



PROGRAMME SPECIFICATION

Section 1: Basic Data

Awarding institution/body	University of the West of England
Teaching institution	University of the West of England
Delivery Location(s)	
Faculty responsible for programme	Health and Life Sciences
Modular Scheme title	
Professional Statutory or Regulatory Body Links (type and dates)	
Highest award title	BSc (Hons) Sociology with Psychology
Default award title	
Interim award titles	Dip HE Sociology with Psychology Cert HE Sociology with Psychology
UWE progression route	
Mode(s) of delivery	Full time, Part time
Codes	
UCAS code LC38	JACS code L3C8
ISIS code L3C8	HESA code
Relevant QAA subject benchmark statements	Sociology, Psychology
On-going/valid until* (*delete as appropriate/insert end date)	On-going
Valid from (insert date if appropriate)	September 2011
Original Validation Date: 28 th February 2011	
Latest Committee Approval: Quality and Standards Committee Date: March 2011	
Version Code: 1	

Section 2: Educational aims of the programme

The BSc (Hons) Sociology with Psychology is a unique and innovative 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:

- provide a general educational experience in which students might acquire knowledge, skills and those virtues associated with learning and reflection;
- encourage critical analysis and evaluation of Sociological and Psychological theories, ideas and issues from different sources and perspectives;
- promote critical, creative and analytical thinking;
- teach academically challenging and vocationally relevant modules in Sociology and Psychology;
- provide a general foundation for the world of work by equipping students with the broad range of skills, understanding and knowledge employed in a wide range of vocations;
- impart a broad range of skills: discipline specific, cognitive and general transferable skills, which, together with the above, provide the student with a sound basis for further study;
- reflect the diversity of students and their interests through a flexible programme, enabling the student to choose between a variety of modules in order to meet their particular educational needs and interests, and to foster their individual development;
- encourage scholarship and to foster the virtues of objectivity, reflection and judgment;
- foster critical study, collaborative and individual, independent learning. This aim includes the promotion of self-criticism and reflexive awareness;
- provide a programme enriched by research undertaken by the sociology and psychology staff.

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 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

Teaching/learning methods and strategies:

Acquisition of learning outcomes 1 to 9 is addressed across the programme through a wide combination of teaching and learning methods and strategies. These include:

- lectures
- seminar discussion groups
- workshops
- practical laboratory-based classes
- e-learning
- group tutorials including problem-based learning groups
- role-play and simulations
- individual and group oral, visual and written presentations
- computer based analysis workshops
- independent library studies (individual and collaborative)
- independent assessment preparation
- supervised project work

Throughout, the learner is encouraged to undertake independent reading both to

<p>techniques, ethical and moral issues, codes of conduct</p> <p>9. the distinctive character of sociological and psychological theoretical frameworks which inform an understanding of human relationships and issues in wider socio-cultural contexts.</p>	<p>supplement and consolidate what is being taught and learnt to broaden their individual knowledge and understanding of both subjects.</p> <p>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, essays and short-answer; case studies, research proposals; practical reports; project dissertation; literature reviews; assessed seminar presentations, both individual and group.</p>
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B Intellectual Skills

<p>B Intellectual Skills</p> <p>On successful completion of this award students will be able to demonstrate the following skills:</p> <ol style="list-style-type: none"> 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. 	<p>Teaching/learning methods and strategies</p> <p>Intellectual skills (1-4) are developed by the examples set by academic staff in lectures and seminars, through seminar discussion and debate, independent reading, research exercises, assessment writing, and tutors' feedback on students' work.</p> <p>Library and study skills sessions at the start of Level 1 is standard practice in the Subject area. The compulsory modules at Level 1 devote seminar sessions to the development of academic skills (essay-writing, revision guides, information gathering and retrieval, web-based research techniques). At all levels staff provide detailed written feedback on all aspects of assessed work (structure, presentation, evidence, substance, argument, logic, etc.), and it is also policy for staff to offer guidance on essay plans. Staff will also endeavour to generate and sustain seminar discussion, and also to encourage students to initiate debate. All of this is designed to provide students with a sound foundation (including practical experience) in data gathering, retrieval and synthesis (skill 2), in reviewing and evaluating evidence (skill 3), in critical writing skills (skill 4) and the confidence to express, explore and present ideas.</p> <p>Assessment</p> <p>As already noted, a variety of assessment methods are employed. These include formal unseen written examinations, essays, individual oral/visual presentations, group presentations, data analysis, web-research, practical laboratory-based work, and library-based projects. In combination, these assessment methods motivate students to develop intellectual skills (1-4) and hone these skills in the light of their preparatory reading and feedback from tutors.</p>
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C Subject, Professional and Practical Skills

<p>C Subject/Professional/Practical Skills</p> <p>On successful completion of this award students will be able to demonstrate the following skills:</p> <ol style="list-style-type: none"> 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. 	<p>Teaching/learning methods and strategies</p> <p>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 project/placement modules combine all of these skills at a high level. Links between theory and methodology are developed in compulsory modules and in the project/placement module. Optional modules allow students the opportunity to develop these skills more fully.</p> <p>Assessment</p> <p>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 research context.</p> <p>Skill 6 is developed in compulsory modules and students have the opportunity to focus explicitly on social, public and civic policy issues in a range of optional modules.</p>
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D Transferable Skills and other attributes

D Transferable skills and other attributes	Teaching/learning methods and strategies
<p>On successful completion of this award students will be able to demonstrate ability in:</p> <ol style="list-style-type: none"> 1. learning and study skills; 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. 	<p>Students' oral communication is developed through seminar discussion and presentations. Written communication skills are developed generally by means of the practical exercise of written assignments and tutor feedback on these assignments. Sessions in Level 1 modules are devoted to essay preparations through the GDP.</p> <p>Students receive an introduction in the use library resources in their inductions at the beginning of the first year and are developed further in levels 2 and 3. Students are encouraged to use Blackboard UWE on-line system to obtain and work with learning materials. Students are encouraged to explore and evaluate library resources beyond those recommended by tutors and lecturers in course handbooks and to use the world wide web by the inclusion of named sites in module handbooks.</p> <p>Teamwork is promoted through seminar discussion, workshops, project work, group presentations, the <i>Project/placement</i> and in students' assumption of specific seminar obligations on behalf of their seminar groups.</p> <p>Students' development as learners is enhanced through guidance from tutors in lectures, seminars, module handbooks and coursework assessment feedback. General student study skills are developed through stage 1 and supported by workshops throughout the programme and by the university-wide Graduate Development Programme. The Disability Centre will offer additional support for students with additional needs.</p> <p>Self-management and self-motivation is encouraged through the choice given to students' options of modules, through selection of subjects for seminar discussion, through the onus placed on students to initiate discussion in seminars and prepare for them in advance, to research essays and the project and to manage and negotiate their work placement, if undertaken.</p> <p>Assessment A number of the core and optional modules have an oral element to the assessment which students are required to undertake. All assignments have to be word processed.</p> <p>Students become progressively independent and reflective as they move through ascending levels of the programme. Teamwork is monitored and evaluated especially by means of group presentations at all levels.</p>

	Self-management and self-motivation is required through the enforcement of deadlines for all coursework assessments, and in the independence required to manage self-selected essay and project assignments.
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Section 4: Programme structure

Use next page to provide a structural chart of the programme showing:

- *Level and credit requirements*
- *Interim award requirements*
- *Module diet, including compulsory/core/optional modules*

ENTRY
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level 1	<p>Compulsory modules</p> <p>Sociological Foundations (UZSNLF-30-1) Sociological Practice (UZSNLG-30-1) Research Design And Analysis 1 (USPJL7-30-1) Introduction To Psychology (USPJLS-30-1)</p>	<p>Optional modules</p>	<p>Interim Awards:</p> <p>Cert HE Sociology with Psychology</p> <ul style="list-style-type: none"> • Credit requirements 120 with a minimum of 100 at level 1 or above.
level 2	<p>Compulsory modules</p> <p>Social Inequalities and Identities (UZSNRA-30-2) Sociological Research and Investigation (UZSNRB-30-2) Psychology Applied (USPJMX-30-2)</p>	<p>Optional modules</p> <p>30 credits from the following Sociology options:</p> <p>Sociology Of Madness (UZSNNN-15-2) <hr/> Self, Stigma & Spoilt Identity (UZSNNP-15-2) <hr/> Medicine & Social Control (UZSNNL-30-2) <hr/> Psychoanalysis & Sociology Of Racism (UZSNMQ-30-2) <hr/> Social Psychology Of Individual & Group Processes (UZSNMH-30-2) <hr/> Transgression (UZSNNU-30-2) <hr/> Action Learning (UZSNMV-30-2)</p>	<p>Interim Awards:</p> <p>Dip HE Sociology with Psychology</p> <p>Credit requirements: 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>
level 3	<p>Compulsory modules</p> <p>Contemporary Critiques Of Modern Society (UZSNPA-30-3) Integrated Independent Study (USPJMW-10-3)</p>	<p>Optional modules</p> <p>30 credits from the following Sociology options:</p> <p>Social Psychology Of Violence & Crime (UZSNPU-30-3) Psychoanalysis & Society</p>	<p>Minimum credit/module requirements 360 credits</p> <ul style="list-style-type: none"> • 240 from Sociology modules • 120 from Psychology modules

	<p>Core modules Project In Sociology (UZSNPJ-30-3) OR Placement (UZSNQD-30-3)</p>	<p>(UZSNPK-30-3) The Family, Community & Crime (UZSNQU-30-3) Childhood Disorder & Disordered Childhood (UZSNQP-30-3) Stop, Look, Listen: The Sociology Of Culture (UZSNQH-30-3) Globalization, Power & Identity (UZSNQS-15-3) Social Movements, Political Action & Social Change (UZSNQR-15-3)</p> <p>AND 20 credits for the following Psychology options: Issues in the Psychology of Education (USPJDL-20-3)</p> <hr/> <p>Contemporary issues in Social Psychology (USPJDM-20-3) Counselling Theory and Practice (USPJQ-20-3) Psychology of Work (USPJDR-20-3) Psychology of Religion (USPJDW-20-3) Learning Disability: Issues, Debates and Psychological Perspectives (USPJDX-20-3) Psychology and Evolution (USPJEG-20-3) Psychology of Sport & Exercise (USPJF7-20-3) Critical Psychology (USPJGM-20-3) Genders, Sexualities and Society (USPJMD-20- Psychology and the Arts (USPJMA-20-3)</p>	<p>Awards:</p> <ul style="list-style-type: none"> • Target/highest BSc (Hons) Sociology with Psychology <p>Credit requirements 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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→ GRADUATION

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) Sociology with Psychology the following criteria must also be met:

- GCSE grade C or above in Mathematics, English Language and Biology or Double Science
- Pass in a recognised Foundation or Access course

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:

- 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://wwwucas.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

- Induction Programme for orientation and study skills
- 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 equipment, resources, and technical and instructing staff for media production.
- A wide range of teaching and learning strategies and a varied range of assessment modes.
- Early Assessment to encourage retention and progression
- A strong emphasis on developing analytical and critical skills.
- A lively relationship between theory and practice.
- Access to academic tutors and student advisors.
- Access to the Graduate Development Programme
- 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

Section 8 Reference points/benchmarks

- The benchmarks for Sociology and Psychology have been read and used for guidance.
- BPS guidance.
- University teaching and learning policies
- University assessment policy

- Faculty teaching and learning policy

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.