




**STUDENT AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Developing Self and Society (Sociology)				
Module Code	UZSSTR-15-2	Level	2	Version	2
Owning Faculty	Health and Applied Sciences	Field	Sociology and Criminology		
Contributes towards	BA (Hons) Sociology, BA (Hons) Sociology (with Foundation Year) BA (Hons) Criminology and Sociology, BA (Hons) Criminology and Sociology (with Foundation Year) BSc (Hons) Sociology with Psychology, BSc (Hons) Sociology with Psychology (with Foundation Year)				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	

Part 2: Learning and Teaching	
Learning Outcomes	<p>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:</p> <ol style="list-style-type: none"> <li>1. Apply knowledge acquired in a chosen discipline to work-based activity and community engagement (component A)</li> <li>2. Demonstrate some understanding of personal and social processes involved in professional, organisational and community life (component A)</li> <li>3. Recognise and reflect on own learning and development needs and demonstrate professional qualities and transferable skills necessary for employment and active citizenship (component A)</li> </ol>
Syllabus Outline	<p>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</p> <ul style="list-style-type: none"> <li>• Introduction to on-line toolkits for professional development</li> <li>• Assessing current strengths and weaknesses in relation to personal and academic development</li> <li>• Developing career pathways and professional networks in a range of potential work-based learning contexts</li> <li>• Planning active work based learning activities and identifying developmental needs</li> <li>• Understanding the broader social context, processes and determinants of work based learning environments</li> <li>• Exploring problems relating to justice, normativity, deviance and social control; ethics, epistemology and ontology; the functioning and effects of</li> </ul>

	power; identities and roles ; group dynamics
Contact Hours	<p>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</p> <ul style="list-style-type: none"> <li>• Reflective Practice Workshops for professional development</li> <li>• Group or one-to-one supervision</li> <li>• Drop in slots with career service</li> </ul>
Teaching and Learning Methods	<p><b>Teaching and learning methods may include a blend of the following approaches</b></p> <ul style="list-style-type: none"> <li>• Lectures</li> <li>• Reflective Practice Workshops for professional development</li> <li>• Problem solving in organisations and communities beyond the university</li> <li>• Group or one-to-one supervision</li> <li>• Formative feedback and self-assessment</li> <li>• Use of TEL and on-line tool-kits for Identifying and developing transferable skills</li> <li>• Drop in slots with the Careers Service</li> </ul> <p><b>TEL Strategy</b> 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, 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: <a href="http://electures.uwe.ac.uk/Mediasite/Catalog/catalogs/careers">http://electures.uwe.ac.uk/Mediasite/Catalog/catalogs/careers</a></p> <p><b>Independent learning</b> 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.</p> <p><b>Work-based learning in the field</b> 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.</p>
Key Information Sets Information	<p>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.</p> <p>The table below indicates as a percentage the total assessment of the module which constitutes a –</p>

	<b>Key Information Set - Module data</b>					
	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	24	96	30	150	
<b>Portfolio activities tasks</b>						
Portfolio activities = 100% in total						
Reading Strategy	<p><b>Access and Skills</b> 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 within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. This includes interactive tutorials on search skills and on the use of specific electronic library resources. Sign up workshops are also offered by the Library.</p> <p><b>Essential Reading</b> Any essential reading will be indicated clearly in the module handbook, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a print study pack or be referred to texts that are available electronically.</p> <p><b>Further Reading</b> Further reading will include a mix of chapters from books held in the library, internet resources, electronic journals and government reports. As part of the course students will be required to undertake search engine exercises designed to allow them to obtain access to up to date material relevant to the course. The reading strategy will be reviewed annually to ensure all essential reading remains easily accessible and that the most up to date and relevant materials are available for students.</p> <p><b>Blackboard</b> This module is supported by Blackboard where students will be able to find all necessary module information. Direct links to information sources will also be provided</p>					
Indicative Reading List	<p><b>References:</b> <i>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 the module guide or through BlackBoard.</i></p> <p>Brockbank, A., McGill, I. and Beech, N. (2002). <i>Reflective Learning in Practice</i>. Surrey: Gower Publishing.</p> <p>Cheetham, G. (2005) <i>Professions, competence and informal learning</i>. Cheltenham: Edward Elgar.</p> <p>Cottrell, S. (2010) <i>Skills for success, personal development and employability</i>, 2<sup>nd</sup> ed.. Basingstoke: Palgrave Macmillan.</p> <p>Maile, S. and Griffiths, D. eds. (2014) <i>Public Engagement and the Social Sciences</i>.</p>					

	<p>Bristol:Policy Press.</p> <p>Merton, R.K. (1949) The role of applied social science in the formation of policy: A research memorandum: <i>Philosophy of Science</i>, 16 (3) , pp.161-181</p> <p>Oliver, B. &amp; Pitt, B. (2013) <i>Engaging with Communities and Service Users: Concepts, Themes and Methods</i>. Basingstoke: Palgrave MacMillan.</p>
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<b>Part 3: Assessment</b>	
<b>Assessment Strategy</b>	<p>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:</p> <ol style="list-style-type: none"> <li>1. 1500 word critical reflection on the uses of subject knowledge for understanding broadly defined social processes involved in work-based learning *</li> <li>2. A 1000 word personal development plan based on formative feedback and discussion of developmental needs.</li> <li>3. The completion of a C.V</li> </ol> <p>* 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.</p>

Identify final assessment component and element	A	
% weighting between components A and B (Standard modules only)	A:	B:
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>	
1. Portfolio of work-based learning tasks	100%	
<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Portfolio of work-based learning tasks	100%	
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences		

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First CAP Approval Date	28/3/2014			
Revision ASQC Approval Date	17/1/2018	Version	2	<a href="#">RIA 12464</a>