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**Programme Specification**

**Title of Course: BSc (Hons) Psychology with Sociology**

**Date Specification Produced: 23November 2017**

**Date Specification Last Revised: 21 August 2018**

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended 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 teaching, learning and assessment methods, learning outcomes and content of each module can be found in the Course Handbook and Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Title:** | BSc (Hons) Psychology with Sociology |
| **Awarding Institution:** | Kingston University London |
| **Teaching Institution:** | Kingston University London |
| **Location:** | Penrhyn Road Campus |
| **Programme Accredited by:** | n/a |

**SECTION2: THE PROGRAMME**

1. **Programme Introduction**

Psychology is a fascinating, dynamic and challenging discipline that is both inspiring and relevant to today’s life in society. Psychology with Sociology, combining the study of mind and behaviour with the study of society, will allow students to develop a deep insight into human thought, action and behaviour. Psychology with Sociology at Kingston delivers a coherent, contemporary, and professionally accredited programme in psychology with unique focus on major areas of investigation in the field (e.g., Development, Thinking and Reasoning, Biopsychology and Clinical, Social Psychology and Sociology). The Psychology with Sociology programme at Kingston covers the fundamental and basic areas of psychology, as well as a more varied and encompassing curriculum in psychology involving issues and topics both current and historical, offering challenging opportunities for students to learn about applications of psychology and sociology throughout their course. The programme is an exciting opportunity for students to develop skills that will be transferable to the ‘real world’ situation graduates encounter after leaving university.

The BSc in Psychology is accredited with the British Psychological Society (BPS) to confer Graduate Basis for Chartered membership (GBC).

Modules in the first year (Level 4) introduce students to foundations, and historical and philosophical concepts in psychology while focussing on research methods for collecting and analysing data to address hypotheses and research questions pertaining to psychological research. Students are also introduced to key concepts in social psychology and sociology. Modules in the second year (Level 5) focus on research methods and introduce students to BPS required areas of psychology such as cognitive and biological psychology, developmental, social and individual differences. Students also expand their “sociological imagination” with the study of the role of sociology in transforming society. At L6, students are required to apply their research skills in the context of a research project in psychology, while taking electives offered to tailor the future of their endeavours – for example, if a student wishes to specialise in Clinical Psychology after leaving the programme, they may wish to take elective modules in health and well-being, or Psychotherapeutic Psychology an Mental Health; from Theory to Practice. Students also have a wide range of options in sociology and politics.

Psychology at Kingston benefits from dedicated, purpose-built laboratory facilities and up-to-date technical and computer equipment, state-of-the-art research and teaching space, as well as dedicated technical and administrative support.

As part of the School of Law, Social and Behavioural Sciences, the Psychology programme intersects well with other social science disciplines. The modular scheme enables full and joint honours students to benefit from cross disciplinary approaches.

1. **Aims of the Programme**

The aims of the full-field are:

1. To aim to produce a scientific understanding of the mind, brain, behaviour and experience, and how they interact with the complex environments in which they exist;
2. To include knowledge and the acquisition of a range of research skills and methods for investigating experience and behaviour, culminating in an ability to conduct research independently;
3. To develop an understanding of the role of empirical evidence in the creation and constraint of theory, and also in how theory guides the collection and interpretation of empirical data;
4. To present multiple perspectives in a way that fosters critical evaluation and reflection;
5. To develop knowledge, leading to an appreciation of theory and research findings, including relevant ethical and socio-cultural issues;
6. To lead to an understanding of real life applications of theory to the full range of experience and behaviour and the application of psychological understanding to real world questions
7. To provide opportunities for the acquisition of generic skills in written and oral communication, independent learning, teamwork, information technology, and numeracy;
8. To offer students a broadly based undergraduate course which will provide good career opportunities;
9. To cover all of the core areas of psychology, as defined by the BPS, and achieve GBC;
10. To offer students the foundation to continue to study for professionally controlled postgraduate qualifications.
11. Introduce students from a wide range of backgrounds to the discipline of sociology as an academic subject.
12. Provide students with a broad theoretical awareness and understanding of key sociological concepts, theories and perspectives.
13. Encourage students to reflect on their own lives and apply sociological perspectives to interpret their experiences.
14. **Intended Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA 2016 subject benchmarks for Psychology and Sociology (2016), the British Psychological Society (BPS) requirements for accreditation, which are derived from the QAA subject benchmark statement for Psychology (2016), and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student.

The degree is accredited by the BPS and learning outcomes are listed in Table 1 below.

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| **Table 1. Psychology with Sociology** |
| **Programme Learning Outcomes** |
|  | **Knowledge and Understanding****On completion of the course students will be able to:** |  | **Intellectual skills****On completion of the course students will be able to:** |  | **Subject Practical skills** **On completion of the course students will be able to:** |
| A1 | Demonstrate a critical understanding and knowledge of the major theories, approaches and key concepts in psychology  | B1 | Have comprehensive knowledge of Psychology with areas of in-depth specialisation to a certain degree | C1 | Write an appropriate review of the literature, and present and evaluate research findings to a higher level of proficiency |
| A2 | Appreciate the role of research in the development of psychological thought applying psychology research competencies, and a wide range of research methodologies and statistics  | B2 | Integrate ideas and findings across the multiple perspectives of Psychology and recognise distinct psychological approaches to relevant issues  | C2 | Carry out empirical studies involving a variety of methods of data collection (experiments, observation, psychometric tests, questionnaires, interviews) and analyse data using statistical methods |
| A3 | Have a more extensive knowledge of the way in which psychology has an impact upon society and individuals | B3 | Critically review psychological evidence, including issues of reliability, validity and significance, and to investigate contradictory information | C3 | Use a variety of psychological tools, including specialist software, laboratory equipment and psychometric instruments |
| A4 | Gain additional knowledge and understanding of the ethical considerations and their importance in psychological practice and research | B4 | Analyse and transform new and/or abstract data and concepts towards a given purpose independently, and to design novel solutions | C4 | Have detailed knowledge on the use of a variety of general and specific library resources to source appropriate information |
| A5 | Have additional knowledge of the historical and philosophical development of psychology as an academic discipline | B5 | Develop and sustain an argument independently in written and oral formats  | C5 | Locate, retrieve, manage and analyse secondary data and information and evidence using relevant software.  |
| A6 | Describe and evaluate a range of concepts and theoretical approaches within sociology and evaluate their application.  | B6 | Assess the merits of competing explanations of human behaviour, social situations and events.  | C6 | Construct appropriate sociologically informed questions.  |
| A7 | Provide an analytical account of a range of social, public and civic issues and polices in relation to social diversity and inequality.  | B7 | Evaluate and synthesize the results of psychological information and evidence from a variety of sources.  | C7 | Summarize and explain the findings of empirical sociological research, including a critical assessment of the methodological frameworks used.  |
| A8 | Understand and evaluate the issues and problems involved in the use of comparison in sociology.  | B8 | Critically evaluate social theories with respect to reasoning and evidence.  | C8 | Select and use appropriate research tools.  |
| A9 | Describe and analyse a range of social structures and cultural factors and their relationship to individual and groups.  | B9 | Evaluate competing explanations and draw reasoned conclusions.  | C9 | Investigate sociologically informed explanations.  |
| A10 | Examine the processes that underpin social change and social stability in a variety of social situations.  | B10 | Make ethical judgements about methods and published research; including the ethics of data collection, analysis and argumentation. | C10 | Analyse the ethical implications of social research in a variety of applied research settings.  |
| A11 | Demonstrate a critical understanding of the basic principles of social research as applicable to sociological topics; including what can be achieved by different quantitative and qualitative methodologies. |  |  | C11 | Discuss sociological topics with appreciation of theory, evidence and relevance to current debates and to present the conclusions in a variety of appropriate sociological formats.  |
| A12 | Evaluate the relationship between sociological arguments and evidence in a range of contexts.  |  |  | C12 | Identify and comment on the value of sociological work with regard to social, public and civic policy issues.  |
| A13 | Articulate and analyse the distinctive role of social theory in providing coherent descriptions of social reality.  |  |  |  |  |
| **Key Skills** |
|  | **Self Awareness Skills** |  | **Communication Skills** |  | **Interpersonal Skills** |
| AK1 | Take responsibility for own learning and plan for and record own personal development | BK1 | Write clearly and coherently in different formats including essays, laboratory reports and research proposals | CK1 | Work well with others in a group or team |
| AK2 | Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | BK2 | Present, challenge and defend ideas and information effectively orally and in writing in a variety of forms including graphical and tabular | CK2 | Work flexibly and respond to change |
| AK3 | Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | BK3 | Actively listen and respond appropriately to ideas of others | CK3 | Discuss and debate with others and make concession to reach agreement |
| AK4 | Work effectively with limited supervision in unfamiliar contexts |  | Interact effectively within a group, including the exercise of leadership skills on occasion and the ability to negotiate and manage conflict if necessary | CK4 | Give, accept and respond to constructive feedback |
|  |  |  |  | CK5 | Show sensitivity and respect for diverse values and beliefs |
|  | **Research and information Literacy Skills** |  | **Numeracy Skills** |  | **Management & Leadership Skills** |
| DK1 | Search for and select relevant sources of information | EK1 | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | FK1 | Determine the scope of a task (or project) |
| DK2 | Critically evaluate information and use it appropriately | EK2 | Present and record data in appropriate formats | FK2 | Identify resources needed to undertake the task (or project) and to schedule and manage the resources |
| DK3 | Apply the ethical and legal requirements in both the access and use of information | EK3 | Interpret and evaluate data to inform and justify arguments | FK3 | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |
| DK4 | Accurately cite and reference information sources | EK4 | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | FK4 | Motivate and direct others to enable an effective contribution from all participants |
| DK5 | Use software and IT technology as appropriate |  |  |  |  |
|  | **Creativity and Problem Solving Skills** |  |  |  |  |
| GK1 | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |  |  |  |  |
| GK2 | Work with complex ideas and justify judgements made through effective use of evidence |  |  |  |  |
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| **Teaching/learning methods and strategies** |
| The range of learning and teaching strategies includes* Keynote/formal lectures
* Seminars
* Interactive lectures/sessions
* Small group and one-to-one tutorials
* Workshops
* Student-led discussions
* One-one project supervision
* Additional activities such as readings of professional journal articles and books, sitting in guest speaker lectures
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| **Assessment strategies** |
| The assessment strategies include:* Portfolio of activities
* Log books
* Extended projects
* Research-informed essays
* Critical appraisals/essays/reviews
* Precis
* Take home assignments
* MCQs
* Peer-review of formative assessments
* Group work
* Oral presentation
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| **Programme Learning Outcomes** |

1. **Entry Requirements**

The minimum entry qualifications for the programme are:

120 points at A level (depending on chosen combination), including a minimum of two 6-unit awards at A level or equivalent. General Studies is accepted as a qualifying subject, when one of three 6-unit awards.

Alternatively, equivalent qualifications and experience will be considered. Applications from students on BTEC or Access courses, applications from international students with relevant qualifications and applications from mature students without traditional qualifications are welcomed.

The programme will allow Recognition of Prior Learning (RPCL and RPEL) for entry into L5 only.

1. **Field/Course Structure**

This programme is offered in full-time/part-time mode, and leads to the award of BSc in Psychology with sociology. Entry is normally at level 4 with A-level or equivalent qualifications (See section D). Transfer from a similar programme is possible at level 5 with passes in comparable level 4 modules – but is at the discretion of the programme team. Intake is normally in September.

Students exiting after passing 120 credits will be awarded a Certificate of Higher Education (CertHE) in Psychology with sociology. Students exiting after passing 240 credits will be awarded a Diploma of HIgher Education (DIpHE) in Psychology with sociology

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**E1. Professional and Statutory Regulatory Bodies**

* All of the procedures associated with the field comply with the QAA Codes of Practice for Higher Education.
* The awards made to students who complete the field or are awarded intermediate qualifications comply fully with the National Qualifications Framework for Higher Education and the accreditation requirements of the British Psychological Society.
* The modules within the field and the design of the programme structure are informed by both the subject benchmarks and the Qualifying Exam of the British Psychological Society.
* The ethical guidelines of the British Psychological Society have been incorporated into the design of the research modules and assessments within this programme.

**E2. Work-based learning, including sandwich courses**

Work placements are actively encouraged – although it is the responsibility of individual students to source and secure such placements. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

Students will be able to carry out a **sandwich placement** as a recognised part of their course. The placement will be **a minimum of 36 weeks** experience of professional/industrial practice in the UK or overseas

Students can either apply for a four year degree, including a 1 year placement, or change from a three year degree to the four year placement option during the first or second year of their degree. The one-year work placement will be carried out during the third year of the four-year degree. **Student placement support** is available both before, during and after placement. Students will need to apply for placements and placement officers will provide application support assistance via placement preparation workshops. Placement tutors will be allocated to students and will make visits to employers to support students.

**E3. Outline Programme Structure**

The BSc (Hons) Psychology with Sociology degree is accredited by the British Psychological Society and confers GBC (Graduate Basis for Chartered) membership on successful candidates, namely, students who have attained at least a lower second class honours degree. The BSc (Hons) degree in Psychology at Kingston was re-accredited in 2012.

Core modules are concentrated within the first two years, Levels 4 and 5, with the exception of the Research Project (PS6000), which constitutes the culmination of their careers in the Department, and is developed at Level 6. All modules are worth 30 credit points.

All students will be provided with the University regulations and specific additions required by the British Psychological Society, the accreditation body for Psychology. Full details of each module will be provided in module descriptors and student module guides.

The Psychology course is part of the University’s Undergraduate Modular scheme (UMS). Courses in the UMS are composed of modules, which are assigned to Levels. There are three levels that are progressively more challenging in terms of their aims, objectives and learning outcomes. Each course contributes to a programme of study that is normally made up of various modules at every level, with each module worth 30 credits.

A programme of study including the Psychology course culminates in an honours degree and it is the higher levels (5 and 6) that contribute to the classification of the degree. Intermediate awards are normally available after completion of a level. Students who complete 120 credits at level 4 but decide to discontinue their studies at that point are eligible for the award of a Certificate of Higher Education. Students who complete 120 credits at level 5 but decide to discontinue are eligible for the award of a Diploma of Higher Education.

The programme has been designed to offer coherence and progression at each level and throughout the course. As students progress from level to level, advice on module choice is available from members of the course team and from academic advisors. Students take compulsory modules at Levels 4 and 5, and the Research Project (PS6000) at Level 6. These modules encompass the key aspects of psychological theory, sociological theory, and practice. All students will have a choice of two optional modules in Psychology at Level 6. In our last accreditation with the BPS in 2012, we were praised by the variety and excellence of our elective choices at L6. The remaining module will be taken from a range of options in sociology, criminology or politics.

At L4 90 credits are taken in Psychology, 30 credits of Sociology are taken in our sister Department (of Sociology and Criminology) in the School of Law, Social and Behavioural Sciences. Similiarly at Level 5, students take 90 credits of core modules in Psychology and one core module in Sociology. At Level 6, students have 30 credits of Research Project and 30 credits of an (*Led-by-Learning*) elective selected in partnership with the Personal Tutor and the Research Project Supervisor in the area of specialisation the student has chosen to work for their Research Project, and the remainder from a variety of modules they can choose from Psychology, Sociology and Politics, as they tailor their future careers in the Social Sciences.

At Level 4 students are provided with a broad understanding of the disciplinary perspective of psychology. Students are introduced to a broad range of topics in PS4002, Foundations of Psychology module, which runs in parallel with PS4001 Research Methods 1. This introduction to theory, methods and key skills is designed to provide students with a solid foundation of knowledge and skills that will be built upon and applied at the higher levels. In addition, and in line with BPS requirements, students take a year-long module on the historical and philosophical concepts in Psychology. Students are also provided with a broad understanding of key concepts and theories in Sociology and Social Identity in Module SO4003, Social Selves. Together, these three modules comprise a foundational structure which allows students to progress to Level 5.

At Level 5 there is a more detailed and critical examination of psychological theory and its application to various areas. The curriculum is based around key areas of psychology and a range of alternative areas which reflect the wide and varied concerns of psychologists. Students take the 30-credit year-long module in Research Methods. This module develops and extends the skills and knowledge acquired in the level four research modules. Students develop a more sophisticated understanding of Sociology in the core module, SO5011 How to Change the World.

Level 6 requires students to deepen their understanding of psychology through their diet of the core Research Project module and the *Led-by-Learning* elective, and a variety of elective modules which represent Psychology staff specialisms, as lecturing in the Department is research informed. Students are required to take the core module tailored to suit their Research Project specialisation, plus one additional modules associated with key aspects of psychology. The Research Project acts as the culmination of the students’ three years: it allows the student to critically discuss the theoretical basis of a specialist area and apply appropriate methodologies and practices in the investigation of that area. This allows students to specialise within a certain area and thus allowing them to tailor their employability. Students can choose their fourth module from a range of modules in either Sociology or Politics.

In sum, as students progress through the course they extend and deepen their ability to collect and analyse psychological data, understand and critically evaluate psychological and criminological theory and apply their skills and knowledge to the world about them in an informed and systematic manner. The extent and depth of the students’ knowledge and understanding of psychology and sociology and their development of practical skills is dependent upon the extent of their immersion in the subject through the route they choose to study.

Student can opt to take a Placement Year between Level 5 and Level 6.

All students will be provided with the University regulations and specific additions that are sometimes required for accreditation by the BPS. Full details of each module will be provided in module descriptors and student module guides.

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| **Level 4** (all core) |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |
| Psychology Research Methods 1 | PS4001 | 30 | 4 | 1&2 |
| Foundations of Psychology | PS4002 | 30 | 4 | 1&2 |
| Historical and Philosophical Concepts in Psychology | PS4003 | 30 | 4 | 1&2 |
| Social Selves | SO4003 | 30 | 4 | 1&2 |
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This course permits progression from level 4 to level 5 with 90 credits at level 4 or above, with one exception. Students who fail PS4001 will not be able to progress to level 5.

Students exiting the course at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education in Psychology with sociology.

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| **Level 5** (at least 60 credits = core) |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |  |
| Psychology Research Methods 2 | PS5001 | 30 | 5 | 1&2 | PS4001 |
| Social, Individual and Developmental Psychology | PS5002 | 30 | 5 | 1&2 |  |
| Brain, Behaviour and Cognition | PS5003 | 30 | 5 | 1&2 |  |
| How to Change to World | SO5011 | 30 | 5 | 1&2 |  |
| Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Diploma of Higher Education in Psychology with Sociology |

\*Options are research led and may vary from year to year according to staff expertise and availability.

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Students on sandwich route of a Psychology with sociology degree “with professional placement” will undertake a work placement of a minimum of 36 weeks and complete the module PN5001

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| **Level 6** (60 credits = core) |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** | **Pre-requisite** |
| FASS Work Placement Sandwich | PN5001 | 120 | 5 | 1&2 | 120 credits at L4120 credits at L5 |

Progression to level 6 requires passing 120 credits

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| **Level 6** (60 credits = core) |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |  |
| Psychology Research Project | PS6000 | 30 | 6 | 1&2 | PS5001 or equivalent |
| **Option modules** |  |  |  |  | **Pre-requisites** |
| Advanced Research Methods in Psychology | PS6001 | 30 | 6 | 1&2 | PS5001 or equivalent |
| Advanced Developmental Psychology\* | PS6002 | 30 | 6 | 1&2 | PS5002 or equivalent |
| Neuropsychology and Neuro-rehabilitation\* | PS6003 | 30 | 6 | 1&2 | PS5003 or equivalent |
| Critical Social Psychology\* | PS6004 | 30 | 6 | 1&2 | PS5002 or equivalent |
| Psychology of Health and Well Being\* | PS6005 | 30 | 6 | 1&2 |  |
| Psychology of Art and Film | PS6009 | 30 | 6 | 1&2 |  |
| Introduction to Forensic Psychology | PS6011 | 30 | 6 | 1&2 |  |
| Psychotherapeutic Psychology and Mental Health; from Theory to Practice | PS6014 | 30 | 6 | 1&2 |  |
| Social Intersections | SO6014 | 30 | 6 | 1&2 |  |
| Applied Sociology | SO6025 | 30 | 6 | 1&2 |  |
| Migration and the Social Transformation | SO6022 | 30 | 6 | 1&2 |  |
| The Politics of Crime in the Black Atlantic | CM6011 | 30 | 6 | 1&2 |  |
| Crimes of the Powerful. | PO6013 | 30 | 6 | 1&2 |  |
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| \*This module selected by student in conjunction with L5 personal tutor and Research Project supervisor to tailor student’s specialisation in the area selected for Research Project. Students must take PS6000, plus either PS6002, PS6003, PS6004 or PS6005, plus one additional option module in psychology, plus one from either SO6014, SO6025, SO6022, CM6011, PO6013 |

1. **Principles of Teaching, Learning and Assessment**

Our students come from diverse academic and social backgrounds and their learning and skills development needs vary accordingly. To reflect this, the programme provides flexible and varied teaching, learning and assessment strategies in order to ensure that all students have as equal an opportunity as possible to acquire the necessary knowledge and skills to graduate in psychology with sociology

. The teaching, learning and assessment strategies have been devised in accordance with the University’s RAF curriculum design principles, which focus on helping students to become independent learners and providing an interactive and supportive learning environment.

The overall teaching and learning strategy promotes greater levels of responsibility, discipline and resourcefulness as students progress through the course. Students will be introduced to the structure and nature of the curriculum during induction. Induction at L4 and re-inductions at Ls 5 and 6 are common practice in the Department of Psychology, and will continue to exist. During induction, students learn about the programme, the teaching and learning in modules, assessment types, deadlines, opportunities, employability, and the Personal Tutor scheme. The Level Tutor introduces the session, and invites speakers one by one. The Librarian, the IT coordinator, the Departmental Employability Director, a representation from the Study Abroad Office, plus a variety of different members of staff attend inductions to welcome students and provide a friendly and informative environment to them.

The teaching and learning strategy encompasses:

* Lectures
* Interactive lectures
* Seminar discussions
* Workshops
* Tutorials (where appropriate)
* Student-directed reading
* Laboratory workshops
* Seminars
* Debates
* Web-based activities and discussion boards
* Research placements

The workshop system, for example, exists to provide students with the opportunity for small group interaction in which the quality of the contact between student and the member of staff is enhanced to facilitate learning outcomes. At L4, the group of students will be divided into small groups of no more than 10-15 students. The workshops will run in parallel between two modules, PS4002 Foundations of Psychology and PS4001 Research Methods 1. These workshops will enable students to work on contents of both modules, for example, practise the ability to use SPSS, analyse and report quantitative and qualitative data, discuss interactively topics learnt in the Foundations course, while exploring issues such as plagiarism, how to write a lab report, study abroad, employability, interact with an invited guest speaker, etc. At L5, the workshop system will run parallel to Research Methods 2. This will enable students to explore more in depth research designs involving multiple independent variables and more advanced inferential statistics. At L6, workshops will run alongside PS6000 Research Project. In these sessions, students will discuss issues pertaining to their final year and their project. Discussion topics include employability and psychology professionals in the real world, enhancing skills for the psychology market, fine tuning practical skills such as argument development, APA-style referencing, how to develop a thesis, issues in the ethical considerations of psychological research, and interpersonal and communication skills.

The first year experience is regarded as particularly important in terms of providing a strong foundation for the study of psychology and sociology. An understanding of key psychological theory, concepts, perspectives and methods are delivered over an integrated set of modules using a variety of teaching methods including laboratory workshops, lectures, seminars and group tutorials. Strong emphasis is placed on study skills throughout the year, in particular via the PS4002 Foundations of Psychology, CM4001 Foundations of Criminological Theory and PS4001 Psychology Research Methods 1, which have a specific embedded skills agenda. PS4003 Historical and Philosophical Concepts in Psychology with sociology provides the grounding required by the BPS on historical and conceptual issues in the field. Support to students is available through CASE, which operates via a referral system and also functions as a drop-in surgery.

At level 5 there is a greater emphasis upon self-directed learning and critical understanding and students are expected to refine their skills in literature sourcing and referencing, and develop their capacity to collect and analyse primary data. This is facilitated via laboratory workshops, on-line materials and tutorial support. Students move from a basic descriptive understanding of Psychology with sociology to its analysis and application across a range of topic areas.

At level 6 the emphasis is placed upon deepening students’ critical understanding of Psychology with sociology and the development of research proficiencies. Modules at this level cover both new areas and extend and develop previous topics and practical skills.

The strategies and the accompanying assessment procedures of individual modules are designed to achieve the general aims and objectives of the degree. These involve, among other things, students gaining a broad knowledge and sound understanding of the programme’s topic areas, promoting their capacity to read, investigate and research and encouraging their skills in developing informed and well-supported arguments. In turn, the research modules are directed to promoting a range of practical skills, research competencies and numeracy.

The Research Project component of the course will involve a level of independent study on the part of the student which will be supported by supervision by a member of the academic team. This supervision will take the form of tutorials which will aim to provide structure and advice to the student when he/she is planning, carrying out, analysing and writing-up his/her Research Project. These tutorials will be tailored to meet the research needs of the student at each point of his/her project and will be arranged at times that are convenient to both parties. The Research Project module runs across the entire year. Late in teaching block two of L5, the student will submit a research area preference form. A Supervisor will be allocated, and the project will be agreed between student and supervisor. It is expected that data collection will begin after approval of project proposal by the Ethics Committee. The Research Project will be informed by the students’ theoretical and research training throughout their careers in the Department, and will continue to be enriched by on-going research training and the opportunity to pursue particular areas of interest in Psychology with sociology in more detail.

Project supervision by each and every member of academic staff as outlined above represents the culmination of the students’ career in our Department. The role of this Research Project supervisor is manifold, but primarily to guide the student throughout a successful completion of their Research Project. In addition to this supervision at L6, students will be allocated a Personal Tutor as part of the FASS Personal Tutor Scheme at the start of L4 (introduced at induction). This personal tutor will be providing appropriate academic advice and guidance to students *throughout their first and second years* by monitoring their progression from level to level, helping to identify individual needs and to develop abilities which will allow them to be self-reliant and self-reflective. Personal tutors and tutees will meet throughout Levels 4 and 5 in timetabled sessions. At L4, the aims relate to supporting students to make the transition to HE learning comfortable, to develop good academic study skills and to enhance group interaction in order to develop cohort identity. At L5, the aims are to support students to become increasingly independent as learners, and to start to explore with students employability and opportunities. During the transition from L5 to L6, with the agreement between students and Research Project supervisors, the PT becomes the supervisor who will support the student during L6, through graduation and outduction, continuing the conversation about employability and opportunities, and fostering a sense of accomplishment amongst students.

At the beginning of L6, both personal tutor and future supervisor will support the students in choosing their specialisation, in particular, with regards to the *Led-by-Learning* core module. This module will support the student’s Research Project topic. The student will choose the module in the area of specialisation of the supervisor and the area of investigation. In addition, this support by both the personal tutor and their Research Project supervisor goes further than their academic careers within KU, it follows them on after they graduate: as they leave the programme, two academics, who have known them throughout their academic careers at KU Psychology with sociology, will be able to provide letters of reference for future employment or postgraduate work.

In addition to face-to-face contact between students and teaching staff, a virtual learning environment (VLE) will provide students with access to a range of materials for each module. These materials will typically include the module guide, lecture slides and handouts, links to useful web-resources, and formative multiple-choice questions. Use of the collaborative tools offered by the VLE (e.g. discussion boards, blogs, wikis etc.) will be encouraged to facilitate team-working and interactive problem-solving skills, and to prepare for and follow up taught sessions. Online interaction with staff and other students will be expected for successful completion of certain modules. The VLE can be used from any networked PC in the University as well as from most PC’s connected to the Internet.

In addition, the Psychology with sociology programme encourages immersion in Technology Enhanced Learning Environments including e-learning, Virtual Learning Environments, Hyper-text, CANVAS, Blogs, podcasts, CAVE Writing or Computer Generated Virtual Environments, wikis, threaded discussions, chat rooms, Twitter, RSS, Facebook, etc. We already have several examples of modules making use of blogs and virtual environments for students to actively participate in learning (e.g. discovering, constructing, taking ownership, rather than being passive recipients of knowledge). The Department foments digital literacy, and hopes to link it directly with PDP at all levels.

A range of assessment approaches is employed within each module and across the array of modules. These varied approaches facilitate students with differing learning styles to achieve the learning outcomes. The assessment procedures are reviewed by the course team and also by the Faculty across disciplines. In addition, our Psychology with sociology assessments and assessment strategies are reviewed by the BPS in their accreditation reviews. Reviews of the assessment strategy ensure that students are exposed to a range of assessment procedures which encourage different forms of learning. The reviews ensure that assessment burdens are fair and equitable across modules and courses, in addition to ensuring that the strategy allows the course to meet the subject and professional benchmarks.

Examples of assessments employed in the Psychology with sociology program include unseen exams, laboratory projects, poster presentations, laboratory and skills worksheets, log books, group projects, essays, multiple choice tests, short answer tests, research proposals and a Research Project (as per Tables, above). The types of assessment used are related to the learning outcomes of each module. For example, some modules (as part of their remit) introduce key ideas and information. These aspects might be most appropriately assessed through the use of multiple choice tests and short answers; conversely, critical understanding of specific topics may be better suited to assessment via a research proposal. Formative and summative assessments are explicit in the module descriptors.

**Research Informed Teaching**

The course team are either academic research active AND/or are involved in policy and evaluation related professional activities. These activities play a major part in informing the course design and curriculum content. All of the teaching staff are also actively involved in the various Research Centres and Research Groups of the Faculty.

Staff also engage widely with the research and development of ideas in teaching and learning in Higher Education and into wider pedagogic issues which will then feed through to support student learning and engagement in the programme, both formal and extra-curricular.

**The Personal Tutor Scheme**

The Personal Tutor Scheme has been designed to support students in the development of their academic skills by providing appropriate advice and guidance to students throughout their studies with the purpose of helping them become self-reliant and confident self-reflective learners. The individual relationship with a personal tutor throughout a student’s undergraduate career is a key element in the monitoring of their progress across their courses and formative assessment is provided in the form of feedback during a timetable of scheduled and regular meetings. In the first year personal tutors are particularly important in helping students make the transition to higher education and the demands of more independent learning by encouraging self-reliance and boosting confidence. In the second and third year the personal tutor is there for students to guide them through their study programme choices, to work with them on making the best use of their feedback and to play an active role in planning their post-graduation future.

Students’ self managed learning time is carefully plotted across the three levels of the programme to ensure that students are supported to become increasingly independent, self-motivated and reflexive learners.

Each module makes use of the VLE, to provide a range of guided activities for students outside of classroom activities. These might include guided reading with discussion boards, structured research tasks and online quizzes to check understanding and practice skills. These are carefully designed in accordance with the specific requirements of the module and level of study. As a general principle guided activities are more closely structured at level 4 to support students in making the transition to HE learning.

In addition to these module specific activities, at each level students on the course are provided with a co-curricula timetable of activities that draws across the provision within Student Engagement and Employability (SEE). These include, but are not limited to: careers skills workshops targeted to level (e.g. CV writing workshops for level 4, interview skills and online test training at level 6); personal development planning in the form of the SPARKS programme and service learning through the Kingston Hub and academic skills development through the Writing and Oral Skills (WOS) workshops and structured developmental interactions with CASE

In the first year students are further supported for independent learning via the personal tutor scheme and scheduled workshops.

Students will meet with the personal tutor regularly in small groups. Students will be given opportunities to acquire skills and confidence for independent learning via a number of activities. An indicative list includes conducting literature searches for summative assessments in tutorials, discussing and presenting relevant journal articles, learning to summarise journal articles, articulating interpretations of empirical research and critical evaluations, defining a “real world problem” in psychology, writing a research proposal on how to address this problem, preparing a scientific poster on the topic, presenting a poster at a end of year “conference”. These activities are designed to foster specific key skills in an interactive environment to support independent learning. One meeting per teaching block is on an individual basis, to discuss the student’s progress. The tutorials are also used to develop critical awareness of the student’s own skills and strategies as a learner.

Students are also supported in their independent learning in scheduled workshops, where students discuss topics and practice the skills required within modules. For example, at level 4 in Psychology with Sociology, the workshops run in parallel with modules PS4002 Foundations of Psychology and PS4001 Research Methods 1 to enable students to practice SPSS, to learn how to write a laboratory report and enhance group interaction.

In the second year tutorials focus on planning of independent learning activities, learning from feedback, and how to prepare for coursework and exams

In the final year students are assisted in independent learning via regular meetings with the personal tutor. Students develop a research proposal, obtain ethics and conduct an empirical study in the final year, supported by the project supervisor (now also the personal tutor)

**Technology Enhanced Learning**

Canvas virtual learning environment provides excellent opportunities for designing and delivering a wide range of innovative technology enhanced learning tools to enable students to link their ‘personal’ digital worlds to ‘public’ academic worlds, often via their own mobile technologies. E-assessment is a standard feature in formative and self-assessments. Audio and video are both used for interactive classroom teaching.

**Assessment**

A range of assessment approaches is employed within each module and across the array of modules. These varied approaches facilitate students with differing learning styles to achieve the learning outcomes. The assessment procedures are reviewed by the course team and also by the Faculty across disciplines. In addition, our Psychology with sociology assessments and assessment strategies are reviewed by the BPS in their accreditation reviews. Reviews of the assessment strategy ensure that students are exposed to a range of assessment procedures which encourage different forms of learning. The reviews ensure that assessment burdens are fair and equitable across modules and courses, in addition to ensuring that the strategy allows the course to meet the subject and professional benchmarks

**Skills**

The development of academic skills is woven throughout the course and assessed both formatively and summatively. In the first year there is an emphasis is on developing basic research, information retrieval and study skills, and where necessary to provide additional support from CASE or other tailored support. At subsequent levels students strengthen their analytic, interpretative and communication skills and by graduation are able to demonstrate the problem-solving, evaluative and reflective skills intrinsic to the discipline and the attributes needed for self-managed, lifelong learning.

1. **Support for Students and their Learning**

In Psychology with sociology, students are supported by:

* The head of the department
* A dedicated course director
* A level tutor for each level
* A module leader for each module
* A personal tutor to provide each student with tailored academic and personal support throughout the duration of the degree (as described above)
* A project supervisor
* Seminar tutors (when applicable, for relevant modules)
* Technical support to advise students on IT and the use of IT facilities and software appropriate to the degree (sometimes in collaboration with members of staff for specific use of equipment)
* A designated programme administrator
* An induction week at the beginning of L4, and tailored re-inductions at Ls 5 and 6
* Staff-Student Consultative Committee
* The Union of Kingston Students
* The Psychology Society, a student-led community, recently re-organised, which has been elected in 2012 the best Student Society at Kingston University
* CANVAS: a versatile online interactive intranet learning environment
* A designated Psychology information advisor/librarian and a specialised Psychology library
* Help Desk
* CASE
* An employability coordinator at Departmental level
* Psychology facilities

Psychology facilities: The Department has a suite of purpose-built teaching and research laboratories. Laboratories are bookable online and accessible by swipe card. Facilities and equipment include: a large teaching laboratory with 25 computers, together with a scanner and laser printer. These are available outside of teaching periods for students to conduct practical work; a large observation/test room with remote controlled digital cameras and microphones connected to a monitoring room. The room has soft chairs and coffee tables to promote a relaxing atmosphere. This room also serves as generic research space. There are a large number of data points and computers can be wheeled into the room for the testing of multiple participants (at least 6). A monitor room can be used to monitor activity in the observation/test room but can also act as separate, generic research space. The monitor room has recording equipment and video editing facilities including a DVD burner for storing digital video recordings, or it can serve as space to test 2 participants.

Three other laboratories are located nearby in the Psychology space. Two of these are eye-tracker laboratories: one holds an Eyelink II eyetracker which is primarily used for studies of visual attention and neuropsychology; the other holds a Tobii T120 eyetracker and is primarily used for studies of developmental disorders such as autism and Williams syndrome. The third laboratory houses psychophysiological monitoring equipment (Biopac MP100 Advanced system) and neuropsychological test apparatus (CANTAB Eclipse with touch screen tablet PC) and is configured as a psychopharmacology laboratory (including drug balance, lockable refrigerator, scales, sink etc). EEG and driving simulator labs have recently been installed. All of the laboratories have good light attenuation and an in-use light indication system, and all contain at least two networked computers.

In addition, Psychology has a suite of six generic laboratories (which are also suitable for interviews). Four are similar in size to the three laboratories described above, one is larger, and one is smaller. All are equipped with two networked dual-function Mac/Windows computers, tables and chairs.A dedicated Psychology Store room houses the psychometric test bank (for loan). We allocate a set amount from our capital budget to maintain the currency of the psychometric store. Noldus/Tracksys Observer XT behaviour measurement system for observational studies and analyses, as well as other portable psychophysiological monitors of blood pressure, GSR, and blood-alcohol concentration are available for students. Finally, a large number of video cameras and digital recording devices are available for use in experiments and projects throughout their three years in the Department.

Library: In collaboration with the Psychology course team, the Library provides information skills teaching tailored to meet the subject needs of the students. Psychology with sociology students are given an initial introduction followed by a more detailed session on accessing e-resources. Students also have the opportunity to make individual appointments with their Psychology information advisor/librarian and are encouraged to seek advice by phone or email as well as in person.

Help Desk: The LRC Help Desks are staffed during opening hours to help with users' information enquiries on an individual basis. Students are encouraged to learn how to find information for themselves so that they are able to carry out their own independent learning. Staff at the Help Desks also support basic IT enquiries e.g. password or printing problems. The introduction of self-service borrowing and return facilities at all sites means that staff at the desk can focus on more complex enquiries. In addition, Information Services work with Student Services to provide integrated student support within the LRCs.

Centre for Academic Support and Employability (CASE): CASE assists students in one-to-one sessions to support them with their assessments and, in particular, at the time of preparation of the Research Project.

Employability: The Faculty has a specialist Employability Coordinator who works closely with the Departmental champion, and in partnership with CASE to ensure that students are able to identify and develop employability skills. Studying non-vocational subjects can make it hard to narrow down a clear direction so she can also help to identify strengths, areas for development and potential career opportunities. Throughout the academic year the following activities will take place: Workshops and seminars covering all aspects of the recruitment process, from CVs to interviews; employer events - giving students a chance to network and gain a stronger understanding of the 'world of work'; and drop-in appointments for queries regarding career direction or any aspects of employability.

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1. **Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* External examiners
* Boards of study with student representation
* Annual monitoring and enhancement
* Periodic review undertaken at the subject level
* Student evaluation
* Moderation policies

The BSc programme in Psychology with sociology is accredited by the British Psychological Society. The BPS monitors development of the programme, while ensuring its quality.

1. **Employability Statement**

The BSc in Psychology with sociology allows students to develop skills that are highly valued by employers in general. Psychology with sociology at Kingston fosters written abilities, work as part of a team, independent thinking and research, time management, and the use of statistical tools – skills which make the student highly desired. In Psychology with sociology, students are introduced to the concept of PDP early on in Foundations of Psychology and Research Methods. A number of key skills taught in both modules are designed to enhance student development and later employability. Students write a CV, for example, and are given professional/expert feedback, so that they have an updated CV by the end of level 4 which they can further extend at levels 5 and 6. Additional PDP activities include the writing of difference materials such as short (200-500 words) essays towards different audiences (practice of different linguistic and stylistic formats of expression in Psychology), oral presentations (practice of interview skills), etc. Students continue with PDP throughout their second and third year with support being provided at all levels by the Centre for Academic Support and Employability (CASE) run by the Faculty. CASE also provides specific and drop-in sessions on a range of topics related to student development and employability, and experts in these fields come to give presentations to students at various points during the year.

Students are also encouraged to enhance their employability skills both with a view to becoming professional psychologists but also to enhance more general employability, by partaking in extracurricular activities throughout their time at KU. We provide a volunteering research assistant scheme where students can attain work experience with academic staff in the department both during the academic year as well as the summer. The University also runs a volunteering scheme which provides opportunities (with support) in a huge range of areas.

Speakers are invited to give talks about careers for Psychology with sociology students which students at all levels are encouraged to attend, and the Faculty provides additional careers talks and fairs and recruitment fairs with graduate employers. The careers and employability service runs many events through the year which are designed to help students understand a particular sector. The “*Spotlight on Psychology”*, for example, was specifically designed for students of sociology, psychology and criminology. Students are encouraged to seek relevant summer work that will enable them to practise their subject specific skills and to develop their employability skills. Some students collect their data for their psychology Research Project in local schools, nurseries, refugee charities or special needs and clinical settings and staff have good links with local hospitals and counselling services within Kingston Royal Borough.

Students are given the opportunity to study abroad in their second year of studies in Universities that have partnership with the Department of Psychology including universities from the US and continental Europe. Each year several students take advantage of this opportunity. In addition, students can apply for grants to do their placements in psychology in one of the clinical settings abroad.

Students are able to apply for a 4 year Sandwich degree with a one year Professional placement.

Graduate destination data has shown that our psychology students after graduation obtain employment in a wide variety of settings. They range from health and social occupations, such as care assistants and assistant psychologists, to commercial, professional and managerial jobs, such as events and media organiser, sales executive, recruitment.  Graduates have also entered clinical courses, teacher training, counselling courses and other postgraduate trainings. Psychology with sociology students have gone on to study MSc programmes in Social Psychology.

1. **Approved Variants from the Undergraduate or Postgraduate Regulations**

In accordance with BPS Regulations, the project/dissertation module must be passed and cannot be compensated for any accredited award. AN accredited award at UG Level is a 2:2 or above on any accredited route

1. **Other sources of information that you may wish to consult**

Subject benchmarks for Sociology <http://www.qaa.ac.uk/en/Publications/Documents/SBS-Sociology-16.pdf>

British Sociology Association

<https://www.britsoc.co.uk/>

Subject benchmarks for Psychology <http://www.qaa.ac.uk/en/Publications/Documents/SBS-Psychology-16.pdf>

 British Psychological Society <http://www.bps.org.uk/>

**Development of Programme Learning Outcomes in Modules**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  | **Level 4**  | **Level 5** | **Level 6** |
|  | **Module Code** |   | PS4001 | PS4002 | PS4003 | SO4003 | PS5001 | PS5002 | PS5003 | SO5011 | S06014 | SO6025 | SO6022 | CM6011 | PO6013 | PS6000 | PS6001 | PS6002 | PS6003 | PS6004 | PS6005 | PS6007 | PS6008 | PS6009 | PS6011 | PS6014 |
| **Programme Learning Outcomes** | **Knowledge & understanding** | A1 | FS | FS | F |  | F | FS | FS |  |  |  |  |  |  | FS | F | FS | FS | FS | FS | FS | FS | FS | F | FS |
| A2 | FS | FS | FS |  | FS | FS | FS |  |  |  |  |  |  | FS | FS | FS | FS | FS | FS | FS | FS | FS | F | FS |
| A3 | F | FS | F |  | F | F | F |  |  |  |  |  |  | FS | F | F | F | FS | FS | F | FS | F | FS | FS |
| A4 | FS | FS | F |  | FS | F | F |  |  |  |  |  |  | FS | FS | F | F | FS | FS | F | FS | F | F | F |
|  | A5 | F | FS | FS |  | F | FS | F |  |  |  |  |  |  | FS | F | FS | F | F | F | F | F | F | F | F |
|  | A6 |  |  |  | FS |  |  |  | FS | FS | FS | FS | FS | FS |  |  |  |  |  |  |  |  |  |  |  |
|  | A7 |  |  |  |  |  |  |  | FS | FS | FS | FS | FS | FS |  |  |  |  |  |  |  |  |  |  |  |
|  | A8 |  |  |  |  |  |  |  |  | FS |  | FS | FS |  |  |  |  |  |  |  |  |  |  |  |  |
|  | A9 |  |  |  | FS |  |  |  | FS | FS | FS | FS | FS | FS |  |  |  |  |  |  |  |  |  |  |  |
|  | A10 |  |  |  | FS |  |  |  | FS | FS |  | FS | FS |  |  |  |  |  |  |  |  |  |  |  |  |
|  | A11 |  |  |  |  |  |  |  |  |  | FS |  |  | FS |  |  |  |  |  |  |  |  |  |  |  |
|  | A12 |  |  |  |  |  |  |  | FS | FS | FS | FS | FS | FS |  |  |  |  |  |  |  |  |  |  |  |
|  | A13 |  |  |  | FS |  |  |  | FS | FS | FS | FS | FS | FS |  |  |  |  |  |  |  |  |  |  |  |
| **Intellectual skills** | B1 | FS | FS | F |  | FS | FS | FS |  |  |  |  |  |  | FS | FS | FS | FS | FS | FS | FS | FS | FS | FS | FS |
| B2 | F | FS | FS |  | FS | FS | FS |  |  |  |  |  |  | FS | FS | FS | FS | FS | FS | FS | FS | FS | FS | FS |
| B3 | FS | FS | FS |  | F | FS | FS |  |  |  |  |  |  | FS | F | FS | FS | FS | FS | F | FS | FS | FS | FS |
| B4 | FS | F | F |  | FS | F | F |  |  |  |  |  |  | FS | FS | F | F | F | F | F | F | F | F | F |
|  | B5 | FS | FS | FS |  | FS | FS | FS |  |  |  |  |  |  | FS | FS | FS | FS | FS | FS | FS | FS | FS | FS | FS |
|  | B6 |  |  |  | FS |  |  |  | FS |  | FS | FS | FS | FS |  |  |  |  |  |  |  |  |  |  |  |
|  | B7 |  |  |  |  |  |  |  | FS | FS | FS | FS | FS | FS |  |  |  |  |  |  |  |  |  |  |  |
|  | B8 |  |  |  |  |  |  |  | FS | FS | FS | FS | FS | FS |  |  |  |  |  |  |  |  |  |  |  |
|  | B9 |  |  |  |  |  |  |  | FS |  | FS | FS | FS | FS |  |  |  |  |  |  |  |  |  |  |  |
|  | B10 |  |  |  |  |  |  |  |  |  | FS |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Practical skills** | C1 | FS | FS | F |  | F | F | F |  |  |  |  |  |  | FS | F | F | F | F | F | F | F | F | F | F |
| C2 | FS | F | F |  | FS | F | F |  |  |  |  |  |  | FS | FS | F | F | F | F | F | F | F | F | F |
| C3 | FS | F | F |  | FS | F | F |  |  |  |  |  |  | FS | FS | F | F | F | F | F | F | F | F | F |
| C4 | FS | FS | FS |  | FS | FS | FS |  |  |  |  |  |  | FS | FS | FS | FS | FS | FS | FS | FS | FS | FS | FS |
|  | C5 |  |  |  | FS |  |  |  | FS | FS | FS | FS | FS | FS |  |  |  |  |  |  |  |  |  |  |  |
|  | C6 |  |  |  |  |  |  |  | FS |  | FS | FS | FS | FS |  |  |  |  |  |  |  |  |  |  |  |
|  | C7 |  |  |  |  |  |  |  | FS | FS | FS | FS | FS | FS |  |  |  |  |  |  |  |  |  |  |  |
|  | C8 |  |  |  | FS |  |  |  | FS | FS | FS | FS | FS | FS |  |  |  |  |  |  |  |  |  |  |  |
|  | C9 |  |  |  |  |  |  |  | FS |  | FS |  | FS | FS |  |  |  |  |  |  |  |  |  |  |  |
|  | C10 |  |  |  | FS |  |  |  | FS | FS | FS | FS | FS | FS |  |  |  |  |  |  |  |  |  |  |  |
|  | C11 |  |  |  |  |  |  |  | FS | FS | FS | FS | FS | FS |  |  |  |  |  |  |  |  |  |  |  |
| **Self Awareness** | AK | F | F | F |  | F | F | F | F | F | F | F | F | F | F | F | F | F | F | F | F | F | F | F | F |
|  | **Communication** | BK | FS | FS | FS |  | FS | FS | FS | FS | FS | FS | FS |  | FS | FS | FS | FS | FS | FS | FS | FS | FS | FS | FS | FS |
|  | **Interpersonal**  | CK | F | F | F |  | F | F | F | F | F | F | F |  | F | F | F | F | F | F | F | F | F | F | F | F |
|  | **Res Info Literacy** | DK | FS | FS | FS |  | FS | FS | FS | FS | FS | FS | FS |  | FS | FS | FS | FS | FS | FS | FS | FS | FS | FS | FS | FS |

**S**  indicates where a summative assessment occurs.

**F** indicates where formative assessment/feedback occurs.

F/S = ASSESSED THROUGH FORMATIVE/SUMMATIVE ASSIGNMENTS.

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**

**Technical Annex**

|  |  |
| --- | --- |
| **Final Award(s):** | *BSc (Hons) Psychology with sociology**BSc (Hons) Psychology with sociology with Professional Placement* |
| **Intermediate Award(s):** | *Cert HE, Ordinary degree, PgCert* |
| **Minimum period of registration:** | *3 years full time and 6 years part time for BSc (Hons) Psychology with sociology**4 years full time and 8 years part time for BSc (Hons) Psychology with sociology degree with Professional placement* |
| **Maximum period of registration:** | *6 years full time and 12 years part time (BSc)**8 years full time and 14 years part time (BSc with Professional Placement)* |
| **FHEQ Level for the Final Award:** | *Honours* |
| **QAA Subject Benchmark:** | *Sociology; Psychology* |
| **Modes of Delivery:** | *Full time and part time* |
| **Language of Delivery:** | *English* |
| **Faculty:** | *Faculty of Arts and Social Sciences* |
| **School:** | *Law, Social and Behavioural Sciences* |
| **Department:** | *Dept of Psychology (Host Department)**Dept of Sociology and Criminology* |
| **JACS code:** | *L300* |
| **UCAS Code:** | CBL3 |
| **Course/Route Code:** | *HFFKUDH3F or HFFKUDH6P/HFPSY* |