



## **Module Specification**

### **Developing Self and Society (Sociology)**

Version: 2023-24, v2.0, 11 Jul 2023

#### **Contents**

<b>Module Specification .....</b>	<b>1</b>
<b>Part 1: Information .....</b>	<b>2</b>
<b>Part 2: Description .....</b>	<b>2</b>
<b>Part 3: Teaching and learning methods .....</b>	<b>3</b>
<b>Part 4: Assessment.....</b>	<b>5</b>
<b>Part 5: Contributes towards .....</b>	<b>7</b>

## Part 1: Information

**Module title:** Developing Self and Society (Sociology)

**Module code:** UZSSTR-15-2

**Level:** Level 5

**For implementation from:** 2023-24

**UWE credit rating:** 15

**ECTS credit rating:** 7.5

**Faculty:** Faculty of Health & Applied Sciences

**Department:** HAS Dept of Social Sciences

**Partner institutions:** None

**Field:** Sociology and Criminology

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** Not applicable

**Features:** Not applicable

**Educational aims:** 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.

**Outline syllabus:** This module will support students to carry out a minimum of 30 hours work-based, community or civic 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

Understanding the broader social context, processes and determinants of work based learning environments

Exploring problems relating to justice, normativity, deviance and social control; ethics, epistemology and ontology; the functioning and effects of power; identities and roles ; group dynamics

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** Teaching and learning methods may include a blend of the following approaches:

Lectures

Reflective Practice Workshops for professional development

Problem solving in organisations and communities beyond the university

Group or one-to-one supervision

Formative feedback and self-assessment

Use of TEL and on-line tool-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 (for example, blogs, journals, audio, video, discussion boards, wikis) 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.

#### Contact Hours:

The assumption is that there are 126 hours of independent study, including work-based learning (96 +30). There will be 3 hours of contact time per week for the equivalent of one semester (12 weeks) through:

Reflective Practice Workshops for professional development

Group or one-to-one supervision

Drop in slots with career service

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

**MO1** Apply knowledge acquired in a chosen discipline 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 necessary for employment and active citizenship

**Hours to be allocated:** 150

**Contact hours:**

Independent study/self-guided study = 96 hours

Placement = 30 hours

Face-to-face learning = 24 hours

Total = 150

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uzsstr-15-2.html) via the following link <https://uwe.rl.talis.com/modules/uzsstr-15-2.html>

## **Part 4: 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:

1500 word critical reflection on the uses of subject knowledge for understanding broadly defined social processes involved in work-based learning (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)

A 1000 word personal development plan based on formative feedback and discussion of developmental needs

The completion of a CV

**Assessment tasks:**

**Portfolio (First Sit)**

Description: Portfolio of work-based learning tasks

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

**Portfolio (Resit)**

Description: Portfolio of work-based learning tasks

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

## Part 5: Contributes towards

This module contributes towards the following programmes of study:

Sociology with Psychology [Frenchay] BSc (Hons) 2022-23

Sociology [Sep][FT][Frenchay][3yrs] BA (Hons) 2022-23

Sociology with Criminology [Frenchay] BA (Hons) 2022-23

Sociology [Sep][SW][Frenchay][4yrs] BA (Hons) 2022-23

Sociology with Criminology [Sep][FT][Frenchay][3yrs] BA (Hons) 2022-23

Sociology with Criminology [Sep][SW][Frenchay][4yrs] BA (Hons) 2022-23

Criminology and Sociology [Sep][SW][Frenchay][4yrs] BA (Hons) 2022-23

Sociology with Psychology {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons)  
2021-22

Sociology with Psychology {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2021-  
22

Sociology [Sep][PT][Frenchay][6yrs] BA (Hons) 2021-22

Sociology {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons) 2021-22

Sociology {Foundation} [Sep][SW][Frenchay][5yrs] BA (Hons) 2021-22

Sociology with Criminology {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons) 2021-  
22

Sociology with Criminology {Foundation} [Sep][SW][Frenchay][5yrs] BA (Hons) 2021-  
22

Sociology with Psychology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2020-21

Sociology {Foundation} [Sep][PT][Frenchay][8yrs] BA (Hons) 2019-20

Sociology with Psychology {Foundation} [Sep][PT][Frenchay][8yrs] BSc (Hons) 2018-  
19

Criminology and Sociology [Frenchay] BA (Hons) 2022-23

Criminology and Sociology [Sep][FT][Frenchay][3yrs] BA (Hons) 2022-23

Criminology and Sociology [Sep][PT][Frenchay][6yrs] BA (Hons) 2021-22

Criminology and Sociology {Foundation} [Sep][SW][Frenchay][5yrs] BA (Hons) 2021-22

Criminology and Sociology {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons) 2021-22