Session: 202425

Title of Module: Contemporary and Cultural Issues			
Code: GACC10001	**SCQF Level: 10 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: (European Credit Transfer Scheme) 10**
School:	Education and Social Sciences		
Module Co-ordinator:	S Day		
Summary of Module			
This module will provide students with an awareness of current contemporary issues in the subject that they will be progressing onto. The module will enable students to develop the skills needed for independent and collaborative study, and to demonstrate a knowledge of the field in which to move into. Students will be encouraged to work independently and in groups to address gaps in their theoretical knowledge. The mode of delivery of this module will be a mixture of Lectures and Learning Community Meetings (LCM). In the Lectures, delivered by the leading lecturer, students will be introduced to the study of contemporary issues from an academic perspective in preparation for their postgraduate programme. The Learning Community Meetings (facilitated by the lecturer) will provide students the opportunity to engage in peer-to-peer and lecturer-to-student feedback and discussion.			

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	Demonstrate integrated and critical understanding of the key issues and debates in a specific field of study (KU)
L2	Critically assess competing theoretical perspectives and interpretations in relation to at least one key contemporary issue (Applied)
L3	Apply sophisticated analytical, evaluative and critical thinking skills to at least one key contemporary debate (Cognitive)
L4	Present academic findings in suitable formats with an appreciation of audience expectations (Comms)
L5	Demonstrate professionalism and ethical academic practice in the context of collaborative working (Autonomy etc)

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 Level **10** Application of knowledge of specialist and contemporary aspects of chosen area of study

	Demonstration of an understanding of the implications and significance of contemporary issues, practices and controversies in the chosen area of study.
Practice: Applied Knowledge and Understanding	SCQF Level **10** Presenting and defending arguments in relation to a specific contemporary issue Applying knowledge gained from a wide range of sources and disseminate to academics, peers and other audiences.
Generic Cognitive skills	SCQF Level **10** Developing strategies to specific problems experience in the chosen area Making judgements and evaluations from a range of sources Demonstrating originality in the development of arguments and presentation of information
Communication, ICT and Numeracy Skills	SCQF Level **10** Application of a range of online tools to enhance learning and research Engaging in formal and informal debate with a variety of audiences
Autonomy, Accountability and Working with others	SCQF Level **10** Working effectively as part of a team Taking responsibility for individual actions within a team

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

Learning and Teaching

The current position is that 10 hours per credit point is the accepted working norm – thus for a 20-credit module, 200 notional student effort hours would be expected. For a standard face-to-face delivery over a term, this should equate to a maximum of 36 scheduled contact hours.

Note that the categorisation of the learning activities has been removed I.e. Scheduled, Placement and Independent will no longer appear beside the activities.

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)
Independent Study	164
Lecture/Core Content Delivery	18
Tutorial/Synchronous Support Activity	18
	Hours Total 200

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

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

Aspects of Culture Overview

Gender:

Connell, Raewyn (2020) Gender: In World Perspective. Medford, Polity Press.

Sustainability :

Cohen, Maurie J. (2020). Sustainability (Short Introductions). Polity.

Social Policy :

Hartley, Dean (2019) Social Policy (Short Introductions). Polity.

Childhood:

Wells, K. (2017) Childhood Studies: Making Young Subjects (Short Introductions). Polity.

Intersectionality :

Romero, Mary (2017) Introducing Intersectionality (Short Introductions). Polity.

International relations:

Lawson, Stephanie. International Relations, 3rd edition. Polity.

Britain

McCormick, John (2023). Contemporary Britain. Bloomsbury Academic.

(**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 Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the VLE, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure

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

- Students are expected to attend all scheduled classes and engage fully with classwork and homework.

Equality and Diversity

UWS Equality and Diversity Policy

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)

Divisional Programme Board	Education
Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	Languages
Moderator	TBA
External Examiner	TBA
Accreditation Details	
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1: Portfolio of seminar contributions
Assessment 2: Group case study (1000 words pro rata)
Assessment 3: Individual Essay
(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

		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
Portfolio of seminar contributions	x			x		25	0

		Component 2	

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
Group case study (1000 words pro rata)		x			x	25	0

		Component 3					
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**
Individual Essay		x	x	x		50	0

Combined Total For All Components	100%	0

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)