



## **Programme Specification**

Sociology with Psychology {Foundation}

[Sep][PT][Frenchay][8yrs]

Version: 2020-21, v2.0, 30 Aug 2024

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## Section 1: Key Programme Details

### Part A: Programme Information

**Programme title:** Sociology with Psychology {Foundation} [Sep][PT][Frenchay][8yrs]

**Highest award:** BSc (Hons) Sociology with Psychology

**Interim award:** BSc Sociology with Psychology

**Interim award:** DipHE Sociology with Psychology

**Interim award:** CertHE Sociology with Psychology

**Awarding institution:** UWE Bristol

**Teaching institutions:** UWE Bristol

**Study abroad:** Yes

**Year abroad:** No

**Sandwich year:** No

**Credit recognition:** No

**School responsible for the programme:** HAS Dept of Social Sciences, Faculty of Health & Applied Sciences

**Professional, statutory or regulatory bodies:** Not applicable

**Modes of delivery:** Part-time

**Entry requirements:**

**For implementation from:** 01 September 2018

**Programme code:** L38F-SEP-PT-FR-L3C8

## Section 2: Programme Overview, Aims and Learning Outcomes

## **Part A: Programme Overview, Aims and Learning Outcomes**

**Overview:** 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.

**Features of the programme:** 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 the departmental research centers the Centre for Appearance Studies, the Centre for Health and 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 and 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.

**Educational Aims:** In particular the programme aims 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.

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.

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.

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.

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.

### **Programme Learning Outcomes:**

On successful completion of this programme graduates will achieve the following learning outcomes.

#### **Knowledge and Understanding**

- A1. Sociology: The key concepts and theoretical approaches that have developed and are developing within sociology
- A2. Sociology: The social context of social diversity and inequality and their impact on the lives of individuals and groups
- A3. Sociology: The value of comparative analysis, in both historical and contemporary contexts
- A4. Sociology: The social nature of the relationship between individuals and groups

- A5. Sociology: The social processes underpinning social change and social stability
- A6. Sociology: The nature and appropriate use of research strategies and methods in gaining sociological knowledge
- A7. Sociology: The relationship between sociological argument and evidence
- A8. Sociology: The distinctive character of sociology in relation to other forms of understanding in everyday life
- A9. Psychology: The core domains and sub disciplines within Psychology – including biological, social, cognitive and developmental psychology, individual differences, conceptual issues and the history of Psychology
- A10. Psychology: The major theoretical perspectives within Psychology
- A11. Psychology: The roles and key functions of the recognised Psychology professions
- A12. Psychology: Research design, research methods and data analysis – including measurement techniques, psychometrics, quantitative and qualitative data analytic approaches, ethical and moral issues, codes of conduct
- A13. Psychology: The interfaces and interactions between Psychology and other cognate disciplines including sociology, biology, psychiatry
- A14. Psychology: Contemporary debates, current ideas, and new developments in Psychology and related disciplines
- A15. Psychology: The application of Psychological theory and concepts to specific real world situations and problems

### **Intellectual Skills**

- B1. Sociology: The ability to appreciate the complexity of human behaviour, social situations and events and assessing the merits of competing explanations
- B2. Sociology: The ability to gather, retrieve and synthesise information
- B3. Sociology: The ability to review and evaluate evidence
- B4. Sociology: The ability to develop a reasoned argument and critically interpret evidence

- B5. Psychology: Apply multiple perspectives to psychological issues recognising that psychology involves a range of research methods, theories, evidence and applications
- B6. Psychology: Reason scientifically, understand the role of evidence and make critical judgements
- B7. Psychology: Recognise and evaluate problems and plan strategies for their solution
- B8. Psychology: Synthesise information from a range of different sources in ways which show originality and creativity in the student's work
- B9. Psychology: Show insight in applying complex theoretical concepts to real-world problems and situations (e.g., education for sustainable development)
- B10. Psychology: Appreciate the assumptions and reasoning underlying the analysis of statistical and qualitative data

### **Subject/Professional Practice Skills**

- C1. Sociology: The ability to investigate sociologically informed questions
- C2. Sociology: The ability to report empirical sociological findings
- C3. Sociology: The ability to use different methods of sociological enquiry
- C4. Sociology: The ability to identify the ethical issues in social research
- C5. Sociology: The ability to undertake and present scholarly work
- C6. Sociology: The ability to examine the relevance and application of academic and practical sociological work to issues of social, public and civic policy
- C7. Psychology: Integrate ideas and findings across multiple perspectives in psychology
- C8. Psychology: Recognise distinctive psychological approaches to relevant problems
- C9. Psychology: Identify and evaluate general patterns in behaviour, psychological functioning and experience
- C10. Psychology: Understand and investigate the role of brain function in all human behaviour and experience
- C11. Psychology: Generate and explore hypotheses and research questions



- C12. Psychology: Carry out empirical studies involving a variety of methods of data collection, including experiments, observation, psychometric tests, questionnaires, interviews and field studies
- C13. Psychology: Analyse data using both quantitative and qualitative methods
- C14. Psychology: Use a variety of psychological tools, including specialist software and laboratory equipment and psychometric instruments
- C15. Psychology: Initiate, design, conduct and present and report on an extensive piece of independent empirical research
- C16. Psychology: Show awareness of ethical principles and approval procedures and act in accordance with these –particularly with regard to the research project

### **Transferable Skills and other attributes**

- D1. Sociology: Learning and study skills
- D2. Sociology: Written and oral communication skills in a variety of contexts and modes
- D3. Sociology: Statistical and other quantitative techniques
- D4. Sociology: Information retrieval skills in relation to primary and secondary sources of information
- D5. Sociology: Communication and information technology skills
- D6. Sociology: Skills of time planning and management
- D7. Sociology: Group work skills
- D8. Psychology: Communicate ideas and research findings, both effectively and fluently, by written, oral and visual means
- D9. Psychology: Comprehend and use numerical, statistical and other forms of data, particularly in the context of presenting and analysing complex data sets
- D10. Psychology: Be computer literate and confident in using relevant software such as data analysis packages
- D11. Psychology: Search for, retrieve and organise information from the full range of printed and online sources

- D12. Psychology: Solve problems by clarifying questions, considering alternative solutions and evaluating outcomes
- D13. Psychology: Make evidence-based, informed critical judgements and evaluations
- D14. Psychology: Engage in effective teamwork, being sensitive to, and reacting appropriately to contextual and interpersonal factors that influence behaviour in groups and teams
- D15. Psychology: Undertake self-directed study and project management, in order to meet desired objectives
- D16. Psychology: Take charge of their own learning, and reflect on and evaluate personal strengths and weaknesses for the purposes of future learning and development

**Assessment strategy:** Knowledge and Understanding (subject specific):

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.

Intellectual Skills (generic):

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.

Subject/Professional/Practical Skills (subject specific):

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.

Transferable Skills and other attributes (generic):

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.

### Student support:

## Part B: Programme Structure

### Year 1

The student must take 60 credits from the modules in Year 1.

| Module Code | Module Title   | Credit |
|-------------|--|--------|
| UZQRUX-30-0 | Essentials of Academic Practice 2020-21                      | 30     |
| UZQRUY-30-0 | Exploring the Social World and the Problems of Crime 2020-21 | 30     |

### Year 2

The student must take 60 credits from the modules in Year 2.

| Module Code | Module Title                      | Credit |
|-------------|-----------------------------------|--------|
| UZQRV9-30-0 | From Plato to Nato 2021-22        | 30     |
| UZQRVA-30-0 | People and Social Science 2021-22 | 30     |

### Year 3

The student must take 60 credits from the modules in Year 3.

### Year 3 Compulsory Modules

The student must take 60 credits from the modules in Compulsory Modules.

| Module Code | Module Title  | Credit |
|-------------|---|--------|
| UZSYEF-15-1 | Critical Thinking (sociology and Criminology) 2022-23 | 15     |
| UZSNLF-30-1 | Foundations in Social Theory 2022-23                  | 30     |

|             |   |    |
|-------------|---|----|
| UZSST3-15-1 | Sociological Practice - Becoming a Social Scientist 2022-23 | 15 |
|-------------|---|----|

**Year 4**

The student must take 60 credits from the modules in Year 4.

**Year 4 Compulsory Modules**

The student must take 60 credits from the modules in Compulsory Modules.

| Module Code | Module Title                              | Credit |
|-------------|---|--------|
| USPJLS-30-1 | Introduction to Psychology 2023-24        | 30     |
| UZSSLG-30-1 | Social Issues and Social Problems 2023-24 | 30     |

**Year 5**

The student must take 60 credits from the modules in Year 5.

**Year 5 Compulsory Modules**

The student must take 30 credits from the modules in Compulsory Modules.

| Module Code | Module Title                   | Credit |
|-------------|--------------------------------|--------|
| UZSY6V-30-2 | Theorising Social Life 2024-25 | 30     |

**Year 5 Optional Modules**

The student must take a minimum of 30 credits from the modules in Optional Modules.

| Module Code | Module Title   | Credit |
|-------------|--|--------|
| UZSY79-30-2 | Difference': 'race', Ethnicity and Diversity in Contemporary Society 2024-25 | 30     |
| UZSNRC-30-2 | Gender and Society 2024-25   | 30     |
| UZSY8K-30-2 | Modernity and Global Intimacies 2024-25                                      | 30     |
| UZSYND-30-2 | Mind, Emotion and Society: An Introduction to Psychosocial Studies 2024-25   | 30     |

**Year 6**

The student must take 60 credits from the modules in Year 6.

**Year 6 Compulsory Modules**

The student must take 30 credits from the modules in Compulsory Modules.

| <b>Module Code</b> | <b>Module Title</b>                                | <b>Credit</b> |
|--------------------|--|---------------|
| UZSSTR-15-2        | Developing Self and Society (Sociology)<br>2025-26 | 15            |
| UZSY5H-15-2        | Nature and Use of Research (Sociology)<br>2025-26  | 15            |

**Year 6 Optional Modules**

The student must take 30 credits from the modules in Optional Modules.

**Year 6 Optional Modules (Independent Study)**

| <b>Module Code</b> | <b>Module Title</b>         | <b>Credit</b> |
|--------------------|-----------------------------|---------------|
| UZQY33-15-2        | Independent Study A 2025-26 | 15            |
| UZQY34-15-2        | Independent Study B 2025-26 | 15            |
| UZQY35-15-2        | Independent Study C 2025-26 | 15            |
| UZQY36-15-2        | Independent Study D 2025-26 | 15            |
| UZQY37-15-2        | Independent Study E 2025-26 | 15            |

**Year 6 Optional Modules (Psychology)**

| <b>Module Code</b> | <b>Module Title</b>                  | <b>Credit</b> |
|--------------------|--------------------------------------|---------------|
| USPSTX-30-2        | Identities in Psychology 2025-26     | 30            |
| USPSTY-30-2        | Mind, Brain, and Development 2025-26 | 30            |

**Year 7**

The student must take 60 credits from the modules in Year 7.

**Year 7 Optional Modules - Sociology**

Students must take 60 credits from the modules in Optional Modules - Sociology, 30 credits from Group A and 30 credits from Group B.

**Year 7 Optional Modules - Sociology (Group A)**

Students must take 30 credits from the modules in Optional Modules - Sociology (Group A).

| <b>Module Code</b> | <b>Module Title</b>  | <b>Credit</b> |
|--------------------|--|---------------|
| UZSY6W-30-3        | Sustainable Futures: Environment and Society in an Age of Crisis 2026-27 | 30            |
| UZSNQP-30-3        | Childhood Disorder and Disordered Childhood 2026-27                      | 30            |
| UZSNPA-30-3        | Contemporary Critiques of Modern Society 2026-27                         | 30            |

**Year 7 Optional Modules - Sociology (Group B)**

Students must take 30 credits from the modules in Optional Modules - Sociology (Group B).

| <b>Module Code</b> | <b>Module Title</b>  | <b>Credit</b> |
|--------------------|--|---------------|
| UZSYNE-30-3        | Sociology of Human, Non-Human and Environmental Rights 2026-27 | 30            |
| UZSSJQ-30-3        | Digital Media and Society 2026-27                              | 30            |
| UZSSJN-30-3        | Protest, Policing and Public Order 2026-27                     | 30            |
| UZSYJD-30-3        | Sociology of Sexes, Genders, and Sexualities 2026-27           | 30            |
| UZSNQH-30-3        | Stop, Look, Listen! A Sociology of Culture 2026-27             | 30            |

**Year 8**

The student must take 60 credits from the modules in Year 8.

**Year 8 Compulsory Modules**

The student must take 30 credits from the modules in Compulsory Modules.

| <b>Module Code</b> | <b>Module Title</b>                               | <b>Credit</b> |
|--------------------|---|---------------|
| UZSY5K-30-3        | Sociology Project and Placement Module<br>2027-28 | 30            |

**Year 8 Optional Modules**

Students must take 30 credits from the modules in Optional Modules (Part-time).

UZSY7N-15-3 available in discussion with the programme leader

| <b>Module Code</b> | <b>Module Title</b>                   | <b>Credit</b> |
|--------------------|---------------------------------------|---------------|
| UZSY7N-15-3        | Independent Study (Sociology) 2027-28 | 15            |

**Year 8 Optional Modules (Psychology)**

| <b>Module Code</b> | <b>Module Title</b>  | <b>Credit</b> |
|--------------------|--|---------------|
| USPJJB-15-3        | Animal Behaviour and Cognition 2027-28   | 15            |
| USPKJJ-15-3        | Clinical Aspects of Mental Health 2027-28                                      | 15            |
| USPKJQ-15-3        | Constructing Gender in Society 2027-28   | 15            |
| USPJQU-30-3        | Developmental Psychology: Contexts,<br>Neurodiversity and Complexities 2027-28 | 30            |
| USPKCH-15-3        | Forensic Psychology 2027-28  | 15            |
| USPK6S-15-3        | Health Psychology in Practice 2027-28  | 15            |
| USPKJM-15-3        | Human Sexuality 2027-28  | 15            |
| USPK6Q-15-3        | Principles of Counselling and<br>Psychotherapy 2027-28                         | 15            |
| USPK6T-15-3        | Psychology and Social Justice 2027-28  | 15            |

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|             |   |    |
|-------------|---|----|
| USPK68-15-3 | Psychology of Appearance and Embodiment 2027-28 | 15 |
| USPK6W-15-3 | The Arts and Mental Health 2027-28              | 15 |

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### **Part C: Higher Education Achievement Record (HEAR) Synopsis**

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 D: External 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

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.

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 developing students transferable skills, professionalism, self-confidence, civic leadership and other attributes described under our core educational aims.

**Part E: Regulations**

Approved to University Regulations and Procedures.