

## PROGRAMME SPECIFICATION

### Section 1: Basic Data

<b>Awarding institution/body</b>	University of the West of England
<b>Teaching institution</b>	University of the West of England
<b>Delivery Location(s)</b>	Frenchay Campus
<b>Faculty responsible for programme</b>	Health and Life Sciences
<b>Modular Scheme title</b>	
<b>Professional Statutory or Regulatory Body Links (type and dates)</b>	Accredited by the British Psychological Society (Pending)
<b>Highest award title</b>	BSc (Hons) Psychology with Sociology
<b>Default award title</b>	
<b>Interim award titles</b>	Cert. HE Psychology with Sociology Dip. HE Psychology with Sociology
<b>UWE progression route</b>	
<b>Mode(s) of delivery</b>	Full-time, Part-time
<b>Codes</b>	
<b>UCAS code</b> CL83	<b>JACS code</b> C8L3
<b>ISIS code</b> C8L3	<b>HESA code</b>
<b>Relevant QAA subject benchmark statements</b>	Psychology; Sociology
<b>On-going/valid until* (*delete as appropriate/insert end date)</b>	On-going
<b>Valid from (insert date if appropriate)</b>	September 2011
<b>Original Validation Date:</b> 28 <sup>th</sup> February 2011	
<b>Latest Committee Approval:</b> Quality and Standards Committee <b>Date:</b> March 2011	
<b>Version Code:</b> 1	

## Section 2: Educational aims of the programme

The BSc (Hons) Psychology with Sociology programme aims at Level 1 to provide students with a comprehensive introduction to the related disciplines of Psychology and Sociology. At Levels 2 and 3, the programme is designed to help students develop an in-depth and detailed understanding of Psychology whilst also studying aspects of Sociology to an advanced level. In particular the programme aims to:

- Promote a scientific understanding of the mind, brain, behaviour and experience, and of the complex interaction between these.
- Present multiple perspectives in a way that fosters critical comparison and evaluation.
- Develop an understanding of the relationships between theory and its application to the full range of experience and behaviour.
- Develop an understanding of the role of empirical evidence in the creation and constraint of theory and the role of theory in the collection, analysis and interpretation of data.
- Enable the acquisition and knowledge of a range of research skills and methods, both quantitative and qualitative, culminating in an ability to conduct research independently.
- Develop the abilities and insight necessary to appreciate and critically evaluate theory, research findings, applications and interventions.
- Provide related study options in the field of Sociology and promote integration with the Psychology major where appropriate.
- Equip students with a broad range of discipline specific, cognitive, and general transferable skills which provide a sound basis for professional training, other further study and graduate-level employment in a wide variety of fields.

## Section 3: Learning outcomes of the programme

*The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: ...*

### A Knowledge and understanding

Learning outcomes

Teaching, Learning and Assessment Strategies

#### A Knowledge and understanding of:

1. The core domains and sub disciplines within Psychology – including biological, social, cognitive and developmental psychology, individual differences, conceptual issues and the history of Psychology.
2. The major theoretical perspectives within Psychology.
3. Key concepts and theoretical approaches in classical and modern Sociology.
4. Research design, research methods and data analysis in Psychology and Sociology – including measurement techniques, psychometrics, quantitative and qualitative data analytic approaches, ethical and moral issues, codes of conduct.
5. The interfaces and interactions between Psychology and other cognate disciplines including criminology, sociology, biology, psychiatry.
6. Contemporary debates, current ideas, and new developments in Psychology and Sociology.
7. The application of Psychological and Sociological theories and concepts to specific real world situations and problems.

#### Teaching/learning methods and strategies:

These learning outcomes are broad, and are addressed across the programme using a variety of methods and strategies. These include:

- interactive, multimedia supported lectures
- tutor-led seminars
- student-led seminars
- practical laboratory-based classes
- skills workshops
- computer based analysis workshops
- learning logs
- group work and group projects
- guided reading and self-study
- supervised project work

Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught and learnt and to broaden their individual knowledge and understanding of the subject.

#### Assessment:

Knowledge and understanding are assessed through a variety of methods including formal examinations in a variety of formats including seen, open book, unseen, multiple-choice, essay and short-answer; essays; case studies; research

	proposals; practical reports; project dissertation; assessed seminar presentations, both individual and group.
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### B Intellectual Skills

<p><b>B Intellectual Skills</b></p> <ol style="list-style-type: none"> <li>1. Adopt multiple perspectives and critically analyse the relationships between them</li> <li>2. Reason scientifically, understand the role of evidence and make critical judgements about arguments in psychology and sociology.</li> <li>3. Recognise and evaluate problems and plan strategies for their solution.</li> <li>4. Synthesise information from a range of different sources in ways which show originality and creativity in the student's work.</li> <li>5. Show insight in applying complex theoretical concepts to real-world problems and situations</li> <li>6. Appreciate the assumptions and reasoning underlying the analysis of statistical and qualitative data.</li> </ol>	<p><b>Teaching/learning methods and strategies</b> Intellectual skills are developed through the range of teaching and learning strategies outlined in section 3A above, and across the full range of modules.</p> <p><b>Assessment</b> Intellectual skills are assessed through the range of methods identified in section 3A.</p>
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## C Subject, Professional and Practical Skills

### C Subject/Professional/Practical Skills

*Students will be able to:*

1. Apply and integrate multiple perspectives on psychological and sociological issues.
2. Recognise distinctive psychological and sociological approaches to particular problems.
3. Identify and evaluate general patterns in behaviour, thought, action and experience.
4. Understand and investigate the role of brain function in human behaviour and experience.
5. Pose, operationalise and critique research questions.
6. Carry out empirical studies involving a variety of methods, including experiments, observation, psychometric tests, questionnaires, interviews and field studies.
7. Analyse data using both quantitative and qualitative methods.
8. Use a variety of psychological tools, including specialist software and laboratory equipment.
9. Initiate, design, conduct and report an extensive piece of independent empirical research
10. Show awareness of ethical principles and approval procedures and act in accordance with these – particularly with regard to the research project.

### Teaching/learning methods and strategies

1 - 4 are developed through the range of approaches detailed in 3A above.  
5 – 10 are developed primarily through the practical classes, skills workshops, computer analysis workshops and supervised project.

### Assessment

1 – 4 are assessed through a range of approaches detailed in 3A.  
5 - 10 are assessed through practical work and reports, and in particular the work associated with the final year project: proposal, poster and full report.

## D Transferable Skills and other attributes

<b>D Transferable skills and other attributes</b>	<b>Teaching/learning methods and strategies</b>
<p>Students will be <i>able to</i>:</p> <ol style="list-style-type: none"><li>1. Communicate ideas and research findings, both effectively and fluently, by written, oral and visual means.</li><li>2. Comprehend and use numerical, statistical and other forms of data, particularly in the context of presenting and analysing complex data sets.</li><li>3. Be computer literate and confident in using word processing, database and statistical software.</li><li>4. Search for, retrieve and organise information from the full range of printed and online sources.</li><li>5. Solve problems by clarifying questions, considering alternative solutions and evaluating outcomes.</li><li>6. Make evidence-based, informed critical judgements and evaluations</li><li>7. Engage in effective teamwork, being sensitive to, and reacting appropriately to contextual and interpersonal factors in that influence behaviour in groups and teams.</li><li>8. Undertake self-directed study and project management, in order to meet desired objectives.</li><li>9. Take charge of their own learning, and reflect on and evaluate personal strengths and weaknesses for the purposes of future learning and development.</li></ol>	<p>Skills 1, 3, 4, 5, 6, 8 &amp; 9 are addressed and developed across the programme through the whole range of methods used.</p> <p>Skills 1, 2, 3, 4 are also developed through the practical research sessions and skills workshops. Skill 7 is developed particularly through the various small group-based activities undertaken by students – including group presentations and projects</p> <p>The development of skills 8 and 9 are a particular feature of student engagement in supervised independent research.</p> <p><b>Assessment</b></p> <p>Skills 1, 2, 3, 4, 5, 6, 8, &amp; 9 are assessed through the range of approaches described in 3A, most particularly through coursework essays, research reports, project poster, seminar presentations; and also through written examinations.</p> <p>Skill 7 is assessed through observation of performance in group presentations.</p>

**Section 4: Programme structure**

<b>level 1</b>	<p><b>Compulsory modules</b></p> <ul style="list-style-type: none"> <li>• USPJL7-30-1; Research Design and Analysis 1</li> <li>• USPJLS-30-1; Introduction to Psychology</li> <li>• UZSNLF-30-1; Sociological Foundations</li> <li>• UZSNLG-30-1; Sociological Practice</li> </ul>	<p><b>Interim Award:</b> Cert HE Psychology with Sociology</p> <p>Credit requirements: 120 with a minimum of 100 at level 1 or above</p>
<b>level 2</b>	<p><b>Compulsory modules</b></p> <ul style="list-style-type: none"> <li>• USPJLA-30-2; Research Design and Analysis 2</li> <li>• USPJLW-20-2; Theoretical and Social Psychology</li> <li>• USPJLX-20-2; Developmental and Cognitive Psychology</li> <li>• USPJLY-20-2; Individual Differences and Biological psychology</li> </ul> <p><b>Optional modules</b> 30 credits from the following Sociology options:</p> <ul style="list-style-type: none"> <li>• UZSNRA-30-2; Social Inequalities and Identities</li> <li>• UZSNNL-30-2 Medicine and Social Control</li> <li>• UZSNMQ-30-2 Psychoanalysis &amp; Sociology of Racism</li> <li>• UZSNMH-30-2 Social Psychology of Individual and Group Processes</li> <li>• UZSNNN-15-2 Sociology of Madness and Mental Disorders</li> <li>• UZSNNO-15-2 Self, Stigma and Spoilt Identity</li> <li>• UZSNNU-30-2 Transgression</li> <li>• UZSNMV-30-2 Action Learning</li> </ul>	<p><b>Interim Award:</b> Dip HE Psychology with Sociology</p> <p><b>Credit requirements:</b> 240 credits of which not less than 100 must be at level 2 or above, and not less than 220 at level 1 or above.</p>

<b>level 3</b>	<p><b>Compulsory module</b></p> <ul style="list-style-type: none"> <li>• USPJMY-30-3; Research Project - Psychology Major</li> </ul> <p><b>Optional modules</b> 60 credits from the following Psychology options:</p> <ul style="list-style-type: none"> <li>• USPJDL-20-3; Issues in the Psychology of Education</li> <li>• USPJDM-20-3; Contemporary Issues in Social Psychology</li> <li>• USPJDN-20-3; Health Psychology</li> <li>• USPJDQ-20-3; Counselling Theory and Practice</li> <li>• USPJDR-20-3; Psychology of Work</li> <li>• USPJDS-20-3; Psychology of Consciousness</li> <li>• USPJDW-20-3; Psychology of Religion</li> <li>• USPJDX-20-3; Learning Disability: Issues, Debates and Psychological Perspectives</li> <li>• USPJE6-20-3; Psychological Approaches in Mental Health</li> <li>• USPJE7-20-3; Psychology of Addiction</li> <li>• USPJE8-20-3; Cognitive Neuropsychology</li> <li>• USPJEA-20-3; Psychometrics and Psychological Test Construction</li> <li>• USPJEG-20-3; Psychology and Evolution</li> <li>• USPJF7-20-3; Psychology of Sport and Exercise</li> <li>• USPJGD-20-3; Psychology of Appearance and Embodiment</li> <li>• USPJGM-20-3; Critical Psychology</li> <li>• USPJGH-20-3; Perception</li> <li>• USPJGG-20-3; Language and Mind</li> <li>• USPJGK-20-3; Psychopharmacology</li> <li>• USPJLG-20-3; Psychology in the Community</li> <li>• USPJL5-20-3; Advanced Developmental Psychology</li> <li>• USPJMA-20-3; Psychology and the Arts</li> <li>• USPJMD-20-3; Genders, Sexualities and Society</li> </ul> <p>30 credits from the following Sociology options:</p> <ul style="list-style-type: none"> <li>• UZSNPU-30-3; Social Psychology of Violence and Crime</li> <li>• UZSNPK-30-3; Psychoanalysis and Society</li> <li>• UZSNQU-30-3; The Family, Community and Crime</li> <li>• UZSNQP-30-3; Childhood Disorder and Disordered Childhood</li> <li>• UZSNQH-30-3; Stop, Look and Listen: The Sociology of Culture</li> <li>• UZSNQS-15-3; Globalization, Power and Identity</li> <li>• UZSNQR-15-3; Social Movements, Political Action and Social Change</li> </ul>	<p><b>Prerequisite requirements</b> USPJLA-30-2, Research Design and Analysis 2 is a prerequisite for the Research Project.</p> <p>Minimum credit requirements: 360 credits – 240 from compulsory modules, 120 from optional module lists</p> <p><b>Award:</b> Target / highest: BSc (Hons) Psychology with Sociology</p> <p><b>Credit requirements:</b> 360 of which not less than 100 must be at level 3 or above, and not less than 200 at level 2 or above.</p>
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## **Section 5: Entry requirements**

Please follow this link to view the university's basic minimum entry requirements.

<http://www.uwe.ac.uk/study/entryReqs.shtml>

For admission to the BSc (Hons) Psychology with Criminology the following criteria must also be met:

- Achievement of the advertised UCAS points tariff
- GCSE grade C or above in Mathematics, English Language and Biology or Double Science

Additionally applicants may be admitted to the programme provided they meet one of the following criteria and can demonstrate that they have achieved to an appropriate level in Maths, Science and English Language:

- Pass in a recognised Foundation or Access course
- The Advanced General National Vocational Qualification (AGNVQ) or Advanced General Scottish Vocational Qualification (AGSVQ). A twelve unit or full AGNVQ award being equivalent to two GCE A levels, a six unit or single AGNVQ award being equivalent to one GCE A level and a three unit award or part AGNVQ award being equivalent to one GCE AS level.
- The Irish Leaving Certificate (See UCAS website for tariff equivalences)
- The Scottish Leaving Certificate of Education (See UCAS website as above)  
[http://www.ucas.ac.uk/students/ucas\\_tariff/qualifications](http://www.ucas.ac.uk/students/ucas_tariff/qualifications)
- National Vocational Qualifications or Scottish Vocational Qualifications at level III.
- The European Baccalaureate.
- The International Baccalaureate.
- Other European or International qualifications which the University considers to be of equivalence to the above.

## **Section 6: Assessment Regulations**

**Approved to University Academic Regulations and Procedures**

## **Section 7: Student learning: distinctive features and support**

The University's Graduate Development Programme (GDP) is an important component of the student experience, particularly at Level 1 where it is delivered jointly by Sociology and Psychology academic staff. Facilitated learning group sessions addressing issues around transition to HE study and key academic and transferable skills will be delivered as a stand-alone programme with clear links being made to teaching and assessment in the modules on the programme.

At Levels 2 and 3, GDP becomes identified with the Psychology major. A series of employability workshops is its main focus at Level 2. At Level 3, the student's research project supervisor will also be their GDP tutor, responsible for providing advice and support in futures planning.

In the first and second year, students are allocated to a tutor group of no more than 20 students which is supported by their personal academic tutor with whom they will have regular contact, including a 1:1 support session each semester.

A module choice event is held early in the second semester to enable students to make an informed and considered choice of optional modules at Levels 2 and 3. At this event students have the opportunity to talk to module leaders and to students currently studying the modules. A online module choice handbook is also provided.

Students are encouraged to join the successful Psychology student society which promotes both social and educational/academic activities.

## **Section 8: Reference points/benchmarks**

- QAA subject benchmarks for Psychology and Sociology
- British Psychological Society Qualifying Syllabus
- University teaching and learning policies



- The research and scholarly interests of academic staff. These have shaped, in particular, the wide variety of optional module provision at Level 3.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Academic Registrar.