UNIVERSITY OF EAST LONDON
COURSE SPECIFICATION

Course Aim and Title	BA (Hons) Psychosocial Theory and Practice
Intermediate Awards Available	Cert. HE Dip. HE Ordinary Degree (BA)
Teaching Institution(s)	UEL
Alternative Teaching Institutions (for local arrangements see final section of this specification)	N/A
UEL Academic School	Cass School of Education and Communities
UCAS Code	C890
Professional Body Accreditation	N/A
Relevant QAA Benchmark Statements	Sociology Psychology
Additional Versions of this Course	N/A
Date Specification Last Updated	April 2017

Course Aims and Learning Outcomes

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This course is designed to give you the opportunity to:

- Deepen your understandings of human identity and the social world. The most important point is to remember that a Psychosocial approach involves thinking about the way human beings influence their world, but also the way that the social and cultural realms make us who we are
- Explore the relationships between individuals and their society
- Encourage reflection, self-reflection and critical analysis
- Study a distinctive interdisciplinary curriculum, organised around key issues in contemporary society
- Acquire knowledge and skills applicable in a variety of career paths, including the develop skills and knowledge about working in communities in non-formal and social educational settings
- Develop an understanding of community cohesion, tensions and challenges
- Relate the academic study of anti-discriminatory practice, policy to professional practice
- welfare professions, research, marketing and the 'culture industries'

What you will learn:

Knowledge

- Describe and examine a range of key concepts including, and combining where relevant, psychological, psychoanalytical and sociological understandings of the self and society
- Understand the shaping of identities in different cultural contexts and social settings
- Have knowledge of how to plan, carry out and write up a research project
- Have an understanding of the different psychosocial stages of human development
- Demonstrate an awareness of various categories of mental illness, of different models for understanding those difficulties and the implications of those models.
- Apply psychosocial understandings to the study of social and cultural modes of difference including gender and sexualities, 'race' and ethnicities
- To understand the nature and significance of contextual theory, policy, ethics and equality as it affects work with children, young people and families.
- To apply concepts, theories and methods used in theory to the practical application of community intervention
- To demonstrate knowledge and understanding of the importance of leadership, management and research environment which support and challenge wotk with children, young people and families

Thinking skills

Learning and Teaching

We use a range of teaching and learning methods to guide you throughout the course. Knowledge is developed through:
- Lectures and online learning materials
- Guided reading
- Knowledge-based activities with feedback
- Online discussions and activities
- Individual personal tutorial support
- Personal journals and reflective logs
- Fieldwork practice through work-based learning experience
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Thinking skills are developed through
- Reflective activities with feedback
- Linking conceptual and empirical work
- Online discussions and activities
- Classroom workshops
- The use of photography
- Engaging with a range of research methods

Practical skills are developed through
- Research skills-based activities with feedback
- Writing in a range of formats and lengths
- Class debates and presentations

Skills for life and work (general skills) are developed through
- The demands of the study medium (e.g. distance or independent learning)
- Planning activities with feedback
- Project work
- Managing workload

Assessment

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On this degree we use a range of assessment methods to ensure students have engaged with the learning outcomes of our modules:

Knowledge is assessed by:
- Essays
- Plans
- Presentations
- Journals
- Blogs
- Portfolios
- Photography
- Case studies

Thinking skills are assessed by:
- Reflective logs
- Project work
- Poster presentations
- Research reports
- Case studies
- Responses to reflective questions

Practical skills are assessed by:
- Research proposals
- Portfolios
- Blogs
- Presentations
- Practice learning log
- Fieldwork practice experience

Skills for life and work (general skills) are assessed by:
- Project work
- Group work
- Research reports
- Use of information technology in assessment

Students with disabilities and/or particular learning needs should discuss assessments with the Course Leader to ensure they are able to fully engage with all assessment within the course.

Work or Study Placements

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There are a range of ways in which core career competencies are embedded in this degree course. At level 4 you will be introduced to UEL Vision 2028's 'UEL Graduate Attributes', to be developed on your degree. These are the psychological and physical determinants of human performance that are difficult or impossible to replicate using Artificial Intelligence (AI). By the time they graduate, students will have been trained in specific and general transferrable 'graduate' skills and capacities in order to enhance their employability in the context of 4IR.

Students will engage in live, applied projects with with their local communities, linking directly to local companies, social enterprises and charities. They will have opportunities to obtain awards, sponsorships and industry sector endorsements of dimensions of their learning.They will also develop the knowledge and skills required for professional practice with service users and change makers in the statutory and voluntary or social enterprise / tertiary sectors. Psychosocial students will gain practice in preparing a graduate-facing, professional reflexive career portfolio providing the foundation for applications for work-based learning, internships or collaborative partnerships with industry / social enterprise organisations. They will develop their understanding of reflective practice and professional standards of conduct, performance and ethics in relation to guidelines which govern and regulate working with diverse service users and change-makers.

Students on the Psychosocial Theory and Practice degree also have opportunities to integrate up to 50 hours of work-based learning with their University modules, and will critically apply theoretical and research-based knowledge learned on their degree to real-life, 'work in progress' practice scenarios of their own and their student colleagues'. They will become more skilled at integrating their knowledge of current social policies and contemporary political debates with their real-life observations of the interventions and strategies selected and taken up by, and with, particular service user groups and change makers. Students may take the chance to develop their work-based learning through a final extended project that is presented to peer and professional audiences, bringing together their professional and academic learning across the degree

Course Structure

All courses are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

> Equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree course.
> 4   Equivalent in standard to the first year of a full-time undergraduate degree course.
> 5   Equivalent in standard to the second year of a full-time undergraduate degree course.
> 6   Equivalent in standard to the third year of a full-time undergraduate degree course.
> 7   Equivalent in standard to a Masters degree.

Courses are made up of modules that are each credit weighted.

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The module structure of this course:

Level	Module Code	Module Title	Credit Weighting	Core/ Option	Available by Distance Learning? Y/N
4	SY4 000	Knowledge, Skills, Practice and the Self (Mental Wealth)	20	Core	N
4	SY4 012	Constructions of Identity	20	Core	N
4	SY4 002	Psychology: Perspectives For Psychosocial and Community Work	20	Core	N
4	SY4 001	Communication For Psychosocial and Community Work Relationships	20	Core	N
4	SY4 013	Preparation For Working In Communities	20	Core	N
4	SY4 015	Introduction to Psychosocial and Community Work	20	Core	N

5	SY5 000	Knowledge, Skills, Practice and the Self 2 (Mental Wealth)	20	Core	N
5	SY5 001	Difference, Race, Diversity, Inequality	20	Option	N
5	SY5 006	Children Young People and Families	20	Option	N
5	SY5 002	Mad, Bad or Sad, Understanding Mental Disorder	20	Core	N
5	SY5 003	Professional Practice in Communities 1	20	Core	N
5	SY5 004	Counselling: Therapeutic Skills & Practice	20	Core	N
5	ED5 075	Research Methods	20	Core	N
6	SY6 000	Knowledge, Skills, Practice and the Self: Mental Wealth 3	20	Core	N

6	SY6 001	Professional Practice in Communities 2	20	Core	N		Counselling/ therapies (title tbc)	Children, Young People and Families (not just social policy)
6	SY6 002	Applied Research Project in Social Sciences	40	Core	N			
6	SY6 005	Managing and Leading In The Not For Profit Sector	20	Option	N			
6	SY6 004	Leaders, Followers, Fanatics	20	Option	N			
6	SY6 003	Health, Community & Activism	20	Option	N			
6	SY6 006	Gender, Difference and Empowerment	20	Option	N			

Credits are assigned to one of 5 levels:

3   Equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree course.

4   Equivalent in standard to the first year of a full-time undergraduate degree course.

5   Equivalent in standard to the second year of a full-time undergraduate degree course.

6   Equivalent in standard to the third year of a full-time undergraduate degree course.

7   Equivalent in standard to a Masters degree.

NB: A core module for a course is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. An optional module for a course is a module selected from a range of modules available on the course.

The overall credit-rating of this course is 360 credits. If for some reason you are unable to achieve this credit you may be entitled to an intermediate award, the level of the award will depend on the

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amount of credit you have accumulated. You can read the University Student Policies and Regulations on the UEL website.

Typical Duration

It is possible to move from full-time to part-time study and vice-versa to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period.

Undergraduate
The expected duration of this course is 3 years full-time or 6 years part-time.

A student cannot normally continue study on a course after 4 years of study in full time mode unless exceptional circumstances apply and extenuation has been granted. The limit for completion of a course in part time mode is 7 years from first enrolment.

Further Information

More information about this course is available from:
- The UEL web site (www.uel.ac.uk)
- The course handbook
- Module study guides
- UEL Manual of General Regulations (available on the UEL website)
- UEL Quality Manual (available on the UEL website)
- School web pages

All UEL courses are subject to thorough course approval procedures before we allow them to commence. We also constantly monitor, review and enhance our courses by listening to student and employer views and the views of external examiners and advisors.

Additional costs:

The course might include walks and visits to locations off campus. Entrance fees *may* be covered, and you will need to pay for public transport within London.

April 2019