



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Developing Self and Society				
Module Code	USPSTV-30-2	Level	2	Version	2.2
Owning Faculty	Health and Applied Sciences	Field	Psychology		
Department	Health and Social Sciences				
Contributes towards	BSc Hons Psychology BSc Hons Psychology with Law BSc Hons Psychology with Criminology BSc Hons Psychology with Sociology				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Project
Pre-requisites	USPJMG-30-1 Psychology in Action	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	N/A		
Valid From	September 2015	Valid to	September 2020		

CAP Approval Date	19 November 2015
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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"> 1. Apply knowledge acquired in a chosen discipline to work-based activity and community engagement (component A) 2. Demonstrate some understanding of personal and social processes involved in professional, organisational and community life (component A) 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) <p>Completion of the module requirements should also lead to the development of the following, although these are not formally assessed:</p> <ul style="list-style-type: none"> • Team working and interpersonal skills • Communication skills

	<ul style="list-style-type: none"> • Problem solving skills • Commercial awareness skills
Syllabus Outline	<p>As this is a work-based learning and project module, the formal syllabus is limited in scope. This module will support students to carry out a minimum of 60 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"> • Introduction to on-line toolkits for professional development • Assessing current strengths and weaknesses in relation to personal and academic development • Planning active work-based learning activities and identifying developmental needs • Health and safety in the workplace and case examples of the application of Psychological knowledge to typical placement scenarios. <p>Through the process of supervision, students will be helped to connect their experiences with psychological theories, concepts and practices studied elsewhere in their programme.</p> <p>Academic Personal Tutoring, with its focus on employability at Level 2 will be fully embedded in this module and will be delivered through a combination of online learning materials and tutorial supervision.</p> <p>Topics covered will include:</p> <p>Key skill requirements of graduate employers; self-assessment of skills and development needs; evidencing skills and personal attributes; sources of information and advice for futures planning; the career planning process; marketing self and skills - effective job applications and CV's; preparing for interviews.</p>
Contact Hours	<p>Each student will be allocated a supervisor who is a member of academic staff. As this is a 30-credit module, supervisors receive 6 workload bundles for each student they work with. This equates to a total of 15 hours work activity which would normally include approximately six hours of direct supervision and a further nine hours available for reading and feeding back on coursework drafts, marking, second marking and moderating students work. There should also be sufficient time available for maintaining regular contact with the student whilst they are on placement.</p> <p>Each student is required to accumulate a minimum of 60 hours of work experience. This must be certified by the placement provider or providers. The work experience can be either paid or unpaid / voluntary. The responsibility for finding suitable placements lies primarily on students. However, they will be supported in this by UWE Careers and Community Volunteering, and by supervisors.</p>
Teaching and Learning Methods	<p>There are 300 hours notional study time associated with a 30-credit module. This will be divided approximately between work experience (60 hours minimum), studying online learning material (24 hours), workshops, tutorials and supervision (12 hours), reflection on experience and maintaining a reflective diary (74 hours), background reading, research and assignment preparation (130 hours).</p> <p>Students taking the module as the academic credit component of an optional sandwich placement year will receive additional supervision and support from the departmental undergraduate placement coordinator for Psychology.</p>

Key Information Sets Information

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.

Key Information Set - Module data				
<i>Number of credits for this module</i>				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	36	204	60	300



The table below indicates as a percentage the total assessment of the module

Total assessment of the module:	
Portfolio	100%
	100%

Reading Strategy

Given the nature of the module, students are not set any essential reading. Supervisors will recommend readings to their students based on the type of placement area (e.g. primary school, group home for people with learning disabilities, human resources department etc.). All students will be encouraged to make appropriate use of the print and electronic resources available to them through membership of the University. The indicative list below will be recommended to students as potentially useful in identifying potential experience and to inform the preparation of coursework

Indicative Reading List

The wide variation of student work experiences precludes the provision of an inclusive list of indicative reading. A range of literature will be relevant depending on the context and appropriate sources to support coursework preparation will be recommended by supervising academic staff.

Brockbank, A., McGill, I. and Beech, N. (2002). *Reflective Learning in Practice*. Surrey: Gower Publishing.

Cottrell, S. (2011). *Critical Thinking Skills: Developing Effective Analysis and Argument, 2nd edition*. Basingstoke: Palgrave Macmillan.

Cottrell, S. (2010). *Skills for success : personal development and employability, 2nd edition*. Basingstoke: Palgrave Macmillan.

Lantz, C. (2011). *Psychology Student Employability Guide*. York: HEA, Psychology Network.

McDonald, M. & Das, S. (2008). *What to do with your psychology degree : the essential career guide for psychology graduates*. Maidenhead: Open University Press.

Moon, J. A. (2004) *A Handbook of Reflective and Experiential Learning: Theory and Practice*, London: Routledge.

Roberts, L. (2006). *After you graduate: finding and getting work you will enjoy*.

	<p>Maidenhead: Open University Press.</p> <p>White, S. (2006). <i>Critical Reflection in Health and Social Care</i>. Maidenhead: Open University Press,</p>
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Part 3: Assessment	
Assessment Strategy	<p>There are two elements to the assessment:</p> <p>The Reflective Portfolio (2000 words approx.) has been chosen because it is the appropriate format for work involving the description and analysis of subjective experience and for self-assessment of skills. It includes documentation providing certification of the work experience, initial and final reflections on the rationale for, and value of the activity, self-assessments of key transferable skills, and a reflective diary containing an entry for each 10 hours of experience. Credit will be given for attempts to relate experiences to Psychological concepts, theories and research.</p> <p>The Critical Issue Analysis (2000 words) is designed to enable students to explore a topic or issue associated with the placement and relate this to relevant Psychological theory, research and practice. The topic will be negotiated with the student's academic supervisor.</p> <p>Both elements can be considered both formative and summative as supervisors will be available to give feedback on draft work.</p>

Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A:	B:
	100	
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Reflective Portfolio	40%	
2. Critical Issue Analysis	60%	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Reflective Portfolio	40%
2. Critical Issue Analysis	60%
<p>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.</p>	