



## MODULE SPECIFICATION

Part 1: Information			
Module Title	Policy and Organisation within the Community		
Module Code	UBGL91-30-2	Level	Level 5
For implementation from	2019-20		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Faculty of Environment & Technology	Field	Geography and Environmental Management
Department	FET Dept of Geography & Environmental Mgmt		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p><b>Educational Aims:</b> This module will enable you to identify the different roles within the uniformed and public services when working within communities, and as a result you will examine elements such as the role of the public sector, Social stratification and deprivation, Multi-culturalism and Diversity and inclusion within society.</p> <p><b>Outline Syllabus:</b> You will examine sociological and political theories which help to explain how social problems are defined, managed and explained in modern society. Working in partnership with the community is an essential part of working within the public and uniformed services. This module will examine the challenges faced by those involved in partnership working and in ensuring that all members of the community are represented and involved in it. You will develop an understanding of the complex and politically charged concept of what a 'community' is. You will learn about community development's origins, the interest in 'community' generated by politicians from across the political spectrum, and the breadth of policy initiatives to regenerate, build capacity and empower communities.</p> <p>This module will enable you to identify the different roles within the uniformed and public services when working within communities, and as a result you will examine elements such as the role of the public sector, Social stratification and deprivation, Multi-culturalism and Diversity and inclusion within society.</p>

## STUDENT AND ACADEMIC SERVICES

### Teaching and Learning Methods: UCW HE Reading Strategy Statement

Degree level students are expected to engage in and explore subjects beyond taught lectures. Reading lists compiled by programme leaders identify the core reading material which is essential, and any recommended further reading required for assignments. Journal titles and websites may also be given. Reading lists are reviewed and updated annually to ensure currency, relevancy and to reflect research developments.

LibraryPlus will aim to provide a copy of every text on a reading list. Where eBooks are available, these will be purchased in the first instance to enable multiple, remote access at all times.

Databases for eJournals and reports are provided. Guidance on accessing eResources is given to all first year students through the HE.LP programme. Further support is available within LibraryPlus and on the LibraryPlus Portal on Teams. Printed copies of books, journals and DVDs are available for loan or reference in the LibraryPlus facilities and can be located through the Library catalogue. Students are expected to independently use, explore and familiarise themselves with electronic and printed formats. Programme Leaders and lecturers will inform students of any essential resources or texts that they are expected to purchase themselves.

Students registered and staff teaching on this UWE programme are entitled to library membership at their partner facilities, however, access to eResources may be restricted by licencing agreements, and individuals must be responsible for finding, collecting and returning physical resources themselves. Guidance on the services, resources and facilities available is given on partner library websites.

### Part 3: Assessment

Assessment criteria on this module are aligned to the Learning Outcomes. There will be both formative and summative assessment throughout. This reflects an 'assessment for learning' approach which is integral to the Learning and Teaching Strategies of UWE and University Centre Weston (UCW).

The summative assessment for this module has been devised to examine students' knowledge and application of the subject as well as their ability to critically evaluate the conceptual ideas presented and discussed throughout the module. Formative feedback opportunities are embedded into the module delivery, with self and peer assessment playing a pivotal role.

Component A – Presentation (15 minutes presentation and 10 minutes questioning): you will give an individual 15 minute presentation that discusses the ethical, moral and diversity issues, along with the expectations, values and ethos of professional conduct of operating within the public services.

Component B –Journal Article (2000 words): you will be required to write a 2000 word journal article that explores the effects of differing societal structures and multi-culturalism in modern society and the uniformed and public services engage with them.

First Sit Components	Final Assessment	Element weighting	Description
Written Assignment - Component B		60 %	Journal Article (2000 words)
Presentation - Component A	✓	40 %	Presentation (15 mins presentation and 10 mins questioning)
Resit Components	Final Assessment	Element weighting	Description
Written Assignment - Component B		60 %	Journal Article (2000 words)
Presentation - Component A	✓	40 %	Presentation (15 mins presentation and 10 mins questioning)

## STUDENT AND ACADEMIC SERVICES

<b>Part 4: Teaching and Learning Methods</b>																	
Learning Outcomes	<p>On successful completion of this module students will achieve the following learning outcomes:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><b>Module Learning Outcomes</b></th> <th style="text-align: left;"><b>Reference</b></th> </tr> </thead> <tbody> <tr> <td>Explore and evaluate academic concepts on multi-culturalism and diversity</td> <td>MO1</td> </tr> <tr> <td>Critically analyse strategies for community engagement</td> <td>MO2</td> </tr> <tr> <td>Identify and evaluate common partnerships within communities</td> <td>MO3</td> </tr> <tr> <td>Analyse the effects and implications of non-inclusion</td> <td>MO4</td> </tr> <tr> <td>Discuss ethical, moral and diversity issues along with ethical expectations, values and the ethos of professional conduct</td> <td>MO5</td> </tr> </tbody> </table>	<b>Module Learning Outcomes</b>	<b>Reference</b>	Explore and evaluate academic concepts on multi-culturalism and diversity	MO1	Critically analyse strategies for community engagement	MO2	Identify and evaluate common partnerships within communities	MO3	Analyse the effects and implications of non-inclusion	MO4	Discuss ethical, moral and diversity issues along with ethical expectations, values and the ethos of professional conduct	MO5				
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Reading List	<p><i>The reading list for this module can be accessed via the following link:</i></p> <p><a href="https://uwe.rl.talis.com/">https://uwe.rl.talis.com/</a></p>																

<b>Part 5: Contributes Towards</b>	
This module contributes towards the following programmes of study:	