University of the West of England
BRISTOL

# MODULE SPECIFICATION

| Part 1:  Basic Data | | | | | | |
|---|---|---|---|---|---|---|
| Module Title | People and Social Science | | | | | |
| Module Code | UZQRVA-30-0 | | Level | 0 | Version | 1.1 |
| UWE Credit Rating | 30 | ECTS Credit Rating | 15 | WBL module? | No | |
| Owning Faculty | Health and Applied Sciences | | Field | Politics and International Relations | | |
| Department | Health and Social Sciences | | Module Type | Standard | | |
| Contributes towards | BA (Hons) awards in: Philosophy, Criminology, Sociology, Politics and International Relations, Criminology and Sociology.<br><br>BSc (Hons) awards in: Psychology, Psychology with Sociology, Psychology with Criminology, Psychology with Law, Sociology with Psychology, Sociology with Criminology, Criminology with Psychology. | | | | | |
| Pre-requisites | None | | Co- requisites | None | | |
| Excluded Combinations | None | | Module Entry requirements | None | | |
| First CAP Approval Date | 31st May 2016 | | Valid from | September 2016 | | |
| Revision CAP Approval Date | | | Revised with effect from | | | |

| Review Date | September 2022 |
|---|---|

| Part 2:  Learning and Teaching | |
|---|---|
| Learning Outcomes | On successful completion of this module students will be able to:<br><br>1. recognise the main theoretical perspectives within Psychology (A1 and B2);<br>2. describe a range of methodological approaches to Psychological research (A1, and B2);<br>3. discuss the similarities and differences between Psychology and the Social Sciences (A1 and B2);<br>4. appreciate the potential vocational applications of Psychological knowledge (A1, B1 and B2);<br>5. demonstrate their engagement in effective group-working skills; both face-to-face, and facilitated by distance-learning or online technologies, such as wikis (B1 and B2);<br>6. define and distribute tasks within a team, such as literature searches, meet tutor led milestones, and deliver a group presentation on a "People and Social Science" case-study (B2);<br>7. appreciate the challenges faced by both psychologists and science / social science communicators in relation to communicating evidence based research to public (B1 and  B2);<br>8. be aware of opportunities and constraints of different approaches to science communication, both media based (e.g. print, broadcast) and direct audience interventions (e.g. public consultation, demonstrations) as vehicles for science communication (B1 and B2); |

| | |
|---|---|
| | 9. develop practical skills relating to communicating social science issues (B1 and B2). |
| Syllabus Outline | The module will introduce students to appropriate topics and approaches to Psychological research and theorising. They will also be introduced to the key transferable skills that studying Psychology will help them develop as they progress.<br><br>An appreciation of a learner's relationship with others in the context of scientific endeavours will enhance the effectiveness of students as they work through the module. The syllabus will be structured with the aim of providing sufficient experience of learning and teaching to enable students to gain the skills required for progression onto the degree level in the social science disciplines.<br><br>Specifically, the module will introduce the following:<br><br>• Introduction to perspectives in Psychology.<br>• Selected topics in Developmental, Cognitive, Social, Humanistic and Differential Psychology.<br>• Practical introduction to selected research designs, methods and data analysis - including experiments and surveys; psychophysiological measurement techniques and psychometrics; descriptive and inferential statistics using both paper and pencil and statistical software.<br>• Learning Skills. Within the context of the "Group Presentation on a Social Science Topic" students will engage in activities relating to this task: academic reading, literature and information searching, use of appropriate software for presentations, time management, planning.<br>• An understanding of the interface between science and society with clear examples to explore the impact of the media on society.<br>• The meaning of informal learning and its role in science communication.<br>• Development of a basic toolkit to present evidence based research in public. |
| Contact Hours | The contact hours (72) are distributed as follows:<br><br>12x1-hour psychology lectures: 12 hours total 12x2-hour psychology workshops: 24 hours total12x 1-hour science communication lectures: 12 hours total12x 2-hour science communication workshops: 24 hours total |
| Teaching and Learning Methods | A variety of learning approaches will be used. Taught sessions will utilise TEL where possible, to support pedagogy of Inductive Learning where the students will engage in facilitated activities such as, debates, case studies, problem based learning etc.<br><br>Workshop sessions will provide opportunities for data handling and interpretation, problem solving and discussions with academic staff.<br><br>Student independent learning (>70% of module allocated time) will be supported with interactive revision material, workbooks and the University's E-Learning Environment (Blackboard)<br><br>**Scheduled learning** includes lectures,and workshops.<br><br>**Independent learning:** includes hours engaged with essential reading, assignment preparation and completion. Students will be given support with this through the workshops |
| 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 | | | | | |
|---|---|---|---|---|---|
| | | | | | |
| *Number of credits for this module* | | | | 30 | |
| | | | | | |
| Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours | |
| | | | | | |
| 300 | 72 | 228 | | 300 | ✅ |
| | | | | | |

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

**Written Exam**: Unseen written exam and In-class test
**Coursework**: Group presentation and SWOT portfolio

| Total assessment of the module: | | | | |
|---|---|---|---|---|
| | | | | |
| Written exam assesment percenta (practical presentation under con | | | | 40% |
| Coursework assessment percentage (group presentation and SWOT | | | | 60% |
| | | | | 100% |
| | | | | |

| Reading Strategy | 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.

Any **essential reading** will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.

If **further reading** is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.

A detailed reading list will be made available through relevant channels, e.g. module handbooks, Blackboard, etc. |
|---|---|
| Indicative Reading List | 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. Current advice on additional reading will be available via the module guide or Blackboard pages.

- Poulson, L., and Wallace, M. (eds. 2006), *Learning to Read Critically in Teaching & Learning*, Sage.
- Robbins, S. (2009), *Science Study Skills,* Palgrave Macmillan.
- Cottrell, S. (2008), *The Study Skills Handbook,* Palgrave Macmillan. |

| | • Bowater, L and Yeoman, K. (2013), *Science Communication. A Practical Guide for Scientists*, Wiley-Blackwell. |
| :-- | :-- |
| | • Davey, G. (ed.) (2008), *Complete Psychology 2nd ed.* Hodder Education. |
| | • Schacter, D. Gilbert, D., Wegner, D., Hood B., (2011), *Psychology.* Palgrave |

| Part 3: Assessment | |
| :-- | :-- |
| Assessment Strategy | The Assessment Strategy has been designed to support and enhance the development of both subject-based and skills which will support progression onto the destination programme, whilst ensuring that the modules Learning Outcomes are attained, as described below. |
| | *The Controlled Component [40%]* |
| | **Written Exam.** The exam will be 1 hour duration Which is consistent with the Department's assessment strategy for Level 0 modules.  This assessment will provide students with an opportunity to demonstrate both their knowledge on a broad range of topics through a series of short answer questions, and more in-depth knowledge though a selection of medium length questions. This assessment will test a range of the learning outcomes and will provide a valuable learning experience through recalling and demonstrating knowledge which will be of benefit when progressing to UG Programmes in the Faculty. |
| | **In-session assessment of a Psychology Practical.** Students carry out practicals every other week in the first semester.  In the other weeks, selected students do group presentations of experiments they carried out the previous week. All students will report on one practical. They are assessed on their presentation and an written individual reflection on the practical. |
| | *The Coursework Component [60%] contains two elements.* |
| | "Group Presentations on a Scientific Topic" Students will work in groups and select a scientific topic on which they will research and deliver a brief presentation.   . Students will be given advice on appropriate techniques for collecting, identifying and assimilating reliable information as well as formulating a professional presentation. The ability to assess and digest research data and communicate it in a presentation  are highly sought after graduate skills. |
| | **"Science Communication SWOT Portfolio"** |
| | Students will be asked to compile a portfolio of SWOT (Strengths, Weaknesses, Opportunities, Threats) analyses of science communication activities/mechanisms covered during the sessions. Students will be taught and given the opportunity to practice SWOT analyses in class. Realising that there are no better or worse science communication mechanisms, but rather different ones with their respective strengths and weaknesses depending on context is a skill transferable to all realms of life. |
| | Formative feedback is available to students throughout the module via group discussions, and in workshops. Students are provided with formative feed-forward for their exam through a revision and exam preparation session prior to the exam and through the extensive support materials supplied through Blackboard. |
| | All work is marked in line with the Department's Generic Assessment Criteria and conforms with university policies for the setting, collection, marking and return of student work. Where an individual piece of work has specific assessment criteria, this is supplied to the students when the work is set. The resits test the same knowledge and skills as the first assessments. |

| Identify final assessment component and element | Component B Element 1 | | |
|---|---|---|---|
| **% weighting between components A and B** (Standard modules only) | | **A:** **40%** | **B**: **60%** |

| **First Sit** | |
|---|---|
| **Component A** (controlled conditions) **Description of each element** | **Element weighting (as % of component)** |
| 1.   Written Exam (1 hour) | 50% |
| 2.   In-session presentation of group practical and written individual reflection on the practical | 50% |
| **Component B** **Description of each element** | **Element weighting (as % of component)** |
| 1.   Science Communication SWOT Portfolio 525 words | 50% |
| 2.   People and Social Science Case Study Short Presentation | 50% |

| **Resit (further attendance at taught classes is not required)** | |
|---|---|
| **Component A**  (controlled conditions) **Description of each element** | **Element weighting (as % of component)** |
| 1.   Written Exam (1hour) | 100% |
| | |
| **Component B** **Description of each element** | **Element weighting (as % of component)** |
| 1.   Written Portfolio (1000 words) | 100% |
| | |
| If a student is permitted a retake of the module under the University Regulations and Procedures the assessment will be that indicated by the Module Description at the time that retake commences. | |