Programme Specification

1. Overview / Factual Information

Programme / award title(s)	BA (Hons) Psychosocial Studies
Teaching Institution	The University Centre Peterborough (UCP)
Awarding Institution	The Open University (OU)
Date of first OU validation	November 2020
Date of latest OU (re)validation	N/A
Next revalidation	November 2025
Credit points for the award	360
UCAS Code	C880
HECoS Code	
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2022
Underpinning QAA subject benchmark(s)	Psychology 2019 and Sociology 2019
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	Learned Societies; The Association of Psychosocial Studies Local Enterprise Partnership or equivalent: Cambridgeshire & Peterborough Independent Economic Review.
Professional/statutory recognition	N/A
For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	Full-time, Part-time
Duration of the programme for each mode of study	3 years in full-time mode (2 semesters per year) 4 years in part-time mode (2 semesters per year – 90 credits per year)
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	June 2020

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the student's handbook. The accuracy of the information contained in this document is reviewed by the university and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational Aims and Objectives

Peterborough is a Higher Education cold spot (State of the Nation, 2017), and yet is an area of growth for social science jobs.

This programme is aimed at students who have attained a level 3 qualification and wish to pursue a career in the third sector, charity work, social work, mental health, psychology, civil service, local government, education, human resources and other diverse careers that include helping people. The course enables students to develop a psychosocial perspective on a range of topics including subjectivity and personal life; politics and citizenship, social policy and social work; education and learning, violence; crime and social justice, gender and sexuality; race, racism and ethnicity; ageing development and life-course.

The overall aim of Psychosocial Studies BA (Hons) is to provide a broad education in explaining the interplay of the individual and society, embedding equality and diversity to solve real-world problems with innovation and creativity. In addition, a core part of the overall degree is social science research skills, from developing and designing research to the analysis of data. The skills students acquire make them attractive to employers.

The Psychosocial Studies BA (Hons) aims to:
- Provide a comprehensive programme of study, based on QAA benchmarks, for students wishing to understand the social context of mental health and who aspire to a career in counselling, psychotherapy, and related occupations.
- Develop a psychosocial perspective on a range of topics including subjectivity and personal life; politics and citizenship, social policy and social work; education and learning, violence; crime and social justice, gender and sexuality; race, racism and ethnicity; ageing development and life-course.
- Understand how the discipline of psychosocial studies both relates to and differs from cognate areas of enquiry like psychology and sociology.

- Meet local, national and international labour market needs for skilled graduates.
- Support students in developing a range of transferable skills and competencies needed to cope with a rapidly changing labour market and wider environment.
- Encourage a systematic, creative and flexible approach to solving complex social problems.
- Develop the student as an independent learner and reflexive practitioner capable of sustaining project work both individually and in team settings.
- Provide the student with a knowledge-base that will enable them to develop within their chosen career pathway.
- Enhance emotional intelligence and teamwork skills.
- Provide a solid foundation of transferable social science research skills.
- Provide students with the skills and motivation to enable them to participate fully in civic life.
- Promote access to further progression within Higher Education, research and professional development.

2.2 Relationship to Other Programmes and Awards

Students join the course from a diverse range of backgrounds. Many join from the Access to Higher Education Humanities and Social Science course at Peterborough College. A few join from the BTEC Extended Diploma in Health and Social Care. Increasingly, after outreach programs set up by the team to secondary school teachers, A-Level students join. Additionally, mature students with industry experience are welcomed on the course. The majority of students on the course would not traditionally have gone into Higher Education.

The Psychosocial Studies programme is one of three social science programmes at the university centre and shares a common skills' spine. This includes Academic & Professional Skills at level 4 and Research & Employability Skills at level 5. The programme also shares some optional modules with the Sociology and Criminology programmes.

Achieving the BA (Hons) enables students to progress onto a wide variety of Masters courses and employment in diverse careers.

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.
N/A

2.4 List of all Exit Awards
Certificate of Higher Education (CertHE) upon successful completion of 120 credits at level 4. Diploma of Higher Education (DipHE) upon successful completion of 240 credits at levels 4 and 5. Ordinary Degree (BA) upon successful completion of 300 credits (60 credits at level 6).

3. Programme Structure and Learning Outcomes

Programme Structure - Level 4 – Full-Time					
Compulsory Modules	Credit Points	Optional Modules	Credit Points	Is Module Compensatable?	Semester Runs In
Academic and Professional Skills for Social Scientists	30			No	Sem 1 & 2
Foundations of Sociological Theory	15			Yes	Sem 1
Introduction to Psychology	15			Yes	Sem 1
Psychosocial Formations of the Self & Identity	15			Yes	Sem 1
Social Psychology	15			Yes	Sem 2
Politics, Ideology & Society	15			Yes	Sem 2
Globalisation and its Effects	15			Yes	Sem 2

Programme Structure – Level 4 – Part-Time					
Compulsory Modules	Credit Points	Optional Modules	Credit Points	Is Module Compensatable?	Semester Runs In
Academic and Professional Skills for Social Scientists	30			No	Y1 S1 & 2
Foundations of Sociological Theory	15			Yes	Y1 S1
Introduction to Psychology	15			Yes	Y2 S1
Psychosocial Formations of the Self & Identity	15			Yes	Y1 S1
Social Psychology	15			Yes	Y1 S2
Politics, Ideology & Society	15			Yes	Y1 S2
Globalisation and its Effects	15			Yes	Y2 S2

Intended learning outcomes at level 4 are listed below:

Learning Outcomes – Level 4	
3a. Knowledge and understanding	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
A2 Apply theoretical perspectives and concepts, drawn from the field of psychosocial studies, to everyday life.	**Learning and Teaching Methods:** Teaching & Learning (T&L) at level 4 focuses on developing knowledge and understanding and begins to encourage critical thinking. This is undertaken by a focus on core readings, a range of T&L practices including lectures, seminar discussions, social science experiments (pre-covid we did an annual "Doing nothing" experiment and there is an experiment in social psychology), Canvas tasks (including online discussions and quizzes), relevant video resources (e.g. Masters of Money Marx documentary) and pastoral tutorial support. We utilise a range of exciting seminar activities including using lego, movie making apps, building cities out of paper, jigsaw activities, vignettes and work line production (of fortune tellers). **Assessment Methods:** Our assessment strategy links to the future of our students. It is important that students develop skills for employment and post graduate study via assessment. It is also important that they build upon skills from level 4 to level 6.

| A4 | Evaluate an argument relating to the psychosocial on the basis of the quantitative and qualitative data that it draws on. | We have thought about the important skills that students require for the future and how this is embedded and scaffolded over the three years of their academic journey.

Monitoring of assessments across all three years to scaffold and develop skills. We have mapped out assessment to see where there is scaffolding across all three years. These include key skills such as reflection, case study, presentations, examinations, reports and research proposals. Skills will be taught at level 4 and then scaffolded in subsequent years.

An example of this is the Literature Review assessment. At level 4 this will be the key skills behind a literature review. Students will have to identify key theorists, debates and contemporary information in a field but not write a review. They will then build upon those skills to write a mini literature review at level 5, ready for their substantial literature review at level 6 with their undergraduate major project.

Scaffolded assessments based on knowledge and understanding which are built upon from level 4 to levels 5 and 6 include; an examination in Social Psychology, in Psychosocial Formations of the Self there is a seminar presentation where students present their initial ideas and acquire peer feedback on this to feed into their final case study, a social experiment in Social Psychology where students must interpret data accurately links into their summative report assessment.

More innovative assessments include critical analysis, posters, reflections, research proposals and a student choice assignment, where students choose from a range of assessments and submit their choice. |

3b. Cognitive Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
B1 Assess and evaluate evidence and appraise the merits of competing theories and explanations. B3 Reflect on their own career aspirations through a widening knowledge of society and the labour market for social science graduates.	Learning and Teaching Methods: Intellectual qualities are developed mainly through lectures, seminars, tutorials, coursework, group work and reflection activities. Assessment Methods: Assessment focuses on reflective essays and theoretical essays, presentations and reports. Assessment strategies embed academic skills and give support on how to develop skills at this level. Level 4 scaffolded assessments based on cognitive skills which are built upon from level 4 to levels 5 and 6 include; Essays in Foundations in Sociological Theory, Globalisation and Its Effects and Politics, Ideology and Society, Literature Review task in Academic Skills and a Critical Analysis in Politics, Ideology and Society.

3c. Practical and Professional Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
C1 Gather, retrieve and synthesise information. C2 Digest feedback and criticism and reflect on their own developing knowledge and practice. C3 Recognise and challenge, through developed arguments, forms of prejudice and abuses of power.	Learning and Teaching Methods: Key skills of being a student are embedded in the core module Academic Skills. These include time-management, writing essays and reports, reflection, referencing, presentation skills and critical thinking. Students undertake basic social science research in semester 2, with observations, ethical dilemmas and a community mapping exercise. In addition, C1-C3 are embedded and reiterated in other modules by mini research tasks, class discussions, group work, case study seminars, class debates and questioning techniques. Students also have 1-1 appointments with Course Leaders to develop a relationship in the first semester and in the second semester, to reflect on their previous semester's work and how to improve. Assessment Methods: Assessments for these skills at level 4 are literature review basics, without writing the review, reflective essays, case studies, reports and a critical analysis. Many of the assessments are supported with formative feedback opportunities and some summative feedback opportunities, including assignment plans or seminar presentations. Level 4 scaffolded assessments based on practical / professional skills which are built upon from level 4 to levels 5 and 6 include; reflection in Introduction to Psychology, summative assignment plans in Academic and Professional Skills in Social Science and Globalisation and its Effects, Social Science reports / research proposals in Academic Skills and Social Psychology.

3d. Key / Transferable Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
D1 Adopt a collaborative and problem-solving approach to complex social issues. D2 Work independently and creatively to set deadlines.	A diverse and dynamic range of teaching and learning strategies will be utilised to meet the affective and transferrable learning outcomes of this course. Students will be encouraged to adopt a collaborative cross-disciplinary, problem-solving approach to complex social issues in the level 4 Academic and Professional Skills for Social Sciences module. They will work with students from other social science disciplines and be supported in developing innovative solutions to real-world social problems. This problem-solving approach is shared across other modules, where lectures, group discussions, seminars and further resources on Canvas scaffold the development of different perspectives of theoretical and real-world problems. Assessment methods include group presentations, reports and posters that can clearly communicate a collaborative, problem-solving approach. To avoid collusion, students are encouraged to work collectively, but individually pick real world areas of social inquiry to explore. Level 4 scaffolded assessments based on key / transferable skills which are built upon from level 4 to levels 5 and 6 include; case study assessment in Psychosocial Formations of the Self and group presentation in Academic Skills.

Certificate of Higher Education (CertHE) upon successful completion of 120 credits at level 4

Programme Structure - Level 5 – Full Time					
Compulsory Modules	Credit Points	Optional Modules	Credit Points	Is Module Compensatable?	Semester Runs In
Research Skills for Social Scientists	30			No	Sem 1 & 2
Contemporary Social Theory	15			Yes	Sem 1
Social Policy in Action	15			Yes	Sem 1
		Health Psychology	15	Yes	Sem 1
		Sociological Perspectives: Education	15	Yes	Sem 1
Intersectional Studies	15			Yes	Sem 2
Development through the Lifespan	15			Yes	Sem 2
		Psychology of Education	15	Yes	Sem 2
		The Body in Society	15	Yes	Sem 2

Programme Structure - Level 5 – Part Time					
Compulsory Modules	Credit Points	Optional Modules	Credit Points	Is Module Compensatable?	Semester Runs In
Research Skills for Social Scientists	30			No	Y2 S1 & 2
Contemporary Social Theory	15			Yes	Y2 S1
Social Policy in Action	15			Yes	Y2 S1
		Health Psychology	15	Yes	Y3 S1
		Sociological Perspectives: Education	15	Yes	Y3 S1
Intersectional Studies	15			Yes	Y2 S2
Development through the Lifespan	15			Yes	Y2 S2
		Psychology of Education	15	Yes	Y3 S2
		The Body in Society	15	Yes	Y3 S2

Intended learning outcomes at level 5 are listed below:

Learning Outcomes – Level 5	
3a. Knowledge and Understanding	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
A3 Realise and apply best ethical practice in psycho-sociological enquiry. A4 Evaluate an argument relating to the psychosocial on the basis of the quantitative and qualitative data that it draws on.	Teaching and learning at level 5 builds upon all the key skills of level 4, however there is now an onus on critical writing. This is developed by encouraging students to read wider, utilise more contemporary sources (such as journal articles) and a focus on contemporary current affairs. Teaching and learning practices mirror level 4 but with extra support in developing critical thinking and writing skills. More questioning is utilised in class to aid students in considering different perspectives and to build upon each other's responses. There is an expectation that students are aware of current affairs and can contribute to theoretical discussions with these. In addition, students are encouraged to contribute with theory and empirical evidence, rather than anecdotal evidence. Autonomy is promoted, particularly in the core module Research Skills, where students have to pick topics based on a potential dissertation, which removes the comfort of a directed assessment question or brief and they have to ascertain the best resources to explore their topic. Assessment Methods: Level 5 scaffolded assessments based on knowledge and understanding which are scaffolded from level 4 to level 6 these include examinations in Health Psychology. In Development Through the Lifespan there is a seminar presentation, where students present their initial ideas and acquire peer feedback on this to feed into their final case study, and a report in Social Policy in Action. More innovative assessments include a microteach and a ministerial briefing in Sociological Perspectives: Education and a poster in Psychology of Education.

3b. Cognitive Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
B1 Assess and evaluate evidence and appraise the merits of competing theories and explanations. B2 Interpret and analyse quantitative and qualitative data. B3 Reflect on their own career aspirations through a widening knowledge of society and the labour market for social science graduates.	Learning and Teaching Methods: Career aspirations are a focus of level 5, with modules such as Health Psychology, Psychology of Education, Sociological Perspectives: Education and Social Policy in Action, where practical skills mirroring those of potential careers are experienced in an informal manner and reflected upon during teaching and learning. Assessment Methods: Level 5 scaffolded assessments based on cognitive skills which are scaffolded from level 4 to level 6 include; essays in Contemporary Social Theory and the Body in Society and a mini literature review in Research Skills.

3c. Practical and Professional Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
C1 Gather, retrieve, and synthesise information. C2 Digest feedback and criticism and reflect on their own developing knowledge and practice. C3 Recognise and challenge, through developed arguments, forms of prejudice and abuses of power.	Learning and Teaching Methods: The core module at this level is Research Skills, which hones and expands on level 4 Research Skills. Teaching and learning includes an hour of theory, an hour of practical and an hour of reflection. These skills are embedded in other level 5 modules, including class analysis of methodology in journal articles, explorations of areas of social inquiry and inequality via lectures, seminars, class debates and supporting material on Canvas. Many of the assessments are supported with formative feedback opportunities and some summative feedback opportunities, including assignment plans or seminar presentations. Students also have two 1-1 appointments per year with Course Leaders to reflect on their previous year's and semester's work and how to improve. Assessment Methods: Level 5 scaffolded assessments based on practical / professional skills which are scaffolded from level 4 to level 6 include; reflective portfolio in Research Skills, where students reflect on their acquisition of research skills, summative assignment plans in Contemporary Social Theory and The Body in Society and social science reports / research proposals in Intersectional Studies and Research Skills.

3d. Key / Transferable Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
D1 Adopt a collaborative and problem-solving approach to complex social issues. D2 Work independently and creatively to fixed deadlines. D3 Demonstrate competence with a range of IT skills including Microsoft Office, Cloud Computing (Microsoft Teams and Google Docs) and data retrieval.	Learning and Teaching Methods: Teaching and learning encourages students to draw upon their level 4 modules and current level 5 modules to consider how social science interlinks in order to consider complex social issues with collaboration and problem solving. This is highlighted in lectures, where questioning refers back to previous and current modules being studied, in seminar debates, where students are expected to use academic evidence and in mini-research projects, where students are given topics to explore as groups. Assessment Methods: Level 5 scaffolded assessments based on key / transferable skills which are scaffolded from level 4 to level 6 include; case study assessment in Intersectional Studies and Psychology of Education, a reflective portfolio in Research Skills that includes learning how to use JISC online surveys and how to undertake interviews and focus groups and presentations using Microsoft PowerPoint including Development Through the Lifespan and Psychology of Education.

Diploma of Higher Education (DipHE) upon successful completion of 240 credits at levels 4 and 5.

Programme Structure - Level 6 – Full Time					
Compulsory Modules	Credit Points	Optional Modules	Credit Points	Is Module Compensatable?	Semester Runs In
Undergraduate Research Project	30			No	Sem 1&2
Society Beyond Nature	15			Yes	Sem 2
		Theories & Concepts in Psychological Therapies	15	Yes	Sem 1
		Foundations in Clinical Psychology	15	Yes	Sem 1
		Critical Studies in Race and Ethnicity	15	Yes	Sem 1
		Exploring Feminist Thought	15	Yes	Sem 1
		The Digital Human	15	Yes	Sem 1
		Sociology of Sexuality	15	Yes	Sem 2
		Atypical Child Development	15	Yes	Sem 2
		Investigative Psychology	15	Yes	Sem 2
		Live Research Project	15	Yes	Sem 2
		Social Movements and Activism	15	Yes	Sem 2

Programme Structure - Level 6 - Part Time					
Compulsory Modules	Credit Points	Optional Modules	Credit Points	Is Module Compensatable?	Semester Runs In
Undergraduate Research Project	30			No	Y3 S1 & 2
Society Beyond Nature	15			Yes	Y3 S2
		Theories & Concepts in Psychological Therapies	15	Yes	Y3/Y4 S1
		Foundations in Clinical Psychology	15	Yes	Y3/Y4 S1
		Critical Studies in Race and Ethnicity	15	Yes	Y3/Y4 S1
		Exploring Feminist Thought	15	Yes	Y3/Y4 S1
		The Digital Human	15	Yes	Y3/Y4 S1
		Sociology of Sexuality	15	Yes	Y3/Y4 S2
		Atypical Child Development	15	Yes	Y3/Y4 S2
		Investigative Psychology	15	Yes	Y3/Y4 S2
		Live Research Project	15	Yes	Y3/Y4 S2
		Social Movements and Activism	15	Yes	Y3/Y4 S2

Intended learning outcomes at level 6 are listed below:

Learning Outcomes – Level 6	
3a. Knowledge and Understanding	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
A1 Formulate and investigate psycho-social questions in a comprehensive and systematic manner. A3 Realise and apply best ethical practice in psycho-sociological enquiry. A4 Evaluate an argument relating to the psychosocial on the basis of the quantitative and qualitative data that it draws on. A5 Plan and execute research in the field of psychosocial studies utilising quantitative and qualitative data, both primary and secondary.	Teaching & Learning (T&L) at level 6 expects much more of a collaboration, with students sharing ideas and refining the skills learnt at levels 4 and 5. Students specialise in modules that suit their interests, post-graduate plans or career plans. The key difference here is that students should engage critically with the topics and the most up to date information in the field from journals and current affairs. Synthesis of learning across modules is actively encouraged to develop students' originality of ideas. Assessment Methods: Level 6 scaffolded assessments based on knowledge and understanding from previous levels include; examinations in Foundations of Clinical Psychology and Atypical Child Development. In the Humanities and Social Science Conference there is a seminar presentation, where students present their initial ideas and acquire peer feedback on this to feed into their final dissertation, and a report in Live Research Project. More innovative assessments include a student choice assessment in Exploring Feminist Thought, and a poster in Social Movements and Activism.

3b. Cognitive Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
B1 Assess and evaluate evidence and appraise the merits of competing theories and explanations. B3 Reflect on their own career aspirations through a widening knowledge of society and the labour market for social science graduates.	Learning and Teaching Methods: Career aspirations are honed at level 6, with modules such as Foundations in Clinical Psychology, Theories and Concepts of Psychological Counselling, Atypical Child Development and Investigative Psychology, where practical skills mirroring those of potential careers are experienced in an informal manner and reflected upon during teaching & learning. Assessment Methods: Level 6 scaffolded assessments based on cognitive skills which are scaffolded from previous levels include; essays in Critical Studies in Race and Ethnicity, The Digital Human and Sociology of Sexuality. The Humanities and Social Science conference enables students to network with industry specialists to enhance their future study or career.

3c. Practical and Professional Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
C1 Gather, retrieve, and synthesise information. C2 Digest feedback and criticism and reflect on their own developing knowledge and practice. C3 Recognise and challenge, through developed arguments, forms of prejudice and abuses of power.	Learning and Teaching Methods: Level 6 draws together all of the social science research skills acquired on the degree to produce an original dissertation. This is supported with workshops and 1-1 dissertation appointments with supervisors. Many of the assessments are supported with formative feedback opportunities and some summative feedback opportunities, including assignment plans or seminar presentations. Students also have two 1-1 appointments per year with Course Leaders to reflect on their previous years' and semesters' work and how to improve. Assessment Methods: Level 6 scaffolded assessments based on practical / professional skills from previous levels include; reflective personal development in the dissertation module, summative assignment plans in Social Movements and Activism and Society Beyond Nature and reports / research conducted in Live Project and Undergraduate Major Project.

3d. Key / Transferable Skills	
Learning outcomes:	Learning and Teaching Strategy / Assessment Methods
D1 Adopt a collaborative and problem-solving approach to complex social issues. D2 Work independently and creatively to fixed deadlines. D3 Demonstrate competence with a range of IT skills including Microsoft Office, Cloud Computing (Microsoft Teams and Google Docs) and data retrieval.	Teaching and learning encourages students to draw upon their previous modules to consider how social science interlinks, in order to consider complex social issues with collaboration and problem solving. This is highlighted in lectures, where questioning refers back to previous and current modules being studied, in seminar debates, where students are expected to use academic evidence and in mini-research projects, where students are given topics to explore as groups. The key difference at L6 is the expectation that students make original links between all their previous and current modules, their wider reading and current affairs. Assessment Methods: Level 6 scaffolded assessments based on key /transferable skills from previous levels include; case study assessments in Society Beyond Nature and Social Movements and Activism, presentations using Microsoft PowerPoint including Exploring Feminist Thought, Atypical Child Development and Investigative Psychology.

Ordinary Degree (BA) upon successful completion of 300 credits (60 credits at level 6)

4. Distinctive Features of the Programme Structure

Where applicable, this section provides details on distinctive features such as:
- Where in the structure above a professional / placement year fits in and how it may affect progression.
- Any restrictions regarding the availability of elective modules.
- Where in the programme structure students must make a choice of pathway / route.

Additional considerations for apprenticeships:
- How the delivery of the academic award fits in with the wider apprenticeship.
- The integration of the 'on the job' and 'off the job' training.
- How the academic award fits within the assessment of the apprenticeship.

The structure of the course is typical for social science degree programmes in that the higher the level, the greater the choice and capacity for specialisation. Students choose between optional modules in semesters 1 and 2 at levels 5 and 6. Students choose between two 15 credit modules at level 5 and four 15 credit modules at level 6. There are no optional modules at level 4.

5. Support for Students and Their Learning.

Whilst studying at UCP, students are provided with academic support through a variety of mechanisms. Regular tutorial sessions are built into all courses delivered at UCP to provide students with the opportunity to access specialist support from their lecturers. Sessions provide both group and one to one assessment support for students, allowing them to gain formative feedback on work and discuss their overall performance on the course and address any welfare concerns. Each tutorial scheme has learning partnership as its core theme, with the level 4 tutorial scheme focussing on preparing to study and academic skills, level 5 on developing skills and autonomy and level 6 on progression and transferrable skills. Tutors have an open office policy and the HE Managers host a daily student surgery so that concerns can be addressed promptly.

UCP also offers an additional Study Excellence programme which students can access if further support is required in developing more generic academic and employability skills. A series of optional lunch-time sessions covers issues such as developing academic writing techniques, undertaking effective academic research to support dissertations, and forming coherent and well-structured arguments.

To further underline the importance that UCP places on the development of these skills, the institution used the revalidation of the ARU provision to

introduce a new approach to developing Academic Skills into each year of the revised courses, either as stand-alone modules or through embedding the content into other relevant modules. The module aims to formalise the topics delivered within the Study Excellence programme, providing students with academic credit for completing the modules. Commencing for all new entrants in 2019, modules at Level 4 introduce and develop the underpinning skills required for Higher Education study, with each year that follows providing a more contextual focus on the academic skills required in the discipline. An example of a distinct module which has been developed to achieve this is the Academic and Professional Skills for Social Scientists which is a core module for all students on social science degrees.

UCP also offers additional English as an Additional Language (EAL) lunchtime sessions for students who need extra help to articulate their ideas effectively. In common with Study Excellence, these sessions are available to any student who wishes to improve their grades; not just those at the lower end of the grade profile. Statistical analysis has evidenced that students who habitually use UCP's EAL support from the start of their studies achieve a higher classification than those who decline the support.

Following a successful trial within the BA (Hons) Psychosocial Studies course, UCP has adopted an approach to offer peer support to students via a Vertical Mentoring Scheme. It was initially identified that mature students were less likely to participate in extracurricular activities due to external commitments, yet extracurricular activities enhance student experience and performance. The Vertical Mentoring Scheme was established to try to improve mature student engagement. Initially, level 6 students mentored level 4 students over lunch times. They were fully trained to scaffold support and provide effective mentoring. Subsequently, alumni mentors took over this role and provided help and guidance to levels 4, 5 and 6. Qualitative feedback revealed improved engagement in activities on and off campus.

Statistical analysis of grade profiles and NSS satisfaction highlighted substantial improvements. Due to its success, the scheme was introduced into a variety of other undergraduate courses in 2019 and has been formally recognised as an area of focus within the UCP Teaching and Student Outcomes Strategy.

A dedicated Student Support Team ensures that there is easy access to a variety of services which can support students throughout their studies at UCP. The Student Support Officer and Student Advisors ensure that the evolving needs of students in academic, pastoral and professional contexts can be supported.
 The team, working closely with the Student Officer, provide information and guidance on issues surrounding employability (explained further below), mental health, mitigations and extensions, and financial management, via a

range of activities from one to one advice sessions to large scale organised events. Issues surrounding the support of students are carefully considered at a number of institutional committee meetings, with updates and statistical reporting (on elements such as correlations in late submissions, number of extensions etc.) being consistently provided at Student Engagement Learning and Teaching Committee and Academic Board.

To further enhance the institution's interaction with local industry representatives, an Employer and Community Consultative Group was established in March 2019. The group, which evolved from the HE Steering Group, provides crucial input into how the curriculum will develop to ensure that UCP is producing employment-ready students, in subjects with recognised skills gaps in the local and regional economy. Initially chaired by the Chair of the UCP Council, the guidance provided by the group will be heard directly by the senior authority at UCP, ensuring that the voice of employers is carefully considered when planning new courses or initiatives.

6. Criteria for Admission

5 GCSE grade C or above including English and Maths and 88 UCAS points which should be from a related subject in one of the following;

- A-levels
- BTEC Level 3 National Diploma
- IB Diploma
- Access to HE
- Related work experience
- Overseas qualifications judged to be equivalent to above.

Students who do not qualify by any of these qualifications may be offered an interview to discuss equivalent qualifications and previous experience.

We accept A level General Studies and AS levels when combined with other full qualifications.

If English is not your first language you will require IELTS score of 6.0 or above or an equivalent English Language qualification.

7. Language of Study

English

8. Information About Non-OU Standard Assessment Regulations (Including PSRB Requirements)

N/A

9. For Apprenticeships in England End Point Assessment (EPA).
N/A

10. Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning.
The University Centre Peterborough has 25 years' experience of delivering HE courses. Where the delivery team are not appropriately qualified at the level they will be teaching, they have many years of previous professional experience in their specialist field and some work part time as consultants. Each member of staff has consistently been graded in observations as good or better by the UCP/Peterborough or Stamford Quality Department over the last 5 years. The department performs annual inspections for all subjects and also offers personal developmental coaches to improve and maintain teaching and learning standards. In addition, HE Managers at UCP conduct quality walk-ins during each semester to ensure consistent quality of provision. Staff development is available at UCP at least three times a year and staff actively take part in training events (e.g. ethics, scholarly writing and use of new technologies). Each new member of staff at UCP undergoes training and induction by the HE Managers. HE Staff also participate in Learning Teaching and Assessment meetings once a month to share good practice. UCP has a Learning and Teaching Lead for Higher Education to oversee the training needs of staff and to mentor and support applications for Higher Education Academy fellowship. All the team attend the annual UCP HE Learning and Teaching Conference which focuses on developing pedagogical skills. In addition, module evaluation surveys are undertaken per semester, however the team regularly ask for feedback on modules in class, via the student rep and at Student Engagement, Learning and Teaching meetings. This way modules can be constantly adapted to student feedback if appropriate.

11. Changes Made to the Programme Since Last (Re)Validation

Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✔) particular programme learning outcomes.

Level	Study Module / Unit	Programme Outcomes								
		A2	A4	B1	B3	C1	C2	C3	D1	D2
4	Academic & Professional Skills for Social Scientists	✔	✔	✔		✔			✔	
	Foundations in Sociological Theory	✔	✔	✔			✔		✔	✔
	Introduction to Psychology	✔	✔	✔	✔		✔			✔
	Social Psychology	✔	✔	✔			✔		✔	
	Politics, Ideology, Society	✔	✔	✔				✔	✔	✔
	Psychosocial Formations of Self & Identity	✔	✔		✔		✔	✔		✔
	Globalisations & its Effects	✔	✔	✔			✔	✔		✔

Level	Study Module / Unit	A3	A4	B1	B2	B3	C1	C2	C3	D1	D2	D3
5	Research Skills for Social Scientists	✔	✔	✔		✔	✔	✔	✔	✔		✔
	Contemporary Social Theory		✔	✔	✔			✔	✔		✔	
	Social Policy in Action		✔	✔	✔			✔	✔		✔	✔
	Health Psychology	✔	✔	✔		✔		✔		✔		
	Sociological Perspectives: Education	✔	✔	✔		✔	✔		✔	✔		
	Development Through the Lifespan	✔	✔	✔	✔		✔	✔		✔		
	Intersectional Studies	✔	✔	✔	✔			✔	✔		✔	
	Psychology of Education	✔	✔			✔		✔		✔		
	The Body in Society	✔	✔	✔	✔			✔	✔	✔		

Programme Outcomes

Level	Study Module / Unit	A1	A3	A4	A5	B1	B3	C1	C2	C3	D1	D2	D3
6	Undergraduate Research Project	✔	✔	✔		✔	✔	✔	✔	✔	✔	✔	✔
	Critical Studies in Race & Ethnicity			✔	✔	✔		✔		✔		✔	
	Exploring Feminist Thought	✔	✔	✔		✔			✔	✔		✔	
	Theories & Concepts in Psychological Therapies		✔	✔		✔	✔	✔	✔		✔		
	Foundations of Clinical Psychology		✔	✔		✔			✔		✔		
	Society Beyond Nature	✔	✔	✔		✔	✔	✔	✔		✔		
	Sociology of Sexuality	✔		✔		✔		✔	✔		✔		
	Social Movements and Activism		✔	✔	✔	✔			✔		✔		
	The Digital Human	✔	✔	✔		✔				✔	✔		
	Atypical Child Development		✔	✔		✔				✔	✔		
	Investigative Psychology			✔	✔	✔		✔	✔			✔	
	Live Research Project	✔	✔			✔	✔	✔	✔		✔		