BSc (Hons) Sociology with Psychology Programme Specification

Joint honours degrees enable learners to study two disciplines in one degree programme. Consequently, they are an ideal way to develop a varied skillset that can be applied across a broad range of sectors, including postgraduate research. Moreover, fast-track degrees provide learners with enhanced time-management and problem-solving capabilities whilst offering the chance to save money on tuition fees and enter the employment market a year earlier than their peers. The fast-track Joint Honours Degree programme at University Centre Farnborough enables learners to explore the interdisciplinary links and value of two subjects from Criminology, English Literature, Modern History, Psychology and Sociology. On their chosen programme of study, learners will gain an enhanced understanding of a range of key issues, approaches, theories and debates in their two disciplines. Learners will choose to major in one of their subjects during level four and produce a dissertation in their chosen field at level six.

The BSc (Hons) Sociology with Psychology Joint Honours Degree provides learners with a sophisticated knowledge of the complexity and diversity of a range of historical and contemporary social contexts. Learners engage with a variety of sociological theories and concepts as they critically assess the causes of social diversity and inequality. Furthermore, they will obtain a substantial understanding of the core principles of biological, cognitive, developmental and social psychology, in addition to individual differences. Learners will also critically assess qualitative and quantitative research data as they obtain a detailed awareness of the historical and contemporary underpinnings of psychology as a discipline.

The Sociology with Psychology combination provides learners with the skills required to locate, retrieve, synthesise and critically evaluate a range of primary and secondary data. Content in both disciplines equips learners with the ability to assess and apply a range of theoretical approaches - in addition to qualitative and quantitative research methods - to their work. As they progress through the degree, learners develop independent research skills and the capacity to think creatively and with intellectual maturity. Important contemporary issues, including gender, sexuality, race and environmental sustainability, are embedded in core content for both subjects, thus encouraging a critical understanding of the utility of each discipline in twenty-first century society. Upon completion of the degree, learners will possess a substantial understanding of the value of transdisciplinary study, having analysed common approaches and methods that unite their disciplines, including Marxist, postmodern, gendered, ‘queer’, postcolonial and environmental theories. Learners on this combination will investigate specific topics and themes that unite the two disciplines, including social diversity, the importance of social environments, child development and the impact of digital technology. Moreover, they will gain a strong understanding of how their skills can be applied to future research and employment opportunities.

Awarding body:	University of Surrey	
Teaching institution (if different):	University Centre Farnborough	
Final award:	BSc (Hons)	
Programme title:	BSc (Hons) Sociology with Psychology	
Subsidiary award(s) and title(s):	Award	Title
	Cert HE	Sociology with Psychology
	Dip He	Sociology with Psychology
	BSc (Ord)	Sociology with Psychology

FHEQ Level:	Level 6	
Credits:	360	
ECTS credits:	180	
Name of Professional, Statutory or Regulatory Body (PSRB):		
Mode of study and route code:	Mode of study	Please tick applicable
	Full-time	☒
	Full-time with Professional Training/Postgraduate Year (PGT)	☐
	Full-time with PTY	☐
	Part-time	☐
	Distance learning / Online	☐
Start date (date/month/year):	September 2024	
End date (date/month/year):	July 2026	
Length of programme in months:	21	
QAA Subject benchmark statement (if applicable):	Sociology (2019) and Psychology (2023)	
Other internal and/or external reference points:		
Faculty and Department/School:	Faculty of Adult, A Level and Professional Early Years Development (AAP)	
Programme Leader:	Flo Stock	

Educational aims of the programme:

1. Empower learners to develop a sophisticated understanding of the complexity and diversity of social contexts and facilitate critical evaluation of the processes that lead to social change, conflict and stability.
2. Equip learners with a comprehensive understanding of a range of sociological theories and concepts and encourage analysis of their application to the study of social diversity and inequality.
3. Provide learners with a substantial knowledge of the strengths and limitations of a range of qualitative, quantitative and digital sources of data in Sociology.
4. Enhance learners' ability to identify and critically assess the causes of social diversity and inequality, including prejudice and abuses of power.
5. Empower learners to develop a comprehensive understanding of the historical and contemporary underpinnings of psychology as a discipline.
6. Provide learners with a sophisticated knowledge of a range of psychological theories and encourage the critical assessment of their strengths and limitations.
7. Introduce learners to a range of qualitative and quantitative research techniques and relevant software for their use and distribution.

8. Encourage learners to develop a comprehensive understanding of social, biological, cognitive and developmental psychology, as well as individual difference.									
9. Develop learners' written and verbal communication skills, including awareness of appropriate citation and referencing conventions.									
10. Provide learners with a detailed understanding of the importance of adhering to correct research processes and ethical regulations in Sociology and Psychology.									
11. Provide learners with the opportunity to engage in extended tasks that involve the independent locating, gathering, synthesising and critical assessment of a range of primary and secondary sources of information.									
12. Deliver skills for lifelong learning, including digital literacy, numeracy, empathy, independence of thought, intellectual creativity and the ability to work as part of a team.									
13. Provide learners with a comprehensive understanding of the valuable skills obtained through an interdisciplinary degree and how they be applied to a range of employment and postgraduate research opportunities.									
14. Enable learners to gain a comprehensive understanding of the role of Sociology and Psychology in contemporary society.									
Programme learning outcomes:									
	K	C	P	T	Optional Ref	BSc (Hons)	BSc (Ord)	Dip HE	Cert HE
KS1. Understanding of key concepts and theoretical approaches within sociology.	☒	☐	☐	☐		☒	☒	☒	☒
KS2. Knowledge of the distinctive character of Sociology in relation to other forms of understanding, such as its relation to other disciplines and to everyday explanations.	☒	☐	☐	☐		☒	☒	☒	☒
KS3. Understanding of social inequality, including sites of power and stratification.	☒	☐	☐	☐		☒	☒	☒	☒
KS4. Awareness of social diversity, including identity, and its relationship to inequality and power.	☒	☐	☐	☐		☒	☒	☒	☒
KS5. Knowledge of the social and cultural processes that shape individuals, groups, social practices, social institutions and social structures.	☒	☐	☐	☐		☒	☒	☒	☒
KS6. Thorough understanding of the relationship between the analysis of evidence and sociological arguments.	☒	☐	☐	☐		☒	☒	☒	☐
KS7. Detailed knowledge of a range of qualitative, quantitative and digital data sources, research strategies and methods of data collection and analysis.	☒	☐	☐	☐		☒	☒	☒	☐
KS8. Advanced understanding of best ethical practice in sociology and how it can be applied.	☒	☐	☐	☐		☒	☒	☒	☐

KS9. Comprehensive appreciation of the complexity and diversity of social contexts and the processes that underpin social change, conflict and social stability.	☒	☐	☐	☐		☒	☒	☐	☐
KS10. Sophisticated understanding of the ways that sociological knowledge can be used across a variety of professional contexts, including social, public and civic policy, nationally and internationally.	☒	☐	☐	☐		☒	☐	☐	☐
KP1. Knowledge of the conceptual, scientific and historical underpinnings of psychological theories and psychology as a discipline.	☒	☐	☐	☐		☒	☒	☒	☒
KP2. Understanding of the value of participatory and action research, student led research and user involvement in research and community.	☒	☐	☐	☐		☒	☒	☒	☒
KP3. Awareness of the role of qualitative and quantitative data in forming conclusions in psychology.	☒	☐	☐	☐		☒	☒	☒	☒
KP4. Understanding of the ethical, practical and legal guidelines associated with collecting, managing, storing, processing, sharing and presenting psychological research.	☒	☐	☐	☐		☒	☒	☒	☒
KP5. Develop a scientific understanding of the mind, brain and behaviour, including the experiences and contexts of humans and non-human animals.	☒	☐	☐	☐		☒	☒	☒	☒
KP6. Detailed knowledge of the impact of psychology and psychological research literature across a wide range of careers and real-world challenges.	☒	☐	☐	☐		☒	☒	☒	☐
KP7. Comprehension of the process of theory development to enable the formulation of theory driven psychological questions.	☒	☐	☐	☐		☒	☒	☒	☐
KP8. Thorough understanding of the role of different hardware and software in psychological research, problem-solving and working practices, including awareness of the role of AI in learning and teaching.	☒	☐	☐	☐		☒	☒	☐	☐
KP9. Comprehensive knowledge of core areas of psychology - including individual differences, biological, cognitive, developmental and social psychology - the contexts in which they can be applied and their interrelatedness.	☒	☐	☐	☐		☒	☒	☐	☐

KP10. Demonstrate a systematic knowledge of a range of research paradigms, methods and measurement techniques, including statistics and probability, and be aware of their limitations.	☒	☐	☐	☐		☒	☐	☐	☐
CS1. Ability to identify sociologically informed questions and explanations.	☐	☒	☐	☐		☒	☒	☒	☒
CS2. Capacity to examine the processes shaping individual and group identities, social practices, social institutions and social structures.	☐	☒	☐	☐		☒	☒	☒	☒
CS3. Use evidence to draw reasoned conclusions about the merits of competing theories and explanations.	☐	☒	☐	☐		☒	☒	☒	☒
CS4. Identify and comment on the value of sociological work for specific organisations or with regard to social, public and civic policy issues.	☐	☒	☐	☐		☒	☒	☒	☒
CS5. Understand the use of comparison in sociology across time and geographical contexts.	☐	☒	☐	☐		☒	☒	☒	☐
CS6. Demonstrate the ability to plan, conduct and analyse the ethical implications of sociological research using quantitative and qualitative data sources.	☐	☒	☐	☐		☒	☒	☒	☐
CS7. Summarise and explain the findings of empirical sociological research, including a critical assessment of the methodological frameworks used.	☐	☒	☐	☐		☒	☒	☒	☐
CS8. Provide an analytical account of patterns of social diversity and inequality, recognising forms of prejudice and abuses of power.	☐	☒	☐	☐		☒	☒	☒	☐
CS9. Critically evaluate the relationship between social action and social structure.	☐	☒	☐	☐		☒	☒	☐	☐
CS10. Apply and critically assess a range of key concepts and theories when analysing social phenomenon and addressing social problems.	☐	☒	☐	☐		☒	☐	☐	☐
CP1. Explore different approaches to psychological issues, recognising that psychology involves a range of methods of research and enquiry, theories, evidence, interpretations and applications.	☐	☒	☐	☐		☒	☒	☒	☒
CP2. Identify and examine diverse patterns in behaviour, psychological functioning and experience.	☐	☒	☐	☐		☒	☒	☒	☒
CP3. Use and critique a variety of digital psychological tools, including specialist software and AI.	☐	☒	☐	☐		☒	☒	☒	☒

CP4. Apply psychological knowledge ethically, professionally and safely to study real-world problems.	☐	☒	☐	☐		☒	☒	☒	☐
CP5. Generate and apply theory-driven psychological hypotheses and research questions to design studies and collect original data.	☐	☒	☐	☐		☒	☒	☒	☐
CP6. Apply a wide range of quantitative and qualitative methods of inquiry, such as experiments, observation, questionnaires, psychometric tests, interviews, focus groups or secondary data analysis.	☐	☒	☐	☐		☒	☒	☒	☐
CP7. Capacity to draw conclusions from psychological enquiries that involve the management, synthesis and evaluation of conflicting sources and theories.	☐	☒	☐	☐		☒	☒	☒	☐
CP8. Assess and reflectively evaluate psychological theory, literature and research.	☐	☒	☐	☐		☒	☒	☒	☐
CP9. Present and critically evaluate qualitative, quantitative and mixed methods data.	☐	☒	☐	☐		☒	☒	☐	☐
CP10. Ability to draw robust conclusions from research findings that account for the diverse nature of individual experience, integrate multiple perspective and make recommendations for further investigation.	☐	☒	☐	☐		☒	☐	☐	☐
P1. Apply appropriate scholarly bibliographic, referencing and citation skills	☐	☐	☒	☐		☒	☒	☒	☒
P2. Show awareness of the ethical, practical and legal issues that arise from the storage, processing and reuse of others' research.	☐	☐	☒	☐		☒	☒	☒	☒
P3. Use different hardware and software in research and draw on a range of techniques for interpreting and analysing quantitative and qualitative data	☐	☐	☒	☐		☒	☒	☒	☒
P4. Retrieve and organise information found in a range of sources.	☐	☐	☒	☐		☒	☒	☒	☒
P5. Exhibit insight and creativity to formulate and pursue clearly defined questions and enquiries.	☐	☐	☒	☐		☒	☒	☒	☐
P6. Identify, gather, organise, synthesise and deploy evidence to support arguments in a range of assessments, including extended research.	☐	☐	☒	☐		☒	☒	☐	☐
T1. Exhibit structure, coherence and clarity of oral and written expression.	☐	☐	☐	☒		☒	☒	☒	☒

T2. Demonstrate digital literacy through the use of online databases and analytic software.	☐	☐	☐	☒		☒	☒	☒	☒
T3. Work collaboratively and independently, demonstrating flexibility, initiative and time-management skills.	☐	☐	☐	☒		☒	☒	☒	☒
T4. Show awareness of how subject-specific skills can be applied to future career opportunities.	☐	☐	☐	☒		☒	☒	☒	☒
T5. Show intellectual maturity, integrity and independence to reflect on progress and make use of feedback provided.	☐	☐	☐	☒		☒	☒	☒	☐
T6. Demonstrate project management skills to disseminate research findings to peers and supervisors, tailoring communication according to different audiences' needs.	☐	☐	☐	☒		☒	☒	☐	☐

Module diet:

FHEQ Level 4: potential awards – Cert HE

Module code	Module title	Core / Compulsory	Credits	Period (Semester 1, Semester 2, Year Long or Across Academic Years)	Qualifying Conditions
COM4101	Academic Skills	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
COM4102	Contemporary Issues	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
SOC4101	Introduction to Sociology	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
SOC4102	The Sociology of Gender	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
SOC4103	The Sociology of Inequality	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
PSY4101	Introduction to Psychology	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
PSY4102	Introduction to Cognitive Psychology	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
PSY4103	Research Methods and Statistics in Psychology	Compulsory	15	Semester 1 & Semester 2 (September-April)	40% pass each unit
How many optional modules must a student choose in each semester to achieve the necessary number of credits to achieve this level?		**No optional modules at Level 4**			

FHEQ Level 5: Potential awards – Dip HE

Module code	Module title	Core / compulsory / optional	Credits	Period (Semester 1, Semester 2, Year Long or Across Academic Years)	Qualifying Conditions
SOC5104	'Race' and Racism in Modern Society	Compulsory	15	Across Academic Years (April-December)	40% pass each unit

SOC5105	The Sociology of Media	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
SOC5106	The Sociology of Education	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
SOC5107	Qualitative Research Methods	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
CRI5107	Quantitative Methods for Social Sciences	Compulsory	15	Across Academic Years (April-December	40% pass each unit
PSY5104	Social Psychology	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
PSY5105	Biological Psychology	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
PSY5106	Developmental Psychology	Compulsory	15	Across Academic Years (April-December)	40% pass each unit
How many optional modules must a student choose in each semester to achieve the necessary number of credits to achieve this level?		**No optional modules at Level 5**			
FHEQ Level 6: Potential awards –BSc (Hons) / BSc (Ord)					
Module code	Module title	Core / compulsory / optional	Credits	Period (Semester 1, Semester 2, Year Long or Across Academic Years)	Qualifying Conditions
JHS6101 (S)	Dissertation	Compulsory	45	Semester 2, Year 2 (Jan-June)	40% pass each unit
SOC6108	Contemporary Sociological Theories	Compulsory	15	Semester 2, Year 2 (Jan-June)	40% pass each unit
SOC6109	Environmental Sociology	Compulsory	15	Semester 2, Year 2 (Jan-June)	40% pass each unit
SOC6110	Risk and Surveillance in a Digital Age	Compulsory	15	Semester 2, Year 2 (Jan-June)	40% pass each unit
PSY6108	Psychopathology	Optional	15	Semester 2, Year 2 (Jan-June)	40% pass each unit
PSY6109	Individual Differences	Optional	15	Semester 2, Year 2 (Jan-June)	40% pass each unit
PSY6110	Cognitive Psychology	Optional	15	Semester 2, Year 2 (Jan-June)	40% pass each unit
How many optional modules must a student choose in each semester to achieve the necessary number of credits to achieve this level?		**Learners must complete all compulsory units and two of the three optional modules in their minor subject.**			
Other Information:					
The school/department of AAP / Joint Honours Degree programme is committed to developing graduates with strengths in Employability, Digital Capabilities, Global and Cultural Capabilities, Sustainability, and Resourcefulness and Resilience. The Sociology with Psychology combination is designed to enable learners to develop knowledge, skills, and capabilities in the following areas: **Employability:**					

The Joint Honours Degree programme is committed to providing learners with the knowledge, cognitive, practical and transferable skills required to prosper in the twenty-first century economy. Content on all combinations is designed to bolster learners' employability in line with 'Enterprise and Entrepreneurship' education statements in all QAA benchmarks. All assessment methods develop learners' ability to critically assess complex topics and prepare them with the comprehensive understanding required to tackle real-world issues in post-graduation employment. The diversity of summative methods provides learners with additional transferable skills. For instance, verbal presentations encourage learners to develop their oral communication skills and actively engage in the peer review process. Group presentations are also utilised as part of formative assessment in all disciplines. These encourage collaboration, peer-reviewing and critical reflection skills that enhance learners' employability.

The use of non-traditional assessment methods such as vlogs, blogs and academic leaflets enables learners to demonstrate creativity, digital literacy and the capacity to convey knowledge and theories to non-academic audiences. Timed examinations, meanwhile, require learners to problem-solve in pressurised environments and exercise their cognitive abilities to reach judicious conclusions. Essays, case studies, reports and reviews equip learners with the ability to synthesise primary and secondary data to create balanced and evidence-based arguments that offer solutions to complex topics. Learners will demonstrate an advanced capacity to locate, gather, synthesise and critically evaluate a range of data during level six, when they produce an extended piece of independent research in their major discipline. The dissertation process also requires learners to demonstrate advanced project management skills and the ability to learn autonomously whilst engaging constructively with supervision. Completing this variety of assessment methods within the context of a fast-track degree provides learners with enhanced time-management skills and demonstrates their capacity to prioritise tasks. This range of attributes prepares them for a variety of employment opportunities, as well as postgraduate research.

Employability is directly addressed in the shared level four 'Contemporary Issues' unit. Learners will demonstrate a clear awareness of the value of transdisciplinary scholarship for their future aspirations in a Personal Development Plan that is submitted for the second unit assignment. This knowledge is supplemented by 'Academic Skills', which furnishes learners with an early understanding of the professional and ethical requirements of undergraduate scholarship.

Module content in the Sociology with Psychology combination further enhances learners' employability. Sociology content at UCF equips learners with numerous skills that are applicable to a range of employment sectors. These attributes – and the real-world impact of sociological enquiry – are foregrounded in unit content in the 'Sociology of Inequality' level four module. The unit also examines the limitations of contemporary sociology and emphasises the need for new voices to be heard in the discipline. 'Introduction to Sociology' adds to this awareness by introducing learners to the concept of the 'sociological imagination' and its relationship to key historical and contemporary theories in the discipline. Learners critically assess the utility and limits of the sociological imagination again in the level six 'Risk and Surveillance in a Digital Age' module. Content considers the broader issues faced by academia in an era of rapid social change, thus enhancing learners' capacity to think in a critical and interdisciplinary manner. Addressing such themes ensures that graduates leave the programme with a critical awareness of sociological enquiry and the nature of academia that can be applied to postgraduate study, social research and employment directly related to the discipline and the Social Sciences more generally.

As they progress in their degree, learners are provided with greater freedom to investigate areas of society that match their interests. The capacity to independently research, collate and critically analyse social data to tackle contemporary issues is readily applicable to policy positions, as well as more

generalised employment in the public, private and charitable sectors. These skills are fostered in level five units such as 'Qualitative Research Methods' and 'Quantitative Methods for Social Sciences'. Moreover, UCF sociologists' understanding of contemporary social concerns - including gender, race, poverty, structural inequality and environmental harm - provides them with the understanding and empathy to assume positions in both social and political policy making. These themes are explored in dedicated modules, as well as theoretical units like 'Introduction to Sociology' and 'Contemporary Sociological Theories'. Understanding of the workings of industries and public services, including education and the media, will be readily applicable to careers in these sectors, as well as youth work and health and social care. The 'Sociology of Education' and 'Sociology of Media' units are particularly important from a vocational perspective, with both encouraging analysis of contemporary issues in their respective fields.

Graduates from UCF Psychology combinations are equipped with multiple attributes that can be applied across a range of employment sectors. First, learners gain advanced numerical and digital skills from consistently utilising specialist software to analyse quantitative data. This understanding is initially supplied in the level four 'Research Methods and Statistics in Psychology' unit. Furthermore, in the level five 'Quantitative Methods for Social Sciences' module, learners obtain an understanding of the range of statistics that are used in Psychology, Sociology and Criminology – including averages and correlation coefficients – and acquire a detailed knowledge of the criteria required to sample quantitative research. Content also demonstrates the methods researchers use to select appropriate statistical tests for different types of inquiry.

Core content concerning biological, social, cognitive and behavioural psychology – in addition to individual differences – provides learners with an advanced understanding of the mind, brain and behaviour in both human and non-human contexts. Developing the capacity to comprehend a range of behaviours - in addition to their causes and motivations - enhances learners' emotional intelligence, which is a key asset in team-working and leadership roles. This awareness is transferable to numerous careers and will be readily applicable to postgraduation conversion courses. Knowledge of appropriate data privacy laws and ethical guidelines - including those issued by the British Psychology Society (BPS) and American Psychological Association (APA) - is developed throughout taught content, thus preparing learners for future research. An awareness of ethical obligation and data protection rules is equally valuable in both the public and private sectors.

More generally, engaging with contemporary trends in psychological research, including ecopsychology, cyber-psychology and the psychology of sexuality, ensures that graduates leave UCF equipped with a detailed understanding of the complexities and diversity of the human mind and ready to become active empathetic citizens of the world. This is transferrable to postgraduate research and employment in a range of industries within and external to psychology.

Digital capabilities:

All subject combinations on the Joint Honours Degree programme place emphasis on strengthening learners' digital capabilities. From the earliest levels of study, learners are introduced to appropriate digital databases and search engines that can be used to source relevant primary and secondary data. These skills are strengthened in level five units in preparation for level six dissertations and the increased independent research skills that are expected of graduates in the Social Sciences. Assessment methods used across all combinations are, equally, designed to enhance learners' digital skills. Thus, creative assignments such as academic leaflets, blogs and vlogs all require learners to demonstrate digital literacy and communication skills. Similarly, verbal presentations are expected to be accompanied by professional use of appropriate digital software, including Microsoft PowerPoint and Sway.

The shared level four ‘Contemporary Issues’ unit encourages learners to examine the impact of digital technology – including Artificial Intelligence – from the perspective of their two disciplines. This provides learners with a background knowledge of the digital humanities and social sciences that will be developed as they progress on their chosen combination.

The Sociology with Psychology combination offers learners a range of opportunities to explore the role of digital technology in their disciplines. Learners’ digital capabilities are consistently assessed during Sociology modules. For instance, ‘Quantitative Methods for Social Sciences’ encourages learners to utilise specialist software to locate, store, synthesise, analyse and present quantitative data. Similarly, the level five ‘Qualitative Research Methods’ module encourages learners to evaluate the contemporary – and future – significance of digital technology in social research. This includes assessing the role of Artificial Intelligence and social media as tools to aid social scientists in their work. Learners are also introduced to virtual ethnography techniques as part of indicative module content. Furthermore, learners examine the impact of unequal access to digital technologies in ‘The Sociology of Inequality’. Additional indicative content in the level four unit considers the role algorithms can have in exacerbating inequalities.

Later modules concerning ‘The Sociology of Media’ (level five) and ‘Risk and Surveillance in a Digital Age’ (level six) encourage detailed analysis of the role of digital technology in contemporary society, while racism in digital media is assessed during the ‘“Race” and Racism’ level five unit. The second half of ‘The Sociology of Media’ module evaluates the impact of twenty-first century shifts from one-to-many media consumption to ‘many-to-many models’, including social media. Furthermore, ‘Risk and Surveillance in a Digital Age’ provides learners with a detailed assessment of key elements of digital sociology, including crime and the dark web, the merging of the public and private, and politics and democracy in a digital age. Unit content also critically evaluates the role of Artificial Intelligence in contemporary society and academia. In particular, the concept of ‘junk in, junk out’ is introduced, with learners analysing the way AI can reinforce biases. These discussions encourage learners to critique the possibilities and dangers of emergent technologies and assess how and when AI can and should be deployed. Reflecting the predominantly digital focus of the module, learners will produce a 1000-word blog concerning an element of digital sociology for the second unit assignment. The module encourages learners to critique Sociology’s response to the emergence of a digital society and question why the discipline – and policy making processes – have been slow to respond to the rapid pace of technological advancement. Learners’ awareness of digital technology’s role in contemporary society is further enhanced by the ‘Contemporary Issues in Sociology’ unit that runs concurrently at level six. Module content critically evaluates theories about capitalism and surveillance (including those of Foucault and Zuboff) and Donna Haraway’s *Cyborg Manifesto.*

Learners’ digital capabilities are consistently assessed on Psychology modules. For instance, quantitative theory modules - including the level four ‘Research Methods and Statistics in Psychology’ and level five ‘Quantitative Methods for Social Sciences’ units - require learners to utilise SPSS software to locate, store, synthesise, analyse and present numerical data. In all modules, learners are encouraged to utilise previous scholarly research available through online databases such as Google Scholar, PubMed and Science Direct. Furthermore, learners will use digital software to design graphs and tables to present qualitative and quantitative data in the level four ‘Introduction to Cognitive Psychology’ and ‘Research Methods and Statistics in Psychology’ modules.

Specialist case studies concerning digital capabilities are offered in the ‘Introduction to Psychology’ module, with learners being encouraged to examine the role of digital media in encouraging public engagement with psychology and its processes. The unit also provides learners with an early understanding of the role of Artificial Intelligence in contemporary psychological research, with learners being encouraged to consider the strengths and limitations of using AI.

Understanding of emergent digital techniques is enhanced by content in the level five 'Biological Psychology' unit, where learners assess the role of digital technology, including social media, in addictive behaviour. Similarly, learners examine how different forms of media can both influence and help mitigate aggressive behaviour as part of unit content in 'Social Psychology'.

Global and Cultural capabilities:

Content across all disciplines and combinations reflects the Joint Honours Degree programme's ongoing commitment to decolonising the curriculum. This includes recognising that academia has traditionally marginalised the voices of underrepresented groups in favour of white, wealthy, Western male perspectives. Thus, content in all combinations seeks to explore topics such as gender, sexuality, race and class across a range of global and chronological contexts. Reading lists, lesson content and imagery disseminated to learners are regularly reviewed and updated to ensure that learners engage with a diverse range of primary and secondary voices, images and theories.

The engaging, discursive, nature of lessons at UCF means learners consistently contribute to and, increasingly, lead seminar discussions. This empowers learners to have a direct impact on the nature of the curriculum and ensures that diverse practices are upheld at an institutional level. The collaborative environment fostered at UCF enhances learners' capacity to contribute their perspectives whilst responding empathetically and constructively to those of their peers. This understanding of a diverse range of views encourages tolerance and prepares learners to become active and empathetic citizens of the world upon their graduation.

Global and cultural capabilities are central to the Sociology with Psychology combination. Sociology is more diverse in its subject matter than ever before. Climate change, the body, digital surveillance, globalisation and postcolonialism are explored across Sociology units at UCF to demonstrate how the discipline continues to adapt to keep pace with the social world. Learners on a Sociology-based combination will, consequently, study social organisation and structure in a range of regional, national and international contexts.

Learners' global and cultural capabilities are strengthened from the start of level four. In the 'Introduction to Sociology' unit, learners are encouraged to explore traditional and 'new' sociological concepts - including Southern theory - and apply them to discussions surrounding globalisation, gender, race and social inequality. Furthermore, 'The Sociology of Gender' unit explores the changing nature and diversity of gender and sexual identities and encourages learners to apply key sociological theories, including feminism and queer theory, to the study of an increasingly important element of contemporary society. Learners undertake cross-cultural comparisons to understand global differences in gender roles and attitudes towards the body, sex and sexuality. Racial and gendered disparities feature heavily in other modules dealing with the sociologies of inequality, education and the environment. Content in 'The Sociology of Inequality' and 'The Sociology of Education' also highlights important contemporary debates surrounding decolonisation of Sociology and the curriculum at all levels of the education system. Learners will examine additional issues with the way in which official government data surrounding inequality is gathered, measured, stratified and operationalised in these units. Although principally focused on the UK, 'The Sociology of Education' encourages learners to establish links with global and cultural diversity.

In the '"Race" and Racism' level five unit, learners critically engage with the concept of race as a category of human identity. Doing so requires understanding of the global, cultural, and historical contexts in which race and racism were formulated. The module also assesses how 'race' intersects with other social and cultural concepts - including gender, class, nationality and sexuality - to marginalise groups and individuals. Indicative content demonstrates how traditional and digital media outlets can exacerbate prejudice. Similarly, 'The Sociology of Media' unit encourages learners to assess the depiction of a range of social and cultural groups in the one-to-many and many-to-many media models. At level six, moreover, learners re-engage with Southern theory and concepts of 'Risk society', both of which highlight the dangers climate change poses to resource-poor people in the Global South. Equally, 'Risk and Surveillance in a Digital Age' explores sociological theories of globalisation and the impact of a globalised and increasingly digitalised world on a range of political and social themes, including crime, gender and sexuality. Accordingly, learners critically assess the impact of digital technology on individual relationships, democracy, cultural identity, academia and the concept of 'truth'.

Reading lists reflect programme-wide endeavours to decolonise the curriculum. Recommended reading for the level four 'Introduction to Sociology' and 'The Sociology of Inequality' units includes Ali Meghji's assessment of decolonising strategies within the discipline, while Angela Saini's *Inferior: The True Power of Women and the Science that Shows it* is utilised alongside work by Chimamanda Ngozi Adichie and Momin Rahman in 'The Sociology of Gender'. Core reading for '"Race" and Racism' includes Akala's (2018) *Natives: Race and Class in the Ruins of Empire*. This encourages learners to engage with the perspectives of influential activists from outside academia. Other indicative reading for the unit includes Sangeeta Chattoo's *Understanding Race and Ethnicity* (2019), while Iqra Cheema's (2023) work on *The Other #Metoos* is evaluated in 'The Sociology of Media'. Learners, too, interact with a diverse range of voices in the level six 'Contemporary Sociological Theories' unit, including the postcolonial theories of Gurminder K. Bhambra and the Southern sociological scholarship of Oliver Mutanga and Tendayi Marovah. Bhambra's call for the decolonisation of universities is, equally, analysed in 'The Sociology of Education'. Other research produced about inequalities in the education system by Nasima Hassan and Kalwant Bhopal forms a pivotal part of module reading.

The study of Psychology is instrumental in developing global and cultural capabilities, fostering an awareness and understanding of the intricate ways in which human behaviour is shaped by diverse cultural contexts. In an increasingly interconnected world, individuals with a background in Psychology are equipped with the skills to navigate and appreciate the nuances of cross-cultural interactions. This proficiency extends to communication styles, interpersonal dynamics, and the varying cultural factors that influence mental health and well-being. Psychologists gain insight into the role of cultural diversity in shaping cognitive processes, emotions, and social behaviours. As a result, they are better prepared to work collaboratively in global settings, demonstrating cultural sensitivity and adaptability.

Learners are introduced to the diverse social and cultural factors that can influence results in research modules like the level four 'Research Methods and Statistics in Psychology'. They are then encouraged to assess these factors as part of their independent research in the level five 'Quantitative Methods for Social Sciences' module. Core content in 'Social Psychology' investigates the range of social influences that impact people's behaviour, including forms of prejudice such as ageism, homophobia, racism and sexism. Equally, assessment of social behaviour requires learners to investigate the impact of individual and cultural differences in social processes. The new level six 'Psychopathology' unit has been added to UCF Psychology's offering to provide learners with a comprehensive understanding of mental health conditions, including depression, anxiety, obsessive compulsive disorder, eating disorders and Schizophrenia. The individual and cultural differences associated with pathological disorders - including racial prejudice and the attitudes mental health professionals exhibit towards transgender people - are also assessed by learners.

Content in Psychology units recognises that the discipline has historically been complicit in marginalising and misunderstanding the experiences of some people and prioritising those of others. From level four, consequently, learners are encouraged to challenge inaccurate and inappropriate narratives and aspects of "western" bias about people and the psychological world. Effort has been taken to ensure that graduates from Psychology combinations engage with research and theories provided from as wide a section of global society and academia as possible. In the 'Introduction to Psychology' level four module, learners will engage with work by Faye Belgrave and Kevin Allison concerning African American scholarship in the discipline. They will also investigate the history of the discipline in India through work published by Chetan Sinha. Global and cultural capabilities are further enshrined in the unit by the inclusion of the psychology of sexuality. Similarly, learners examine scholarship produced by Suparna Rajaram and Chi-Yue Chiu as part of indicative reading in 'Introduction to Cognitive Psychology'.

This coverage is expanded upon during the level five 'Developmental Psychology' module, when learners analyse Chalandra Bryant's 2023 survey of *African American Family Relationships* and assess recent scholarship by Linda Juang and David Matsumo. Work by Aziza Khazzoom and Yushio Sugimoto provides learners with a detailed understanding of the psychological importance of ethnicity, culture and inequality in Israel and Japan in the concurrent 'Social Psychology' unit. At level six, texts produced by Akihiko Masuda and Craig Rodriguez-Seijas are used to critically evaluate the western-centric assumptions in the field of psychopathology. Additionally, publications by Theo Klimstra, Mamoona Arshad, Joanne Chung, Steven O. Roberts and Carmelle Bareket-Shavit in the 'Individual Differences' and 'Cognitive Psychology' units encourage learners to critique western-centric scholarship and racial inequality in Psychology more generally.

Sustainability:

The UCF Joint Honours Degree programme commits to offering a curriculum that reflects UNESCO's 'Education for Sustainable Development' initiative and provides learners with the knowledge and critical thinking skills to contribute towards global efforts to meet the United Nations' 17 Sustainable Development Goals. All disciplines and combinations place emphasis on using the environment as a theoretical framework for understanding human thoughts and behaviour. This is achieved through the exploration and application of approaches such as green criminology, ecocriticism, environmental history, environmental psychology and environmental sociology. Learners are encouraged to discuss how the knowledge and skills developed from studying their disciplines can be used to address environmental issues and meet sustainable development goals in the level four 'Contemporary Issues' module. Themes like industrialisation, poverty, gender, social inequality and social justice are explored in the unit, thus ensuring that learners are engaging with core elements of the UN's 17 Sustainable Development Goals from an early stage of the programme.

Within each Joint Honours combination, learners are encouraged to consider the interdependent relationship between society and the environment and to examine the impact of structures and behaviours on the ecological crisis. Learners are also introduced to the history of colonialism and encouraged to explore the enduring impact of resource exploitation and its relationship to wider cultural and global inequalities.

The Joint Honours Degree programme is committed to ensuring the long-term sustainability of all its disciplines. Consequently, emphasis is placed on ensuring learners leave the degree with a comprehensive understanding of the value of their subject combination from both an employability and social perspective.

Sustainability is further achieved by consistently emphasising the importance of scholarly integrity and ethical research throughout discipline specific and shared units such as ‘Contemporary Issues’ and ‘Academic Skills’. ‘Contemporary Issues’ contributes to the sustainability of the programme and academia in general by encouraging learners to examine the benefits of applying interdisciplinary methods to the study of current topics.

Studying the Sociology with Psychology combination provides learners with many attributes that enhance their capacity to tackle current environmental issues. Given the increasing nature of our current environmental crisis, environmental sociology is more important than ever. Society now faces global environmental risks, including climate change and biodiversity loss, as well as local threats, such as pollution and household toxins. The complex interactions of these problems require an understanding of the social nature of environmental impacts, the underlying causes of these impacts, and the range of possible solutions. Environmental sociologists continue to make important contributions to this crucial task. Learners are introduced to the social causes of environmental harm and degradation throughout the programme before studying ‘Environmental Sociology’ in depth at level six. ‘Contemporary Sociological Theories’ runs alongside ‘Environmental Sociology’ at level six and builds on learners’ understanding by encouraging them to challenge scholarship that has argued that environmental exploitation is external to the exploitation of people. Content in ‘Risk and Surveillance in a Digital Age’, meanwhile, critiques assumptions about the benefits of technology for the environment by highlighting the digital carbon footprint created by crypto-currency, cloud computing and Artificial Intelligence. Equally, learners engage with Southern theory which posits that people in the Global South are often too resource poor to respond to the impacts of global climate change. The concept and impact of eco-racism is, moreover, assessed in the ‘“Race” and Racism’ level five unit, while learners are introduced to contemporary trends in environmental education - including ‘greening’ of the curriculum - during the ‘Sociology of Education’ module.

Themes discussed throughout level four, five and six content in Sociology also equip learners with knowledge and understanding that can help them contribute to meeting the UN’s 17 Sustainable Development Goals. Gaining an enhanced awareness of poverty, education, gender, social structure and democracy furnishes learners with skills that can help them contribute towards ending poverty (SDG 1), championing quality education (SDG 4), supporting gender equality (SDG 5), reducing inequality (SDG 10) and securing peace, justice and strong institutions (SDG 16).

Content throughout Sociology units places emphasis on ensuring the long-term sustainability of the discipline in an evolving academic landscape. Assessment of themes like race, gender, sexuality, education, the environment and social inequality ensure that learners gain an understanding of how the sociological imagination can be applied to real world issues. Equally, learners are encouraged to consider the limitations of sociological knowledge in ‘The Sociology of Inequality’ and conduct a critical assessment of sociology’s response to an increasingly digitised society in ‘Risk and Surveillance in a Digital Age’. In both units, learners will also assess how sociological research can be – and has been – misappropriated for political gain. This understanding of the utility – and sensitivity – of social research encourages reflexive thinking and academic integrity that promotes the long-term sustainability of the discipline.

As a discipline, Psychology places emphasis on explaining and analysing experiences and behaviour in a range of local, national and global social environments. This focus means that Psychology graduates have been to the fore of interdisciplinary work concerning sustainability and the environment. Furthermore, integrating sustainability into the study of psychology involves recognising the interconnectedness between individual well-being, societal health, and the environment. Psychologists can work towards building resilient and inclusive communities that address social inequalities, promote mental health, and contribute to overall community sustainability.

UCF's Psychology team recognises the important role of the discipline in developing future leaders in sustainability. Consequently, learners are introduced to the core elements of ecopsychology in the level four 'Introduction to Psychology' unit. Furthermore, content in 'Social Psychology' at level five considers the impact of environmental factors on people's behaviour, while learners assess the impact of genes alongside environmental factors 'Biological Psychology'.

Modules such as 'Research and Statistics in Psychology' and 'Quantitative Methods for Social Sciences' provide learners with increasing proficiency in analysing qualitative and quantitative data. This means they are equipped with a skillset that is readily transferable to policymaking and formulating evidence-based interventions to protect and preserve the natural environment. Indeed, UNESCO and the QAA's 'Education for Sustainable Development' initiative recognises that Psychology graduates' quantitative skills are a particular asset in attempts to build a workforce equipped to assist in the creation of a sustainable future. Similarly, learning about gendered differences and child development across modules helps those on Psychology combinations gain an awareness of key themes that are identified as part of the UN's 17 Sustainable Development goals.

Content across level four, five and six modules recognises the historical and contemporary implications of psychological research. Acknowledging the conceptual and historical issues in Psychology encourages reflexive thinking about the discipline and a recognition of the ethical requirements of research in the field. This understanding will help to maintain the long-term sustainability of the subject.

Resourcefulness and Resilience:

The nature of Social Science disciplines means that learners will discuss, debate and critically assess sensitive topics throughout their time on the Joint Honours Degree. These require learners to exhibit resilience, integrity, empathy and understanding in the face of views that contrast with their own. The 'Contemporary Issues' unit at level four is designed to introduce learners to these themes and the core requirements of academic debate and integrity. Learners will also develop resilience and advanced time management skills when organising their workload to meet deadlines on a fast-track degree.

Resourcefulness is equally vital on a fast-track degree. Introductory modules in all disciplines provide learners with guidance about where to access appropriate primary and secondary data. This is replicated throughout the programme to empower learners to expand their reading beyond set module texts. These attributes become increasingly important from level five, when extra marks are apportioned for independent search and retrieval skills, in addition to evidence of autonomous thought.

All assessment methods used on the degree enable learners to acquire and enhance their resourcefulness and resilience. This is particularly the case with oral presentations, examinations and independent research projects conducted on level five units like 'Quantitative Methods for Social Sciences'. Learners will demonstrate enhanced resourcefulness and resilience when conducting independent dissertation research, during which they will be faced with large bodies of complex and, at times, conflicting evidence. Furthermore, learners will need to exhibit advanced levels of autonomy and planning skills to collate data and use resources – including dissertation supervisors – effectively to complete work for set deadlines. Learner resilience and resourcefulness is strengthened through

formal inductions to each level of study. These inductions clearly outline module content in all disciplines and identify expectations of learners during key periods of transition.

The Sociology with Psychology combination enhances learners' resourcefulness and resilience in numerous ways. Learners' resilience will be tested and enhanced throughout Sociology units as they investigate a range of sensitive social topics, including ethnicity, gender, race and sexuality in different social and cultural contexts. The dynamic nature of UCF lectures, which encourage discursive reflection of key issues, ensures that learners will obtain the ability to engage empathetically with perspectives that sometimes differ from their own. This will provide learners with the skills and resilience required to responsibly tackle offensive views in a constructive, educational, manner.

Equally, the level five 'Quantitative Methods for Social Sciences' unit is designed to provide learners with an opportunity to analyse and apply empirical research methods - and analysis techniques - that can be deployed in their level six dissertations. The unit, too, encourages learners to use online search engines and databases, including Google Scholar, to buttress their research and resourcefulness. Scholarly independence is, finally, a requirement at later stages of the degree. In 'Quantitative Methods for Social Sciences', for instance, learners will demonstrate their resourcefulness to locate participants for an independent investigation. In 'Qualitative Research Methods', furthermore, learners will demonstrate their resourcefulness to apply appropriate research techniques to the study of an independently selected social theme. Independent thought and resourcefulness are prioritised at level six, where learners will critically assess critical theories in the discipline and consider how sociologists can respond effectively to the social impacts of digital technology.

Learner resourcefulness is encouraged throughout Psychology modules. In level four units such as 'Introduction to Psychology' and 'Research Methods and Statistics in Psychology', learners are introduced to various databases they can utilise to access previous research on module topics.

Psychology deals with a range of sensitive topics that require learners to demonstrate ethical awareness, empathy and resilience. These skills are emphasised from the start of learners' studies at UCF, with content in the 'Introduction to Psychology' module highlighting the historical marginalisation of some people, groups and experiences within the field. Encouraging learners to question historical theories empowers them to evaluate perceived wisdom in contemporary psychological scholarship, fostering an independent mindset that will strengthen resolve at later levels of study. To aid learners in their progress, content in all modules places emphasis on the use of appropriate terminology and ethical codes - including those of the British Psychological Society and American Psychological Association - thus fostering academic maturity and integrity alongside resilience. The practical element of Psychology also means that learners will gain experience of designing and completing research in a range of themes from the level four 'Introduction to Cognitive Psychology' module onwards.

Opportunities for placements / work-related learning / collaborative activity – please indicate if any of the following apply to your programme	
Associate Tutor(s)/Guest Speakers/Visiting Academics:	☒
Professional Training Year (PTY):	☐
Placement(s) (study or work that are not part of the PTY):	☐
Clinical Placement(s) (that are not part of the PTY Scheme):	☐

Study exchange(s):	☐
Dual degree:	☐
Programme set up questions	
Source of funding for the programme (e.g., NHS where not student/employer funded):	N/A
Collaborating organisation (e.g., NHS providing significant input into a programme):	N/A
Location of study (e.g., if distance learning/overseas centre):	N/A
Registered body (where the award is to be mandatory regulated by HCPC, RCVS or NMC etc – not optionally regulated e.g., accreditation/registration is an option):	N/A
Closed programme (is the programme specifically to be offered privately to a group of students, e.g., only employees of companies or organisations that are meeting the costs of the students' studies):	N/A