



University of the
West of England

ACADEMIC SERVICES




MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Human Sexuality				
Module Code	USPK75-30-3		Level	3	Version 1
Owning Faculty	Health and Applied Science		Field	Psychology	
Contributes towards	BSc Hons Psychology + Psychology Combinations				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
Valid From	September 2014		Valid to	September 2020	

CAP Approval Date	28/03/2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Have a broad understanding of the range and diversity of human sexuality across time, place and culture (Component A) 2. Have a broad understanding of key themes and debates in psychological and social science research on human sexuality (Component A) 3. Compare and contrast and critically evaluate different theories and perspectives on human sexuality as well as demonstrate a critical understanding of the ways in which different theories and perspectives have been applied to research and psychological practice on human sexuality (Component A/B) 4. Critically evaluate research on human sexuality in relation to the theoretical, social, cultural, political and historical contexts in which it was conducted (Component A/B) 5. Apply the understandings and knowledge of human sexuality they have acquired on the module to sexual practices and behaviours, and ideas about and representations of human sexuality, in the world around them (Component A/B) <p>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following:</p> <ul style="list-style-type: none"> • Working in a team (small group activities) • Independent learning (preparation for in-class activities) • Written and oral communication skills (preparation for in-class activities, group discussions)

Syllabus Outline	<p>The curriculum may shift from year to year, for example in response to developments in the discipline area or the developments in staff expertise. However broad topic areas, with examples of potential topics in brackets, may include:</p> <ul style="list-style-type: none"> • Introduction to the module and to the scientific study of sexuality • The biology of sex (evolutionary perspectives, the sexual body, sexual development, sexual arousal and sexual response) • Socio-cultural perspectives on sexuality (cross-cultural perspectives, the sexual body, gender and sexuality, sexuality education, sexuality in the media and popular culture, the history of sexuality) • Sexual behaviour and sexual practices (masturbation, the orgasm imperative, the coital imperative, sex toys) • Sexual identities (the development and maintenance of sexual identities, the aetiology of homosexuality, flux and fluidity in sexuality, heterosexuality, bisexuality, homosexuality/lesbianism, homophobia) • Sexual violence and the commodification of sex (rape, sexual harassment, intimate partner violence, prostitution, pornography) • Sexual health and sexual health promotion (sexually transmitted infections, contraception) • Sexual difficulties, sexual paraphilias/atypical sexuality, sex therapy/the treatment of sexual difficulties and sexual paraphilias <p>In addition, through completion of this module, students will demonstrate qualities and transferable skills necessary for employment including the ability to:</p> <ul style="list-style-type: none"> • Communicate effectively, both face-to-face and in writing. • Retrieve and organise information from different sources. • Handle primary source material critically. • Engage in effective team work. • Solve problems and reason scientifically to consider alternative approaches and solutions. • Make critical judgements and evaluations to gain different perspectives on a question. • Be sensitive to contextual and interpersonal factors, including behaviour and social interaction. • Use personal planning and project management skills to become more independent and pragmatic. • Be computer literate
Contact Hours	<p>This 30-credit module generates 300 hours of study time, 72 hours of which will be spent on formal contact time. The contact time will typically take the form of 3-hour teaching sessions once a week (24 weeks).</p> <p>Independent study time will be used for engagement with essential readings, preparation for classroom activities, further reading and self-directed study, preparation for coursework assignments and for the module exam.</p>
Teaching and Learning Methods	<p>The teaching sessions will involve a variety of teaching and learning formats with the aim of maximising the active engagement of students, including lectures, small group activities, discussions and use of audio-visual materials (the teaching and learning methods will be adapted to the cohort size). Students will also be expected to engage in substantial and focused independent work in this module.</p> <ul style="list-style-type: none"> • Scheduled learning includes lectures, small group activities, group discussions, and use of audio-visual materials. • Independent learning includes hours engaged with essential reading, further reading and self-directed study, preparation for lectures and in-class activities, and assignment preparation and completion.

	<p>TEL: MyUWE and Blackboard, the university supported learning portal and virtual learning environment, will be used to support students' learning, conduct activities, organise and communicate learning materials. Students will be able to engage with the learning materials, other students and members of staff through this system and make use of the various functionalities built into the Blackboard (e.g., blogs, journals, audio, video, discussion boards, wikis, etc.).</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> <table><tr><td>Hours to be allocated</td><td>Scheduled learning and teaching study hours</td><td>Independent study hours</td><td>Placement study hours</td><td>Allocated Hours</td><td></td></tr><tr><td>300</td><td>72</td><td>228</td><td>0</td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>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</p> <p>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:</p> <table><tr><td colspan="2">Total assessment of the module:</td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td colspan="2">Written exam assessment percentage</td><td colspan="2">30%</td></tr><tr><td colspan="2">Coursework assessment percentage</td><td colspan="2">70%</td></tr><tr><td colspan="2">Practical exam assessment percentage</td><td colspan="2">0%</td></tr><tr><td colspan="2"></td><td colspan="2">100%</td></tr></table>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		300	72	228	0																											Total assessment of the module:								Written exam assessment percentage		30%		Coursework assessment percentage		70%		Practical exam assessment percentage		0%				100%	
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Reading Strategy	<p>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 websites 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 with the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.</p> <p>Essential reading</p> <p>There is no (one) textbook associated with this module and students are not required to purchase any texts; however, for those students who wish to purchase some books, students will be supplied (via Blackboard) with a short list of books, which are <i>recommended</i> for purchase. There will be at least two essential readings associated</p>																																																												

	<p>with each of the teaching sessions (with the exception of the revision session), and these will be made available to students via Blackboard wherever possible (if it is not possible to digitise some sources these will be made available to students as a resource pack).</p> <p>Further reading</p> <p>If further reading is expected this will be clearly indicated. When expected, students will also be supplied with lists of further reading (all the sources listed will be available in the library or open access), and a list of journals (available in the library or open access) that exclusively or routinely publish research on human sexuality (e.g., <i>Archives of Sexual Behavior</i>, <i>Sex Roles</i>, <i>Sexualities</i>), and students will be given clear guidance on how to access these resources. However, further reading is not restricted to the resources identified by the teaching team, and students will be encouraged to identify relevant further reading resources for themselves, and guidance will be given on how to identify, access and evaluate such resources.</p>
Indicative Reading List	<p>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 Blackboard.</p> <p>Latest editions of:</p> <p>Heasley, R. & Crane, B. Eds <i>Sexual lives: A reader on the theories and realities of human sexualities</i>. Boston: McGraw-Hill.</p> <p>Kimmel, M. S. & Plante, R. F. Eds <i>Sexualities: Identities, behaviours, and society</i>. New York: Oxford University Press.</p> <p>Tiefer, L. <i>Sex is not a natural act and other essays</i>. Boulder: Westview Press.</p> <p>Journals:</p> <p><i>Archives of Sexual Behavior</i></p> <p><i>Sex Roles</i></p> <p><i>Sexualities</i></p>

Part 3: Assessment	
Assessment Strategy	<p>Summative assessment:</p> <ul style="list-style-type: none"> • Exam (component A) • Coursework portfolio (component B) <p>The exam (particularly the MCQ section) is designed to assess the breadth of students' knowledge and understanding (especially in relation to learning outcomes 1 and 2).</p> <p>The essay questions in the exam, and particularly, the coursework portfolio, is designed to assess the depth of students' understandings and their critical evaluation skills (learning outcomes 3-5).</p> <p>The precise format of the coursework portfolio may vary but it is designed to allow the students to display a depth of engagement with the module material by critically evaluating psychological concepts, theory, and empirical research in a particular area.</p> <p>An example of a portfolio assessment is a 1,500 word literature review of an area of research and theory in human sexuality and a 500 word (or equivalent) dissemination or briefing tool/resource (e.g. leaflet; video; webpage) targeted at a particular group of practitioners (e.g. teachers, police support workers, counsellors, health workers, etc.) or at service users (e.g. parents; LGB youth). The tool will provide an accessible overview of the research and theory critically evaluated in the literature review.</p> <p>Formative assessment/feedback: opportunities for students to gain feedback on their developing understandings and knowledge and their critical evaluation skills will be embedded throughout the module (e.g. in group</p>

	<p>discussions and small group activities students will be required to share their understandings and skills with teaching staff, and teaching staff will provide them with feedback on the appropriateness/level of their understandings and skills). Students will also be given the opportunity to submit a 1,000 word version of their coursework portfolio for formative feedback.</p> <p>Clear guidance on the assessment criteria for each component will be provided in the module handbook.</p>
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Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A:	B:
	30%	70%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Partly seen exam (30 MCQs + 2 x essay-type questions; 2 hours)	100%	
2.(etc)		
Component B Description of each element	Element weighting (as % of component)	
1. Coursework portfolio (2,000 words)	100%	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Partly seen exam (30 MCQs + 2 x essay-type questions; 2 hours)	100%
2.(etc)	
Component B Description of each element	Element weighting (as % of component)
1. Coursework portfolio (2,000 words)	100%
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.	