



University of the  
West of England

ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data	
<b>Awarding Institution</b>	University of the West of England
<b>Teaching Institution</b>	University of the West of England
<b>Delivery Location</b>	UWE, Frenchay Campus
<b>Faculty responsible for programme</b>	Health and Applied Sciences
<b>Department responsible for programme</b>	Health and Social Sciences
<b>Modular Scheme Title</b>	Undergraduate Scheme
<b>Professional Statutory or Regulatory Body Links</b>	None
<b>Highest Award Title</b>	BSc (Hons) Sociology with Psychology
<b>Default Award Title</b>	None
<b>Fall-back Award Title</b>	BA (Hons) Social Science
<b>Interim Award Titles</b>	BSc Sociology with Psychology Dip HE Sociology with Psychology Cert HE Sociology with Psychology
<b>UWE Progression Route</b>	
<b>Mode(s) of Delivery</b>	Full Time, Part Time
<b>Codes</b>	<b>UCAS:</b> L3C8 <b>JACS:</b> <b>ISIS2:</b> L3C8 <b>HESA:</b>
<b>Relevant QAA Subject Benchmark Statements</b>	2007 QAA Sociology (BA) <a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Sociology07.pdf">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Sociology07.pdf</a>  2010 QAA Psychology (BSc) <a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-Psychology.aspx">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-Psychology.aspx</a>
<b>CAP Approval Date</b>	28/03/2014
<b>Valid from</b>	September 2014
<b>Valid until Date</b>	September 2020
<b>Version</b>	2

## Part 2: Educational Aims of the Programme

The BSc (Hons) Sociology with Psychology is a programme that draws on the combined knowledge and experience of two related and well established disciplines. At Level 1 the programme aims to provide students with a thorough grounding in the related disciplines of Sociology and Psychology. At Levels 2 and 3, the programme is designed to help students develop an in-depth and detailed understanding of Sociology whilst also studying aspects of Psychology to an advanced level.

In particular the programme aims to:

- To produce ready and able graduates. Graduates who are active citizens, making a real contribution to their communities, workplaces and society. Graduates with the skills, knowledge, attitude and confidence to create, critique, and make a difference to the world beyond university. Graduates who are prepared for lifelong learning, personal-development, excellence and success in whatever fields they choose to work and participate. The core curriculum of the programme, in particular, is designed with this objective in mind.
- To provide a general educational experience through which students will acquire a range of cognitive and analytical skills and general transferable skills in relation to critical thinking, research and employability that will provide a foundation for independent research, further graduate studies and career development across a broad range of professions and occupations. Examples of these skills include judging and evaluating evidence, data collection and interpretation, synthesizing information and formulating reasoned arguments.
- encourage critical analysis and evaluation of Sociological and Psychological theories, ideas and issues from different sources and perspectives;
- foster critical study, collaborative, co-operative and, independent learning. This aim includes the encouragement of reflexive self-awareness in group oriented and individual research and writing tasks. Reflexive self-awareness is also encouraged in regard to the student's development as a competent and thoughtful social researcher.
- teach academically challenging and vocationally relevant modules in Sociology and Psychology;
- To provide an educational experience that recognizes the importance of digital media and digital technology in the contemporary world and that involves the application and utilization of digital technology to teaching and learning across the programme.
- provide students with the skills that will enable them to develop a practice-oriented approach to social enquiry including the ability to apply sociological and psychological theories and concepts to 'real world' issues, problems and processes.
- To provide an outward facing set of educational opportunities that include the opportunity to engage with and provide support to a range of partners and stakeholders in the Bristol area through placements, partnerships and community-focussed research.
- To provide an inclusive programme that acknowledges the wide diversity of student learning styles, experiences and interests through provision of a flexible and varied programme.
- provide a programme enriched by research undertaken by the sociology and psychology staff.

## Part 2: Educational Aims of the Programme

### Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

Sociology is a critical and analytical subject area that focusses on developing an understanding of social institutions, social relations and social inequalities in a contemporary, historical and comparative perspective. Sociology at UWE is also an applied discipline and across the Programme students are able to apply sociological and psychological ideas and concepts to 'real world' situations and everyday experiences. Throughout their degree students will experience a range of learning (online/offline), teaching (lectures, seminars, workshops and TEL) and assessment (essays, exams, case studies, presentations) techniques. Consequentially, a sociology with psychology degree opens graduates up to a range of graduate level positions, including work in social work, teaching, public administration, police service, probation service, prison service, personnel management, charities and Third Sector organizations, welfare and community organizations and the business, finance and information sectors.

## Part 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 of:

1. the key concepts and theoretical approaches that have developed and are developing within sociology and psychology;
2. the social context, social diversity and inequality and their social and psychological impact on the lives of individuals and groups;
3. the value of comparative analysis, in both historical and contemporary contexts within both disciplines;
4. an understanding of the role of culture in social life;
5. the social and psychological nature of the relationship between individuals, groups and social institutions;
6. social processes underpinning social change and social stability;
7. the nature of the relationship between theory, evidence and the methods in gaining sociological and psychological knowledge
8. Research design, research methods and data analysis, including quantitative and qualitative approaches to data gathering and analysis, psychometrics, measurement techniques, ethical and moral issues, codes of conduct
9. the distinctive character of sociological and psychological theoretical frameworks which inform an understanding of human relationships and issues in wider socio-cultural contexts.

### B Intellectual Skills

1. ability to appreciate the complexity of human behaviour, social situations and events and assessing the merits of competing explanations.
2. ability to gather, retrieve and synthesise information;
3. ability to review and evaluate evidence;
4. ability to develop a reasoned argument and critically interpret evidence

### C Subject/Professional/Practical Skills

1. to investigate sociologically and psychologically informed questions;
2. to report empirical sociological and psychological findings;
3. to use different methods of sociological and psychological enquiry;
4. to identify the ethical issues in social research;
5. to undertake and present scholarly work;
6. to examine the relevance and application of academic and practical sociological and psychological work to issues of social, public and civic policy.

### D Transferable skills and other attributes

1. learning and study skills;

### **Part 3: Learning Outcomes of the Programme**

2. written and oral communication skills in a variety of contexts and modes;
3. statistical and other quantitative techniques;
4. information retrieval skills in relation to primary and secondary sources of information;
5. communication and information technology skills;
6. skills of time planning and management;
7. group work skills.

	Module No: UZSNLF-30-1	Module No: UZQSTQ-15-1	Module No: UZSST3-15-1	Module No: UZSST4-30-2	Module No: UZSST5-30-2	Module No: UZSSTR-15-2	Module No: UZSSTA-15-2	Module No: USPSTS-30-3
<b>Learning Outcomes:</b>								
<b>A) Knowledge and understanding of:</b>								
A.1. The key concepts and theoretical approaches that have developed and are developing within sociology.	x			x	x			
A.2. The social context of social diversity and inequality and their impact on the lives of individuals and groups.			x	x		x		
A.3. The value of comparative analysis, in both historical and contemporary contexts.				x	x			
A.4. The social nature of the relationship between individuals and groups.				x	x	x		
A.5. The social processes underpinning social change and social stability.	x				x			
A.6. The nature and appropriate use of research strategies and methods in gaining sociological knowledge.			x				x	x
A.7. The relationship between sociological argument and evidence.	x	x	x	x	x		x	x
A.8. The distinctive character of sociology in relation to other forms of understanding in everyday life.	x	x		x	x		x	x
<b>(B) Intellectual Skills</b>								
B.1. The ability to appreciate the complexity of human behaviour, social situations and events and assessing the merits of competing explanations.	x	x		x	x	x	x	
B.2. The ability to gather, retrieve and synthesise information.	x		x	x	x	x	x	x
B.3. The ability to review and evaluate evidence.		x	x	x	x	x	x	x
B.4. The ability to develop a reasoned argument and critically interpret evidence.	x	x	x	x	x	x	x	x
<b>(C) Subject/Professional/Practical Skills</b>								
C.1. The ability to investigate sociologically informed questions	x	x	x	x	x		x	x
C.2. The ability to report empirical sociological findings			x	x			x	x
C.3. The ability to use different methods of sociological enquiry			x				x	x
C.4. The ability to identify the ethical issues in social research			x			x	x	x
C.5. The ability to undertake and present scholarly work	x	x	x	x	x	x	x	x
C.6. The ability to examine the relevance and application of academic and practical sociological work to issues of social, public and civic policy		x	x	x		x		x
<b>(D) Transferable skills and other attributes</b>								
D.1. Learning and study skills		x	x			x	x	x
D.2. Written and oral communication skills in a variety of contexts and modes	x	x	x	x	x	x	x	x
D.3. Statistical and other quantitative techniques			x	x			x	
D.4. Information retrieval skills in relation to primary and secondary sources of information			x				x	x
D.5. Communication and information technology skills	x	x	x	x	x	x	x	x
Skills of time planning and management			x			x	x	x
Group work skills	x		x					

	Module No: USPJLS-30-1	Module No: USPJL7-30-1
<b>Learning Outcomes:</b>		
<b>A) Knowledge and understanding of:</b>		
1. The core domains and sub discipline...	X	
2. The major theoretical perspectives within Psychology	X	
3. The roles ...of the...Psychology professions	X	
4. Research design... methods and data analysis		X
5. The interfaces...between Psychology and other...	X	
6. Contemporary debates, current ideas, and...	X	
7. The application of Psychological theory and concepts		X
<b>(B) Intellectual Skills</b>		
1. Adopt multiple perspectives and critically analyse...	X	X
2. Reason scientifically...makes critical judgements...	X	X
3. Recognise and evaluate...and plan strategies...		X
4. Synthesise information...show creativity...	X	X
5. Show insight in applying...concepts to real-world...		
6. Appreciate...statistical and qualitative data		X
<b>(C) Subject/Professional/Practical Skills</b>		
1. Apply and integrate multiple perspectives...	X	X
2. Recognise...psychological approaches to problems...		X
3. Identify and evaluate general patterns in behaviour...	X	X
4. Understand and investigate the role of brain function.	X	X
5. Pose, operationalise and critique research questions		X
6. Carry out empirical studies involving...		X
7. Analyse data using both quantitative and qualitative...		X
8. Use a variety of psychological tools, including...		X
9. Initiate...conduct...independent empirical research		
10. Show awareness of ethical principles...	X	X
<b>(D) Transferable skills and other attributes</b>		
1. Communicate...by written, oral and visual...	X	X
2. Comprehend and use numerical...data...		X
3. Be computer literate and confident in using...	X	X
4. Search for, retrieve and organise information...	X	X
5. Solve problems by clarifying questions...	X	X
6. Make evidence-based informed...judgements...	X	X
7. Engage in effective teamwork...		X
8. Undertake self-directed study and project...		
9. Take charge of their own learning, and reflect...	X	X

#### Part 4: Student Learning and Student Support

##### Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

At UWE, Bristol there is a policy for a minimum average requirement of 12hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face to face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

## Part 4: Student Learning and Student Support

**Scheduled learning** includes lectures, seminars, tutorials, project supervision practical classes and workshops; work based learning. Scheduled sessions may vary slightly depending on the module choices made.

**Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices made.

**Placement learning:** may include a practice placement, other placement, year abroad. This constitutes an average per level as indicated below.

**TEL:** The use of TEL is an integral feature at all levels of study in each module on the program. MyUWE and Blackboard, the university supported learning portal and virtual learning environment, will be used to support students' learning, conduct activities, organise and communicate learning materials. Students will be able to engage with the material, other students and members of staff through these systems and make use of the various functionalities built into them (e.g., blogs, journals, audio, video, discussion boards, wikis, etc.) as appropriate and useful. In addition, students and tutors will be able to utilise TEL (e.g. Collaborate, Lync and Skype) to, where appropriate and useful, facilitate remote contact and thus increase flexibility and accessibility for students. Some modules will also potentially offer both generic and discipline-specific online content. Existing university resources will be utilised such as The Research Observatory (<http://ro.uwe.ac.uk/>) where appropriate. Learning technologies such as e-portfolios might also be exploited to potentially support students e.g. while on placement and to facilitate students' development and assessment of a portfolio of work.

### Description of any Distinctive Features

- Induction Programme for orientation and study skills
- Research-led and research-informed teaching.
- Core social science curriculum designed to deliver key skills in critical thinking, employability and research methods and placement opportunities for students.
- Detailed student handbooks and module guides.
- Extensive specialist library.
- On-line learning resources, internet, intranet and email access.
- Dedicated office hours for all staff, student email system, trained counsellors for both pastoral and academic support.
- Personal Academic Tutors
- Specialist Psychology Interactive Labs
- Equipment, resources, and technical and instructing staff for media production.
- A strong emphasis on developing analytical and critical skills.
- A lively relationship between theory and practice. .
- The Sociology and Psychology staff teams contribute to a wide range of scholarship and professional activities which feed into teaching activities. Many operate within

#### Part 4: Student Learning and Student Support

the departmental research centers the Centre for Appearance Studies, the Centre for Health & Clinical Research and the Centre for Understanding Social Practices.

- Research is integrated into teaching throughout this programme. Sessions are informed by activities of relevant staff research, and the departmental research strengths are reflected in the design of the curriculum. The curriculum of the core module Social Transformations (UZSST5-30-2) incorporates work carried out by Dr. Graham Taylor on globalization and research undertaken by Dr. Andrew Mathers and Dr. Graham Taylor on globalization and social movements. The level 3 module Bodies, Technology and Society (UZSSSQ-30-3) is based around research undertaken in the Centre for Health & Clinical Research by Prof. Julie Kent.
- Students are able to engage with research active staff through diverse means which may include, for example, supervision of final year projects, volunteer research placements and support in attendance at relevant undergraduate conferences. Extra-curricular activities organized outside formal teaching sessions support the strengthening of associations between departmental research activity and student learning

#### Part 5: Assessment

Delete one of the following statements as appropriate

Approved to [University Regulations and Procedures](#)

##### A. Knowledge and Understanding (subject specific)

Students acquire knowledge and understanding through a variety of teaching and learning methods and strategies. These include: lectures; seminar discussion groups; workshops; learning logs or journals; e-learning; group tutorials including problem-based learning groups; field-based tasks; role-play and simulations; individual and group oral, visual and written presentations; computer workshops; independent library studies (individual and collaborative); and independent assessment preparation. Compulsory modules look at theory in an applied context, combining a range of theories/approaches over a wide range of social and historical contexts. These modules are organized around the general theme of Theory, Application and Method. A range of option modules at level 3 allows students to gain more specialised knowledge of particular contexts, and to experience a range of assessment methods. Knowledge of research methods and strategies are developed through levels 1-3. Students may opt to develop these further. All students have the opportunity to undertake a project module.

**Assessment:** Modules are assessed through a range of methods including essays, learning logs, critical reflection, seminar presentations, article and book reviews, annotated bibliographies, problem-based-learning tasks; viva; extended essays and projects.

##### B. Intellectual Skills (generic)



## Part 5: Assessment

**Assessment:** Modules are assessed through a range of methods including essays, learning logs, critical reflection, seminar presentations, article and book reviews, annotated bibliographies, problem-based-learning tasks; viva; extended essays and projects

### C. Subject/Professional/Practical Skills (subject specific)

Students gain an intellectual understanding of methodological issues through compulsory modules, especially through seminar discussion and preparation for assessed work. Practical skills derive from seminar preparation and other assessed work such as essays and reviews. The level 3 project/placement module combines all of these skills at a high level. Links between theory and methodology are specifically developed in compulsory modules and in the Level 3 project/placement module. Optional modules allow students the opportunity to develop these skills more fully.

**Assessment:** Skills are assessed across a range of assessment methods. They are demonstrated at their highest level in the project/placement module, where students have to demonstrate both understanding and the ability to apply this understanding in a practical applied context. In compulsory modules students have the opportunity to focus explicitly on social and psychological issues and public and civic policy issues specifically in the core level 2 module *Making a Difference to Self and Society*.

### D. Transferable Skills and other attributes (generic)

The Sociology with Psychology programme provides students with a range of transferable skill and attributes in preparation for employment or further study. TEL is central to the development of these transferable skills and ICT skills are developed from level 1. Students are introduced to a variety of IT issues in the induction process and throughout the programme and have a detailed introduction to library skills. Opportunities to further develop ICT skills are available in compulsory modules and all option modules make use of the Blackboard virtual learning environment. All assignments must be word processed unless otherwise specified. Communication skills are developed through assessment methods such as essays, reviews, seminar presentations and through seminar work.

**Assessment:** The full range of assessments across the three levels of the programme contribute positively to the development and enhancement of transferable skills. Additionally, transferable skills are inculcated as students are required to work to strict assessment deadlines and, therefore, to develop skills of organisation, time management and effective use of information.

## Assessment Map

The programme encompasses a range of **assessment methods** including; examinations, written assignments, projects, reports, on-line presentations, individual and group presentations, dissertations and portfolios. These are detailed in the following assessment map:


		Type of Assessment*									
		Seen Written Exam	Open Book Written Exam	In-class Written Test	Oral Examination	Practical Skills Assessment	Presentation	Written Assignment	Report / Project/Blog	Dissertation	Portfolio
Compulsory Modules Level 1	UZSNLF-30-1	A (50)						B (35)	B (15)		
	UZQSTQ-15-1										A (100)
	UZSST3-15-1						A (80)	B (20)			
Compulsory Modules Level 2	UZSST4-30-2	A (40)						B (60)			
	UZSST5-30-2	A (40)						B (60)			
	UZSSTR-15-2										A (100)
Compulsory Modules Level 3	UZSSTA-15-2						A (25)	B (75)			
	USPSTS-30-3										A (100)
Optional Modules Level 2	UZSNMD-30-2	A (50)					B (50)				
	UZSNNU-30-2							A (50)	B (50)		
	UZSNR8-30-2				A(30)			B (70)			
	UZSNRC-30-2						A (30)	B (53)	B (17)		
	UZSNMB-30-2	A (50)						B (50)			
Optional Modules Level 3	UZSNQH-30-3						A (50)		B (50)		
	UZSSJN-30-3	A (50)						B (25)	B (25)		
	UZSNQU-30-3										
	UZSNQP-30-3	A (30)						B (70)			
	UZSNPK-30-3	A (60)						B (40)			
	UZSSJQ-30-3	A (50)							B (50)		
	UZSSSQ-30-3						A (20)	B (80)			
	UZSST8-30-3							A (50)	B (50)		
	UZSNQN-30-3	A (50)				B (25)	B (75)				
	UZSST7-30-3						A (50)	B (50)			
UZSST6-30-3						A (30)	B (53)	B (17)			

\*

		Type of Assessment*										
		Multiple choice exam	Unseen written exam	Seen written exam	Presentation	Learning log	Essay	Practical Report / Project Report	Research participation	Reflective Journal	Portfolio	Research Proposal
Compulsory Modules Level 1	USPJLS-30-1 <i>Intro to Psych</i>	A (40)				B (20)	B (40)					
	USPJL7-30-1 <i>RDA1</i>	A (30)						B (35)			B (35)	
Optional Modules Level 2	USPSTX-30-2 <i>Identities In Psy</i>		A (50)								B (50)	
	USPSTY-30-2 <i>Mind Brain Dev</i>		A (30)		A (30)		B (30)				B (10)	
Optional Modules Level 3	USPK66-15-3 <i>Adv Dev</i>		A (60)								B (40)	
	USPK67-15-3 <i>Applied Dev</i>			A (100)								
	USPK73-30-3 <i>Atyp Dev</i>			A (50)							B (50)	
	USPK6P-15-3 <i>Cog Neuro</i>		A (60)								B (40)	
	USPK76-30-3 <i>Meth Neuro</i>			A (40)							B (60)	
	USPK7A-30-3 <i>Psy-pharm</i>		A (40)								B (60)	
	USPK6Q-15-3 <i>Counsel TP</i>		A (90)							B (10)		
	USPK6Y-15-3 <i>Work Consel</i>		A (90)							B (10)		
	USPK77-30-3 <i>PA MHealth</i>			A (50)							B (50)	
	USPK7B-30-3 <i>Psy Addict</i>		A (40)								B (60)	
	USPK6T-15-3 <i>Soc Justice</i>			A (100)								
	USPK75-30-3 <i>Human Sex</i>		A (30)					B (70)				
	USPK74-30-3 <i>Gender Sex</i>			A (70)				B (30)				
	USPK6W-15-3 <i>Arts MHealth</i>				A (50)						B (50)	
	USPK6U-15-3 <i>Psy Arts</i>				A (50)						B (50)	
	USPK78-30-3 <i>Consciousness</i>			A (24.75)	A (20.25)			B (55)				
	USPK67-15-3 <i>AnomalExMH</i>		A (50)								B (50)	
	USPK79-30-3 <i>Work Psych</i>		A (50)					B (50)				
	USPK68-15-3 <i>Psy Appear</i>			A (60)				B (40)				
	USPSU-15-3 <i>Dev Self Society</i>										A (100)	
USPK6S-15-3 <i>Health Psych</i>		A (40)								A (60)		

## Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including: level and credit requirements; interim award requirements; and module diet, including compulsory and optional modules.

Entry		Compulsory Modules	Optional Modules	Interim Awards
	Year 1	<ul style="list-style-type: none"> <li>UZSNLF-30-1 Foundations in Social Theory</li> <li>USPJLS-30-1 Introduction to Psychology</li> <li>USPJL7-30-1 Research Design and Analysis I</li> <li>UZSST3-15-1 Sociological Practice</li> <li>UZRSTQ-15-1 Critical Thinking</li> </ul>	None	<p><b>Certificate in Higher Education – Sociology with Psychology</b></p> <p>Other requirements:</p> <p>120 credits of which not less than 100 credits are at Level 1 or above</p>
	Year 2	<ul style="list-style-type: none"> <li>UZSST5-30-2 Social Transformations</li> <li>UZSST4-30-2 Social Inequalities and Diversity</li> <li>UZQSTA-15-2 Nature and Use of Research</li> <li>UZSSTR-15-2 Developing Self and Society</li> </ul>	<p><b>Students must take 30 credits Level 2 Psychology modules from:</b></p> <ul style="list-style-type: none"> <li>USPSTY-30-2 Mind, Brain and Development</li> <li>USPSTX-30-2 Identities in Psychology</li> </ul>	<p><b>Diploma in Higher Education – Sociology with Psychology</b></p> <p>Other requirements:</p> <p>240 of which not less than 220 credits are at Level 1 or above and not less than 100 credits are at Level 2 or above</p>
	Year 3	<ul style="list-style-type: none"> <li>USPSTS-30-3 Social Sciences Project and Placement Module</li> </ul>	<p>Students must take 60 credits from the list of sociology option modules:</p> <ul style="list-style-type: none"> <li>UZSNQH-30-3 Stop, Look, Listen: A Sociology of Culture</li> <li>UZSSJN-30-3 Protest, Policing and Public Order.</li> <li>UZSNQP-30-3 Childhood Disorder and Disordered Childhood.</li> <li>UZSNPK-30-3 Psychoanalysis, Society and the Irrational</li> <li>UZSSJQ-30-3 Digital Media and Society.</li> <li>UZSNQN-30-3 Representations of Crime and Deviance</li> <li>UZSSSQ-30-3 Bodies, Technology and Society</li> <li>UZSST8-30-3 The Sociology of Madness and Mental Disorders</li> <li>UZSST7-30-3 Religion and Society</li> <li>UZSST6-30-3 Politics and Society in the Global Age</li> </ul>	<p><b>BSc Sociology with Psychology</b></p> <p>Other requirements</p> <p>300 credits of which not less than 280 credits are at Level 1 or above, not less than 100 credits are at Level 2 or above and not less than 60 credits at Level 3 or above</p> <p><b>Target/Highest: BSc (Hons) Sociology with Psychology</b></p> <p>Credit requirements</p> <p>360 credits of which not less than 340 are at Level 1 or above, not less than 200 credits are at Level 2 or above and not less than 100 credits are at Level 3 or above</p>

			<ul style="list-style-type: none"> <li>• UZSNQU-30-3 Family Problems – Problem Families: Psycho-Social Perspectives on Family and Community Life</li> </ul> <p>Students must take 30 credits from the list of psychology option modules:</p> <p><b>15 Credit Options</b></p> <ul style="list-style-type: none"> <li>• USPK66-15-3 Advanced Developmental Psychology</li> <li>• USPK67-15-3 Anomalous Experiences and Mental Health</li> <li>• USPK68-15-3 Appearance and Embodiment</li> <li>• USPK69-15-3 Applied Developmental Psychology</li> <li>• USPK6P-15-3 Cognitive Neuropsychology</li> <li>• USPK6Q-15-3 Counselling and Psychotherapy Theory &amp; Research</li> <li>• USPK6R-15-3 Developing Self and Society</li> <li>• USPK6S-15-3 Health Psychology in Practice</li> <li>• USPK6T-15-3 Psychology &amp; Social Justice</li> <li>• USPK6U-15-3 Psychology and the Arts</li> <li>• USPK6V-15-3 Psychology in the Community</li> <li>• USPK6W-15-3 The Arts and Mental Health</li> <li>• USPK6Y-15-3 Working with difference in counselling and psychotherapy</li> </ul> <p><b>30 Credit Options</b></p> <ul style="list-style-type: none"> <li>• USPK73-30-3 Atypical Development</li> <li>• USPK74-30-3 Gender, Sexualities and Society</li> <li>• USPK75-30-3 Human Sexuality</li> <li>• USPK76-30-3 Methods in Neuroscience</li> <li>• USPK77-30-3 Psychological Approaches in Mental Health</li> <li>• USPK78-30-3 Consciousness</li> <li>• USP-30-3 Psychology of Work, Business and Organizations</li> <li>• USPK7A-30-3 Psychopharmacology</li> <li>• USPK7B-30-3 Psychology of Addiction</li> </ul>	
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**Part time:**

The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**.

Entry	Compulsory Modules	Optional Modules	Interim Awards
1.1	<ul style="list-style-type: none"> <li>• UZSNLF-30-1 Foundations in Social Theory</li> <li>• UZSST3-15-1 Sociological Practice</li> <li>• UZRSTQ-15-1 Critical Thinking</li> </ul>	None	
1.2	<ul style="list-style-type: none"> <li>• USPJLS-30-1 Introduction to Psychology</li> <li>• USPJL7-30-1 Research Design &amp; Analysis</li> </ul>	None	<p><b>Certificate in Higher Education – Sociology with Psychology</b></p> <p>Other requirements: 120 credits of which not less than 100 credits are at Level 1 or above</p>
	Compulsory Modules	Optional Modules	Interim Awards
2.1	<ul style="list-style-type: none"> <li>• UZSST4-30-2 Social Inequalities and Diversity</li> <li>• UZSST5-30-2 Social Transformations</li> </ul>	None	
2.2	<ul style="list-style-type: none"> <li>• UZQSTA-15-2 Nature and Use of Research</li> <li>• UZSSTR-15-2 Developing Self and Society</li> </ul>	<p><b>Students must take 30 credits of Level 2 (or above) Psychology modules from the approved list below:</b></p> <ul style="list-style-type: none"> <li>• USPSTY-30-2 Mind, Brain and Development</li> <li>• USPSTX-30-2 Identities in Psychology</li> </ul>	<p><b>Diploma in Higher Education – Sociology with Psychology</b></p> <p>Other requirements: 240 of which not less than 220 credits are at Level 1 or above and not less than 100 credits are at Level 2 or above</p>

		<b>Compulsory Modules</b>	<b>Optional Modules</b>	<b>Interim Awards</b>
	3.1	None	<p>Students must take 60 credits from the following list:</p> <ul style="list-style-type: none"> <li>• UZSNQH-30-3 Stop, Look, Listen: A Sociology of Culture</li> <li>• UZSSJN-30-3 Protest, Policing and Public Order.</li> <li>• UZSNQP-30-3 Childhood Disorder and Disordered Childhood.</li> <li>• UZSNPK-30-3 Psychoanalysis, Society and the Irrational</li> <li>• UZSSJQ-30-3 Digital Media and Society.</li> <li>• UZSSSQ-30-3 Bodies, Technology and Society</li> <li>• UZSNQN-30-3 Representations of Crime and Deviance</li> <li>• UZSST8-30-3 The Sociology of Madness and Mental Disorders</li> <li>• UZSST7-30-3 Religion and Society</li> <li>• UZSST6-30-3 Politics and Society in the Global Age</li> <li>• UZSNQU-30-3 Family Problems – Problem Families: Psycho-Social Perspectives on Family and Community Life</li> </ul>	

	3.2	<ul style="list-style-type: none"> <li>USPSTS-30-3 Social Sciences Project and Placement Module</li> </ul>	<p>30 credits of year 3 are selected from the list of Psychology option modules:</p> <ul style="list-style-type: none"> <li>USPK66-15-3 Advanced Developmental Psychology</li> <li>USPK67-15-3 Anomalous Experiences and Mental Health</li> <li>USPK68-15-3 Appearance and Embodiment</li> <li>USPK69-15-3 Applied Developmental Psychology</li> <li>USPK6P-15-3 Cognitive Neuropsychology</li> <li>USPK6Q-15-3 Counselling and Psychotherapy Theory &amp; Research</li> <li>USPK6R-15-3 Developing Self and Society</li> <li>USPK6S-15-3 Health Psychology in Practice</li> <li>USPK6T-15-3 Psychology &amp; Social Justice</li> <li>USPK6U-15-3 Psychology and the Arts</li> <li>USPK6V-15-3 Psychology in the Community</li> <li>USPK6W-15-3 The Arts and Mental Health</li> <li>USPK6Y-15-3 Working with difference in counselling and psychotherapy</li> </ul> <p><b>30 Credit Options</b></p> <ul style="list-style-type: none"> <li>USPK73-30-3 Atypical Development</li> <li>USPK74-30-3 Gender, Sexualities and Society</li> <li>USPK75-30-3 Human Sexuality</li> <li>USPK76-30-3 Methods in Neuroscience</li> <li>USPK77-30-3 Psychological Approaches in Mental Health</li> <li>USPK78-30-3 Consciousness</li> <li>USP-30-3 Psychology of Work, Business and Organizations</li> <li>USPK7A-30-3 Psychopharmacology</li> <li>USPK7B-30-3 Psychology of Addiction</li> </ul>	<p><b>BA Sociology</b></p> <p>Other requirements 300 credits of which not less than 280 credits are at Level 1 or above, not less than 60 credits are at Level 2 or above and not less than 60 credits at Level 3 or above</p> <p><b>Target/Highest: BA (Hons) Sociology</b></p> <p>Credit requirements 360 credits of which not less than 340 are at Level 1 or above, not less than 200 credits are at Level 2 or above and not less than 100 credits are at Level 3 or above</p>
<b>Graduation</b>				



## art 7: Entry Requirements

For entry requirements as of year and point of entry see UWE website:  
<http://courses.uwe.ac.uk/L300/2014#entry>

## Part 8: Reference Points and Benchmarks

*Description of how the following reference points and benchmarks have been used in the design of the programme:*

- QAA Benchmarks for Sociology
- UWE 2020 Vision
- UWE Social Science Vision
- Subject Group Research Projects and Activity

The QAA subject benchmark statements for Sociology have informed the design of the Programme. The benchmarks were consulted during the planning process and at each stage of the design and development of the programme. They have influenced the selection of the educational aims and learning outcomes against which the teaching, learning and assessment processes have been specified.

University teaching and learning policies are embedded in the educational aims and learning outcomes of the programme with specific reference to the University's 2020 vision. The Sociology Programme is practice-oriented and applied in orientation and aims to deliver an outstanding learning opportunity supported by advanced digital technologies. The Programme aims to produce graduates ready and able to realize their full potential, make a positive contribution to society and their chosen field of employment or further study and play their full part in the development of a sustainable global society and knowledge economy.

The Programme also embodies the vision for social sciences at UWE and the following principles and priorities are embedded within teaching and learning approaches: making a difference to self and society; public engagement and citizenship; public administration and governance; public health and well-being; and with Bristol, for Bristol and beyond Bristol.

The research, scholarly and knowledge exchange activities and interests of staff have shaped the wide ranging sociological provision at all levels of the programme. In particular the influence is evidenced by the varied and stimulating choice of option modules at level 3.

*What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.*

Feedback from student surveys and feedback from student representatives in a variety of deliberative fora have contributed to the design of the Programme and this is reflected in the assessment, delivery and content of modules.

Through consultation with careers and related services, this Programme has been designed to incorporate key skills and attributes identified by employers. Further opportunities to develop engagement with employers views will derive from growing networks established through core

## Part 8: Reference Points and Benchmarks

features of the curriculum; notably work-based and community learning activities aimed at developing students transferable skills, professionalism, self-confidence, civic leadership and other attributes described under our core educational aims.

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, available on the [University's website](#).