

## BA (Hons) English Literature with Sociology Programme Specification

Joint honours degrees enable learners to study two disciplines in one degree programme. Consequently, they are an ideal way to develop a varied skillset that can be applied across a broad range of sectors, including postgraduate research. Moreover, fast-track degrees provide learners with enhanced time-management and problem-solving capabilities whilst offering the chance to save money on tuition fees and enter the employment market a year earlier than their peers. The fast-track Joint Honours Degree programme at University Centre Farnborough enables learners to explore the interdisciplinary links and value of two subjects from Criminology, English Literature, Modern History, Psychology and Sociology. On their chosen programme of study, learners will gain an enhanced understanding of a range of key issues, approaches, theories and debates in their two disciplines. Learners will choose to major in one of their subjects during level four and produce a dissertation in their chosen field at level six.

The BA (Hons) English Literature with Sociology Joint Honours Degree provides learners with a comprehensive knowledge of key literary genres from a rich variety of chronological and geographical contexts. Learners will assess and apply a range of interpretive theories in English literature as they gain a critical understanding of the complexities of texts and other cultural modes of expression. They will also obtain a sophisticated knowledge of the complexity and diversity of a range of historical and contemporary social contexts. Furthermore, learners will engage with a variety of sociological theories and concepts and critically assess the causes of social diversity and inequality.

The English Literature with Sociology combination provides learners with the skills required to locate, retrieve, synthesise and critically evaluate a range of primary and secondary data. Content in both disciplines equips learners with the ability to assess and apply a range of theoretical approaches - in addition to qualitative and quantitative research methods - to their work. As they progress through the degree, learners develop independent research skills and the capacity to think creatively and with intellectual maturity. Important contemporary issues, including gender, sexuality, race and environmental sustainability, are embedded in core content for both subjects, thus encouraging a critical understanding of the utility of each discipline in twenty-first century society. Upon completion of the degree, learners will possess a substantial understanding of the value of transdisciplinary study, having analysed common approaches and methods that unite their disciplines, including Marxist, postmodern, gendered, 'queer', postcolonial and environmental theories. Learners on this combination will investigate specific topics and themes that unite the two disciplines, including the relationship between societal change and cultural modes of production, the importance of semiotic analysis and the impact of industrialisation. Moreover, they will gain a strong understanding of how their skills can be applied to future research and employment opportunities.

<b>Awarding body:</b>	University of Surrey	
<b>Teaching institution (if different):</b>	University Centre Farnborough	
<b>Final award:</b>	BA (Hons)	
<b>Programme title:</b>	BA (Hons) English Literature with Sociology	
<b>Subsidiary award(s) and title(s):</b>	Award	Title
	Cert HE	English Literature with Sociology

	Dip HE	English Literature with Sociology
	BA (Ord)	English Literature with Sociology
<b>FHEQ Level:</b>	Level 6	
<b>Credits:</b>	360	
<b>ECTS credits:</b>	180	
<b>Name of Professional, Statutory or Regulatory Body (PSRB):</b>		
<b>Mode of study and route code:</b>	Mode of study	Please tick applicable
	Full-time	<input checked="" type="checkbox"/>
	Full-time with Professional Training/Postgraduate Year (PGT)	<input type="checkbox"/>
	Full-time with PTY	<input type="checkbox"/>
	Part-time	<input type="checkbox"/>
	Distance learning / Online	<input type="checkbox"/>
<b>Start date (date/month/year):</b>	September 2024	
<b>End date (date/month/year):</b>	July 2026	
<b>Length of programme in months:</b>	21	
<b>QAA Subject benchmark statement (if applicable):</b>	English (2023) and Sociology (2019)	
<b>Other internal and/or external reference points:</b>		
<b>Faculty and Department/School:</b>	Faculty of Adult, A Levels and Professional Early Years Development (AAP)	
<b>Programme Leader:</b>	Flo Stock	
<b>Educational aims of the programme:</b>		
1. Encourage learners to engage in close reading, critical thinking, writing and editing.		
2. Equip learners with a critical understanding of the complexities of texts and other modes of cultural expression.		
3. Furnish learners with an understanding of the importance of authorship and readership in literature and an ability to critically assess a range of theories in English literature.		
4. Provide learners with a comprehensive knowledge of a range of literary genres derived from multiple chronological and geographical contexts.		
5. Empower learners to develop a sophisticated understanding of the complexity and diversity of social contexts and facilitate critical evaluation of the processes that lead to social change, conflict and stability.		
6. Equip learners with a comprehensive understanding of a range of sociological theories and concepts and encourage analysis of their application to the study of social diversity and inequality.		

7. Provide learners with a substantial knowledge of the strengths and limitations of a range of qualitative, quantitative and digital sources of data in Sociology.
8. Enhance learners' ability to identify and critically assess the causes of social diversity and inequality, including prejudice and abuses of power.
9. Develop learners' written and verbal communication skills, including awareness of appropriate citation and referencing conventions.
10. Provide learners with a detailed understanding of the importance of adhering to correct research processes and ethical regulations in English Literature and Sociology.
11. Provide learners with the opportunity to engage in extended tasks that involve the independent locating, gathering, synthesising and critical assessment of a range of primary and secondary sources of information.
12. Deliver skills for lifelong learning, including digital literacy, numeracy, empathy, independence of thought, intellectual creativity and the ability to work as part of a team.
13. Provide learners with a comprehensive understanding of the valuable skills obtained through an interdisciplinary degree and how they be applied to a range of employment and postgraduate research opportunities.
14. Enable learners to gain a comprehensive understanding of the role of English Literature and Sociology in contemporary society.

**Programme learning outcomes:**

	K	C	P	T	Optional Ref	BA (Hons)	BA (Ord)	Dip HE	Cert HE
KE1. Understanding of the technique of close reading.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KE2. Knowledge of the stylistic, expressive, formal and rhetorical properties of texts.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KE3. Awareness of the role of readers in shaping texts and the role of texts in shaping readers' responses.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KE4. Knowledge of a range of principal literary genres across prose, poetry and drama, including pre-1800 texts.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KE5. Understanding of the processes of writing, editing and reviewing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KE6. Detailed knowledge of the social, historical and cultural contexts behind the composition and production of texts, in addition to the history of their reception and modes of dissemination.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
KE7. Understanding of the plurality of meanings that can be produced from interpreting texts and the ability to recognise the uses of ambiguity.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
KE8. Thorough knowledge of multiple perspectives of literature, from past to present, and regional to global.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

KE9. Comprehensive awareness of the interconnectedness between literary texts and other forms of expression.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
KE10. An advanced critical understanding of complex texts and ideas and their historical relations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
KS1. Understanding of key concepts and theoretical approaches within sociology.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KS2. Knowledge of the distinctive character of Sociology in relation to other forms of understanding, such as its relation to other disciplines and to everyday explanations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KS3. Understanding of social inequality, including sites of power and stratification.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KS4. Awareness of social diversity, including identity, and its relationship to inequality and power.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KS5. Knowledge of the social and cultural processes that shape individuals, groups, social practices, social institutions and social structures.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KS6. Thorough understanding of the relationship between the analysis of evidence and sociological arguments.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
KS7. Detailed knowledge of a range of qualitative, quantitative and digital data sources, research strategies and methods of data collection and analysis.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
KS8. Advanced understanding of best ethical practice in sociology and how it can be applied.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
KS9. Comprehensive appreciation of the complexity and diversity of social contexts and the processes that underpin social change, conflict and social stability.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
KS10. Sophisticated understanding of the ways that sociological knowledge can be used across a variety of professional contexts, including social, public and civic policy, nationally and internationally.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CE1. Ability to deploy close reading techniques and reflect on the acts of reading and writing.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CE2. Capacity to analyse literature and other cultural artefacts from a range of genres of different periods.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CE3. Ability to understand and incorporate secondary criticism to construct coherent and persuasive arguments.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

CE4. Engage with critical debates and demonstrate the ability to establish a clear position.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CE5. Ability to apply new literary perspectives to question the neutrality of dominant approaches.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CE6. Ability to apply critical, theoretical, linguistic and stylistic concepts and terminology to the analysis of literary texts.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CE7. Demonstrate creativity to form independent and imaginative interpretations of literary and critical material.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CE8. Ability to evaluate the basis and value of critical interpretations and negotiate disagreement.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CE9. Demonstrate rigour and precision in the use and evaluation of data.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CE10. Capacity to critically evaluate literary and linguistic forms, as well as other cultural artefacts, to develop incisive, original observations.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CS1. Ability to identify sociologically informed questions and explanations.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CS2. Capacity to examine the processes shaping individual and group identities, social practices, social institutions and social structures.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CS3. Use evidence to draw reasoned conclusions about the merits of competing theories and explanations.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CS4. Identify and comment on the value of sociological work for specific organisations or with regard to social, public and civic policy issues.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CS5. Understand the use of comparison in sociology across time and geographical contexts.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CS6. Demonstrate the ability to plan, conduct and analyse the ethical implications of sociological research using quantitative and qualitative data sources.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CS7. Summarise and explain the findings of empirical sociological research, including a critical assessment of the methodological frameworks used.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CS8. Provide an analytical account of patterns of social diversity and inequality, recognising forms of prejudice and abuses of power.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

CS9. Critically evaluate the relationship between social action and social structure.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CS10. Apply and critically assess a range of key concepts and theories when analysing social phenomenon and addressing social problems.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P1. Apply appropriate scholarly bibliographic, referencing and citation skills	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P2. Show awareness of the ethical, practical and legal issues that arise from the storage, processing and reuse of others' research.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P3. Use different hardware and software in research and draw on a range of techniques for interpreting and analysing quantitative and qualitative data	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P4. Retrieve and organise information found in a range of sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P5. Exhibit insight and creativity to formulate and pursue clearly defined questions and enquiries.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
P6. Identify, gather, organise, synthesise and deploy evidence to support arguments in a range of assessments, including extended research.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T1. Exhibit structure, coherence and clarity of oral and written expression.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
T2. Demonstrate digital literacy through the use of online databases and analytic software.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
T3. Work collaboratively and independently, demonstrating flexibility, initiative and time-management skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
T4. Show awareness of how subject-specific skills can be applied to future career opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
T5. Show intellectual maturity, integrity and independence to reflect on progress and make use of feedback provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T6. Demonstrate project management skills to disseminate research findings to peers and supervisors, tailoring communication according to different audiences' needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Module diet:</b>									
FHEQ Level 4: potential awards – Cert HE									

Module code	Module title	Core / Compulsory	Credits	Period (Semester 1, Semester 2, Year Long or Across Academic Years)	Qualifying Conditions
COM4101	Academic Skills	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
COM4102	Contemporary Issues	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
ENG4101	The Novel Genre: Narrative, Cultural and Historical Context	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
ENG4102	Poetic Language	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
ENG4103	Introduction to Critical Theory	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
SOC4101	Introduction to Sociology	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
SOC4102	The Sociology of Gender	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
SOC4103	The Sociology of Inequality	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
How many optional modules must a student choose in each semester to achieve the necessary number of credits to achieve this level?		<b>No optional modules at Level 4</b>			
FHEQ Level 5: Potential awards – Dip HE					
Module code	Module title	Core / compulsory / optional	Credits	Period (Semester 1, Semester 2, Year Long or Across Academic Years)	Qualifying Conditions
ENG5104	Victorian Literature	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
ENG5105	The Romantics	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
ENG5106	The Long Eighteenth Century	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
ENG5107	Early Modern Writing	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
SOC5104	'Race' and Racism in Modern Society	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
SOC5105	The Sociology of Media	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
SOC5106	The Sociology of Education	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
SOC5107	Qualitative Research Methods	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
How many optional modules must a student choose in each semester to achieve the necessary number of credits to achieve this level?		<b>No optional modules at Level 5</b>			
FHEQ Level 6: Potential awards – BA (Hons) / BA (Ord)					
Module code	Module title	Core / compulsory / optional	Credits	Period (Semester 1, Semester 2, Year Long or Across Academic Years)	Qualifying Conditions

JHS6101 (E)	Dissertation	Compulsory	45	Semester 2, Year 2 (Jan-June)	40% pass each unit
ENG6108	20 <sup>th</sup> Century Literature Studies: 1890-1945	Compulsory	15	Semester 2, Year 2 (Jan-June)	40% pass each unit
ENG6109	Gender and Literature	Compulsory	15	Semester 2, Year 2 (Jan-June)	40% pass each unit
ENG6110	20 <sup>th</sup> Century Literature Studies: 1945-Present	Compulsory	15	Semester 2, Year 2 (Jan-June)	40% pass each unit
SOC6108	Contemporary Sociological Theories	Optional	15	Semester 2, Year 2 (Jan-June)	40% pass each unit
SOC6109	Environmental Sociology	Optional	15	Semester 2, Year 2 (Jan-June)	40% pass each unit
SOC6110	Risk and Surveillance in a Digital Age	Optional	15	Semester 2, Year 2 (Jan-June)	40% pass each unit

How many optional modules must a student choose in each semester to achieve the necessary number of credits to achieve this level?

**Learners must complete all compulsory units and two of the three optional modules in their minor subject.**

**Other Information:**

**The school/department of AAP / Joint Honours Degree programme is committed to developing graduates with strengths in Employability, Digital Capabilities, Global and Cultural Capabilities, Sustainability, and Resourcefulness and Resilience. The English Literature with Sociology combination is designed to enable learners to develop knowledge, skills, and capabilities in the following areas:**

**Employability:**

The Joint Honours Degree programme is committed to providing learners with the knowledge, cognitive, practical and transferable skills required to prosper in the twenty-first century economy. Content on all combinations is designed to bolster learners' employability in line with 'Enterprise and Entrepreneurship' education statements in all QAA benchmarks. All assessment methods develop learners' ability to critically assess complex topics and prepare them with the comprehensive understanding required to tackle real-world issues in post-graduation employment. The diversity of summative methods provides learners with additional transferable skills. For instance, verbal presentations encourage learners to develop their oral communication skills and actively engage in the peer review process. Group presentations are also utilised as part of formative assessment in all disciplines. These encourage collaboration, peer-reviewing and critical reflection skills that enhance learners' employability.

The use of non-traditional assessment methods such as vlogs, blogs and academic leaflets enables learners to demonstrate creativity, digital literacy and the capacity to convey knowledge and theories to non-academic audiences. Timed examinations, meanwhile, require learners to problem-solve in pressurised environments and exercise their cognitive abilities to reach judicious conclusions. Essays, case studies, reports and reviews equip learners with the ability to synthesise primary and secondary data to create balanced and evidence-based arguments that offer solutions to complex topics. Learners will demonstrate an advanced capacity to locate, gather, synthesise and critically evaluate a range of data during level six, when they produce an extended piece of independent research in their major discipline. The dissertation process also requires learners to demonstrate advanced project management skills and the ability to learn autonomously whilst engaging constructively with supervision. Completing this variety of assessment methods within the context of a fast-track degree provides

learners with enhanced time-management skills and demonstrates their capacity to prioritise tasks. This range of attributes prepares them for a variety of employment opportunities, as well as postgraduate research.

Employability is directly addressed in the shared level four 'Contemporary Issues' unit. Learners will demonstrate a clear awareness of the value of transdisciplinary scholarship for their future aspirations in a Personal Development Plan that is submitted for the second unit assignment. This knowledge is supplemented by 'Academic Skills', which furnishes learners with an early understanding of the professional and ethical requirements of undergraduate scholarship.

Module content in the English Literature with Sociology combination further enhances learners' employability. The study of English Literature enhances the critical, creative and interpretive thinking that is essential for enterprise, entrepreneurship and employability. Through developing independent and persuasive interpretations of literary and critical materials, learners acquire the ability to communicate clearly and effectively, producing arguments which engage and inform others. In addition, learners collaborate with their peers to discuss and resolve challenges through textual analysis, enhancing their ability to work with and respond to others, as well as to act with integrity and professionalism. The emphasis on close reading, analysis and the application of scholarly research and bibliographic skills within all modules ensures that graduates are well equipped for roles within teaching and research, as well as a wider range of professional settings. Equally, awareness of the historical and contemporary conventions of literature equips learners with an understanding of a range of cultures and perspectives that can help cultivate an awareness of - and empathy with - the diversity of the outside world. This is applicable to a range of roles in public service and policy making.

English Literature fosters creative thought. This is actively encouraged by the diversity of assessment methods employed by the UCF programme. Verbal assignments - including vlogs and oral presentations - and digital blogs, for instance, encourage learners to express creativity through a range of alternative methods. This creativity and awareness of core elements of the digital humanities is applicable to related fields, including creative writing, editing and publishing. More conventional modes of assessment like essays and critical commentaries also embed the engaging and persuasive ethos of the discipline, thus encouraging the incremental growth of independent thought, innovation and problem-solving capacities. Such skills are fundamental in public policy and diplomatic work, as well as literary fields like the media.

Sociology content at UCF equips learners with numerous skills that are applicable to a range of employment sectors. These attributes – and the real-world impact of sociological enquiry – are foregrounded in unit content in the 'Sociology of Inequality' level four module. The unit also examines the limitations of contemporary sociology and emphasises the need for new voices to be heard in the discipline. 'Introduction to Sociology' adds to this awareness by introducing learners to the concept of the 'sociological imagination' and its relationship to key historical and contemporary theories in the discipline. Learners critically assess the utility and limits of the sociological imagination again in the level six 'Risk and Surveillance in a Digital Age' module. Content considers the broader issues faced by academia in an era of rapid social change, thus enhancing learners' capacity to think in a critical and interdisciplinary manner. Addressing such themes ensures that graduates leave the programme with a critical awareness of sociological enquiry and the nature of academia that can be applied to postgraduate study, social research and employment directly related to the discipline and the Social Sciences more generally.

As they progress in their degree, learners are provided with greater freedom to investigate areas of society that match their interests. The capacity to independently research, collate and critically analyse social data to tackle contemporary issues is readily applicable to policy positions, as well as more generalised employment in the public, private and charitable sectors. These skills are fostered in level five units such as 'Qualitative Research Methods'. Moreover, UCF sociologists' understanding of contemporary social concerns - including gender, race, poverty, structural inequality and environmental harm - provides them with the understanding and empathy to assume positions in both social and political policy making. These themes are explored in dedicated modules, as well as theoretical units like 'Introduction to Sociology' and 'Contemporary Sociological Theories'. Understanding of the workings of industries and public services, such as education and the media, will be readily applicable to careers in these sectors, as well as youth work and health and social care. The 'Sociology of Education' and 'Sociology of Media' units are particularly important from a vocational perspective, with both encouraging analysis of contemporary issues in their respective fields.

### **Digital capabilities:**

All subject combinations on the Joint Honours Degree programme place emphasis on strengthening learners' digital capabilities. From the earliest levels of study, learners are introduced to appropriate digital databases and search engines that can be used to source relevant primary and secondary data. These skills are strengthened in level five units in preparation for level six dissertations and the increased independent research skills that are expected of graduates in both the Humanities and Social Sciences. Assessment methods used across all combinations are, equally, designed to enhance learners' digital skills. Thus, creative assignments such as academic leaflets, blogs and vlogs all require learners to demonstrate digital literacy and communication skills. Similarly, verbal presentations are expected to be accompanied by professional use of appropriate digital software, including Microsoft PowerPoint and Sway.

The shared level four 'Contemporary Issues' unit encourages learners to examine the impact of digital technology – including Artificial Intelligence – from the perspective of their two disciplines. This provides learners with a background knowledge of the digital humanities and social sciences that will be developed as they progress on their chosen combination.

The English Literature with Sociology combination offers learners a range of opportunities to explore the role of digital technology in their disciplines. English Literature learners' digital capabilities are consistently assessed during the degree. Indeed, the first summative assessment submitted by learners at level four is a 500-word blog commentary concerning the historic, thematic and formal contexts of poetry in the 'Poetic Language' module. Thereafter, learners produce a blog for formative assessment in 'The Novel Genre' and utilise digital software to produce essays, presentations, academic leaflets and vlogs, thus gaining a range of attributes that contribute towards the attainment of digital literacy and greater transferable skills. In the level five 'Long Eighteenth Century' unit, moreover, learners demonstrate digital skills when presenting a Sutori timeline for formative assessment.

Throughout their course, learners are encouraged - and increasingly required - to access critical secondary interpretations from academic databases such as JSTOR, Taylor and Francis and Wiley Online. Learners utilise the hyper-concordance database offered by the Victorian Literary Studies Archive to decode nineteenth-century texts during their level five studies. Doing so provides them with a specialist opportunity to utilise digital technology to produce quantitative data about key texts. This range of tasks contributes to learners gaining a thorough grounding in the digital humanities and a detailed understanding of the increasing importance of technology to the study of English Literature.

More broadly, content in modules considers how technological advances have been conceptualised in literature. For instance, in the 'Critical Theory' level four unit, learners engage with the works of H. G. Wells, including *The Time Machine*. Similarly, critical assessment of media and technology in '20th Century Literature: 1945-present' involves examination of conventions that have been affected by advancements in digital technology. These themes are also explored in the work of George Orwell.

Learners' digital capabilities are consistently assessed during Sociology modules. For instance, the level five 'Qualitative Research Methods' module encourages learners to evaluate the contemporary – and future – significance of digital technology in social research. This includes assessing the role of Artificial Intelligence and social media as tools to aid social scientists in their work. Learners are also introduced to virtual ethnography techniques as part of indicative module content. Furthermore, learners examine the impact of unequal access to digital technologies in 'The Sociology of Inequality'. Additional indicative content in the level four unit considers the role algorithms can have in exacerbating inequalities.

Later modules concerning 'The Sociology of Media' (level five) and 'Risk and Surveillance in a Digital Age' (level six) encourage detailed analysis of the role of digital technology in contemporary society, while racism in digital media is assessed during the "Race" and Racism' level five unit. The second half of 'The Sociology of Media' module evaluates the impact of twenty-first century shifts from one-to-many media consumption to 'many-to-many models', including social media. Furthermore, 'Risk and Surveillance in a Digital Age' provides learners with a detailed assessment of key elements of digital sociology, including crime and the dark web, the merging of the public and private, and politics and democracy in a digital age. Unit content also critically evaluates the role of Artificial Intelligence in contemporary society and academia. In particular, the concept of 'junk in, junk out' is introduced, with learners analysing the way AI can reinforce biases. These discussions encourage learners to critique the possibilities and dangers of emergent technologies and assess how and when AI can and should be deployed. Reflecting the predominantly digital focus of the module, learners will produce a 1000-word blog concerning an element of digital sociology for the second unit assignment. The module encourages learners to critique Sociology's response to the emergence of a digital society and question why the discipline – and policy making processes – have been slow to respond to the rapid pace of technological advancement. Learners' awareness of digital technology's role in contemporary society is further enhanced by the 'Contemporary Issues in Sociology' unit that runs concurrently at level six. Module content critically evaluates theories about capitalism and surveillance (including those of Foucault and Zuboff) and Donna Haraway's *Cyborg Manifesto*.

### **Global and Cultural capabilities:**

Content across all disciplines and combinations reflects the Joint Honours Degree programme's ongoing commitment to decolonising the curriculum. This includes recognising that academia has traditionally marginalised the voices of underrepresented groups in favour of white, wealthy, Western male perspectives. Thus, content in all combinations seeks to explore topics such as gender, sexuality, race and class across a range of global and chronological contexts. Reading lists, lesson content and imagery disseminated to learners are regularly reviewed and updated to ensure that learners engage with a diverse range of primary and secondary voices, images and theories.

The engaging, discursive, nature of lessons at UCF means learners consistently contribute to and, increasingly, lead seminar discussions. This empowers learners to have a direct impact on the nature of the curriculum and ensures that diverse practices are upheld at an institutional level. The collaborative

environment fostered at UCF enhances learners' capacity to contribute their perspectives whilst responding empathetically and constructively to those of their peers. This understanding of a diverse range of views encourages tolerance and prepares learners to become active and empathetic citizens of the world upon their graduation.

Global and cultural capabilities are central to the English Literature with Sociology combination. UCF English Literature modules provide learners with a detailed awareness of the richness of human diversity and the ways it has been - and is - expressed in literary form. From early in the programme, emphasis is placed on raising learner awareness of the different forms of cultural expression and the concept of contested narratives. Consequently, learners engage with a range of literary perspectives that span the individual, communal, regional and global. This ensures that a diversity of voices are interacted with from a range of critical perspectives, including feminist, ecocritical and postcolonial methodologies. Such understanding equips learners with the ability to question traditional perspectives that have often reinforced male, wealthy, Eurocentric viewpoints and acted as enablers for the marginalisation of individuals and groups. These critical assessment skills produce empathetic, intellectually curious, thinkers who are equipped to challenge social injustice in the contemporary world.

Learners on an English Literature combination interact with a diverse range of voices from the start of the programme. In 'The Novel Genre', learners gain an introduction to the representation of gender in novels and engage with feminist interpretations through reading work by Virginia Woolf and Jeanette Winterson. Equally, learners analyse racial identity in the writing of Olaudah Equiano and Monica Ali and consider the portrayal of race in Aphra Benn's *Oroonoko*. Cultural perceptions also feature heavily in the 'Poetic Language' unit, where learners consider racial identity in the works of Vahni Capildeo and Linton Kwesi Johnson. Moreover, Barbadian poet Kamau Brathwaite's 'Negus' is analysed to demonstrate linguistically innovative poetry in the post-Second World War era. This knowledge of cultural capabilities is advanced in the 'Introduction to Critical Theory' module, during which learners interact with feminist, postcolonial and 'Queer' theories of literature. This includes reading the postcolonial perspectives of literary critics such as Rajeev S. Patke and Ato Quayson.

Content at level five expands upon these themes. Conceptions of gender are explored through the work of Charlotte Bronte in the 'Victorian Literature' module, while psychosexual subliminality and liminality are analysed in Bram Stoker's *Dracula* and Robert Louis Stevenson's *The Strange Case of Doctor Jekyll and Mister Hyde*. Themes of 'otherness' and imperialism are, equally, evaluated in Conrad's *Heart of Darkness*. To assist their critique of imperialist discourse, learners engage with the postcolonial theory of Edward Said. Colonial narratives and constructs feature heavily in 'The Long Eighteenth Century' unit, with learners critically analysing depictions of imperialism and race in the work of Aphra Benn, Jonathan Swift and Mary Wortley Montagu. Equally, content engages with Black perspectives of colonialism, slavery and race through the narratives of Olaudah Equiano and the poetry of Phyllis Wheatley. Literary constructions of gender in the eighteenth century are detailed through the productions of Mary Astell, Mary Wollstonecraft and Susanna Centlivre. In the 'Early Modern Writing' unit, finally, content analyses questions of class, gender and race in the work of William Shakespeare, John Webster, Emelia Lanier and Margaret Cavendish amongst others.

Feminism and sexuality feature prominently in the level six 'Gender and Literature' unit. Learners are encouraged to critically engage with a range of texts from Sappho's *The Fragments* through to the twentieth-century feminist literature of Angela Carter and Jeannette Winterson. Content explores the way gender, sexuality and race intersected through further exploration of Monica Ali's *Brick Lane*. Depictions of race and Empire are critically evaluated again through Conrad's *Heart of Darkness* in 'Twentieth-Century Literature: 1880-1945', while a more detailed survey of racial identity is provided in 'Twentieth-Century Literature: 1945-present'. Works critically assessed in the later unit include Kamau Braithwaite's 'Negus', Linton Kwesi Johnson's 'Dread Beat and Blood' and

'If a Black Girl Knew' from the twenty-first century spoken-soul poetry-music project Dylema Collective. This ensures that learners explore the expression of racial identity in contemporary and historical contexts, in addition to multi-modal formats. Urban youth, meanwhile, is explored through Hanif Kureishi's *My Beautiful Laundrette*. Learners' cultural capabilities are further enhanced through the survey of post-Second World War feminist poetry like Wendy Mulford's 'The Bay of Naples' and Judith Kazantzis' 'The Wicked Queen'.

Sociology is more diverse in its subject matter than ever before. Climate change, the body, digital surveillance, globalisation and postcolonialism are explored across Sociology units at UCF to demonstrate how the discipline continues to adapt to keep pace with the social world. Learners on a Sociology-based combination will, consequently, study social organisation and structure in a range of regional, national and international contexts.

Learners' global and cultural capabilities are strengthened from the start of level four. In the 'Introduction to Sociology' unit, learners are encouraged to explore traditional and 'new' sociological concepts - including Southern theory - and apply them to discussions surrounding globalisation, gender, race and social inequality. Furthermore, 'The Sociology of Gender' unit explores the changing nature and diversity of gender and sexual identities and encourages learners to apply key sociological theories, including feminism and queer theory, to the study of an increasingly important element of contemporary society. Learners undertake cross-cultural comparisons to understand global differences in gender roles and attitudes towards the body, sex and sexuality. Racial and gendered disparities feature heavily in other modules dealing with the sociologies of inequality, education and the environment. Content in 'The Sociology of Inequality' and 'The Sociology of Education' also highlights important contemporary debates surrounding decolonisation of Sociology and the curriculum at all levels of the education system. Learners will examine additional issues with the way in which official government data surrounding inequality is gathered, measured, stratified and operationalised in these units. Although principally focused on the UK, 'The Sociology of Education' encourages learners to establish links with global and cultural diversity.

In the "'Race" and Racism' level five unit, learners critically engage with the concept of race as a category of human identity. Doing so requires understanding of the global, cultural, and historical contexts in which race and racism were formulated. The module also assesses how 'race' intersects with other social and cultural concepts - including gender, class, nationality and sexuality - to marginalise groups and individuals. Indicative content demonstrates how traditional and digital media outlets can exacerbate prejudice. Similarly, 'The Sociology of Media' unit encourages learners to assess the depiction of a range of social and cultural groups in the one-to-many and many-to-many media models. At level six, moreover, learners re-engage with Southern theory and concepts of 'Risk society', both of which highlight the dangers climate change poses to resource-poor people in the Global South. Equally, 'Risk and Surveillance in a Digital Age' explores sociological theories of globalisation and the impact of a globalised and increasingly digitalised world on a range of political and social themes, including crime, gender and sexuality. Accordingly, learners critically assess the impact of digital technology on individual relationships, democracy, cultural identity, academia and the concept of 'truth'.

Reading lists reflect programme-wide endeavours to decolonise the curriculum. Recommended reading for the level four 'Introduction to Sociology' and 'The Sociology of Inequality' units includes Ali Meghji's assessment of decolonising strategies within the discipline, while Angela Saini's *Inferior: The True Power of Women and the Science that Shows it* is utilised alongside work by Chimamanda Ngozi Adichie and Momin Rahman in 'The Sociology of Gender'. Core reading for "'Race" and Racism' includes Akala's (2018) *Natives: Race and Class in the Ruins of Empire*. This encourages learners to engage with the perspectives of influential activists from outside academia. Other indicative reading for the unit includes Sangeeta Chattoo's *Understanding Race and Ethnicity*

(2019), while Iqra Cheema's (2023) work on *The Other #MeToo* is evaluated in 'The Sociology of Media'. Learners, too, interact with a diverse range of voices in the level six 'Contemporary Sociological Theories' unit, including the postcolonial theories of Gurminder K. Bhambra and the Southern sociological scholarship of Oliver Mutanga and Tendayi Marovah. Bhambra's call for the decolonisation of universities is, equally, analysed in 'The Sociology of Education'. Other research produced about inequalities in the education system by Nasima Hassan and Kalwant Bhopal forms a pivotal part of module reading.

### **Sustainability:**

The UCF Joint Honours Degree programme commits to offering a curriculum that reflects UNESCO's 'Education for Sustainable Development' initiative and provides learners with the knowledge and critical thinking skills to contribute towards global efforts to meet the United Nations' 17 Sustainable Development Goals. All disciplines and combinations place emphasis on using the environment as a theoretical framework for understanding human thoughts and behaviour. This is achieved through the exploration and application of approaches such as green criminology, ecocriticism, environmental history, environmental psychology and environmental sociology. Learners are encouraged to discuss how the knowledge and skills developed from studying their disciplines can be used to address environmental issues and meet sustainable development goals in the level four 'Contemporary Issues' module. Themes like industrialisation, poverty, gender, social inequality and social justice are explored in the unit, thus ensuring that learners are engaging with core elements of the UN's 17 Sustainable Development Goals from an early stage of the programme.

Within each Joint Honours combination, learners are encouraged to consider the interdependent relationship between society and the environment and to examine the impact of structures and behaviours on the ecological crisis. Learners are also introduced to the history of colonialism and encouraged to explore the enduring impact of resource exploitation and its relationship to wider cultural and global inequalities.

The Joint Honours Degree programme is committed to ensuring the long-term sustainability of all its disciplines. Consequently, emphasis is placed on ensuring learners leave the degree with a comprehensive understanding of the value of their subject combination from both an employability and social perspective. Sustainability is further achieved by consistently emphasising the importance of scholarly integrity and ethical research throughout discipline specific and shared units such as 'Contemporary Issues' and 'Academic Skills'. 'Contemporary Issues' contributes to the sustainability of the programme and academia in general by encouraging learners to examine the benefits of applying interdisciplinary methods to the study of current topics.

Studying the English Literature with Sociology combination provides learners with many attributes that enhance their capacity to tackle current environmental issues. English Literature modules ascribe to the goals of UNESCO's 'Education for Sustainable Development' agenda to create a generation of learners with the critical and collaborative skills required to tackle present and future concerns over the environment and sustainability. Learners are consistently encouraged to engage with ecocritical perspectives in module content. In the level four 'Critical Theory' module, learners are introduced to ecocriticism as an expanding body of ideas within literary theory. In the 'Poetic Language' module, moreover, learners examine how ideas of nature and the pastoral landscape were expressed by George Crabbe, Oliver Goldsmith, Anne Finch and Phyllis Wheatley. Similarly, the relationship between humanity and landscape and the role of stewardship is explored through analysis of Daniel Defoe's *Robinson Crusoe*. This knowledge is expanded through discussion of nature poetry in 'The Long Eighteenth Century' and added to by the concurrent 'Romantics' module, in which learners engage with perceptions of the natural environment in works by

authors such as William Blake and Percy Bysshe Shelley. Ecocriticism is explored further in the level six module 'Gender and Literature', in relation to themes of sustainability and conservation in the work of Jeanette Winterson.

Moreover, critically analysing texts produced in a range of global contexts enables learners to comprehend the richness of linguistic and cultural diversity and encourages assessment of the impact of Britain's colonial past on the natural world. These factors provide learners with a mindset that prioritises global citizenship and contributes towards a more sustainable society.

Given the increasing nature of our current environmental crisis, environmental sociology is more important than ever. Society now faces global environmental risks, including climate change and biodiversity loss, as well as local threats, such as pollution and household toxins. The complex interactions of these problems require an understanding of the social nature of environmental impacts, the underlying causes of these impacts, and the range of possible solutions. Environmental sociologists continue to make important contributions to this crucial task. Learners are introduced to the social causes of environmental harm and degradation throughout the programme before studying 'Environmental Sociology' in depth at level six. 'Contemporary Sociological Theories' runs alongside 'Environmental Sociology' at level six and builds on learners' understanding by encouraging them to challenge scholarship that has argued that environmental exploitation is external to the exploitation of people. Content in 'Risk and Surveillance in a Digital Age', meanwhile, critiques assumptions about the benefits of technology for the environment by highlighting the digital carbon footprint created by cryptocurrency, cloud computing and Artificial Intelligence. Equally, learners engage with Southern theory which posits that people in the Global South are often too resource poor to respond to the impacts of global climate change. The concept and impact of eco-racism is, moreover, assessed in the "Race" and Racism' level five unit, while learners are introduced to contemporary trends in environmental education - including 'greening' of the curriculum - during the 'Sociology of Education' module.

Themes discussed throughout level four, five and six content in Sociology also equip learners with knowledge and understanding that can help them contribute to meeting the UN's 17 Sustainable Development Goals. Gaining an enhanced awareness of poverty, education, gender, social structure and democracy furnishes learners with skills that can help them contribute towards ending poverty (SDG 1), championing quality education (SDG 4), supporting gender equality (SDG 5), reducing inequality (SDG 10) and securing peace, justice and strong institutions (SDG 16).

Content throughout Sociology units places emphasis on ensuring the long-term sustainability of the discipline in an evolving academic landscape. Assessment of themes like race, gender, sexuality, education, the environment and social inequality ensure that learners gain an understanding of how the sociological imagination can be applied to real world issues. Equally, learners are encouraged to consider the limitations of sociological knowledge in 'The Sociology of Inequality' and conduct a critical assessment of sociology's response to an increasingly digitised society in 'Risk and Surveillance in a Digital Age'. In both units, learners will also assess how sociological research can be – and has been – misappropriated for political gain. This understanding of the utility – and sensitivity – of social research encourages reflexive thinking and academic integrity that promotes the long-term sustainability of the discipline.

#### **Resourcefulness and Resilience:**

The nature of Humanities and Social Science disciplines means that learners will discuss, debate and critically assess sensitive topics throughout their time on the Joint Honours Degree. These require learners to exhibit resilience, integrity, empathy and understanding in the face of views that contrast with their own. The 'Contemporary Issues' unit at level four is designed to introduce learners to these themes and the core requirements of academic debate and integrity. Learners will also develop resilience and advanced time management skills when organising their workload to meet deadlines on a fast-track degree.

Resourcefulness is equally vital on a fast-track degree. Introductory modules in all disciplines provide learners with guidance about where to access appropriate primary and secondary data. This is replicated throughout the programme to empower learners to expand their reading beyond set module texts. These attributes become increasingly important from level five, when extra marks are apportioned for independent search and retrieval skills, in addition to evidence of autonomous thought.

All assessment methods used on the degree enable learners to acquire and enhance their resourcefulness and resilience. This is particularly the case with oral presentations, examinations and independent research projects conducted on level five units like 'Qualitative Research Methods'. Learners will demonstrate enhanced resourcefulness and resilience when conducting independent dissertation research, during which they will be faced with large bodies of complex and, at times, conflicting evidence. Furthermore, learners will need to exhibit advanced levels of autonomy and planning skills to collate data and use resources – including dissertation supervisors – effectively to complete work for set deadlines. Learner resilience and resourcefulness is strengthened through formal inductions to each level of study. These inductions clearly outline module content in all disciplines and identify expectations of learners during key periods of transition.

The English Literature with Sociology combination enhances learners' resourcefulness and resilience in numerous ways. Literature – and English Literature as a discipline – has historically prioritised the voices of some social groups over others. To redress these inequities, content on English Literature modules encourages learners to contextualise and engage critically with these perspectives. Accordingly, learners will be consistently required to demonstrate sensitivity, academic integrity, and resilience in the face of perspectives that differ from their own. This is particularly the case when engaging with literature surrounding race, slavery and imperialism in modules such as 'The Long Eighteenth Century' and 'Victorian Literature'. Other sensitive topics, including 'madness', 'hysteria' and missing mothers, are covered in the 'Gender and Literature' module through the work of Emily Bronte, Charlotte Perkins Gilman and Sylvia Plath.

Learners will also be required to demonstrate resourcefulness and time-management throughout their studies. English Literature is a discipline that requires close reading and critical analysis of texts produced in a range of chronological and cultural contexts. Thus, patience, flexibility and determination are required to navigate the subject's ambiguities. All these attributes culminate in learners gaining a resourceful and resilient mindset that can be transferred to a range of employment sectors. In group discussions and seminars, learners are required to demonstrate flexibility and resilience through listening to others, participating in constructive dialogue and adopting roles and responsibilities within a group.

Learners' resilience will be tested and enhanced throughout Sociology units as they investigate a range of sensitive social topics, including ethnicity, gender, race and sexuality in different social and cultural contexts. The dynamic nature of UCF lectures, which encourage discursive reflection of key issues, ensures that learners will obtain the ability to engage empathetically with perspectives that sometimes differ from their own. This will provide learners with the skills and

resilience required to responsibly tackle offensive views in a constructive, educational, manner. In 'Qualitative Research Methods', furthermore, learners will show independence to apply appropriate research techniques to the study of a selected social theme. Independent thought and resourcefulness are prioritised at level six, where learners will critically assess critical theories in the discipline and consider how sociologists can respond effectively to the social impacts of digital technology.

**Opportunities for placements / work-related learning / collaborative activity – please indicate if any of the following apply to your programme**

Associate Tutor(s)/Guest Speakers/Visiting Academics:	<input checked="" type="checkbox"/>
Professional Training Year (PTY):	<input type="checkbox"/>
Placement(s) (study or work that are not part of the PTY):	<input type="checkbox"/>
Clinical Placement(s) (that are not part of the PTY Scheme):	<input type="checkbox"/>
Study exchange(s):	<input type="checkbox"/>
Dual degree:	<input type="checkbox"/>

**Programme set up questions**

Source of funding for the programme (e.g., NHS where not student/employer funded):	N/A
Collaborating organisation (e.g., NHS providing significant input into a programme):	N/A
Location of study (e.g., if distance learning/overseas centre):	N/A
Registered body (where the award is to be mandatory regulated by HCPC, RCVS or NMC etc – not optionally regulated e.g., accreditation/registration is an option):	N/A
Closed programme (is the programme specifically to be offered privately to a group of students, e.g., only employees of companies or organisations that are meeting the costs of the students' studies):	N/A