



Module Specification

Self and Society

Version: 2022-23, v2.0, 12 Jan 2022

Contents

Module Specification	1
Part 1: Information	2
Part 2: Description	2
Part 3: Teaching and learning methods	3
Part 4: Assessment.....	4
Part 5: Contributes towards	6

Part 1: Information

Module title: Self and Society

Module code: UZRY5Q-15-2

Level: Level 5

For implementation from: 2022-23

UWE credit rating: 15

ECTS credit rating: 7.5

Faculty: Faculty of Health & Applied Sciences

Department: HAS Dept of Social Sciences

Partner institutions: None

Delivery locations: Frenchay Campus

Field: Philosophy

Module type: Project

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: The module brings together philosophical theories and skills with practice, enabling students to reflect on and apply the skills and experience that they gain throughout their philosophy degree.

Features: Not applicable

Educational aims: The aims of this module are to:

Enable students to identify links between their philosophical studies, transferable skills, and possible career pathways.

Provide a deeper understanding of the philosophical theories and arguments covered.

Outline syllabus: The module will encourage, inform and support students to engage with the world outside of the classroom, to contribute to society, to enhance their personal development, and to develop skills for future employment.

In addition to this, students will be expected to gain a good level of knowledge of the philosopher(s) and ideas that the course covers, and to be able to critically engage with these. This philosophical content will be used to form the basis of their reflections on their skills and work experience that is undertaken as part of the assessment.

In addition, the module contains an embedded ILM module in Understanding the Communication Process in the Workplace. Therefore by completing the course students will also pass the ILM module which will contribute to their ILM level 3 certificate in leadership and management.

Part 3: Teaching and learning methods

Teaching and learning methods: The module will employ a combination of lectures, seminars, and workshops. Our pedagogy is interactive, discussion-based, and student-facing. Students are an active part of the learning process, and will be asked to contribute ideas, questions, and critical standpoints. The learning environment is designed to promote peer-to-peer support and exchange.

While teaching and learning will be predominantly classroom based, appropriate use will be made of online resources and learning environments.

The content of the module would be appropriate for the use of live briefs.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Reflect on the relationship of philosophical skills and content to work-based activity and community engagement.

MO2 Demonstrate some understanding of personal and social processes involved in professional, organisational and community life

MO3 Recognise and reflect on own learning and development needs and demonstrate professional qualities and transferable skills

MO4 Demonstrate an ability to engage critically, both verbally and in writing, with philosophical ideas and arguments

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 84 hours

Placement = 30 hours

Face-to-face learning = 36 hours

Total = 150

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/index.html) via the following link <https://uwe.rl.talis.com/index.html>

Part 4: Assessment

Assessment strategy: Assessment for this module is as follows:

Component A: a portfolio (100%) which will typically comprise three tasks: (1) a 1500-word critical reflection in which students will engage with a topic/topics from the philosophical content of the course, and reflect on how engaging with this content has influenced their approach to some aspect of their work-based learning

placement; (2) a 1000-word reflective piece assessing some aspect of communication from their work-based learning placement; (3) completion of a skills profile on an online platform such as LinkedIn or PebblePad .

Rationale: these tasks enable students to meet the learning outcomes as students will have to demonstrate a good understanding and use of philosophical concepts and techniques; reflect on the ways that these contribute to their own skill set; and reflect on relationship between these and their work-based learning placement. Because each of the tasks will include content unique to each student (either in terms of the placement which they undertook, or in terms of referring to their own skills and development) the risk of plagiarism is minimised.

Formative assessment will be undertaken within lectorial and seminar/workshop sessions.

Assessment components:

Portfolio - Component A (First Sit)

Description: The portfolio (100%) will typically comprise three tasks: (1) a 1500-word critical reflection in which students will engage with a topic/topics from the philosophical content of the course, and reflect on how engaging with this content has influenced their approach to some aspect of their work-based learning placement; (2) a 1000-word reflective piece assessing some aspect of communication from their work-based learning placement; (3) completion of a skills profile on an online platform such as LinkedIn or PebblePad .

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Portfolio - Component A (Resit)

Description: The portfolio (100%) will typically comprise three tasks: (1) a 1500-word critical reflection in which students will engage with a topic/topics from the philosophical content of the course, and reflect on how engaging with this content

has influenced their approach to some aspect of their work-based learning placement; (2) a 1000-word reflective piece assessing some aspect of communication from their work-based learning placement; (3) completion of a skills profile on an online platform such as LinkedIn or PebblePad .

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study: