

## BA (Hons) Modern History 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) Modern History with Sociology Joint Honours Degree provides learners with a comprehensive understanding of the way people have lived, acted and thought in a range of chronological and geographic contexts from 1750 to the present. Learners will also critically assess continuity, change, cause and consequence in relation to a variety of historical topics. Furthermore, they will obtain a sophisticated knowledge of the complexity and diversity of numerous historical and contemporary social contexts. Learners will, equally, engage with a range of sociological theories and concepts and critically assess the causes of social diversity and inequality.

The Modern History 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 social history, cultural identity, oral interviewing techniques and the importance of the environment in shaping society. 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) Modern History with Sociology	
<b>Subsidiary award(s) and title(s):</b>	Award	Title
	Cert HE	Modern History with Sociology
	Dip HE	Modern History with Sociology

	BA (Ord)	Modern History 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>	History (2022) 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. Provide learners with a substantial knowledge of how people have lived, acted and thought in multiple geographical and chronological contexts in the Modern era (1750-present).		
2. Encourage learners to critically assess continuity, change, cause and consequence in the Modern period.		
3. Develop learners' capacity to critically analyse different types of primary source and critique competing historiographical interpretations of numerous topics.		
4. Introduce learners to the range of approaches and research methods that are available to historians and encourage them to critically evaluate their application.		
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 Modern History 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 Modern History and Sociology in contemporary society.

**Programme learning outcomes:**

	K	C	P	T	Optional Ref	BA (Hons)	BA (Ord)	Dip HE	Cert HE
KH1. Understanding of the limitations of historical knowledge and, consequently, awareness of the importance of reaching sound, evidence-based, conclusions.	<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"/>
KH2. Knowledge of how and where to access a range of textual, visual, material and oral primary sources available to historians.	<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"/>
KH3. Understanding of continuity and change over extended time spans.	<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"/>
KH4. Knowledge of different interpretations of history and historical knowledge.	<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"/>
KH5. Awareness of the importance of geographic, cultural and chronological context in shaping the way people have lived, thought and acted in the past.	<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"/>
KH6. Thorough knowledge of a variety of approaches and research methods that can be used to understand and interpret the past.	<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"/>
KH7. Detailed understanding of the ethical dimensions of historical research and the responsibilities that arise from producing and reusing historical scholarship.	<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"/>

KH8. Thorough awareness of the complexity and diversity of individuals, events and cultures during the modern era and, consequently, the importance of treating the historical record with sensitivity and empathy.	<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"/>
KH9. Comprehensive understanding of a substantial body of historical knowledge derived from a range of chronological and geographic contexts.	<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"/>
KH10. Sophisticated understanding of how historical knowledge can be applied to tackle contemporary global issues.	<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"/>

CH1. Ability to examine the value and reliability of primary sources by considering issues surrounding genre, content, purpose and perspective.	<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"/>
CH2. Capacity to identify and discuss strengths and weaknesses in secondary interpretations.	<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"/>
CH3. The ability to use relevant historical evidence to create a balanced argument about the impact of individuals, groups and events.	<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"/>
CH4. Demonstrate analytical skills & problem-solving capacities when dealing with complex historical problems where there is no single solution.	<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"/>
CH5. The ability to identify and evaluate competing historiographical perspectives, concepts, methods and 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 type="checkbox"/>
CH6. Demonstrate intellectual independence and creativity to formulate, pose and answer cogent historical questions.	<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"/>
CH7. The ability to sustain and defend convincing arguments in the face of competing accounts and amend perspectives where appropriate.	<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"/>
CH8. Demonstrate the capacity to synthesise and critically evaluate primary and secondary sources in a range of assessment methods.	<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"/>
CH9. Capacity to critically evaluate the role and potential impact of historical knowledge in the present.	<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"/>
CH10. Ability to judiciously apply different research methods and approaches and critically evaluate their utility.	<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"/>

**Module diet:**

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
HIS4101	Understanding the Past	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
HIS4102	Gender and Sexuality in Twentieth-Century Britain	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
HIS4103	Russia, 1905-1917: From Tsarism to Bolshevism	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?

**No optional modules at Level 4**

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
HIS5104	Researching the Past	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
HIS5105	Slavery and Race in Post-Revolutionary America, 1775-1832	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
HIS5106	Industrialisation and Political Reform in Britain, c.1750-1848	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
HIS5107	Fascism in the Twentieth Century	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 (H)	Dissertation	Compulsory	45	Semester 2, Year 2 (Jan-June)	40% pass each unit
HIS6108	Public History	Compulsory	15	Semester 2, Year 2 (Jan-June)	40% pass each unit
HIS6109	Victorian Social and Political Thought	Compulsory	15	Semester 2, Year 2 (Jan-June)	40% pass each unit
HIS6110	Radical Histories from Below	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?		<b>Learners must complete all compulsory units and two of the three optional modules in their minor subject</b>			
<b>Other Information:</b>					
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 Modern History with Sociology combination is designed to enable learners to develop knowledge, skills, and capabilities in the following areas:					
<b>Employability:</b>					

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 Modern History with Sociology combination further enhances learners' employability. Learners in Modern History combinations assess the historic underpinnings of important contemporary themes - including class, gender, sexuality, race, political ideology, and the environment - in a range of chronological and geographical contexts. Investigating these topics ensures that learners obtain the knowledge and critical thinking skills required to work in industries where understanding of current issues is pivotal, including policy making, social research and public service. Equally, learners gain an awareness of the development and impact of historical research in theory-based modules like 'Understanding the Past', 'Researching the Past' and 'Public History'. This understanding - allied with knowledge of the ethical requirements of historical scholarship - is pivotal for postgraduate research and employment in sectors closely connected to the discipline, such as the heritage and conservation industries.

Employability is embedded in content throughout Modern History modules. Introductory lessons in the level four 'Understanding the Past' unit inform learners of the various careers historical knowledge and skills can be applied to. Other level four units encourage learners to develop key subject skills, including primary source analysis, contextual knowledge and awareness of competing historiographical interpretations. During level five, learners enhance these attributes and their independent research skills in preparation for a greater level of autonomous work in level six and following graduation. This includes producing an

independent research proposal in 'Researching the Past' and identifying key individuals and events to evaluate in summative assessments for 'Slavery and Race in Post-Revolutionary America' and 'Industrialisation and Political Reform'.

Employability is a core element of the level six 'Public History' unit. Module content encourages learners to assess the work of local heritage organisations, including Surrey History Centre and Farnborough Air Science Trust, as well as national and international institutions like the UK National Archives and UNESCO. Learners will complete a local landmark-finding task set by Farnborough Air Science Trust as part of formative assessment methods prior to the submission of summative assignment one. Learners also critically evaluate the uses and potential impact of historical skills and knowledge in the present as part of the first module assignment. This prepares them for work in related sectors and provides an opportunity to demonstrate the broader importance of historical understanding across the economy. Independent working skills are further enhanced in 'Radical Histories from Below' and 'Victorian Social and Political Thought'. In both modules learners will independently select topics, themes and individuals to critically assess in summative assignments.

The discursive nature of Modern History lessons at University Centre Farnborough fosters team-working skills that are highly valued across employment sectors. Group work is a core part of seminar sessions and formative assessment for all units. This promotes the ability to negotiate differences, allocate and adapt to new roles, and participate in constructive problem solving, all of which are valued attributes in a range of industries. Learners' ability to collaborate with their peers is formally assessed in group presentations delivered for the second assignment in the level four 'Gender and Sexuality in Twentieth-Century Britain' module.

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, including 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 Modern History with Sociology combination offers learners a range of opportunities to explore the role of digital technology in their disciplines. Learners receive guidance about how to access primary and academic secondary sources from appropriate British and international digital databases during level four Modern History units. Moreover, the second assignment in the level four 'Understanding the Past' module provides learners with an opportunity to reflect on the advantages and difficulties posed by digital archive collections. Consequently, learners are encouraged to examine core elements of 'digital history' at an early stage of the degree. These skills are stretched during level five, when learners are required to access, transcribe and interpret digital sources in the 'Slavery and Race in Post-Revolutionary America' unit. Utilising the Library of Virginia's 'African American Narrative Digital Collection' enables learners to engage with crowdfunded online projects, thus enhancing their digital skills and encouraging interaction with public history initiatives. Other level five and six modules require similar engagement with digitalised primary source collections, ensuring that learners are consistently building their capabilities throughout the degree.

Learners analyse the important role of digital databases and technologies - including Geographic Information Systems - in the fields of oral, spatial and quantitative history during the 'Researching the Past' level five module. Equally, lessons are dedicated to the growing field of digital history and its potential to revolutionise the production and reception of historical scholarship. Topics covered in the analysis of digital history include the impact of Artificial Intelligence and the growing importance of 'born digital' sources and social media in researching and disseminating historical scholarship.

The importance of digital technology - including Virtual Reality, the internet and Artificial Intelligence - in facilitating engagement between historians and the public is critically assessed in the level six 'Public History' unit. This includes analysing how historians and public history institutions are utilising social media to encourage greater interaction with a more diverse population than have traditionally engaged with their work. Learners, too, consider the issues digital technology poses to historical 'knowledge' and scholarship in the public domain in a lesson dedicated to 'digital public history'. This consistent coverage ensures that learners finish the programme with a comprehensive understanding of the centrality of digital technology in historical scholarship. Awareness of this important area enhances their employability in both academic and non-academic contexts.

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 Modern History with Sociology combination. Content in Modern History units introduces learners to a variety of cultural topics situated in a range of geographical and chronological contexts. By nature, History is an uncomfortable subject, touching repeatedly on sensitive

topics like inequality, race, gender, sexuality and environmental harm. Course content offers learners the opportunity to apply a broad range of approaches to understand and interpret these themes. Approaches include postcolonial, gender and environmental histories, in addition to the histories of emotion and sexuality. Most of these methods are introduced to learners at level four before being assessed and applied in greater depth at later stages of the degree.

Historical scholarship has often prioritised the voices of certain social groups and individuals over others. To recognise and redress this imbalance, Modern History learners assess the diverse ways people have lived, acted and thought across a range of local, national and international contexts. Internationally focused modules such as 'Russia from Tsarism to Bolshevism', 'Slavery and Race in Post-Revolutionary America', 'Fascism in the Twentieth Century' and 'Radical Histories from Below' are particularly relevant in this regard, with learners consistently analysing the experiences, agency and impact of marginalised ethnic and religious groups. The gendered and sexual dimensions of slavery, fascist ideology and social activism are also evaluated in these units.

Modules focusing on British history add to learners' global and cultural capabilities by placing content in an international context. In 'Gender and Sexuality in Twentieth-Century Britain', learners consider changing perceptions of femininity and masculinity between the two World Wars and analyse their impact on women's work and pay. Unit content also examines how ideas surrounding sexuality changed and affected people's lives, with particular attention being placed on the impact of the Sexual Offences Act (1967) and HIV/AIDS crisis of the 1980s. Additionally, learners examine how race, gender and sexuality intersected when exploring the impact of the Gay Liberation Front and Women's Liberation Movement. Level five and six modules concerning 'Industrialisation and Political Reform' and 'Victorian and Social Political Thought', meanwhile, investigate the emergence of women's political activism through the work of Mary Wollstonecraft, Annie Besant and the Manchester Female Reform Society. Ideas surrounding Empire are critically evaluated in 'Victorian Social and Political Thought', while the role of Black radicals like William Davidson and William Cuffay in the Spenceans and Chartists is assessed in 'Industrialisation and Political Reform'. Olaudah Equiano and Mary Prince's influence in the abolition of slavery is analysed in later lessons of the level five unit.

Theoretical modules endeavour to enhance learners' global and cultural awareness. Learners engage with the way history has been written and utilised in Ancient, Arabic and Far Eastern cultures in 'Understanding the Past' and examine a range of voices associated with independence movements within the British Empire in case studies later in the unit. Postcolonial historiography is introduced to learners in these lessons to enhance the range of approaches they can apply to subsequent work. Detailed assessments of environmental and global history in the level five 'Researching the Past' module further encourage learners to investigate - and evaluate - the past from non-western perspectives. Learners will also consider how oral and spatial history projects have sought to recover the experiences and agency of marginalised communities in different global settings.

In the level six 'Public History' module, learners critically assess the way people around the world engage with history through a range of cultural mediums, including museums, archives, films, television programmes and social media. Case studies include the way slavery and genocide have been memorialised in Cambodia, Germany, Rwanda and Senegal. Moreover, indicative content about the uses of historical knowledge critically evaluates the impact of apologies delivered to the Australian 'Stolen Generations' and assesses the legacy of Truth and Reconciliation Committees in South Africa and Latin America. Learners are encouraged to critique contemporary debates about decolonising and de-gendering public spaces and interact with scholarship produced by public historians from around the world through edited collections, including Paul Ashton & Alex Trapeznik's *What is Public History Globally?*

The process of decolonising History extends far beyond studying the past in a range of geographical contexts. Consequently, learners are informed of appropriate academic terminology at the start of modules like 'Gender and Sexuality in Twentieth-Century Britain' and 'Slavery and Race in Post-Revolutionary America'. This encourages academic integrity and empathy, as well as enhanced cultural awareness. Equally, learners engage with a diverse range of secondary voices and interpretations across all levels of study. For instance, learners in the level four 'Russia from Tsarism to Bolshevism' module consult work by Mustafa Tuna and Antony Polonsky concerning the persecution and agency of Muslim and Jewish populations within the Russian Empire. Similarly, postcolonial and global interpretations of fascism are analysed as part of the 'What is Fascism' debate in the level five 'Fascism in the Twentieth Century' module. This encourages learners to challenge the traditional Eurocentric nature of fascism historiography.

The works of Hakim Adi and David Olusoga are employed in level four and five modules to highlight the under-researched role of Black and Asian people in nineteenth-century British radicalism and the British civil rights movement of the 1960s and 1970s. Academic publications produced by African American scholars such as Stephanie Rogers-Jones, Dianne Berry, Julian Boyd and Thomas C. Holt are also frequently used to assess key themes in modules concerning 'Slavery and Race in Post-Revolutionary America' and 'Radical Histories from Below'. Learners will gain a detailed understanding of how African American historians have challenged established interpretations of American history through evaluating this historiography. Utilising the works of Berry and Boyd provides learners with the additional opportunity to engage with activist scholarship from those involved in the struggle for civil rights. Similarly, learners will use historical research produced by women's rights activists like Amira Wilson, Lindsey German and Sheila Rowbotham in the level four 'Gender and Sexuality in Twentieth-Century Britain' unit.

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 Modern History with Sociology combination provides learners with many attributes that enhance their capacity to tackle current environmental issues. The emerging field of environmental history provides an excellent medium through which learners can gain an understanding of humanity's relationship with nature and nature's impact on humanity. Environmental history is introduced to learners during the level four 'Understanding the Past' unit. Learners, too, examine the links between women's rights movements and environmental activism in the 'Gender and Sexuality in Twentieth-Century Britain' module and consider the impact of economic reforms on the Russian environment in 'Russia from Tsarism to Bolshevism'. Moreover, learners investigate the impact of Russia's climate on the Revolutions of March and October 1917.

Learners assess the core elements of environmental history and chart the growth of the approach in more depth in the level five 'Researching the Past' unit. They, too, obtain an understanding of how industrialisation and slavery affected the natural world and assess the impact of the environment on human life in level five thematic modules. This includes analysing how enslaved people in America used the natural landscape to challenge their oppressed status. At level six, learners critically evaluate the environmental thought of Victorian intellectuals like William Morris and John Ruskin. This facilitates engagement with some of the first eco-critical literature produced in modern Britain. The connections between the American civil rights movement and the emergence of Environmental Justice campaigns in the United States are highlighted in 'Radical Histories from Below', as are the importance of rural and urban environments in the lived experiences of African Americans in the 1950s and 1960s.

In the level six 'Public History' unit, learners critically assess how historical knowledge has been applied to help formulate local, national and international conservation policies and how it might be advantageously deployed to create a sustainable future. This includes evaluating how heritage organisations have engaged with conservation and sustainability initiatives. More generally, the 2022 QAA benchmarks highlight how the critical thinking skills fostered in History degrees can be applied to tackle contemporary issues, including the need to create a more sustainable future. Consequently, the Modern History offering at UCF contributes towards producing graduates with the skills outlined in UNESCO's 'Education for Sustainable Development' framework.

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' and 'Researching the Past'. 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 Modern History with Sociology combination enhances learners' resourcefulness and resilience in numerous ways. The importance of primary sources and historiographical awareness mean that learners on a Modern History combination are required to demonstrate resourcefulness throughout the programme, with increasing emphasis being placed on independent search and retrieval skills as their studies progress. Consequently, learners receive guidance about accessing academic sources from reputable archival and digital collections in all level four units. Learners then demonstrate their awareness of the strengths and limitations of physical and digital archives as part of assessment in 'Understanding the Past'. As they progress to level five, learners are graded according to their ability to locate relevant sources beyond recommended reading to prepare them for greater independent research at level six. An advanced level of resourcefulness is particularly important for learners producing a dissertation in Modern History. Consequently, content in the level five 'Researching the Past' unit includes a discussion of archival conventions and an assessment of digitalised projects in Britain and overseas. Learners are encouraged to use the links the programme has established with local archival centres - including Surrey History Centre - to gain experience of using facilities prior to their level six research.

Content throughout Modern History units covers sensitive subjects such as imperialism, child labour, persecution and a range of prejudices relating to gender, sexuality, race and class. Learners will, therefore, develop strategies to increase their resilience in order to analyse these topics in an open and empathetic manner. To assist in this process, learners are provided with guidance on appropriate terminology in modules like 'Gender and Sexuality in Twentieth-Century Britain' and 'Slavery and Race in Post-Revolutionary America'. Learners will also demonstrate resilience and academic integrity when assessing primary and secondary interpretations that present perspectives that contrast with their own. The interactive nature of lessons at UCF plays a key role in developing this resilience by enabling learners to engage with different perceptions of historical themes.

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. Scholarly independence is, finally, a requirement at later stages of the degree. In 'Qualitative Research Methods', 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