Module Descriptor

Title	Social and Political Ideologies		
Session	2025/26	**Status**	
Code	BACE07001	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	M Langdon		

Summary of Module

This module will provide students with an introduction to key ideas about society including democracy, citizenship and rights. The module examines the role of ideology in shaping Community Education practice through the particular ideological positions of agencies, employees, funders and practitioners. The module will introduce a range of world views and perspectives that help students to identify the ideological frameworks that are used in different community contexts in order to reflect on and consider their own perspectives. This module will enable students to read the world differently and to negotiate the intersection between aligned but discrete ideological positions.

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	☐

[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

Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate knowledge of a range of core concepts such as democracy, citizenship, rights.
L2	Demonstrate understanding of the thinking that underpins and impacts on Community Education in Scotland.
L3	Begin to recognise their own ideological positions in regard to working with communities
L4	Identify and articulate ideological markers in social and policy discourse
L5	Reflect on different ideological positions to demonstrate understanding of how these align with your professional values.

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** Demonstrate knowledge of the influence of ideology on society and practice.
Practice: Applied Knowledge and Understanding	**SCQF 7** Apply knowledge to development of practice skills, techniques, practices and/or materials associated with this topic
Generic Cognitive skills	**SCQF 7** Reflect on the subject matter to develop a reasoned argument to think through their personal and professional position.
Communication, ICT and Numeracy Skills	**SCQF 7** Use a range of standard ICT applications to process and obtain data.
Autonomy, Accountability and Working with Others	**SCQF 7** Demonstrate awareness of personal attitudes, values and beliefs that inform their ideological position.

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	12
Tutorial / Synchronous Support Activity	24
Asynchronous Class Activity	24
Independent Study	152
n/a	
n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Darder A., Baltodano, M. and Torres, R (eds) (2009) The Critical Pedagogy Reader Routledge: Oxon Heywood, A. (2007) Political Ideologies an Introduction. Basingstoke; MacMillan Spicker, P(2014) An introduction to social policy, Aberdeen, Scotland: The Robert Gordon University, http://www2.rgu.ac.uk/publicpolicy/introduction Sargent, L. T. (2005) Contemporary Political Ideologies: A Comparative Analysis (13thed) Belmont: Wadsworth
(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:** Attend classes as directed in module handbook and undertake off-campus or on-line tasks, as directed by module tutor.

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.
(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	**Please select**
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	Community Education
Moderator	A Cusack
External Examiner	F Howard
Accreditation Details	CLD Standrads Council Scotland
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Learning Logs
Assessment 2
Essay
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**
Learning Log	☒	☐	☒	☐	☒	50	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☒	☒	☐	☒	☐	50	

Component 3

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

Change Control

What	When	Who
New template,	Mar 25	M Langdon