facing contemporary societies.

Programme Aims

The programme is intended to:

- provide students with a grounding in core issues, debates and theories in Sociology.
- provide students with an in-depth understanding of the main areas of theoretical and empirical knowledge in the field of Sociology.
- provide a degree in Sociology with a distinctive profile, reflecting the research interests of staff within the Division and thus giving it a unique Bradford identity.
- offer an attractive degree programme to high calibre students within the established discipline of Sociology, thereby increasing levels of recruitment.
- encourage international and transcultural perspectives through exploring the practical applications of theory in local, national and global real-world contexts, at the heart of which sit questions around identity, community and place.
- make use of teaching, learning and assessment strategies with a primary emphasis on the development of students' analytical and practical skills, in line with the Graduate Attributes profile of the University's Learning and Teaching Strategy.
- Help ensure students are better able to engage critically with contemporary and future challenges, developing a set of analytical and practical tools that will enable

them to make informed and ethical judgements on how to develop their own research, and be better qualified to meet the needs of the employment market.

- provide a supportive, structured environment in which students are encouraged to develop independent learning and research skills.
- provide education in discipline skills, enabling students to pursue further programmes of study or careers in areas where social science skills are required or desirable.
- enable development of personal transferable skills fundamental to career development and future career progression.

Programme Learning Outcomes

To be eligible for the award of Certificate of Higher Education at FHEQ level 4, students will be able to:

- PLO 1 Describe and classify basic concepts and theoretical approaches in Sociology, and explain the relationships between individuals, groups and social institutions
- PLO 2 Recognise and explore sociologically informed questions which use foundation theoretical perspectives and concepts in Sociology
- PLO 3 Present scholarly work; assess empirical information; and use evidence to support argument and debate
- PLO 4 Demonstrate foundation learning and study skills in critical and analytical thinking, information searching and collection, group work, IT, written and oral communication, collaborative learning and time planning and management.

Additionally, to be eligible for the award of Diploma of Higher Education at FHEQ level 5, students will be able to:

- PLO 5 Reflect upon and apply key concepts and theoretical approaches in Sociology to real world contexts
- PLO 6 Appraise the social processes underpinning social change
- PLO 7 Demonstrate knowledge of sociological research strategies, methods and methodologies and differentiate between distinctive modes of inquiry
- PLO 8 Explore problems and issues using theoretical perspectives and concepts in Sociology
- PLO 9 Analyse empirical information and examine the ethical implications of sociological inquiry
- PLO 10 Employ learning and study skills in critical and analytical thinking, information searching and collection, group work, ensuring that collaborative learning tasks are authentic, forward looking and aligned to programme outcomes and the assessment strategy.

Additionally, to be eligible for the award of Ordinary Degree of Bachelor at FHEQ level 6, students will be able to:

PLO 11 Critically evaluate the significance of and interplays between agency and structure in contemporary societies

PLO 12 Critically appraise and deconstruct the role and manifestations of power relations with reference to culture, social diversity and identity in the contemporary world

PLO 13 Demonstrate appropriate study skills in assessed work and to construct, defend and evaluate arguments.

Additionally, to be eligible for the award of Honours Degree of Bachelor at FHEQ level 6, students will be able to:

PLO 14 Carry out sociologically informed research, using appropriate research methodologies, theoretical perspectives and concepts.

Curriculum

Stage 1

Students will take 120 credits

FHEQ Level	Module Title	Core/ Option/ Elective	Credit	Study Period	Module Code
4	Studying Social Sciences: A Critical Approach	Core	20	Sem 1	SAC4009-B
4	Understanding Classical Sociology	Core	20	Sem 1	SAC4013-B
4	British Society Since 1945: Rethinking History	Core	20	Sem 1	SAC4010-B
4	Sociology of Identity and the Self	Core	20	Sem 2	SAC4014-B
4	Contemporary Sociological Theory in Everyday Life	Core	20	Sem 2	SAC4015-B
4	The History of Sociological Ideas: From Modernity to Postmodernity	Core	20	Sem 2	SAC4016-B

At the end of stage 1, students will be eligible to exit with the award of Certificate of Higher Education if they have successfully completed at least 120 credits and achieved the award learning outcomes.

Stage 2

Students will take 120 credits – 100 credits in core modules plus one elective

FHEQ Level	Module Title	Core/ Option/ Elective	Credit	Study Period	Module Code
5	Social Science Methodologies: Interpreting the Social World	Core	20	Sem 1	SAC5014-B
5	Race and Ethnicity	Core	20	Sem 1	SAC5011-B
5	Theories of Group Interaction	Core	20	Sem 1	SAC5015-B
5	Popular Culture	Core	20	Sem 2	SAC5004-B
5	Applying Social Science in Real World Contexts: Research and Employment	Core	20	Sem 2	SAC5016-B

FHEQ Level	Module Title	Core/ Option/ Elective	Credit	Study Period	Module Code
5	Elective	Elective	20	Sem 2	

At the end of stage 2, students will be eligible to exit with the award of Diploma of Higher Education if they have successfully completed at least 240 credits and achieved the award learning outcomes.

Stage 3

Students will take 120 credits – 80 credits in core modules plus 40 credits of optional/elective modules

FHEQ Level	Module Title	Core/ Option/ Elective	Credits	Study Period	Module Code
6	The Sociology of Health: Cultures, Causes and Cures	C	20	Sem 1	SAC6014-B
6	Dissertation	C	40	Sem 1 & 2	SAC6015-D
6	Work Placement	O	40	Sem 1 & 2	SAC6007-D
6	Global Inequality and Sustainable Societies	O	20	Sem 1	SAC6016-B
6	The Sociology of Consumption, Taste, and Identity	O	20	Sem 1	SAC6017-B
6	The Sociology of Education: Social Transitions and Inequalities.	C	20	Sem 2	SAC6018-B
6	Elective	O	20	Sem 2	

Students will be eligible to exit with the award of Ordinary Degree of Bachelor if they have successfully completed at 120 credits in both Level 4 and 5 and 60 credits at level 6 and achieved the award learning outcomes.

Students will be eligible for the award of Honours Degree of Bachelor if they have successfully completed at least 360 credits and achieved the award learning outcomes.

Placement and/or Study Abroad

This programme provides the option for students to undertake a work placement at Level 6 and also the potential to study abroad for a semester.

For further information about study abroad opportunities please refer to:

<https://unibradfordac.sharepoint.com/sites/opportunities-abroad-intranet>

Learning and Teaching Strategy

The teaching and learning strategy for the programme takes into consideration the learning outcomes set out above. We have ensured that there is a clear progression through the levels of study in both knowledge and understanding as well as core sociological skills. In addition, the nature and integrity of the subject as outlined in the Subject Benchmark Statements has been adhered to and increasing levels of responsibility and autonomy for students in their own learning is emphasised as they progress through the programme.

Modes of teaching include group work, lectures, seminars, use of video and interactive material and on-line exercises. At FHEQ Level 4 we provide specific opportunities for direct and regular engagement with a Personal Academic Tutor through seminars (as part of our 'Studying Critically at Bradford' module). Through enquiry based modes of learning, this provides direct guidance on how to engage with the specific assets and learning challenges of the first year at the University of Bradford, and just as significantly, gives students a clear understanding of the modalities of sociological inquiry and the skills that meet the needs of the discipline.

In subsequent FHEQ levels, modules become more specialised and reflect the progression in learning outcomes. A significant element of optionality is provided in the third year, when students may continue with the option of either taught modules or, alternatively, a work placement. All students will be assessed on their research skills through a dissertation.

Levels 5 and 6 allow for more focussed, specialised but also varied class exercises, group and enquiry based learning opportunities.

All modules are supported by a 'virtual learning environment' which allows students easy access to overheads/PowerPoint presentations, lecture notes, video links, academic papers, journal articles and other relevant teaching materials.

Assessment Strategy

The assessments menu is varied and uses traditional formats, such as examinations and essays but also has a range of means through which student knowledge and skills can be assessed and developed. For example, group based work, book reviews, exercises in self-analysis/reflection and reflective journals all serve to ensure students have a rounded assessment diet that also connects with their own identities, experiences and their own interpretations of Sociology. Furthermore, the assessment strategy supports the development of skills and attributes within the world of work and post graduate study. Students taking the work placement option will have the opportunity of having their placement experience partly assessed through a placement report. Students will prepare dissertation proposals in Level 5, which will feed into their Level 6 dissertation project. Within the assessment loop, formative assessment is present throughout the degree, which, alongside routine group and enquiry based modalities of teaching and learning, takes various formats including mock examinations, mini presentations, diary/journal keeping/sharing opportunities as well as group discussions and facilitated/directed seminar style learning.

The broad approach to assessment therefore offers a rounded but balanced portfolio of assessments over the three years of study, which seeks to reflect the varied abilities of all students, as well as demonstrating a relevant and cogent array of skills to potential employers, simultaneously ensuring students are equipped to undertake post graduate study or research. Most modules also include formative assessments, where students can practice the academic skills and receive written feedback thereby helping them improve relevant skills in advance of final assessments.

Our practice of allocating the same Personal Academic Tutor for all three years of the programme provides consistent support and an ongoing, developing relationship/dialogue

in building on feedback from assessments as well as a contact point for pastoral and general academic support/input.

Assessment Regulations

This Programme conforms to the standard University Regulations which are available at the following link:

www.bradford.ac.uk/regulations

Admission Requirements

We take into consideration a number of factors when assessing your application. It's not just about your grades; we take the time to understand your personal circumstances and make decisions based on your potential to thrive at university and beyond. Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience.

The minimum entry requirements for the programme are as follows:

- 96 UCAS points. There are no specific subject requirements at A level, but a good standard of English would be required at GCSE level Grade 4 (old grade C) (or equivalent).

The UCAS tariff applicable may vary and is published here:

<https://www.bradford.ac.uk/courses/ug/sociology-ba/>

Please note: This link provides admission information relevant to the current recruitment cycle and therefore may be different to when this document was originally published

Applications are welcome from students with non-standard qualifications or mature students (those over 21 years of age on entry) with significant relevant experience.

Recognition of Prior Learning

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University has procedures to evaluate and recognise this learning in order to provide applicants with exemptions from specified modules or parts of the programme.

Minor Modification Schedule

Version Number	Brief description of Modification	Date of Approval (Faculty Board)
2	Specification reformatted and made accessible.	November 2020