

Module code	SEL503	Level	5
Module title	Being Human	Credit value	10
Common/Core/ Elective	Elective	ECTS Credits	5
		Notional learning hours	100
Courses on which the module is taught	All	Teaching Period	Autumn/ Spring

1. Module description

This module will equip you with the reflective skills you need to thrive in the contemporary socially mediated world. In this complex and ever-evolving environment, these human relationship skills have never been more important and will contribute to your life-long learning. In this module, you will develop an awareness of the “lens” through which you view the world. You will reflect on how you impact other people, and how they impact you. You will learn how to communicate more sensitively and understand more about how you are different from other people, and they from you. You will explore how to cope with change and uncertainty, and how to engage in self-care. You will practice listening, and ways of communicating openly, authentically and with empathy. Sessions will be experiential and problem-based, focusing as much on co-learning and improvement as success. You will learn collaboratively with your peers in the classroom through creative tasks and examples that are topical and relevant to you.

2. Learning outcomes

Upon successful completion of this module, you will be able to:

Professional Development (MLO 03)

Develop directions for your future personal and professional development.

Communication (MLO 05)

Communicate effectively both orally and in writing with sensitivity to interpersonal and cultural difference, within both unfamiliar and well-defined contexts

3. Learning and teaching methods

This module aims to instil reflective skills and to enhance metacognitive awareness, self-care, and tolerance of uncertainty. You will learn to embrace difference and to communicate sensitively. There will be initial collaborative contracting around how sessions will be run to ensure safety and mutual respect in the classroom. Each session will be dialogical, experiential, and problem-based, focusing as much if not more on the process, and on interpersonal learning and improvement, as on outcomes or success. You will learn through “having a go first,” and working with others via peer to peer and group activities, listening and embodiment exercises, interviewing, and group discussions. You will explore poetry, fiction, philosophy, journalism, and art; learning materials will be discussed collaboratively in class and attend to an inclusive and decolonised curriculum.

Learning hours	
Directed learning	36 Hours
Workshops/classes	36
Guided/Self-guided learning	64 Hours

Total	100
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4. Assessment, formative feedback, and relative weightings

Assessment: Essay

Weight (%): 100

Word Count: 2500 – 3000 words

You will write a creative and reflective essay on an artefact of your choice incorporating both your own reflections and those of one of your peers. You will include a summary of what you have learned from this exercise and the module that you want to take forward for your personal and/or professional development. You will have an opportunity to receive formative feedback on the whole draft from the module leader before submission.

Each summative assessment will be preceded by an opportunity of formative assessment accompanied by formative feedback.

Mapping and assessment tasks for the module

Assessment tasks	ML03	ML05
Essay	☒	☒

5. Indicative resources

Indicative resources include fiction/biography, poetry, philosophy, texts about diversity, art resources, reflective skills materials and self-care resources.

- Angelou, M. (1969). *I know why the caged bird sings*. Vintage (hard copy available).
- Bakewell, S. (2016). *At the existentialist café: Freedom, being, and apricot cocktails*. Other (e-book available).
- Buber, M. (2012). *I and thou*. eBookIt.com (e-book available).
- Cavafy, C. P. (1975). *Waiting for the barbarians*. In *Collected poems*, pp. 18-19 (e-book available).
- Fanon, F. (2008). *Black skin, white masks*. Grove Press (hard copies available).
- Kline, N. (1999). *Time to think: Listening to ignite the human mind*. Hachette (hard copy available).
- Ngozi-Adichie, C. (2014). *We should all be feminists*. Fourth Estate (not available).
- Rogers, C. R. (1995). *On becoming a person*. Houghton Mifflin Harcourt (e-book available).
- Rose, T. (2016). *The end of average*. Penguin UK (hard copies available).
- Winterson, J. (2012). *Why be happy when you could be normal?* Random (hard copy available).
- Yanagihara, H. (2015). *A little life*. London: Picador (hard copy available).

<https://www.nationalpoetrylibrary.org.uk/online-poetry>
<https://www.poetryfoundation.org/poems>
<https://plato.stanford.edu/> | <https://www.ted.com/>
<https://www.irf.org.uk/report/psychological-perspectives-poverty>
<https://www.equalitytrust.org.uk/resources/the-spirit-level>
<https://tate.org.uk> | <https://www.ica.art/> | <https://www.sculptureinthecity.org.uk/>
<https://www.worldphoto.org/>
<https://libguides.cam.ac.uk/reflectivepracticetoolkit/introduction>
<https://www.annafreud.org/on-my-mind/self-care/>