MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Psychology in the Community					
Module Code	USPSU3-15-3		Level	3	Version	1.1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No	
Owning Faculty	Health and Applied Sciences		Field	Psychology		
Department	Health andSocial Sciences		Module Type	Standard		
Contributes towards	BSc (Hons) Psychology BSc (Hons) Psychology with Criminology BSc (Hons) Psychology with Sociology BSc (Hons) Psychology with Law BSc (Hons) Criminology with Psychology BSc (Hons) Sociology with Psychology BSc (Hons) Law with Psychology					
Pre-requisites	None		Co-requisites	*None*		
Excluded Combinations	None		Module Entry requirements	None		
First CAP Approval Date	28/3/2014		Valid from	September 2014		
Revision CAP Approval Date	2 February 2016		Valid from	September 2016		

Review Date	

Part 2: Learning and Teaching	
Learning Outcomes	Students will be encouraged to develop and apply a number of discipline-informed skills to key areas of work-based learning, community and civic engagement. On successful completion of this module students will be able to: • Apply detailed, critical understanding of their chosen discipline to work-based activity and community engagement (component A) • Demonstrate a sophisticated and critical understanding of personal and social processes involved in professional, organisational and community life (component A) • Recognise and reflect on own learning and development needs and demonstrate professional qualities and transferable skills necessary for employment and active citizenship (component A)
Syllabus	This module will support students to carry out work-based, community or civic

Outline	learning activities informed by the knowledge of their chosen discipline/s. Support will take the form of a range of lectures, seminars, workshops and on-line learning resources covering a combination of possible topics such as - Introduction to on-line toolkits for professional development - Assessing current strengths and weaknesses in relation to personal and academic development - Developing career pathways and professional networks in a range of potential work-based learning contexts - Planning active work based learning activities and identifying developmental needs - Critical understanding of the broader social context, processes and determinants of work based learning environments - Exploring problems and understanding complex, multi-layered dimensions of justice, normativity, deviance and social control; ethics, epistemology and ontology; the functioning and effects of power; identities and roles; group dynami
Contact Hours	This module requires the student to take on a substantial period of supervised work experience, relevant to their academic programme of study, in a professional environment (referred to below as a "placement"). The precise details of the job requirements involved are negotiated and agreed between employer and student, with assistance and advice from the University as needed. Scheduled learning: Scheduled learning will be approximately 36 hours and may take several forms, such as lectures, seminar discussion, practical workshop on assessment and diagnosis, films, drop in slots with career services, one-to-one supervision, virtual learning environments (VLEs) and other technology-aided means. Independent learning: Students will be expected to spend 114 hours on independent learning tasks and preparation of assessments.
Teaching and Learning Methods	***Teaching and learning methods may include a blend of the following approaches*** - Lectures - Reflective Practice Workshops for Professional Development - Group or One-to-One Supervision - Formative Feedback and Self-Assessment - Use of TEL and on-line took-kits for Identifying and Developing transferable skills - Drop in Slots with the Careers Service **TEL Strategy** The university supported virtual learning environment, Blackboard, will be offered to students to enable them to organise and communicate their learning material. Students will be able to engage with the material, other students and members of staff through the Blackboard system and make use of the various built-in functionalities (e.g., blogs blogs, journals, audio, video, discussion boards, wikis, etc.) as appropriate and useful for their project. Through TEL, this module will offer generic and subject-specific online content. Students will be directed to a range of on-line support materials and forms and tool-kits to facilitate professional development. For additional learning and professional support, students will also be encouraged to use power point voiced over presentations. These introduce

| | students to Info-hub; information about placement opportunities and how to find them; volunteering opportunities and how to access them – see: http://electures.uwe.ac.uk/Mediasite/Catalog/catalogs/careers

Independent learning
Students are expected to make use of career services, volunteering and personal networks and/or paid employment; to undertake preparation and negotiate agreements for learning; reading and produce portfolio work beyond work based learning. Students are expected to maintain observational notes and reflective practice diary in preparation for assessment. Students are also expected to make use of TEL and on-line tool-kits to develop their transferable skills.

Work-based learning in the field
The focus and process for active work based learning is planned with the student
during professional development workshops.

Study time will be taken during the work based learning as an integral part of reflective practice. Students will be encouraged to maintain learning logs, reflective journals and observational notes and will be encouraged to apply key concepts and ideas to specific areas of organisational, community, civic and professional life. |
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| Key Information Sets Information | Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for. |

Key Information Set - Module data					
Number of credits for this module				15	
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
150	36	114	0	150	✅

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

		Total assessment of the module:		
		Written exam assessment percentage		0%
		Coursework assessment percentage		100%
		Practical exam assessment percentage		0%
				100%

Reading Strategy	All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities as well as specific study skills training within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Any **core reading** will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available in the module handbook and via the module information on Blackboard or through any other vehicle deemed appropriate by the module leader.

If **further reading** is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases. |
| Indicative Reading List | The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.

Brockbank, A., McGill, I. and Beech, N. (2002) *Reflective Learning in Practice*. Surrey: Gower Publishing.
Cheetham, G. (2005) *Professions, competence and informal learning*, Cheltenham: Edward Elgar
Cottrell, S. (2010) *Skills for success, personal development and employability*, 2nd ed. Basingstoke: Palgrave Macmillan.
Maile, S. and Griffiths, D. (eds) (2014) *Public Engagement and the Social Sciences*, Bristol:Policy Press.
Merton, R.K. (1949) The role of applied social science in the formation of policy: A research memorandum: *Philosophy of Science,* 16(3) , pp.161-181
Oliver, B. & Pitt, B. (2013) *Engaging with Communities and Service Users; Concepts, Themes and Methods.* Basingstoke: Palgrave MacMillan. |

Part 3: Assessment	
Assessment Strategy	The portfolio assessment involves the completion of a number of subject-specific and generic professional development tasks as

indicated in the module handbook and as planned through supervision/workshops; this approach allows the student to use their work based learning activities to contribute to their learning and assessment in an effective way. There will be opportunities through workshops and supervision for students to receive
formative feedback which they can use to inform their summative work. To enable students to evidence learning outcomes and help them engage with real world issues, their portfolio activities will include the completion of three tasks:
1. 1500 word critical reflection on the uses of subject knowledge for understanding broadly defined social processes involved in work-based learning *
2. A 1000 word personal development plan based on formative feedback and discussion of developmental needs.
3. The completion of a C.V
* 1. will reflect the interests and tasks set by subject teams and will resonate with their particular programmes – social processes is being used as short-hand in this instance.

Identify final assessment component and element		
	A:	**B**:
% weighting between components A and B (Standard modules only)	**100%**	

First Sit	

Component A (controlled conditions) **Description of each element**	**Element weighting (as % of component)**
1. Portfolio of work-based learning tasks	100%
Component B **Description of each element**	**Element weighting (as % of component)**

Resit (further attendance at taught classes is not required)	

Component A (controlled conditions) **Description of each element**	**Element weighting (as % of component)**
1. Portfolio of work-based learning tasks	100%
Component B **Description of each element**	**Element weighting (as % of component)**

If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.	