Programme specification

(Notes on how to complete this template are provided in Annexe 3)

1. Overview / factual information

Programme/award title(s)	BA (Hons) Psychosocial Studies
Teaching Institution	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	January 2026
Credit points achieved for the award	360
UCAS Code (if applicable)	C880
HECoS Code (if applicable)	N/A
LDCS Code (FE Colleges England only)	N/A
Programme start date and cycle of starts if appropriate.	September 2026
Underpinning QAA subject benchmark(s)	Psychology 2023 and Sociology 2019
Other external and internal reference points used to inform programme outcomes (including QAA Characteristics Statements). 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/ accreditation recognition	N/A
For apprenticeships fully or non-integrated Assessment. If fully integrated, EPAO being used.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT, PT
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	October 2025

2. Programme overview

2.1 Educational aims and objectives

The BA (Hons) Psychosocial Studies programme is designed for students who have achieved a Level 3 qualification and wish to pursue careers in sectors focused on social wellbeing and human development. These include, but are not limited to, the third sector, charity and community work, social work, mental health services, psychology, the civil service, local government, education, and human resources. The programme is particularly suited to those aspiring to careers that involve working with and supporting people in a range of social contexts.

The programme enables students to develop a psychosocial perspective on a range of contemporary issues, including identity and personal life; politics and citizenship; social policy; education and learning; health, crime and social justice; gender and sexuality; organisations and business, race, racism and ethnicity; and development and the life course.

The overarching aim of the BA (Hons) Psychosocial Studies is to provide a comprehensive education that explores the dynamic relationship between the individual and society. The programme is underpinned by a commitment to equality, diversity, and social justice, encouraging students to apply theoretical knowledge and research skills to real-world social challenges with innovation and creativity. A central component of the degree is the development of rigorous social science research skills, encompassing the design, implementation, and analysis of research. These analytical, methodological, and critical competencies enhance students' employability and readiness for a broad range of professional roles.

Programme Aims

The BA (Hons) Psychosocial Studies aims to:

- Provide a comprehensive and intellectually challenging programme of study, aligned with QAA benchmarks, for students seeking to understand the social dimensions of human experience and behaviour, and who aspire to careers across a wide range of people-focused professions in the public, private, and third sectors.
- Develop a nuanced psychosocial perspective across key thematic areas, including identity and personal life; politics and citizenship; social policy; education and learning; health, crime and social justice; gender and sexuality; organisations and business, race, racism and ethnicity; and development and the life course.
- Cultivate an understanding of how psychosocial studies both intersects with and diverges from cognate disciplines such as psychology and sociology.

- Address local, national, and international labour market demands for skilled, adaptable graduates equipped with transferable social science skills applicable across a wide range of professional contexts.
- Support students in acquiring a wide range of transferable skills and professional competencies necessary to navigate and contribute to a rapidly changing social and economic environment.
- Encourage a systematic, creative, and flexible approach to the analysis and resolution of complex social issues.
- Foster the development of students as independent learners and reflexive practitioners, capable of sustaining individual and collaborative project work.
- Provide a robust knowledge base that enables students to progress confidently within their chosen professional or academic pathways.
- Enhance emotional intelligence, communication, and teamwork skills, essential for effective practice in people-focused professions.
- Deliver a solid foundation in social science research methods, equipping students with the ability to design, conduct, and evaluate research.
- Inspire students to engage actively in civic life and contribute meaningfully to their communities.
- Facilitate opportunities for progression into further study, research, and professional development within higher education and related sectors.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

Students enrolling on the BA (Hons) Psychosocial Studies programme come from a broad and diverse range of educational and professional backgrounds. A significant proportion progress from the Access to Higher Education Diploma in Humanities and Social Sciences at Peterborough College, while others join from the BTEC Extended Diploma in Health and Social Care. In recent years, following targeted outreach initiatives by UCP, there has been an increase in direct entry from A-Level students.The curriculum design purposefully bridges the transition from Level 3 to Level 4, acknowledging the popularity of Psychology and Sociology at A-Level. The content is mapped to ensure that while it remains accessible to non-traditional learners, it offers sufficient academic stretch for students progressing directly from relevant A-Level pathways. The programme also attracts a substantial number of mature learners who bring valuable industry and life experience to the academic environment. Consequently, the cohort profile is characterised by its diversity and inclusivity, reflecting UCP's commitment to widening participation and supporting non-traditional entrants into higher education.

The BA (Hons) Psychosocial Studies is one of three programmes within the Social Sciences suite at the University Centre. The programme operates within a shared modular framework, commonly referred to as the social science matrix, which facilitates the strategic sharing of modules across cognate disciplines. Approximately half of the modules are shared with the BA (Hons) Sociology, while selected optional modules are also shared with the BA (Hons) Criminology, reflecting significant theoretical, methodological and conceptual overlap between the programmes. This matrix structure

is pedagogically coherent and financially sustainable, enabling efficient use of staff expertise and teaching resources while maintaining academic depth and disciplinary integrity. From a student perspective, shared modules enhance the learning experience by bringing together students from different but related programmes, encouraging intellectual exchange and exposure to a wider range of perspectives. This interdisciplinary classroom environment supports critical thinking, reflexivity and peer learning, while also fostering a sense of belonging within the wider Social Sciences academic community. In addition, all students within the Social Sciences suite undertake the Level 5 module *Research Skills*, ensuring parity and coherence in research training and methodological development across programmes. Overall, the integrated structure of the social science matrix promotes consistency in academic standards, supports sustainable curriculum delivery, and offers students a richer and more collaborative learning experience.

Successful completion of the BA (Hons) Psychosocial Studies provides graduates with a strong foundation for progression to postgraduate study in a variety of related disciplines, as well as for employment across a diverse range of sectors. The programme's emphasis on transferable social science skills, critical thinking, and reflexive practice equips students to pursue careers in areas such as social research, public services, education, community engagement, health and wellbeing, and organisational development.

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) Psychosocial Studies upon successful completion of 120 credits at Level 4 Diploma of Higher Education (DipHE) Psychosocial Studies upon successful completion of 240 credits at Levels 4 and 5. Ordinary Degree (BA) Psychosocial Studies upon successful completion of 300 credits (60 credits at Level 6). ● To be eligible for an Ordinary Degree, a student must have successfully completed 240 credits at Levels 4 and 5, and 60 credits at Level 6, excluding the dissertation . BA (Hons) Psychosocial Studies upon successful completion of 360 credits (Levels 4, 5 and 6)

3. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section.) Please adjust 'levels' to reflect SCQF if applicable

Programme Structure – FULL TIME - LEVEL 4				
Compulsory modules	Credit points	Is module compensatable?	Semester runs in	Available as SRM?
Making the Invisible Visible: How Sociology Helps Us Understand the World	30	No	Year 1, Sem 1	Yes
Introduction to Psychology	30	No	Year 1, Sem 1-Sem 2	Yes
People, Policy & Community: Making Social Change	30	No	Year 1, Sem 2	Yes
Social Psychology	15	Yes	Year 1, Sem 1	No
Developmental Psychology	15	Yes	Year 1, Sem 2	No

Programme Structure – PART TIME - LEVEL 4				
Compulsory modules	Credit points	Is module compensatable?	Semester runs in	Available as SRM?
Making the Invisible Visible: How Sociology Helps Us Understand the World	30	No	Year 1, Sem 1	Yes
Introduction to Psychology	30	No	Year 1, Sem 1-2	Yes
People, Policy & Community: Making Social Change	30	No	Year 1, Sem 2	Yes
Social Psychology	15	Yes	Year 2, Sem 1	No
Developmental Psychology	15	Yes	Year 2, Sem 2	No

Programme Structure – Single Registerable Modules				
Compulsory modules	Credit points	Pre-Requisite as SRM	Is module compensatable?	Semester runs in
Making the Invisible Visible: How Sociology Helps Us Understand the World	30	N/A	No	1
Introduction to Psychology	30	N/A	No	1 & 2
People, Policy & Community: Making Social Change	30	N/A	No	2

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
A1 Demonstrate understanding of key psychological and sociological theories, concepts, and frameworks that explain individual and social behaviour. A2 Explain the relationship between personal experiences and broader social, cultural, and structural processes using foundational disciplinary approaches.	Teaching introduces the core concepts, theories, and debates in sociology and psychology. Lectures and guided reading establish foundational understanding, while workshops and seminars help students connect theory to everyday life. Assessment: Essays, short-answer tasks, and online quizzes test recall and conceptual comprehension.

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
B1 Identify and compare key theoretical perspectives and assess their strengths and limitations. B2 Develop foundational skills in critical thinking, argumentation, and the interpretation of evidence.	Students learn to apply emerging analytical frameworks, developing the ability to describe, compare, and question key theories. Scaffolded activities promote curiosity and critical thinking. Assessment: Comparative essays and group discussions evaluate basic critical reasoning and argumentation.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Demonstrate emerging competence in research literacy, ethical awareness, and data handling in line with disciplinary conventions. C2 Apply appropriate academic conventions in writing, referencing, and presentation	Academic skills workshops develop competence in research literacy, referencing, and digital fluency (including responsible AI use). Assessment: Portfolios and formative exercises assess academic conventions and ethical engagement.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Work individually and collaboratively to explore and discuss complex ideas, demonstrating openness to diverse perspectives. D2 Demonstrate developing reflective awareness of personal learning and progress.	Students build self-management, teamwork, and reflective practice through collaborative learning and presentations. Assessment: Oral presentations and reflective assignment support confidence and communication skills.

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

Programme Structure – FULL TIME - LEVEL 5					
Compulsory modules	Credit points	Optional Modules	Credit points	Is module compensatable?	Semester runs in
Research for Social Change: Methods and Practice	30			No	Year 2, Sem 1-2
Critical Social Theory	15			Yes	Year 2, Sem 1
Sociology of The City	15			Yes	Year 2, Sem 2

		Understanding People at Work: Organisational Psychology	30	No	Year 2, Sem 1
		Bodies and Inequalities: A Sociological Perspective on Health	30	No	Year 2, Sem 2
		People, Work & Learning: Rethinking Organisations & Opportunity	30	No	Year 2, Sem 1
		Education and Neurodiversity	30	No	Year 2, Sem 2
		Health and Clinical Psychology	30	No	Year 2, Sem 1
		Popular Culture, Media and Society	30	No	Year 2, Sem 2
		Justice, Harm and the Good Society	30	No	Year 2, Sem 2
		UNLOCKED: Interdisciplinary Strategies for Solving Real-World Challenges	30	No	Year 2, Sem 2

Programme Structure – PART TIME - LEVEL 5					
Compulsory modules	Credit points	Optional Modules	Credit points	Is module compensatable?	Semester runs in
Research for Social Change: Methods and Practice	30			No	Year 3, Sem1-2
Critical Social Theory	15			Yes	Year 3, Sem 1
Sociology of The City	15			Yes	Year 3, Sem 2
		Understanding People at Work: Organisational Psychology	30	No	Year 2, Sem 1
		Bodies and Inequalities: A Sociological Perspective on Health	30	No	Year 2, Sem 2
		People, Work & Learning: Rethinking Organisations & Opportunity	30	No	Year 2, Sem 1
		Education and Neurodiversity	30	No	Year 2, Sem 2

		Health and Clinical Psychology	30	No	Year 2, Sem 1
		Popular Culture, Media and Society	30	No	Year 2, Sem 2
		Justice, Harm and the Good Society	30	No	Year 2, Sem 2
		UNLOCKED: Interdisciplinary Strategies for Solving Real-World Challenges	30	No	Year 2, Sem 2

Programme Structure – Single Registerable Modules				
Compulsory modules	Credit points	Pre-Requisite as SRM	Is module compensatable?	Semester runs in
Research for Social Change: Methods and Practice	30	N/A	No	1-2
Understanding People at Work: Organisational Psychology	30	N/A	No	1
Bodies and Inequalities: A Sociological Perspective on Health	30	N/A	No	2

People, Work & Learning: Rethinking Organisations & Opportunity	30	N/A	No	1
Education and Neurodiversity	30	N/A	No	2
Health and Clinical Psychology	30	N/A	No	1
Popular Culture, Media and Society	30	N/A	No	2
Justice, Harm and the Good Society	30	N/A	No	2
UNLOCKED: Interdisciplinary Strategies for Solving Real-World Challenges	30	N/A	No	2

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**
A1 Critically apply theoretical frameworks from psychology and sociology to interpret complex social and behavioural issues A2 Evaluate interdisciplinary perspectives to explain applied and contemporary social challenges.	Students explore specialised areas of psychology and sociology, applying theoretical knowledge to real-world problems and professional contexts. Assessment: Applied essays and examinations measure understanding of complex theories and contextual application.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Analyse empirical data and evaluate competing explanations within applied social and psychological contexts. B2 Synthesise diverse sources of evidence to construct coherent, critical arguments.	Students critically evaluate evidence, integrate theoretical perspectives, and develop analytical independence. Assessment: Case study analyses, debates, and reflective essays test synthesis and evaluation.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Design and apply appropriate methods for collecting, analysing, and interpreting quantitative and qualitative data. C2 Reflect on ethical and practical issues in applied and community-based research.	Workshops and seminars simulate professional practice, developing ethical awareness, reflexivity, and methodological competence in social research. Assessment: Portfolios, poster presentations, and reflective essays assess skill development and ethical reasoning.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Apply problem-solving, communication, and digital literacy skills in professional and applied contexts D2 Engage in self-directed learning and reflection to support professional and personal development	Emphasis is placed on communication, collaboration, and leadership. Students engage in peer feedback and team-based projects, strengthening adaptability and confidence. Assessment: Group tasks and presentations measure communication, initiative, and collaboration.

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

Programme Structure – FULL TIME - LEVEL 6						
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in	Available as single registerable module?

Independent Research Project: Social Science (UMP)	30			No	Year 3, Sem 1-2	No
Sociological Futures: Humanity, Earth, and Nature	15			Yes	Year 3, Sem 2	No
		Theories and Concepts in Psychological Therapies	15	Yes	Year 3, Sem 1	No
		Cyberpsychology	15	Yes	Year 3, Sem 1	No
		Psychology in the Criminal Justice System	15	Yes	Year 3, Sem 2	No
		Feminist Theory and Activism: From the First Wave to the Digital Age	15	Yes	Year 3, Sem 1	No

		Sociology of Social Work and Social Care	15	Yes	Year 3, Sem 1	No
		Prejudice and Discrimination: Psychological Perspectives	15	Yes	Year 3, Sem 1	No
		Race, Society and Decolonialism	15	Yes	Year 3, Sem 1	No
		Power and Pixels: Sociology of the Digital Age	15	Yes	Year 3, Sem 1	No
		Positive Psychology	15	Yes	Year 3, Sem 2	No
		The Sociology of Sexuality	15	Yes	Year 3, Sem 2	No
		Activism and Social Change	15	Yes	Year 3, Sem 2	No

		Global South and the Sociological Imagination	15	Yes	Year 3, Sem 2	No

Programme Structure – PART TIME - LEVEL 6						
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in	Available as SRM?
Independent Research Project: Social Science (UMP)	30			No	Year 4, Sem 1-2	No
Sociological Futures: Humanity, Earth, and Nature	15			Yes	Year 4, Sem 2	No
		Theories and Concepts in Psychological Therapies	15	Yes	Year 3, Sem 1/ Year 4, Sem 1	No

		Cyberpsychology	15	Yes	Year 3, Sem 1/ Year 4, Sem 1	No
		Psychology in the Criminal Justice System	15	Yes	Year 3, Sem 2/ Year 4, Sem 2	No
		Feminist Theory and Activism: From the First Wave to the Digital Age	15	Yes	Year 3, Sem 1/ Year 4, Sem 1	No
		Sociology of Social Work and Social Care	15	Yes	Year 3, Sem 1/ Year 4, Sem 1	No
		Prejudice and Discrimination: Psychological Perspectives	15	Yes	Year 3, Sem 1/ Year 4, Sem 1	No
		Race, Society and Decolonialism	15	Yes	Year 3, Sem 1/ Year 4, Sem 1	No

		Power and Pixels: Sociology of the Digital Age	15	Yes	Year 3, Sem 1/ Year 4, Sem 1	No
		Positive Psychology	15	Yes	Year 3, Sem 2/ Year 4, Sem 2	No
		The Sociology of Sexuality	15	Yes	Year 3, Sem 2/ Year 4, Sem 2	No
		Activism and Social Change	15	Yes	Year 3, Sem 2/ Year 4, Sem 2	No
		Global South and the Sociological Imagination	15	Yes	Year 3, Sem 2/ Year 4, Sem 2	No

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 Integrate and critically appraise advanced theories and empirical evidence to produce sustained, coherent arguments relevant to psychosocial research or practice A2 Demonstrate an advanced understanding of the ethical, cultural, and social implications of psychological and sociological inquiry	Students engage with advanced theories and contemporary debates, integrating multi-disciplinary perspectives across psychology and sociology. Assessment: Extended essays and dissertations evaluate depth of knowledge and intellectual independence.
3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Critically evaluate complex theoretical, empirical, and policy debates using appropriate analytical frameworks B2 Demonstrate intellectual independence through the design and execution of an extended piece of research or equivalent project.	Critical synthesis and independent judgment are emphasised. Students design and justify their own research, articulating nuanced evaluations of evidence and theory. Assessment: Research projects, case studies, and critical essays test synthesis, originality, and problem-solving.
3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Independently plan, conduct, and communicate research or applied practice demonstrating methodological rigour and professional standards. C2 Present complex ideas and findings effectively to specialist and non-specialist audiences using multiple formats (e.g., presentation, poster, podcast).	Students refine advanced research and professional competencies, including data analysis, ethical practice, and communication of findings to diverse audiences. Assessment: Research posters, oral defences, and reflective podcasts demonstrate research autonomy and professional integrity.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Critically reflect on personal, academic, and professional development D2 Exercise autonomy, leadership, and initiative in managing workloads and collaborative projects.	Students consolidate skills in time management, presentation, and critical self-reflection, preparing for employment or postgraduate study. Assessment: Conference presentations, reflective portfolios, and PDP podcasts assess graduate readiness and self-awareness.

Ordinary Degree (BA) upon successful completion of 300 credits (60 credits at Level 6).
BA (Hons) Psychosocial Studies upon successful completion of 360 credits (120 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 BA (Hons) Psychosocial Studies aligns with established conventions in social science degree programmes, with progressive opportunities for choice and specialisation as students advance through the levels of study. At Level 4, students undertake a set of core modules designed to provide a comprehensive foundation in key psychosocial and social science concepts, theories, and research skills.

At Levels 5 and 6, the programme offers increased flexibility through a range of optional modules delivered across both semesters. This structure enables students to tailor their studies in line with their developing academic interests and professional aspirations, allowing for greater depth of exploration within specialist areas of psychosocial inquiry. The staged development of optionality ensures both academic coherence and the cultivation of independent learning as students progress through the programme.

The programme structure also supports employability and lifelong learning by integrating the systematic development of research, analytical, and transferable skills throughout all levels of study. Students engage with research design and data analysis in preparation for independent project work at Level 6, where they demonstrate their capacity to apply theory to practice in addressing real-world social issues. This coherent progression fosters critical thinking, reflexivity, and problem-solving abilities, equipping graduates with the intellectual flexibility and practical competencies valued across a wide range of professional and academic contexts.

5. Support for students and their learning
(For apprenticeships this should include details of how student learning is supported in the workplace)

Students enrolled on the BA (Hons) Psychosocial Studies programme benefit from a comprehensive and structured framework of academic and pastoral support designed to foster both personal and professional development throughout their studies.

Academic support is embedded within the curriculum and delivered through a range of mechanisms that promote active engagement and reflective learning. Regular tutorial sessions are integrated into all programmes at University Centre Peterborough (UCP), providing students with access to both group and individual guidance. These sessions enable students to seek formative feedback on assessments, discuss academic progress, and address any welfare concerns that may impact their learning experience.

The tutorial framework operates on a developmental model that reflects students' progression through the levels of study. At Level 4, tutorials focus on transition to higher education and the acquisition of core academic and study skills. At Level 5, the emphasis shifts toward the development of academic autonomy, critical thinking, and research competence. By Level 6, tutorial support concentrates on employability, independent learning, and the enhancement of transferable skills. This structured progression ensures a coherent and supportive learning journey that builds confidence, independence, and academic capability.

In addition to embedded tutorial provision, UCP offers the Study Excellence Programme, which provides a series of optional workshops and lunchtime sessions designed to strengthen generic academic and employability skills. Topics include academic writing, critical reading, effective research strategies, and argument construction. Complementing this, the Academic Skills module formalises and accredits these areas of learning, ensuring that students acquire a recognised foundation in the key competencies required for success in higher education and beyond.

Students also benefit from access to a dedicated Student Support Team that provides integrated academic, pastoral, and professional guidance. The Student Support Officer and Student Advisor offer one-to-one advice on a wide range of matters including wellbeing, mental health, extensions and mitigations, financial management, and career development. Working closely with academic staff and the Student Officer, the team ensures that the evolving needs of students are addressed in a timely and effective manner.

UCP's commitment to accessibility and responsiveness is further demonstrated through its open-door policy for tutors and the daily student surgery hosted by Higher Education Managers, enabling students to raise concerns and receive support promptly. Institutional oversight of student support is maintained through regular review and reporting at the Student Engagement, Learning and Teaching Committee and the Academic Board, ensuring that support mechanisms remain effective, evidence-based, and responsive to student feedback and performance data.

6. Criteria for admission
(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

5 GCSE grade C or above including English 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 Professional Statutory Recognised Body requirements)

N/A

9. For apprenticeships in England, summary of how the End Point Assessment (EPA) links to the academic award
(

N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning including the student experience

The University Centre Peterborough (UCP) has over twenty-five years of experience in the design, delivery, and quality enhancement of higher education provision. The institution maintains a robust and reflective framework for assuring the quality of teaching, learning, and the student experience, underpinned by principles of peer collaboration, continuous improvement, and evidence-based practice.

Teaching quality is evaluated through an enhancement-focused peer review process, coordinated by the UCP Quality Department. All academic staff participate in this process on a regular cycle, which emphasises the sharing of good practice, collegial dialogue, and constructive developmental support rather than summative grading. Observations and peer reviews provide opportunities for reflective discussion, innovation in teaching practice, and the dissemination of effective pedagogical strategies across the institution.

The University's commitment to high-quality learning and teaching was recognised through the achievement of Teaching Excellence Framework (TEF) Silver in 2023, with the Social Science team contributing significantly to the submission. The Psychosocial Studies, Sociology, and Criminology programmes were highlighted for innovative and student-centred approaches to curriculum design, wellbeing support, and assessment enhancement.

Examples of good practice from the Social Science team include:

- Psychosocial and Sociology Tutorials:
  In response to growing awareness of student mental health, a resilience programme was embedded within tutorials, integrating mindfulness with values-based action (Flaxman et al., 2013). The intervention enabled students to identify goals, manage stress, and develop strategies for acting in accordance with their values. Outcomes included improved emotional wellbeing, reduced mitigation and extension requests, higher retention, and enhanced academic achievement. The success of this model led to its adoption across other programmes, including English Literature.

- Social Science Dissertation Support
  Post-pandemic reflections led to the integration of short, asynchronous digital lectures to supplement traditional dissertation supervision. These resources, accessible on demand, provided flexible support aligned to students' individual research timelines. Module evaluations indicated that this innovation significantly enhanced students' perceptions of support and autonomy during the dissertation process.

Staff development remains central to sustaining and enhancing quality. UCP offers a minimum of three staff development days per year, complemented by training sessions focused on research ethics, digital learning, and scholarly writing. All new staff undertake a structured induction and mentoring programme led by Higher Education Managers, ensuring familiarity with institutional policies, quality frameworks, and pedagogical expectations.

The institution also hosts an annual Higher Education Learning and Teaching Conference, providing a platform for sharing innovation, scholarship, and interdisciplinary practice. A Learning and Teaching Lead for Higher Education oversees professional development, including mentoring for Advance HE Fellowship recognition.

Student voice is integral to the enhancement process. Module evaluation surveys are conducted each semester, supplemented by in-class feedback, student representative input, and discussion at the Student Engagement, Learning and Teaching Committee (SELT). This ensures that teaching and learning practices remain responsive to student needs and contribute to a culture of continuous improvement.

11. Changes made to the programme since last (re)validation

- The curriculum has been comprehensively reviewed and updated to ensure ongoing alignment with contemporary developments and theoretical debates within the disciplines of psychology and sociology.
- A strengthened emphasis has been placed on applied, experiential, and reflexive learning, with assessment design focusing on the development of professional, analytical, and transferable skills. This approach enables students to critically reflect on their own practice and experiences, fostering self-awareness and enhancing capabilities relevant to careers in social research, community engagement, and wellbeing-focused fields.
- The programme structure has been revised to accommodate lifelong learning pathways, including the development of single registrable modules. This enhancement broadens accessibility by enabling members of the public and professionals to engage in targeted study of specific modules relevant to their own practice, without the requirement to complete the full degree.
- Module learning outcomes and assessment strategies have been systematically reviewed to ensure consistency in workload, clarity of academic progression across levels, and constructive alignment with overall programme learning outcomes.
- Modules have been mapped against the revised Social Science Matrix, facilitating the effective sharing of core provision with Sociology and Criminology programmes. This approach promotes interdisciplinary learning, pedagogical coherence, and operational efficiency across the social science suite.
- The programme has been updated to ensure full alignment with the QAA Subject Benchmark Statements for Sociology and Psychology (2023), alongside current expectations for social science research ethics, inclusivity, and academic integrity.
- Employability mapping has been enhanced to ensure that programme outcomes remain responsive to the evolving demands of the graduate labour market, supporting progression into roles across education, health, social care, the third sector, and related professional contexts, as well as further postgraduate study.

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (▯) particular programme learning outcomes. Please amend this mapping to suit frameworks used within the different nations if appropriate.

Level	Study module/unit	A1	A2	B1	B2	C1	C2	D1	D2	Available as single registerable module?
4	Introduction to Psychology	✓		✓	✓	✓	✓		✓	Yes
	Making the Invisible Visible: How Sociology Helps Us Understand the World	✓	✓	✓	✓	▯	✓	✓	✓	Yes
	Social Psychology	✓		✓	✓	✓	✓	✓		No
	Developmental Psychology	✓		✓	✓	✓	✓	✓		No
	People, Policy & Community: Making Social Change	✓	✓	✓	✓	✓	✓	✓		Yes

Level	Study module/unit	A1	A2	B1	B2	C1	C2	D1	D2	Available as single registerable module?
5	Popular Culture, Media and Society	✓	✓	✓	✓	✓		✓	✓	Yes
	Health and Clinical Psychology	✓	✓	✓	✓	✓		✓	✓	Yes
	Justice, Harm and the Good Society	✓	✓	✓	✓	✓		✓	✓	Yes
	Education and Neurodiversity	✓	✓	✓	✓	✓		✓	✓	Yes
	People, Work & Learning: Rethinking Organisations & Opportunity	✓	✓	✓	✓	✓	✓	✓	✓	Yes
	Research for Social Change: Methods and Practice	✓	✓	✓	✓	✓	✓	✓	✓	Yes
	Critical Social Theory	✓	✓	✓	✓	✓		✓	✓	No

	Sociology of The City	✓	✓	✓	✓	✓		✓	✓	No
	Understanding People at Work: Organisational Psychology	✓	✓	✓	✓	✓	✓	✓	✓	Yes
	Bodies and Inequalities: A Sociological Perspective on Health	✓		✓	✓	✓		✓	✓	Yes
	UNLOCKED: Interdisciplinary Strategies for Solving Real-World Challenges	✓	✓	✓	✓	✓	✓	✓	✓	Yes

Level	Study module/unit	A1	A2	B1	B2	C1	C2	D1	D2	Available as single registerable module?
6	Theories and Concepts in Psychological Therapies	✓	✓	✓		✓			✓	No
	The Sociology of Sexuality	✓	✓	✓		✓			✓	No
	Global South and the Sociological Imagination	✓	✓	✓		✓			✓	No

	Sociology of Social Work and Social Care	✓	✓	✓		✓	✓	✓	✓	No
	Sociological Futures: Humanity, Earth, and Nature	✓	✓	✓		✓			✓	No
	Race, Society and Decolonialism	✓	✓	✓		✓			✓	No
	Psychology in the Criminal Justice System	✓	✓	✓		✓			✓	No
	Prejudice and Discrimination: Psychological Perspectives	✓	✓	✓		✓	✓		✓	No
	Power and Pixels: Sociology of the Digital Age	✓	✓	✓		✓			✓	No
	Positive Psychology	✓	✓	✓		✓	✓	✓	✓	No
	Independent Research Project: Social Science (UMP)	✓	✓	✓	✓	✓	✓	✓	✓	No
	Feminist Theory and Activism: From the First Wave to the Digital Age	✓	✓	✓		✓	✓		✓	No
	Cyberpsychology	✓	✓	✓		✓			✓	No

	Activism and Social Change	✓	✓	✓		✓			✓	No

Annexe 2: Notes on completing programme specification templates

1 **-** This programme specification should be mapped against the learning outcomes detailed in module specifications.

2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx

3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx

4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.