

## Sociology BA (Hons) Programme Specification

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

<b>Academic Year:</b>	2024/25
<b>Degree Awarding Body:</b>	The University of Bradford
<b>Subject Benchmark(s):</b>	Sociology (QAA 2019)
<b>Target Degree Award:</b>	Bachelor of Arts with Honours in Sociology [BA (Hons), Framework for Higher Education Qualifications Level 6]
<b>Interim/Exit Awards:</b>	Ordinary Degree of Bachelor [BA, FHEQ Level 6] Diploma of Higher Education [DipHE, FHEQ Level 5] Certificate of Higher Education [CertHE, FHEQ Level 4]
<b>Mode of Study:</b>	3 years, Full Time
<b>Admissions:</b>	September [UCAS code L304]

**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.

### Minor Modifications Schedule

1. February 2022: Programme renewed
2. October 2022: Specification published
3. March 2024; Annual review, withdrawn modules removed, reduced optionality in Stage 3.

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### Introduction

Sociology is a perspective and approach that can be used to understand and influence the shape of society. The BA (Hons) Sociology undergraduate programme at the University of Bradford is for students who aspire to understand society and shape its futures. This knowledge and added employability skills developed during the programme can lead to equitable social change in local communities and within an inter-connected social world.

The new BA (Hons) Sociology delivers cutting edge educational techniques and sociological knowledge, to develop awareness of the structures and processes that shape our lives. Students on the programme will learn how to use social theory, research methodologies and their own social experience to identify, explore and explain a variety of phenomena that we take for granted.

At the University of Bradford, students will engage with a team of experts in equality, diversity and inclusion (EDI). Our lecturers study social cohesion in local communities and in international perspectives, and work with public services and government institutions to influence policy and practice in education, health, employment, immigration and culture.

Our areas of expertise include, but are not limited to, identity and its diverse representations, race and ethnicity, gender and sexuality, educational inequalities, health in society, popular culture, digital, consumer and sustainable societies, and migration and refugees. We also study the body, disabilities, ageing and end-of-life care in institutional, community and everyday settings. Students who are an individual with disabilities and/or protected characteristics, will find that the University of Bradford, voted university of the year for social inclusion in 2020 and 2021, provides a welcoming and inclusive environment for them.

Our current students and alumni attest to some of the reasons that attracted them to Sociology. These highlight the wide applications, exploratory potential and adventurous approach to learning that motivated them to study Sociology.

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*"With Sociology the social world is your oyster"*

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*"I want to understand society and my experiences"*

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*"I want to become a social entrepreneur"*

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*"Sociology gives so many options post-graduation"*

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The well-known film, media and literary cultural capital of Bradford draws upon visual and expressive representations of the city. Cultural production is preserved by the Media and Science Museum, the Bradford Literature Festival, the University of Bradford and other local organisations. This work is sustained by educational programmes offered in the city, including the BA (Hons) Sociology programme.

Studying Sociology at Bradford within a multicultural and multi-ethnic city, historically a centre of migration and commercial activity, students are offered opportunities to apply social theory in everyday life. In the urban city of Bradford, students will never run short of sociological imagination. The immense cultural variety, the prolific commercial and entrepreneurial activity, the world food and clothing markets, its vibrant car culture, the building architecture, and the landscape of a city that heightens individual senses will connect students to people, places and histories that help understand Britain within a diverse, globalised and interconnected world.

The opportunities provided to undertake placements will develop professionalism, it is this that also enables our graduates to choose from a range of careers to fulfil their ambition for better insight and vision for society. The array of social issues and topics taught within the BA (Hons) Sociology programme means that students will not be limited to work within a particular sector. Sociology graduates typically find employment in social and policy research, civil service, consultancy, journalism, media and IT, community development, and in multiple government, charity sector and business-related professional roles where flexible people skills, public relations and management are needed.

The profound cultural and social capital of Bradford is researched through cutting edge social theory focusing upon equality, diversity and inclusion (EDI) and the study of representations and identities. With added creativity, enterprise and innovation skills taught within the BA (Hons) Sociology curriculum, students will be able to practically apply their knowledge in areas and ways that benefit society. With a degree in Sociology from the University of Bradford, students will graduate with renewed social insight and the skills to lead transformative social change.

## Programme Aims

The programme aims to:

- Offer an attractive and relevant degree programme that explains social change in Britain and within an interconnected global society.
- Provide a degree in Sociology with a distinctive profile, reflecting and situating the salience of social identity and representation and thus giving it a unique character and focus upon equality, diversity and inclusion.
- Establish a grounding in core issues, debates, concepts and theories in Sociology with which to understand the structures that shape social life and experience.
- Draw links between theory, research, policy and practice to explain an array of social issues and explore effective solutions to problems of our times.
- Enhance employability skills within the curriculum by incorporating professionalism and enterprise principles at key points across Levels 4, 5 and 6.
- Provide a supportive and structured environment in which students are encouraged to develop independent learning, critical thinking and analytical/research skills, and further personalise a diverse study programme.
- Enable development of personal transferable skills fundamental to career development.

## Programme Organisation

In the Department of Sociology and Criminology at the University of Bradford, we specialise in the study of social identities and cultural representation. Besides the intrinsic intellectual interest of a topic that can be researched in relation to class, race and ethnicity, gender and sexuality, age and disability, political affiliation and citizenship, there is scope for using this knowledge to promote improved community relationships. To make this happen, social policy, public sociology and professional/enterprise skills feature as core elements of the BA (Hons) Sociology curriculum.

- With **knowledge in social policy**, Sociology graduates can work with government and third sector organisations to draw directions that secure the welfare of children in education, citizens in the criminal justice system, equality of opportunity and access to employment, and health and wellbeing for everyone in society.

- With **understanding of public sociology**, Sociology graduates can work directly with local and/or virtual/global communities to support their needs, development and wider social engagement.
- With **professional/enterprise skills**, Sociology graduates intervene to independently create, innovate and produce social and cultural value in areas where they identify gaps, needs and challenges together with a range of stakeholders.

The basic pillars of:

- a) social theory
- b) concepts and public issues
- c) academic and research skills
- d) employability

that structure the BA Sociology degree have been strategically positioned across 3 stages of study in line with the recommendations of the QAA Sociology Subject Benchmark 2019. Sociological thought develops gradually through each stage, skills are acquired at each level of study and employability skills are built incrementally as Sociology students define their sociological interests and identity.

## Stage 1

The first year of study provides Sociology learners with a foundational level of understanding of society, culture and identity through:

1. The academic skills needed to study in Higher Education including critical thinking and reflective practice.
2. Core tenets in classical social theory.
3. Knowledge of the key concepts of culture and identity.
4. Skills for social inquiry, exploring intellectual interests and building an impact mindset.
5. Introduction to social policy and public sociology.

## Stage 2

In the second year of study, an introduction to:

1. advanced research methodologies
2. means of knowledge transfer and skills for interpretation and critical analysis
3. contemporary sociological theory and concepts
4. greater focus upon types of identity (for example, race and ethnicity or gender and sexuality)

give BA (Hons) Sociology learners freedom to:

5. explore their own interests and observations of the social world

6. identify what to influence within the social world, where, when and with whom
7. prepare for the final year dissertation project and work placement

### Stage 3

The third year is focused on applying sociological understanding to the world through research, creativity and innovation. It seeks to cultivate the typical graduate attributes for Bradford sociologists:

1. Asks sociologically grounded and relevant questions
2. Links theory to evidence
3. Identifies, assesses and analyses sources of evidence
4. Identifies quantitative and qualitative data sources
5. Identifies a range of research strategies and methods
6. Designs and conducts sociological research using quantitative and qualitative data sources (secondary, primary and naturalistic/unobtrusive)
7. Understands ethical considerations
8. Negotiates sociological knowledge in relation to social, public and civic policy
9. Situates their relationship with sociology as one through which impact/change can be made.

and develops learners' expertise in areas such as education, health and employment when selecting from a range of optional modules.

At the end of stage 3, learners will have planned for and produced social and cultural value through intellectual expertise, specialisation and work-based learning. Working independently on a dissertation topic and building collaborations with employers in the wider community equips graduates with advanced intellectual and professional competencies.

### **Programme Learning Outcomes**

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

1. Understand and explain basic concepts and theories in Sociology through thematic exploration of social issues and sociological problems.
2. Conceptualise the relationship between individuals, groups and social institutions through the lens of culture and social identities.
3. Examine British society from a global perspective and explore how social policy tackles social inequalities.
4. Evaluate research and data to critically reflect upon social theory and expand knowledge/understanding.

5. Develop academic study skills to construct effective academic arguments in multiple modes of communication and delivery.
6. Develop time-management, planning and collaboration skills in the context of experiential learning and by completing individual and group synchronous/asynchronous assignments.

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

7. Deconstruct power relations and inequalities and explain these using contemporary social theory.
8. Interpret culture, identity and difference in diverse contexts and use sociological concepts and theories to represent situated experiences.
9. Assess the appropriateness of distinctive modes of inquiry in order to produce and apply social research strategies and methodological techniques to the study of social phenomena and social problems.
10. Analyse empirical information, evaluate its limitations, and examine the ethical implications of sociological inquiry.
11. Present scholarly work and use research data to support argument and debate with diverse audiences.
12. Use creativity, innovation and originality to develop ideas and plans for individual research and work-based learning.
13. Direct theoretical understanding and research competence towards situated analyses of social inequalities and make informed appraisals about what to influence in the social world, how, when, where and with whom.

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

14. Develop understanding of current sociological topics and sub-topics through systematic application of social theory and concepts.
15. Analyse contemporary social issues and problems by evaluating evidence-based research and academic sources, including refereed research articles and/or original materials appropriate to the discipline.
16. Conduct comparative analyses to conceptualise social change and raise critical arguments for the development of theory, policy and practice.
17. Use social research methodologies to study real life and reflexively explain social phenomena revealing the limits of disciplinary frameworks and paradigms.
18. Critically expand normative understandings, abstract concepts and arguments about the social and ask new sociological questions.

19. Communicate sociological knowledge and understanding of social issues and problems to diverse audiences and set clear aims and objectives for the identification of timely and relevant solutions.
20. Work with relevant University of Bradford services to enhance employability skills
21. Collaborate with employers and/or external organisations to design a project with which to address a social issue or sociological problem.
22. Demonstrate problem-solving skills in the context of a work-based learning project and deliver and evaluate outcomes developed in collaboration with the provider.
23. Select and apply appropriate social science research methodologies and analytical techniques to expand knowledge and understanding on a topic of disciplinary interest.
24. Design a project, set questions, collect and analyse information, evaluate outcomes and effectively communicate findings in the context of an extended piece of scholarly work or research.

## **Learning, Teaching and Student Experience Strategy**

### **Teaching and Learning Methods**

A variety of modes of teaching including lectures, tutorials, workshops, seminars and directed study are used to facilitate introductions and more extensive analyses on the variety of topics included in the curriculum. Each of these modes of teaching delivery facilitates learning in a different way in order to serve diverse purposes and needs, such as delivery of new content, critical analysis and reflection, co-production of knowledge, independent learning and innovation of ideas and plans.

Most modules involve student-led discussions and interactive learning opportunities informed by systematically collected evidence and active engagement with research. Workshops are employed as a means to ensure students become comfortable when working in groups and undertaking problem-based learning. Directed learning involves assigned work outside of contact hours, using the University's services, spaces, equipment, IT and extensive library resources.

In order to develop and promote an inclusive learning, teaching and assessment strategy, we have developed the curriculum in line with British Sociological Association disciplinary specifications. This is delivered and monitored through the application of University of Bradford's Learning, Teaching and Student Experience Strategy and its commitments to decolonising disciplinary knowledge, diversifying learning resources and curricula, and promoting and making reflexively produced knowledge accessible.

### **Academic Student Experience**

We incorporate opportunities for learning beyond the classroom by making full use of the range of services and spaces that the University of Bradford offers – this includes Social Spaces, The Careers Service, Open and Quiet Study spaces, Disability and Specialist

Support Services, Library Services, Canvas virtual learning environment and Academic Skills Advice. For students with disabilities and/or protected characteristics we provide recordings, scripted notes, additional tutorial meetings, or other resources as prescribed by a systematic assessment report generated by specialist services.

Personal Academic Tutoring (PAT) remains a foundational approach to supporting our students. Apart from fulfilling duties of pastoral care and safeguarding students' wellbeing, PATs facilitate students' induction to academic life. More generally, students are linked with their PATs for the duration of their studies, as academics who they can approach for guidance around assessed work, support in developing their knowledge and as a first contact point if our students encounter any particular but extraordinary challenges. 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.

Module Leaders monitor students' progressive and cumulative learning, and where necessary, adjust materials, methods and plans for teaching and engage in direct communication with each student to enhance their learning experience. The Programme Leader provides a key contact point for all students and ensures that learning, teaching and assessments are coordinated and run smoothly across the curriculum to deliver overall programme learning outcomes.

## Assessment

There are multiple types of assessment. Suitable assessments that help evaluate student performance against the learning outcomes of each module are chosen by module leaders. Overall, a variety of assessments feature across the curriculum to ensure that learning is evolving, cumulative and coordinated to meet programme learning outcomes. The objective is to be inclusive and provide a variety of assessment options that build on their strengths within safe and guided learning environments. A balance between portfolios, presentations, team-based learning, patchwork (collection of small tasks) and more traditional forms of assessment such as written coursework and examination lead to the acquisition of varied and diverse skills and knowledge. We offer opportunities of formative assessment and feedback prior to the submission of summative assessments. Formative assessments take the form of tests, informal presentations, mock exams and short essays that effectively communicate students' evolving understanding. Formative feedback takes multiple forms within an inclusive and personalized curriculum that prioritises equality, diversity and inclusion. For students with learning and other disabilities and protected characteristics, we adjust and/or change assessments to meet individual needs following evaluation by Disability Services.

Students on the programme have the opportunity to further define some assessments by choosing a topic to demonstrate evolving learning and/or creating a structure to present work produced. The Work Placement project report, for example, is highly varied and its structure and evaluation depends upon the aims and objectives agreed between student and provider. The assessment diet demonstrates a relevant and cogent array of skills to

potential employers and ensures our students are equipped to undertake post graduate study, research or varied project-based roles in paid employment.

## Placement and Study Abroad Opportunities

Please note: Any placement or period of integrated study abroad is subject to approval by the Programme Team. Further information about general and Faculty-specific placement and study abroad opportunities is available at: <https://www.bradford.ac.uk/careers/jobs/internships-and-placements/>

### Work Placement

This programme provides the opportunity for students registered on it to undertake a work placement. Placements are a fantastic way of building on the professional skills developed during the programme and boosting students' practical industry experience prior to graduating.

The placement on the BA (Hons) Sociology programme at the University of Bradford is a 3rd year compulsory module that allows students to work with a variety of third, private and public sector services and organisations in projects and areas related to the students chosen subject discipline and personal interests. On the BA (Hons) Sociology work placement, students will develop employability, professionalism, as well as enterprise and entrepreneurship skills and abilities.

Students on this programme can form their own ideas about social reality, identify what they want to focus upon and strive towards social change, equipped with the professional, organisational, employability and enterprise/entrepreneurship skills taught on the programme. These skills develop gradually in key modules such as 'Decolonising Social Life', 'Social Policy and Social Change' and 'Proposals for Research and Employability' and find application on the 'Work Placement'. In this module, Sociology students collaborate with local employers and services, and work towards the completion of set projects upon which they agree and cocreate.

We are working closely with careers, employability services and work placement services at the University of Bradford to provide our students with support, safety and guidance on maximising the impact of work placement experiences. Towards this end, we also maintain links with:

- Bradford for Everyone - a programme comprising of 70 initiatives across the city that aim to bring communities together and promote inclusion
- Bradford People First - a self-advocacy group run by people with learning disabilities for people with learning disabilities
- The West Yorkshire Police
- The National Science and Media Museum
- Lippy People Charitable Trust - a video storytelling charity

It is important to note that Bradford as a historically commercial and multicultural city has numerous community/interest groups and prolific enterprising activity. Depending upon

students personal interests, support will be provided in finding the placement to help build the student's career.

To support organisation, delivery, outcomes and work-based learning, students may also register on the Global Changemaker Award<sup>1</sup> programme at the University of Bradford recognised on the Higher Education Achievement Report<sup>2</sup> upon graduation from the programme. Alternatively, students will benefit from our adoption of the Framework for Enterprise and Entrepreneurship Education<sup>3</sup> in our learning and teaching methods and approaches. A placement will give the opportunities to establish contacts with services and organisations, develop employability skills, plan, deliver and evaluate projects in teams and produce social and culture value in those efforts.

## Study Abroad

The following opportunities are available:

- Travel and short summer activities (up to 6 weeks)
- Reciprocal arrangements with other international universities to provide academic and research experience for short periods
- Optional study of a semester abroad, applications submitted by the end of Stage 1.

Students can choose to study abroad for the Semester 2 in Stage 2 in specified approved partner Universities. This list is a subset of the Study Abroad Year partners offered and changes year-to-year depending on the curriculum offered. This option can be available ONLY if the modules offered by the host institution allow the student to meet the learning outcomes of the Bradford Programme.

Any student wishing to study abroad for a semester should first contact the International Opportunities Team to explore the opportunities and funding in place and, secondly, the Faculty Exchange Coordinator to check if the available options and relevant modules are in line with the University requirements. Following these checks, the International Opportunities Team and the Faculty Exchange Coordinator will liaise with the relevant Programme Leader to validate the modules and the semester exchange.

Unlike a year abroad exchange, the semester exchange requires students to study only modules suitable to the Bradford programme when abroad. Therefore, all modules selected for the exchange will have to be mapped to the Bradford programme learning outcomes and be approved by the Programme leader and the Director of Studies in Bradford in advance of the exchange. During the exchange, if the student needs to change the modules, this can only be done after approval of the Programme Leader and Director of Programmes.

If the student fails a module abroad, the student must explore the possibility of re-taking exams at the host university and inform immediately the International Opportunities Team and the Faculty Exchange Coordinator.

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<sup>1</sup> <http://globalchangemakers.org.uk>

<sup>2</sup> <https://www.advance-he.ac.uk/knowledge-hub/hear-higher-education-achievement-report>

<sup>3</sup> <https://www.advance-he.ac.uk/knowledge-hub/framework-enterprise-and-entrepreneurship-education>

During the exchange, students will have support from the relevant University services. All credit successfully obtained whilst on study abroad semester will count towards the students final degree.

The list of exchange partners and network of Universities available for Study Abroad Semester, as well as further information about short international opportunities can be found online at: <https://www.bradford.ac.uk/exchanges/current-students/>

## Curriculum

Please note: the curriculum may change, subject to the University's programme approval, monitoring and review processes.

The BA (Hons) Sociology programme consists of 360 credits, made up of core and optional modules. Optionality refers to the opportunities that students have to choose from a range of modules and select topics they will use to complete learning activities on the programme. Students will study 120 credits of modules at each Stage of the programme, corresponding to the expected Year - 1, 2 or 3. Taught modules are studied across the 'Academic Year' of October to April, during the first half (Semester 1) or second half (Semester 2). The summer period offers an opportunity for final examinations and any supplementary assessment required.

At Stage 1, students study 6 core modules. Optionality is present within every module in relation to the subject matter that is explored and features in one or more of each module's assessments.

*Stage 1 Modules (FHEQ Level 4/CertHE)*

Study Period	Code	Title	Credit	Level
Semester 1	SAC4019-B	Critical Study Skills	20	FHEQ 4
Semester 1	SAC4020-B	Key Themes and Thinkers in Sociology	20	FHEQ 4
Semester 1	SAC4021-B	Norms, Deviance and Culture	20	FHEQ 4
Semester 2	SAC4022-B	Decolonising Social Life	20	FHEQ 4
Semester 2	SAC4023-B	Social Policy and Social Change	20	FHEQ 4
Semester 2	SAC4024-B	Selfhood, Identity and Society	20	FHEQ 4

In Stage 2, students study 5 core modules where they will learn and apply social research methods and skills and transfer their understanding of social theory upon phenomena of their choice that manifest in the real world. Once again, research-based learning and enquiry-based assessments enable a clear sense of optionality.

In addition, students will be able to choose 1 from 2 optional modules in Semester 2 on the theme of media, culture and power/politics that will provide ample opportunities for application of their growing skills, knowledge and understanding. These are 'Popular Culture, Media and Power' and 'Institutions and Audiences'. Alternatively, students may elect to study Semester 2 abroad at one of our international partners (please see the **Placement/Study Abroad** section for more details).

*Stage 2 Modules (FHEQ Level 5/DipHE)*

<b>Study Period</b>	<b>Code</b>	<b>Title</b>	<b>Credit</b>	<b>Level</b>
<b>Semester 1</b>	SAC5023-B	Social Inequalities: Advanced Themes in Sociology	20	FHEQ 5
<b>Semester 1</b>	SAC5022-B	Social Research Methods in Context: City, Spaces, People	20	FHEQ 5
<b>Semester 1</b>	SAC5026-B	Understanding Race and Ethnicity	20	FHEQ 5
<b>SEM2 Core</b>	SAC5024-B	Gender and Sexuality: Concepts and Applications	20	FHEQ 5
<b>SEM2 Core</b>	SAC5025-B	Proposals for Research and Employability	20	FHEQ 5
<b>SEM2 Option</b>	FAM4013-B	Institutions and Audiences	20	FHEQ 4
<b>SEM2 Option</b>	SAC5027-B	Popular Culture, Media and Power	20	FHEQ 5
<b>SEM2 Option</b>	SOW5015-B	Sociology of the Family	20	FHEQ 5

In Stage 3, students study 4 core modules. Optionality significantly increases with the dissertation. In this project, students will work independently, but supported with a supervisor, upon a topic of their choice. Students will be able to focus upon real world problems, social or policy issues or sociological problems of theoretical interest.

The work placement equally will allow students to negotiate the terms and conditions of the placement with a provider and define in more detail the nature of the project that the student will undertake, including what kind of outcomes or specific social/cultural value will be produced.

In addition, beyond the 2 core knowledge modules concentrating upon health and education, we offer a number of other choices that enhance competency in the careers a degree in Sociology leads to: students select 1 option from this list to study in Semester 2.

*Stage 3 Modules (FHEQ Level 6/BSc)*

<b>Study Period</b>	<b>Code</b>	<b>Title</b>	<b>Credit</b>	<b>Level</b>
<b>Academic Year</b>	SAC6015-D	Dissertation	40	FHEQ 6
<b>Semester 1</b>	SAC6026-B	Health in Society: Community Care Perspectives	20	FHEQ 6
<b>Semester 1</b>	SAC6021-B	Work Placement	20	FHEQ 6
<b>SEM2 Core</b>	SAC6023-B	Educational Transitions	20	FHEQ 6
<b>SEM2 Option</b>	SAC6025-B	Globalisation, Migration and Refugees	20	FHEQ 6
<b>SEM2 Option</b>	HWS5002-B	Health Education and Promotion	20	FHEQ 5

For more detail about module option choices at all levels, please refer to the Module Descriptors published online at: <https://www.bradford.ac.uk/teaching-quality/modules/>

## Assessment Regulations

This programme conforms to the standard University Undergraduate Assessment Regulations which are available at the link: <https://www.bradford.ac.uk/regulations/>

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.

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.

At the end of Stage 3, students will be eligible to exit with the Ordinary Degree award of Bachelor if they have successfully completed 120 credits at Stage 1, 120 credits at Stage 2 and 60 credits at Stage 3.

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

## Admissions

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.

A typical offer to someone seeking entry through the UCAS scheme is around 96 points. There are no subject-specific requirements at A-Level/RQF Level 3. However, all students will need a good standard of English language: GCSE English Grade 4/C or higher, or a recognised Key Skills/RQF Level 2 equivalent qualification.

On completion of a UCAS form students will be invited to the Faculty for an Open Day when they will have the opportunity to meet staff, view the facilities and discuss “the Bradford experience” with current students.

In line with our commitment to widening access and opportunities for students from non-traditional university backgrounds, consideration of applications will be based on a combination of formal academic qualifications and other relevant experience. We may also invite students to interview and ask students to undertake an entry assessment.

## International students

This programme welcomes international applicants. For information on what qualifications are equivalent to the above, visit the Entry Requirements page for your country by visiting: <https://www.bradford.ac.uk/international/country/>

The standard English language requirements apply for candidates for whom English is not a first language and you can find more information about these, and which English tests we accept, online at <https://www.bradford.ac.uk/international/entry-requirements/>

If you do not meet the University or UK Student Visa IELTS requirement, you can take a University of Bradford pre-sessional English course with our Language Centre:  
<https://www.brad.ac.uk/courses/other/pre-sessional-english-language-programme/>

## Recognition of Prior Learning

Applications are welcome from students with non-traditional qualifications, and/or significant personal/professional experience.

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.

For more information about the University's Recognition of Prior Learning processes visit:  
<https://www.bradford.ac.uk/teaching-quality/prior-learning/>

## Access and Inclusion

The University of Bradford has always welcomed applications from disabled students. To discuss adjustments or to find out more about support and access, you may wish to contact the Disability Service before you apply at: [www.bradford.ac.uk/disability/before/](http://www.bradford.ac.uk/disability/before/)

Our Admissions Team will take into consideration a number of contextual factors when assessing applications. Applications are particularly welcomed from adult learners (those aged 21+ at the start of the programme), armed forces families, carers and care leavers, estranged or orphaned learners, refugees and asylum seekers, and Romani or Traveller families. To find out more about the University of Bradford Progression Scheme, visit the webpage: <https://www.bradford.ac.uk/applicants/progression-scheme/>

**Please note:** This admission information is relevant to the contemporary recruitment cycle and therefore may be different to when this document was originally published. The UCAS tariff applicable may vary and is published here: <https://www.bradford.ac.uk/courses/ug/sociology-ba/>

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