ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	University of the West of England
Teaching Institution	University of the West of England
Delivery Location	UWE, Frenchay Campus
Faculty responsible for programme	Health and Applied Sciences
Department responsible for programme	Health and Social Sciences
Modular Scheme Title	Undergraduate Scheme
Professional Statutory or Regulatory Body Links	None
Highest Award Title	BSc (Hons) Sociology with Psychology
Default Award Title	None
Fall-back Award Title	BA (Hons) Social Science
Interim Award Titles	BSc Sociology with Psychology Dip HE Sociology with Psychology Cert HE Sociology with Psychology
UWE Progression Route	
Mode(s) of Delivery	Full Time, Part Time, Foundation Year
Codes	**UCAS:** L3C8 **JACS:** **ISIS2:** L3C8 **HESA:** **Foundation Year Code:**
Relevant QAA Subject Benchmark Statements	2007 QAA Sociology (BA) http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Sociology.pdf 2010 QAA Psychology (BSc) http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-Psychology.aspx
CAP Approval Date	Feb 2016 1 February 2017 (v2)
Valid from	September 2016 September 2017 (v2)
Valid until Date	September 2020
Version	2

Part 2: Educational Aims of the Programme

The Sociology with Psychology Undergraduate Programme (with Foundation Year) has been designed to provide an intellectually stimulating and practically relevant learning experience. At Level 0 the programme is designed to give a grounding in Sociology and Psychology as part of a wider framework of understanding and knowledge of Social Science. 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.

The design of the programme, in terms of its Psychology element, is built on the core BPS curriculum covering the theoretical principles of human thought, action and behaviour with a strong emphasis on academic knowledge application in real-world contexts. The aim is to challenge students to ensure that upon degree completion they are equipped with the knowledge, skills and confidence to attain the career to which they aspire. Students who complete the programme are trained in a wide range of advanced psychological methods, critical analysis and transferable skills that are essential for a career as a Chartered Psychologist or employment in a range of competitive industries.

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

Part 2: Educational Aims of the Programme
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.

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

Learning Outcomes: Foundation Year modules	Module No: UZQRUX-30-0	Module No: UZQRUY-30-0	Module No: UZQRV9-30-0	Module No: UZQRVA-30-0
A) Knowledge and understanding of:				
A.1. The key concepts and theoretical approaches that have developed and are developing within sociology.		x		
A.2. The social context of social diversity and inequality and their impact on the lives of individuals and groups.		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	
A.7. The relationship between sociological argument and evidence.	x	x	x	
A.8. The distinctive character of sociology in relation to other forms of understanding in everyday life.		x	x	x
(B) Intellectual Skills				
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
B.2. The ability to gather, retrieve and synthesise information.	x	x	x	x
B.3. The ability to review and evaluate evidence.	x	x	x	x
B.4. The ability to develop a reasoned argument and critically interpret evidence.	x	x	x	x
(C) Subject/Professional/Practical Skills				
C.1. The ability to investigate sociologically informed questions	x	x		
C.2. The ability to report empirical sociological findings	x	x	x	
C.3. The ability to use different methods of sociological enquiry	x			

Part 3: Learning Outcomes of the Programme

C.4. The ability to identify the ethical issues in social research		x		x	x
C.5. The ability to undertake and present scholarly work		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
(D) Transferable skills and other attributes					
D.1. Learning and study skills		x	x	x	x
D.2. Written and oral communication skills in a variety of contexts and modes		x	x	x	x
D.3. Statistical and other quantitative techniques		x			x
D.4. Information retrieval skills in relation to primary and secondary sources of information		x	x	x	x
D.5. Communication and information technology skills		x	x	x	x

Learning Outcomes: Sociology Modules	Module No: UZSNLF-30-1	Module No: UZQSTQ-15-1	Module No: UZSST3-15-1	Module No: UZSST4-30-2	Module No: UIZSST5-30-2	Module No: UZSSTR-15-2	Module No: UZSSTA-15-2	Module No: USPSTS-30-3
A) Knowledge and understanding of:								
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	x
(B) Intellectual Skills								
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
(C) Subject/Professional/Practical Skills								
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
(D) Transferable skills and other attributes								
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					

Learning Outcomes: Included are only Compulsory Psychology modules	USPJLS-30-1	USPJL7-30-1
A) Knowledge and understanding of:		
The core domains and sub disciplines within Psychology – including biological, social, cognitive and developmental psychology, individual differences, conceptual issues and the history of Psychology	X	
The major theoretical perspectives within Psychology	X	
The roles and key functions of the recognised Psychology professions	X	

Research design, research methods and data analysis – including measurement techniques, psychometrics, quantitative and qualitative data analytic approaches, ethical and moral issues, codes of conduct		X
The interfaces and interactions between Psychology and other cognate disciplines including sociology, biology, psychiatry	X	
Contemporary debates, current ideas, and new developments in Psychology and related disciplines	X	
The application of Psychological theory and concepts to specific real world situations and problems		X
(B) Intellectual Skills		
Apply multiple perspectives to psychological issues recognising that psychology involves a range of research methods, theories, evidence and applications	X	X
Reason scientifically, understand the role of evidence and make critical judgements	X	X
Recognise and evaluate problems and plan strategies for their solution		X
Synthesise information from a range of different sources in ways which show originality and creativity in the student's work	X	X
Show insight in applying complex theoretical concepts to real-world problems and situations (e.g., education for sustainable development)		
Appreciate the assumptions and reasoning underlying the analysis of statistical and qualitative data		X
(C) Subject/Professional/Practical Skills		
Integrate ideas and findings across multiple perspectives in psychology	X	X
Recognise distinctive psychological approaches to relevant problems		X
Identify and evaluate general patterns in behaviour, psychological functioning and experience	X	X
Understand and investigate the role of brain function in all human behaviour and experience	X	X
Generate and explore hypotheses and research questions		X
Carry out empirical studies involving a variety of methods of data collection, including experiments, observation, psychometric tests, questionnaires, interviews and field studies		X
Analyse data using both quantitative and qualitative methods		X
Use a variety of psychological tools, including specialist software and laboratory equipment and psychometric instruments		X
Initiate, design, conduct and present and report on an extensive piece of independent empirical research		
Show awareness of ethical principles and approval procedures and act in accordance with these – particularly with regard to the research project	X	X
(D) Transferable skills and other attributes		
Communicate ideas and research findings, both effectively and fluently, by written, oral and visual means	X	X
Comprehend and use numerical, statistical and other forms of data, particularly in the context of presenting and analysing complex data sets		X
Be computer literate and confident in using relevant software such as data analysis packages	X	X
Search for, retrieve and organise information from the full range of printed and online sources	X	X
Solve problems by clarifying questions, considering alternative solutions and evaluating outcomes	X	X
Make evidence-based, informed critical judgements and evaluations	X	X
Engage in effective teamwork, being sensitive to, and reacting appropriately to contextual and interpersonal factors that influence behaviour in groups and teams		X
Undertake self-directed study and project management, in order to meet desired objectives		
Take charge of their own learning, and reflect on and evaluate personal strengths and weaknesses for the purposes of future learning and development	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 Scheduled sessions may vary slightly depending on the module choices made.

Placement learning: may include a practice placement, other placement, year abroad.

Students enrolled on this programme may be provided with the opportunity to access study abroad opportunities (typically, but not exclusively, via the Erasmus scheme). Students on such exchange schemes will do so for either 1 or 2 semester(s) and will be expected to undertake learning relevant to their programme of study at UWE and to an equivalent level and credit value. Students will be required to agree their study abroad programme in advance with their programme leader which should be equivalent to at least 120 UWE credits (60 ECTS)for a full year exchange, or 60 UWE credits (30 ECTS) for a single semester exchange. Students are expected to study and pass the agreed modules (course/units) and to provide evidence of the achieved credit on their return to the UK. Any student failing to achieve the full credit amount while on exchange will be provided with the opportunity to make up credit through Independent study (15 credits), or to undertake further study at level 2 at UWE if the shortfall is greater or advisable for the student's progress.

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

Part 4: Student Learning and Student Support

- 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 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 0-3. 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)

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 (with Foundation Year) 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:

Assessment Map for Sociology and Foundation Modules		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 0	UZQRUX-30-0						A(25)	B(75)			
	UZQRUY-30-0						A(20)	B(80)			
	UZQRV9-30-0			A(50)				B(50)			
	UZQRVA-30-0	A(40)									B(60)
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)
	UZQSTA-15-2						A (25)	B (75)			
Compulsory Modules Level 3	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)		
	UZSRUL-30-3						A (25)		B (75)		

*

Assessment Map for Psychology Modules

	Module	Multiple choice exam	Unseen written exam	Seen written exam	Presentation	Learning log	Essay	Practical Report / Project	Research participation	Reflective Journal	Portfolio	Research Proposal	
Compulsory Modules Level 1	**USPJLS-30-1** *Intro to Psych*	A (30)									B (70)		
	USPJL7-30-1 *RDA1*	A (30)						B (35)			B (35)		
Optional Modules Level 2	**USPSTX-30-2** *Identities In Psy*		A (50)		B (37.5)						B (12.5)		
	USPSTY-30-2 *Mind Brain Dev*		A (50)								B (50)		
Optional Modules Level 3	**USPK66-15-3** *Adv Dev*		A (60)								B (40)		
	USPK69-15-3 *Applied Dev*			A (100)									
	USPKJJ-15-3 *Clin Aspects of MH*		A (40)				B (60)						
	USPK6P-15-3 *Cog Neuro*		A (50)								B (50)		
	USPKJQ-15-3 *Construct Gender*		A (40)				B (60)						
	USSKCH-15-3 *Forensic Psych*		A (60)					B (40)					
	USPK6S-15-3 *Health Psych*		A (40)								B (60)		
	USPKJM-15-3 *Human Sexuality*		A (100)										
	USPKJN-15-3 *Methods in Neuro*				A (40)						B (60)		
	USPKJH-15-3 *Neurodev Disord*			A (50)			B (50)						
	USPKJL-15-3 *Neurophys and BI*				A (40)						B (60)		
	USPK6Q-15-3 *Counselling*		A (75)								B (25)		
	UZQSYR-15-3 *Psy on Violence*		A (40)					B (60)					
	USPK6T-15-3 *Psy Social Justice*				A (50)					B (50)			
	USPSU3-15-3 *Psy in Community*		A (100)										
	USPKJP-15-3 *Psy of Addiction*			A (60)			B (40)						
	USPK68-15-3 *Apper and Embodi*			A (70)			B (30)						
	USPKJK-15-3 *Psy of Consious*			A (50)			B (50)						
	USPKJR-15-3 *Psy of Sport and Ex*		A (40)				B (60)						
	USPKJS-15-3 *Psy of Work Org*		A (40)								B (60)		
	USPKJT-15-3 *Psychopharm*			A (40)			B (60)						
	USPK6W-15-3 *Arts and M Health*				A (50)					B (50)			

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.

		Compulsory Modules	Optional Modules	Interim Awards
	Year 0	UZQRUX-39-0 Academic Skills for Social Science UZQRUY-30-0 Exploring the Social World and the Problems of Crime UZQRV9-30-0 From Plato to Nato UZQRVA-30-0 People and Social Science		
Entry		**Compulsory Modules**	**Optional Modules**	**Interim Awards**
	Year 1	• UZSNLF-30-1 Foundations in Social Theory • USPJLS-30-1 Introduction to Psychology • USPJL7-30-1 Research Design and Analysis I • UZSST3-15-1 Sociological Practice • UZRSTQ-15-1 Critical Thinking	None	**Certificate in Higher Education – Sociology with Psychology** Other requirements: 120 credits of which not less than 100 credits are at Level I or above
		Compulsory Modules	**Optional Modules**	**Interim Awards**
	Year 2	• UZSST5-30-2 Social Transformations • UZSST4-30-2 Social Inequalities and Diversity • UZQSTA-15-2 Nature and Use of Research • UZSSTR-15-2 Developing Self and Society	**Students must take 30 credits Level 2 Psychology modules from:** • USPSTY-30-2 Mind, Brain and Development • USPSTX-30-2 Identities in Psychology **Available at discretion of the Programme Leader:** The following optional Independent study modules may be made available to students to facilitate participation in, and completion of, study abroad exchange schemes. UZQY33-15-2 UZQY34-15-2 UZQY35-15-2 UZQY36-15-2 UZQY37-15-2	**Diploma in Higher Education – Sociology with Psychology** 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
		Compulsory Modules	**Optional Modules**	**Interim Awards**
	Year 3	• USPSTS-30-3 Social Sciences Project and Placement Module	Students must take 60 credits from the list of sociology option modules: • UZSNQH-30-3 Stop, Look, Listen: A Sociology of Culture • UZSSJN-30-3 Protest, Policing and Public Order. • UZSNQP-30-3 Childhood Disorder and Disordered Childhood. • UZSNPK-30-3 Psychoanalysis, Society and the Irrational • UZSSJQ-30-3 Digital Media and Society.	**BSc Sociology with Psychology** Other requirements 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

		• UZSNQN-30-3 Representations of Crime and Deviance • UZSSSQ-30-3 Bodies, Technology and Society • UZSST8-30-3 The Sociology of Madness and Mental Disorders • UZSST7-30-3 Religion and Society • UZSST6-30-3 Politics and Society in the Global Age • UZSNQU-30-3 Family Problems – Problem Families: Psycho-Social Perspectives on Family and Community Life UZSNPA-30-3 Contemporary Critiques of Modern Society • UZSRUL-30-3 Seeing and Society: Applied Visual Sociology Students must take 30 credits from the list of psychology option modules: • **USPK66-15-3** *Advanced Developmental Psychology: Theory and Practice* • **USPK69-15-3** *Applied Developmental Psychology* • **USPKJJ-15-3** *Clinical Aspects of Mental Health* • **USPK6P-15-3** *Cognitive Neuropsychology* • **USPKJQ-15-3** *Constructing Gender in Society* • **USSKCH-15-3** *Forensic Psychology* • **USPK6S-15-3** *Health Psychology in Practice* • **USPKJM-15-3** *Human Sexuality* • **USPKJN-15-3** *Methods in Neuroscience* • **USPKJH-15-3** *Neurodevelopmental Disorders* • **USPKJL-15-3** *Neurophysiology and Brain Imaging* • **USPK6Q-15-3** *Principles of Counselling and Psychotherapy* • **UZQSYR-15-3** *Psychological Perspectives on Political Violence* • **USPK6T-15-3** *Psychology and Social*	**Target/Highest:** **BSc (Hons) Sociology with Psychology** 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

			Compulsory Modules	Optional Modules	Interim Awards
			Justice		
			• **USPSU3-15-3** *Psychology in the Community*		
			• **USPKJP-15-3** *Psychology of Addiction*		
			• **USPK68-15-3** *Psychology of Appearance and Embodiment*		
			• **USPKJK-15-3** *Psychology of Consciousness*		
			• **USPKJR-15-3** *Psychology of Sport and Exercise*		
			• **USPKJS-15-3** *Psychology of Work, Business and Organizations*		
			• **USPKJT-15-3** *Psychopharmacology*		
			• **USPK6W-15-3** *The Arts and Mental Health*		

Graduation

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

			Compulsory Modules	Optional Modules	Interim Awards
		0.1	UZQRUX-30-0 Academic Skill for Social Science UZQRUY-30-0 Exploring the Social World and the problems of crime		
		0.2	UZQRV9-30-0 From Plato to Nato UZQRVA-30-0 People and Social Science		
Entry			**Compulsory Modules**	**Optional Modules**	**Interim Awards**
		1.1	• UZSNLF-30-1 Foundations in Social Theory • UZSST3-15-1 Sociological Practice • UZRSTQ-15-1 Critical Thinking	None	
		1.2	• USPJLS-30-1 Introduction to Psychology • USPJL7-30-1 Research Design & Analysis	None	**Certificate in Higher Education – Sociology with Psychology** Other requirements: 120 credits of which not less than 100 credits are at Level I or above
			Compulsory Modules	**Optional Modules**	**Interim Awards**

		Compulsory Modules	Optional Modules	Interim Awards	
	2.1	• UZSST4-30-2 Social Inequalities and Diversity • UZSST5-30-2 Social Transformations	None		
	2.2	• UZQSTA-15-2 Nature and Use of Research • UZSSTR-15-2 Developing Self and Society	**Students must take 30 credits of Level 2 (or above) Psychogy modules from the approved list below**: • USPSTY-30-2 Mind, Brain and Development • USPSTX-30-2 Identities in Psychology **Available at discretion of the Programme Leader:** The following optional Independent study modules may be made available to students to facilitate participation in, and completion of, study abroad exchange schemes. UZQY33-15-2 UZQY34-15-2 UZQY35-15-2 UZQY36-15-2 UZQY37-15-2	**Diploma in Higher Education – Sociology with Psychology** 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	
		Compulsory Modules	**Optional Modules**	**Interim Awards**	
	3.1	None	Students must take 60 credits from the following list: • UZSNQH-30-3 Stop, Look, Listen: A Sociology of Culture • UZSSJN-30-3 Protest, Policing and Public Order. • UZSNQP-30-3 Childhood Disorder and Disordered Childhood. • UZSNPK-30-3 Psychoanalysis, Society and the Irrational • UZSSJQ-30-3 Digital Media and Society. • UZSSSQ-30-3 Bodies, Technology and Society • UZSNQN-30-3 Representations of Crime and Deviance • UZSST8-30-3 The Sociology of Madness		

			and Mental Disorders • UZSST7-30-3 Religion and Society • UZSST6-30-3 Politics and Society in the Global Age • UZSNQU-30-3 Family Problems – Problem Families: Psycho-Social Perspectives on Family and Community Life UZSNPA-30-3 Contemporary Critiques of Modern society • UZSRUL-30-3 Seeing and Society: Applied Visual Sociology	

			30 credits of year 3 are selected from the list of Psychology option modules:	**BA Sociology** 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 **Target/Highest:** **BA (Hons) Sociology** 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
	3.2	• USPSTS-30-3 Social Sciences Project and Placement Module	• **USPK66-15-3** *Advanced Developmental Psychology: Theory and Practice* • **USPK69-15-3** *Applied Developmental Psychology* • **USPKJJ-15-3** *Clinical Aspects of Mental Health* • **USPK6P-15-3** *Cognitive Neuropsychology* • **USPKJQ-15-3** *Constructing Gender in Society* • **USSKCH-15-3** *Forensic Psychology* • **USPK6S-15-3** *Health Psychology in Practice* • **USPKJM-15-3** *Human Sexuality* • **USPKJN-15-3** *Methods in Neuroscience* • **USPKJH-15-3** *Neurodevelopmental Disorders* • **USPKJL-15-3** *Neurophysiology and Brain Imaging* • **USPK6Q-15-3** *Principles of Counselling and Psychotherapy* • **UZQSYR-15-3** *Psychological Perspectives on Political Violence* • **USPK6T-15-3** *Psychology and Social Justice* • **USPSU3-15-3** *Psychology in the Community* • **USPKJP-15-3** *Psychology of Addiction* • **USPK68-15-3** *Psychology of Appearance and Embodiment* • **USPKJK-15-3** *Psychology of Consciousness* • **USPKJR-15-3** *Psychology of Sport and Exercise* • **USPKJS-15-3** *Psychology of Work, Business and Organizations* • **USPKJT-15-3** *Psychopharmacology* • **USPK6W-15-3** *The Arts and Mental Health*	
Graduation				

art 7: Entry Requirements

For entry requirements as of year and point of entry see UWE website:
http://www1.uwe.ac.uk/whatcanistudy/coursesatuwebristol

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 Strategy*
- *Subject Group Research Projects and Activity*

The QAA subject benchmark statements for Sociology and Psychology 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.

The design of the BSc (Hons) Psychology program at all levels is based on the reference points and benchmarks set out by the British Psychological Society (BPS), the Quality Assurance Agency (QQA) for Higher Education (UK Quality Code for HE National Qualification Framework) and the University of the West of England (UWE) strategic framework.

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 features of the curriculum; notably work-based and community learning activities aimed at

Part 8: Reference Points and Benchmarks

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.

FOR OFFICE USE ONLY

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Date of last Periodic Curriculum Review				