PROGRAMME SPECIFICATION

1.   General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
'Parent' School *(ICE / SAC / SSHS)*	SSHS
Academic Group *(or Cluster if clearer)*	PSYCHOLOGY, CRIMINOLOGY AND SOCIOLOGY
Professional accreditation body *(if applicable)*	n/a
Final award *(eg. BA Hons)*	BA (HONS)
Title of programme(s)	Psychology and Sociology
Subsidiary award(s) *(if any)*	CertHE Psychology and Sociology; DipHE Psychology and Sociology, BA Psychology and Sociology
Honours type *(Single / Joint / Combined)*	Joint
Duration and mode(s) of study	3 years full-time
Month/year of approval of programme	February 2018
Start date (this version) *(month and year)*	September 2018
Periodic review next due *(academic year)*	AY 2019/20
JACS subject code(s) *(Level 3)* (Please refer to HESA listing on AQO website)	C800 PSY (100497) 50% L300 SOC (100505) 50%
UCAS course code & route code (available from Admissions)	LC83
SITS codes *(Course / Pathway / Route)* (available from Student Administration)	UGBAN – PSYASOC- PSYASOC
Delivery venue(s)	Leeds Trinity University

2.   Aims of the programme

Rationale and general aims, including what is special about this programme *(from the student's and a marketing perspective)*
The interdisciplinary nature of the BA (Hons) Psychology & Sociology enables students to study two well-established fields in the social sciences. The two disciplines complement each other well, and enable students to develop a balanced understanding of the inter-relationship between both individuals and societal formations in the modern globalised world. The Psychology element of this programme is designed to provide students with a solid grounding in psychology and to enable them as an individual to think critically and to develop a range of skills and knowledge that enables them to be an ethically and socially responsible participant in their

community. To this end, a key focus of the programme is on the development of psychological literacy, including an understanding of international perspectives on psychology, working with others, and a general appreciation of the application of psychology in everyday life. This emphasis allows the psychology content of the degree to complement the sociological content and allows the student to study on a coherent integrated combined degree programme.

Sociology is concerned with understanding societies, social relationships, inequalities, and institutions such as families and workplaces. The purpose of this programme is to develop a sociological imagination that will facilitate a critical awareness of social connections in an increasingly globalised world. We live in a world in which our actions, and those of others, impact upon people who are at a distance from us, culturally and spatially, and who we frequently only know about through the mass media. The sociological modules in this programme identify and explore the intersections at which class, race, ethnicity, gender, sexuality, and ability meet to understand everyday life from the multiple perspectives of our diverse society.

The programme develops student understanding of various theoretical aspects of Psychology and Sociology and their familiarity with professional research practice in the disciplines. There are modules that develop student understanding of the current developments in the disciplines and that explore and analyse the relation of small-scale everyday life experiences to large-scale global changes. Staff teaching on this programme have research expertise in areas such as international and cross cultural factors in both disciplines, working and researching with vulnerable populations, adult and child mental health, crime and criminology, forensic psychology, health psychology, child development, and counselling.

The research modules on the programme will equip students to understand the importance of gathering, analysing and evaluating quantitative and qualitative empirical data. Their understanding of research methodologies will be supported by a range of current technology, software packages and apps for conducting empirical research and presenting their findings persuasively so that the knowledge students acquire can be used to change minds. In addition students may opt to undertake an independent social project in their final year, where instead of undertaking the traditional empirical research project, they can commit to undertaking a project that is based within and supports the local community.

But what makes the Leeds Trinity University Psychology and Sociology programme distinct is the way all these elements have been designed to be combined and integrated in the context of professional practice. The placement modules in this programme enable a balance of content between the two disciplines in terms of content and experience The placement modules will allow students to:

- test their existing academic knowledge;
- undertake placement experiences that will shape their future academic knowledge and understanding;
- develop professional networks and learn about different ways of working with an organisation;
- develop ideas for their final year professional research or independent social project;
- explore the range and diversity of graduate-level jobs in the field of the social sciences.

Our placement modules are supported by Leeds Trinity University's existing links with a wide range of local organisations and service providers in fields such as: education, counselling and mediation; local government; alcohol and drug rehabilitation, and children's' centres. Students will be given guidance in choosing their placement options so that, ideally, they will be given the opportunity to apply both the psychological and sociological knowledge they have learnt.

3.   Student learning outcomes of the programme

Learning outcomes in terms of:
– **knowledge and understanding (K)**
– **intellectual / cognitive / 'thinking' skills (I)**
– **practical skills specific to the subject (P)**
– **employability skills (E)**

The 'K1', etc codes are used in section 7b) and module descriptors to refer to each of these learning outcomes.

On successful completion of their BA (Hons) Psychology and Sociology programme students will have *demonstrated* the following:

Knowledge and Understanding

K1   **A range of key psychological and sociological concepts and theoretical approaches**: critical understanding of such concepts and their development over time;

K2   **Qualitative and quantitative methods relevant to the design of research in Psychology and Sociology**: an in-depth knowledge of diverse methods, empirical and theoretical, required for producing and debating sociological knowledge;

K3   **A range of perspectives from which to evaluate international society and social change**: an ability to distinguish diverse and international persepectives on society and social change;

K4   **Knowledge of developments within psychology and sociology**: a detailed knowledge of the ongoing developments and innovations in the disciplines;

K5   **A range of factors that provide a critical understanding of social diversity and inequality and their impacts:** relationships between individuals, groups and social institutions and a range of specialisms within societal sub-cultures.

Intellectual/Cognitive/'Thinking' Skills

I1   **Critical evaluation of approaches** to solving problems in psychology and sociology;
I2   **Communication of Results**: effective and sustained communication of results and arguments;

I3   **Sustained Inquiry:** the ability to plan, sustain, execute and communicate a sustained inquiry in the area of psychology/sociology and report the results appropriately;

I4   **Ethical Intelligence**: a capacity to assess the relevance for the work at hand of various ethical aspects both of a professional nature (participation consent, integrity, and beneficence) and of a wider social nature (equality, diversity and justice).

Employability skills

E1   **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;

E2   **Teamworking** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;

E3   **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;

E4   **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;

E5   **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;

E6   **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;

E7   **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively.

E8   **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;

E9   **Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

See also the learning outcomes for subsidiary awards set out in section 4 below.

3a   External benchmarks

Statement of congruence with the relevant published subject benchmark statements *(including appropriate references to any PSRB, employer or legislative requirements)*
The learning outcomes are consistent with the most recently published Psychology and Sociology Benchmark Statements (Quality Assurance Agency for Higher Education, 2016) and the Framework for Higher Education Qualifications.

4.   Learning outcomes for subsidiary awards

Guidance	
	Generic Learning outcomes for the award of <u>Certificate of Higher Education</u>:
The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.	On successful completion of 120 credits at Level 4, students will have demonstrated an ability to: i) interpret and evaluate data appropriate to the discipline; ii) make sound judgements in accordance with basic disciplinary theories and concepts; iii) evaluate the appropriateness of different approaches to solving problems within the discipline; iv) communicate the results of their work coherently; and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.
	Generic Learning outcomes for the award of <u>Diploma of Higher Education</u>:
The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 & 5.	On successful completion of 240 credits, including 120 at Level 5, students will have demonstrated, **in addition to the outcomes for a Certificate**: i) critical understanding of disciplinary principles; ii) application of concepts outside their initial context; iii) use of a range disciplinary techniques; iv) proficient communication of the results of their work; and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of at least one professional placement or school-based training component.
	Generic Learning outcomes for the award of an <u>Ordinary Degree</u>:
The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 & 6.	On successful completion of 300 credits, including 60 at Level 6, students will have demonstrated, **in addition to the outcomes for a Diploma:** i) an ability to make flexible use of disciplinary concepts and techniques; ii) critical evaluation of approaches to solving problems in a disciplinary context; iii) an ability to work autonomously within a structured learning experience; iv) effective communication of the results of their work in a variety of forms;

and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of two professional placements or school-based training placements.

5. Content

Summary of content by theme (providing a 'vertical' view through the programme)

Psychological Literacy and Critical Thinking

A major set of themes running through the Psychological modules on the programme involves a broad understanding of the contribution that psychological knowledge and understanding can make to the wider community. This includes consideration of how psychology is represented and understood (e.g. in the media), how the purpose of, approaches to and findings of psychology are influenced by international and cultural factors, and the importance of becoming a 'global citizen'. Together, these themes provide an understanding of 'psychological literacy', which is developed throughout the programme, culminating in a Level 6 module in which you are invited to consider 'changing the world'. This element of the programme is characterised throughout by shared learning and teamwork, providing a distinctive flavour. Critical evaluation of psychological theory, research findings and their application plays a central role in the programme, and the development of this set of skills is central to all of the modules studied

Sociological Imagination

The Sociology modules on the programme enable students to develop discipline specific skills and professional experience in four key discipline areas: sociological theory, international and cultural factors, research methdology and professional practice. The programme has a tight structure, delivered through these discipline themes at Levels 4 and 5 with a range of specialist, stranded option modules at Level 5 and 6. This focus on the programme structure is intended to help students manage the development of confidence in their abilities.

With this in mind, the modules for both elements of the degree programme have been designed to deliver a coherent, integrated and structured approach to the programme outcomes by combining psychological and sociological literacy. Skills and aptitudes students will require at the higher levels of study are introduced and trained at the lower levels. Basic foundational skills are introduced at Level 4 and work at Level 5 develops the capacity to synthesise these skills on individual projects. As described in section 7 of this document (below), the content of the programme is further structured in progressive stages (by level) to ensure that the teaching and learning is cumulative and progressive

Student's personal development is supported by a Personal Tutor, who provides a continuous element of support and development throughout their programme, from helping them to adjust to the University environment to aiding their transition into professional life and further study. The Personal Tutor will support the student to achieve their potential, and provides a link to various student support services. Students will meet with their Personal Tutor on a regular basis to review their personal development goals and achievements.

Teamwork forms a major element of the programme, and all students are expected to work with others to be collaborative and co-dependent learners throughout.

Career Pathway

The combination of the focussed sociology modules on urban societies and global and political issues, maps onto the critical, international and cultural modules of psychology. For example, Psychology of Social Issues 2 focuses on individual and collective prejudice and examines how

these behaviours are performed and enacted through differet societal structures. This mapping of module content will ensure that students are well equipped to apply knowledge and skills learnt, for example through applied assessments, into various fields of employment such as probation, social work, youth work, youth justice and the voluntary sector.

6.   Structure

BA (Hons) Psychology and Sociology (Joint Honours)

Duration: 3 years full-time
Total credit rating: 360 (180 ECTS)

Level 4 – with effect from September 2018

Core: Students are required to take:

SOC4012	Introduction to Sociology	Sem 1 & 2	20 credits
PSY4372	Uses and Abuses of Psychology	Sem 1	20 credits
SOC4092	Urban Sociology	Sem 1	20 Credits
PSY4992	Ethics ,Society and Employability	Sem 1 & 2	20 credits
SOC4042	Contemporary Research I	Sem 2	20 credits
PSY4442	Psychology of Social Issues I	Sem 2	20 credits
SOC4000	Programme-level assessment	Sem 2	0 credits

Level 5 – with effect from September 2019

Core: Students are required to take:

SOC5012	Reimagining the Global	Sem 1	20 credits
PSY5262	Psychology Around the World	Sem 1	20 credits
PSY5302	Psychological Issues in Gender and Emotion	Sem 1	20 credits
SOC5042	Contemporary Research II	Sem 2	20 credits
PSY5342	Psychology of Social Issues II	Sem 2	20 credits

Option: Students are required to choose 20 credits from:

SOC5222	Professional Placement II	Sem 2	20 credits
SOC5252	Professional Placement II (Volunteering)	Sem 1 & 2	20 credits

Level 6 – with effect from September 2020

Core: Students are required to take:

SOC6102	Gender and Society	Sem 1	20 credits
PSY6482	Changing the World	Sem 1	20 credits

Option: Students are required to choose 40 credits from:

SOC6004	Independent Social Project	Sem 1 & 2	40 credits
SOC6044	Professional Research Project	Sem 1 & 2	40 credits

Option: Students are required to choose 40 credits from:

PSY6462	Counselling Psychology	Sem 2	20 credits
SOC6022	Prisons and Punishment	Sem 2	20 credits
PSY6322	Childhood and Society	Sem 2	20 credits
PSY6122	Psychology Special Subject	Sem 2	20 Credits
PSY6502	Professional Learning Through Work	Sem 1 & 2	20 credits

# 7.	Learning, teaching and assessment

**7a)	Statement of the strategy for learning, teaching and assessment for the programme**

The learning and teaching provision on the Psychology and Sociology programme is aligned with the University's Learning, Teaching and Assessment Strategy 2015-2019, supporting the principle that students are co-creators of their own learning and providing the skills and understanding required for students to manage that learning. The programme's modules offer both large and small-class sizes, student choice about the materials and issues used to complete the assessments and teaching methods that enable active student participation in learning (both as individuals and in groups), with regular provision of formative feedback on those activities.

The programme is designed to produce graduates, who have a strong capacity for critical psychological and sociological thinking and empirical analysis. Students will develop an array of skills through core modules on theory and methods. The teaching will be mainly student-led and practice-based. As noted in section 5 above, the content is divided into discipline areas: psychological / sociological theory, cultural psychology / sociology, and associated skills, research and professional practice. Cutting across these are the three main stages of development, or levels, within the learning and teaching. A description, by level, is as follows:

> **Level 4**: to understand the nature of Psychology and Sociology, particularly in their inter-disciplinary nature, the range of skills and abilities required for professional practice, and the basic methods required for social science research;
> **Level 5**: to practise those disciplines;
> **Level 6**: to gain enough expertise in those disciplines to propose creative blends or hybrid innovations, in line with industry, agency, or sector requirements.

Programme-Level Assessment exists at Levels 4 . This is delivered through a 2-week practical project, scheduled before the placement. It integrates the learning for this level and helps indentify the progressive level structure of the programme. At level 6 the Independent Social Project performs an equivalent integrative and demonstrative function.

Level 6 provides scope for individual self-directed project work, preparing you for graduate-level employment or further professional study. This includes a 40-credit module (SOC 6044 *Professional Research Project*), which provides students with an opportunity to develop their academic interests through independent learning. Students may instead choose the 40-credit *Independent Social Project* (SOC 6004) which enable them to undertake individual or group projects(which may be multidiscplinary with other Psychology combined degree students) with a community focus in line with the idea inherrent to the programme of encouraging them to apply their developing psychological/sociological literacy to the real world when they graduate.

Assessment within the programme employs a full range of written forms, presentations and practical activities in order to reflect the academic and employability skills being developed within the programme. Employability-relevant forms of assessment, including research posters, reflective reports, case studies and presentaitons, are used to assess the outcomes from both individual and group-based learning. Assessment across the programme at each level has been designed to ensure that there are a good variety and balance of assessment forms and that there are opportunities for you to exercise an element of choice in the form of assessment undertaken.

Regular directed activities are embedded within all modules at Level 4 and 5 in order to ensure that you are fully engaged with the programme and prepared to achieve your potential in each form of assessment.

7b) Programme learning outcomes covered

Adjust LO codes as necessary. → These must match module descriptors. *Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.*	Assessed learning outcomes of the programme									Skills development								
	K1	K2	K3	K4	K5	I1	I2	I3	I4	E1	E2	E3	E4	E5	E6	E7	E8	E9
	Theory	Methodology	Perspectives on World /Social	Developments	Diversity/Inequality	Comparative Analysis	Communication of Results	Sustained Inquiry	Ethical Intelligence	Self-management	Teamworking	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship/ enterprise	Social, cultural & civic awareness
SOC 4012 Introduction to Sociology	�		▒	▒	▒	▒							▒					
PSY 4372 Uses and Abuses of Psychology	▒			▒			▒		▒		▒			▒				▒
SOC 4042 Contemporary Research 1		▒					▒			▒		▒		▒		▒		▒
PSY 4442 Psychology of Social Issues I	▒	▒	▒		▒	▒	▒		▒				▒					▒
PSY4092 Urban Sociology	▒		▒		▒													▒
PSY 4992 Ethics Society and Employability									▒	▒							▒	
SOC 5012 Recent Developments in Global Sociology	▒		▒	▒	▒													▒
SOC 5042 Contemporary Research 2		▒					▒					▒		▒		▒		
PSY 5262 Psychology Around the World	▒		▒	▒	▒		▒	▒		▒		▒	▒			▒		
SOC 5222 Professional Placement 2	▓			▓						▓	▓	▓	▓				▓	▓
SOC 5252 Professional Placement 2 (Volunteering)	▓			▓						▓	▓	▓	▓				▓	▓
PSY 5302 Psychological Issues In Gender and Emotion	▒		▒		▒								▒	▒				▒
PSY 5342 Psychology of Social Issues II	▒	▒	▒		▒	▒	▒		▒				▒					▒
PSY 6482 Changing The World	▒			▒			▒						▒	▒				▒

Course																		
SOC 6004 Independent Social Project																		
SOC 6102 Gender and Society																		
SOC 6044 Professional Research Project																		
PSY 6462 Counselling Psychology																		
PSY6122 Psychology Special Subject	x		x	x		x		x		x			x	x		x		x
PSY 6322 Childhood and Society																		
SOC 6022 Prisons and Punishment																		
SOC 6012 Professional Learning Through Work																		

8. Entry requirements

Honours degree programmes
Applicants should normally have achieved the following prior to registration for the programme: 5 academic qualifications, of which at least 2 should be level 3 qualifications equivalent to A2 and must also include GCSE grade C or 4 or above in English Language (or equivalent qualification). However, in some cases there may be additional special requirements, for example for ITT programmes or when the entry criteria are specified by an accrediting body. All required GCSEs will be listed by programme on the University website. Some equivalent qualifications and the current typical offer conditions in terms of UCAS Tariff points are detailed in the undergraduate prospectus. For students whose first language is not English, a pass in an approved test in English is needed, e.g. the International English Language Testing Service (IELTS), with a minimum of 6.0 and with no component below 5.5, or accepted equivalent test. Full details of entry requirements are published by course on the Leeds Trinity website. Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see Leeds Trinity's Principles and Guidelines for the Recognition of Prior Learning.

9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s) (A certain level of attainment which must be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, e.g. exclusion of Level 4 module marks from Foundation Degree classification)
Leeds Trinity University undergraduate academic regulations apply.

10. Prerequisites

Details of modules which must be passed before enrolment on a module at a higher level *Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.*
None

11. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme
Students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.