University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Society & Lifestyles			
Code: UGED07004	**SCQF Level: 7 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Education & 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; religion, 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; 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					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
☐	☒	☐	☐	☐	☐
See Guidance Note for details.					

Campus(es) for Module Delivery						
The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☐	☒	☐	☐	☐	☐	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☐	Term 2	☒	Term 3	☐

Learning Outcomes: (maximum of 5 statements) **These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.** At the end of this module the student will be able to:	
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

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to Published 2024/25 Module Descriptor achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 7. Show understanding and in-depth knowledge of the material content on religion, society and diversity; religion, 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; ideology and prejudice.
Practice: Applied Knowledge and Understanding	SCQF Level 7. Using intellectual skills, a range of techniques 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 independent or alternative views on many issues around religion, wellbeing, inclusion, diversity, culture, equality, human rights, ideology and prejudice.
Generic Cognitive skills	SCQF Level **7** Identify and analyse issues in understanding the place of religion, importance of citizenship and role wellbeing in society, and how people live in society and how change impacts on society. Draw on a range of sources to understand the complex nature of the relationship between society and lifestyles, and how this impacts on people's wellbeing, health and sense of community.
Communication, ICT and Numeracy Skills	SCQF Level 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. Present or convey, formally and informally, information on standard/mainstream topics in areas that intersect topics related to society and lifestyles.
Autonomy, Accountability and Working with others	SCQF Level 7 Exercise autonomy, initiative and independence in gathering information and preparing for the written assignment, investigating topics related to tutor directed learning and working with others in small groups in tutorials on various topics related to society and lifestyles.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	N/A
Co-requisites	**Module Code:**	**Module Title:**

In all modules on the BA Education programme, we take an authentic, best-practice and forward-looking approach to learning activities and assessment. There is a strong emphasis on situated learning and real professional scenarios. We are committed to interactive learning and the small number of learning activities that are purely transmission of information are normally pre-recorded. In workshops, which utilise classrooms, and other facilities as appropriate including the Aula VLE, main methodologies include collaborative working, problem-based learning, real-world tasks, research-based learning, enquiry-based learning, student presentations. Individual, group or tutor-led reflection is required throughout. Learning activities develop 21st century skills such as communication, collaboration, digital skills, creativity and critical thinking. Learning activities, assessment and feedback, where appropriate, provide students with choice, such as the pedagogical approach taken to develop knowledge in independent or collaborative directed tasks.

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** (Normally totalling 200 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
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)

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

Bouchard, C., Blair, N. and Hanskell, W. (2006) Physical Activity and Health, Illinois: Human Kinetics Publishers.

Clarke, P. (ed.) (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: Routledge

Thirlaway, K. and Upton, D. (2009) The Psychology of Lifestyle: Promoting Health Behaviour, Oxford: Routledge.

Thompson, N. (2011) Promoting Equality: Working with Diversity and Difference (3rd ed.), Basingstoke: Palgrave Macmillan.

(**N.B. Although reading lists should include current publications, students are advised 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.

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. Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..
(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	Division of Education
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	Education
Moderator	L Barrett
External Examiner	L Waddell
Accreditation Details	General Teaching Council Scotland
Changes/Version Number	2.06 **Changes** Module descriptor format updated. Module Coordinator updated.

Assessment: (also refer to Assessment Outcomes Grids below)
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%.
(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Assignment	✓	✓	✓	✓		100	0

Combined Total for All Components	**100%**	**0 hours**

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections. .	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)