1. **Title of the module**

SOCI7390 (SO739) Social Sciences Professional Practice Placement

1. **School or partner institution which will be responsible for management of the module**

School of Social Policy, Sociology and Social Research

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

90 credits (45 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn, Spring and Summer (Placement Year - placements will be required to be completed between the end of the summer term at stage 2 and at the latest the beginning of August of the following year)

1. **Prerequisite and co-requisite modules**

SO738 Social Sciences Professional Practice Placement Assignments

1. **The programmes of study to which the module contributes**

BSc Social Sciences with a Year in Professional Practice

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Demonstrate an understanding of the ways in which third sector or public service organisations operate in practice.

8.2 Gain knowledge of the empirical issues that influence the operation of third sector or public service organisations.

8.3 Gain an appreciation of the context and operation of public service/third sector organisations/roles.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Understand the ways in which an employee can contribute to the organisation in which they work.

9.2 Work with others in a professional setting.

9.3 Demonstrate effective task and time management.

9.4 Communicate professionally both orally and in writing.

9.5 Demonstrate enhanced capacity for self-management and project management.

1. **A synopsis of the curriculum**

This module is intended to provide students with direct experience of how the issues and debates they have studied in the classroom are handled in professional practice. The experience of a placement year part way through their studies will then mean that at stage 3 students on this programme will be able to reflect on their work in relation to new social sciences learning. This will also be of benefit to other students in the group who have not undertaken a placement year.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Fanthome, Christine (2004) *Work Placements - A Survival Guide for Students*, Basingstoke: Palgrave.

Herbert, Ian and Andrew Rothwell (2004) *Managing Your Placement: A Skills Based Approach*, Basingstoke: Palgrave.

Cottrell, Stella (2010, 2nd edn) *Skills for Success: Personal Development and Employability*, Basingstoke: Palgrave.

1. **Learning and teaching methods**

Total study hours: 900

1. **Assessment methods**
	1. Main assessment methods

Pass/Fail

The placement visit will act to formalise placement feedback obtained from the employer about the student’s performance in the placement during the year. The member of staff making the placement visit and the employer will meet and complete a placement performance form based on set criteria such as: punctuality and reliability, task management, enthusiasm to work and learn, acceptance of instructions and flexibility, ability to work effectively with colleagues, integrity and acceptance of responsibility, powers of communication, qualities of leadership (if applicable), quality of work, completion of required hours, and rate of work

13.2 Reassessment methods

 Reassessment Instrument: 100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Placement | X | X | X | X | X | X | X | X |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Medway

1. **Internationalisation**

The discussion and analysis of the module topics are undertaken in an international context. The range of generic skills which will be developed are applicable to international contexts and the specific skills have potential international relevance.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  |  | September 2015 |  |  |
|  |  |  |  |  |

Revised FSO Jan 2018