Module Descriptor

Title	Society and Lifestyles		
Session	2025/26	**Status**	Active
Code	UGED07004	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	S McKechan		

Summary of Module

This module will provide students (as 'learners') with knowledge and critical understanding of the influence of society on lifestyles and vice versa. Students will engage with various socio-cultural theories that underpin how society impacts (positively and/or negatively) on people's lifestyles, and conversely how people's lifestyles and their choices impact on the society in which they live, and the implications of these issues on the students themselves, their families and local communities. Using a variety of teaching and learning methods, including engagement with AULA, students will gain in-depth knowledge in areas of reciprocal impacts (positive and/or negative) on society and lifestyles. The following areas are covered: religion, society and diversity; culture and unchurched spirituality; inclusion, diversity and society; at risk behaviours and society; equality, human rights and society; mind, body health and lifestyle' youth culture and society; learning for sustainability; ideology and prejudice. The module is open to all students in the university.

- The module has thematic links with a number of subject areas and themes: academic writing; lifestyles and at risk behaviours; religion and spirituality; society and values; interdisciplinary learning; diversity; human rights and inclusion; values and diversity

- The module will support students towards meeting the GTCS Standard for Provisional Registration by working towards the following standards: Social Justice (1.1); Integrity (1.2); Trust and Respect (1.3); Professional Commitment (1.4)

- In relation to learning for sustainability, students will engage with and be sensitised on human rights, inclusion, social (in)justice, enquiring learning, critical refection, and understanding the concept of 'what makes a good life'

- Through participating in this module, students will develop UWS Graduate Attributes and will demonstrate, in particular, that they are inquiring, digitally literate, ethically-minded, culturally aware, collaborative, research minded, socially responsible and transformational.

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☒ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Employ socio-cultural theories to gain an in-depth understanding of the relationship between society and lifestyles
L2	Appraise wellbeing, religion, culture, diversity, human rights, and inclusion in relation to society and lifestyles
L3	Critically discuss the impacts of lifestyle patterns, personal choices and societal pressures on people's health and the wellbeing of the society/community in which they live
L4	Using the material content of the knowledge gained on the relationship between society and lifestyles produce academic writing for the final written assignment
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 7** Show understanding and in-depth knowledge of the material content on religion, society and diversity, culture and unchurched spirituality; inclusion and diversity and society; at risk behavious and society; ideology and prejudice.
Practice: Applied Knowledge and Understanding	**SCQF 7** Using intellectual skills, a range of tecniques and materials associated with the concepts and material content of issues arising from the module learners will be able to question, debate, discuss and offer

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	independent or alternative views on many issues around religion, wellbeing, inclusion, diversity, culture, equality, human rughts, ideology and prejudice.
Generic Cognitive skills	**SCQF 7** Idenitfy and analyse issues in understanding the place of religion, importance of citizenship and role in wellbeing in society, and how people live in scoiety and how change impacts society. Draw on a range of sources to understand the complex nature of the relationshp between society and lifestyles, and how this impacts on people's wellbeing, health and sense of community.
Communication, ICT and Numeracy Skills	**SCQF 7** Use a wide range of ICT skills and other soft skills such as empathy and understanding to gather and analyse materials in the areas related to religion, wellbeing, citizenship and human flourishing.
Autonomy, Accountability and Working with Others	**SCQF 7** Exercise autonomy, initiative and independence in gathering information and preparing for the written assignment, investigatiing topics related to tutor directed learning and working with others in small groups in tutorials on various topics ralated to society and lifestyles.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	36
Tutorial / Synchronous Support Activity	10
Asynchronous Class Activity	10
Independent Study	144
n/a	
n/a	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Bouchard, C., Blair, S.N. and Haskell, W.L. (2012) Physical activity and health. 2nd edn. Champaign, Il: Human Kinetics.

Clarke, P.B. (2011) The Oxford handbook of the sociology of religion. Oxford: Oxford University Press.

Hayward, B. (2012) Children, citizenship, and environment : nurturing a democratic imagination in a changing world. London ; New York: Routledge, Taylor & Francis Group.

Thirlaway, K. and Upton, D. (2009) The Psychology of Lifestyle. Routledge.

Thompson, N. (2011) Promoting equality : working with diversity and difference. 3rd edn. London: Palgrave.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner.

It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Education**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Education
Moderator	L Barrett
External Examiner	L Waddell
Accreditation Details	General Teaching Council Scotland
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2.07 Module descriptor format updated.

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
The module will be assessed summatively in the form of a 2000-word written assignment submitted via Turnitin. For this assignment, students will be asked to critically examine the ways in which society is impacted by religion, culture, lifestyle choices, diversity and human rights. In their response they should focus only on any three of these impacts. Weighting of the assignment will be 100%. To pass the module students must score not less than 40%.
Assessment 2
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Assignment	☒	☒	☒	☒	☐	100	0

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	When	Who
Transferred to 2526 Template no other changes	27/01/25	S McKechan