



Module Descriptor

Title	Collaborative Governance: Civil Society, Participation, And Regional Development		
Session	2025/26	Status	
Code	MPAL11002	SCQF Level	11
Credit Points	30	ECTS (European Credit Transfer Scheme)	
School	Education and Social Sciences		
Module Co-ordinator	A. Mashkoor		
Summary of Module			
<p>This module offers an exploration of collaborative governance, focusing on the interplay between civil society, public participation, and the promotion of regional development. Students will gain a comprehensive understanding of the theoretical foundations of collaborative governance, including its principles and frameworks (e.g., network governance, polycentric governance) and its role in public administration.</p> <p>The module combines theory and practice, using case studies (e.g., community forestry in developing countries, multi-stakeholder urban regeneration partnerships), simulations, and discussions. Students will analyse models of collaborative governance, evaluating their effectiveness in diverse regional contexts. Key topics include civil society's role in governance, public participation mechanisms (e.g., deliberative forums, citizen juries), and their impact on regional development. The module emphasizes skills in strategic governance, stakeholder engagement, and addressing societal issues. Through comparative analysis and exercises, students will learn how to implement collaborative approaches in different settings. The curriculum draws on literature from both developed and developing countries, offering a global perspective that challenges traditional narratives.</p> <p>This approach aligns with UN SDGs 16 and 17, promoting inclusive and participatory governance. It nurtures the University of the West of Scotland Graduate Attributes by fostering critical thinking, communication skills, and adaptability. Students will develop ethical leadership, global citizenship, and problem-solving skills. Through practical exercises and case studies, learners will enhance their ability to navigate ambiguity, demonstrate resilience, and contribute meaningfully to collaborative governance.</p>			

Module Delivery Method	On-Campus¹ <input checked="" type="checkbox"/>	Hybrid² <input type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input checked="" type="checkbox"/> London <input type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
Terms for Module Delivery	Term 1 <input checked="" type="checkbox"/>	Term 2 <input checked="" type="checkbox"/>	Term 3 <input checked="" type="checkbox"/>	
Long-thin Delivery over more than one Term	Term 1 – Term 2 <input type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

Learning Outcomes	
L1	Demonstrate critical thinking and understanding of collaborative governance theories, civil society's role, and their impact on regional development.
L2	Apply specialist principles of collaborative governance to real-world contexts and challenges.
L3	Synthesise and communicate research findings within a comparative framework, demonstrating advanced skills of framing, problem solving, and critical analysis.
L4	Exhibit professional competence by effectively engaging with stakeholders from diverse backgrounds, facilitating participatory processes tailored to specific regional contexts.
L5	Engage with a range of modes of communication, oral, literary, and in online forums using multiple methods and ICT tools.

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 11 <ul style="list-style-type: none"> You will demonstrate comprehensive knowledge of collaborative governance theories, civil society's role, and their impact on regional development. You will gain in-depth understanding of participatory processes and stakeholder engagement in the context of public administration and policymaking.

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

Practice: Applied Knowledge and Understanding	SCQF 11 <ul style="list-style-type: none"> • You will apply specialist principles of collaborative governance to real-world contexts and challenges. • You will participate in simulations and case studies that allow you to practice stakeholder engagement and consensus-building in various regional contexts.
Generic Cognitive skills	SCQF 11 <ul style="list-style-type: none"> • You will conduct critical analysis, problem-solving, and synthesis of information from various sources related to collaborative governance and regional development. • You will develop strategic approaches to governance that are inclusive, participatory, and effective in addressing complex societal issues.
Communication, ICT and Numeracy Skills	SCQF 11 <ul style="list-style-type: none"> • You will demonstrate varied communication skills through participation in simulations, group work, and written assignments. • You will conduct data analysis and apply research methods involving basic numeracy skills within a comparative framework. • You will use technology for research, presentations, and engagement in online forums using multiple ICT tools.
Autonomy, Accountability and Working with Others	SCQF 11 <ul style="list-style-type: none"> • You will develop autonomy by taking initiative in research projects and collaborative governance simulations. • You will work effectively in groups and take responsibility for your contributions, demonstrating accountability and proficiency in working with others. • You will learn to exhibit empathy, humility, and respect for diverse perspectives when collaborating with others, fostering a supportive and inclusive working environment.

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching	
In line with current learning and teaching principles, a 30-credit module includes 300 learning hours, normally including a minimum of 36 contact hours and maximum of 54 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	36
Laboratory / Practical Demonstration / Workshop	10

Tutorial / Synchronous Support Activity	8
Asynchronous Class Activity	20
Independent Study	226
Please select	
TOTAL	300

Indicative Resources

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

Ansell, C., & Gash, A. (2018). 'Collaborative platforms as a governance strategy'. *Journal of Public Administration Research and Theory*, 28(1), 16-32.

Bianchi, C., Nasi, G. & Rivenbark, W.C. (2021). 'Implementing collaborative governance: models, experiences, and challenges', *Public Management Review*, 23(11), pp. 1581-1589.

Chakraborty, A. (2020). 'Emerging collaborations in global environmental governance: The case of the Global Environment Facility', *Global Environmental Politics*, 20(3), pp. 73-98.

Emerson, K., Nabatchi, T. & Balogh, S. (2012). 'An integrative framework for collaborative governance', *Journal of Public Administration Research and Theory*, 22(1), pp. 1-29.

Gupta, J., & Vegelin, C. (2016). 'Sustainable development goals and inclusive development', *International Environmental Agreements: Politics, Law and Economics*, 16(3), pp. 433-448

6Sørensen, E. & Torfing, J. eds. (2016). *Theories of Democratic Network Governance*. Springer.

Sénit, C.A. (2020). 'Leaving no one behind? The influence of civil society participation on the Sustainable Development Goals', *Environment and Planning C: Politics and Space*, 38(4), pp. 693-712.

Waheduzzaman, W., & As-Saber, S. (2015). 'Community participation and local governance in Bangladesh', *Australian Journal of Political Science*, 50(1), pp. 128-147.

Case Studies:

The Asia Foundation - Development Case Studies:

<https://asiafoundation.org/publications/all/> (Focus on cases related to developing countries)

Websites:

United Nations Development Programme (UNDP): <https://www.undp.org/> (Look for resources on governance and civil society)

The World Bank - Social Development: <https://www.worldbank.org/en/home> (Look for resources on participation and citizen engagement)

(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:

This module requires attendance and active student engagement. In-class activities are formative assignments geared towards accomplishing the learning outcomes. As per UKVI regulations students have to attend all classes (see academic-engagement-and-attendance-procedure.pdf (uws.ac.uk)). If a student will not be able to attend a class, the student must contact the module lecturer and coordinator beforehand.

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](#).

The module complies with the MPA programme's EDI policy by incorporating inclusivity in four key areas: a) course material design, b) teaching practices, c) assessment methods, and d) student support. Specifically, the module offers diverse and representative course materials, encourages active participation in a safe and respectful classroom environment, and values contributions from all cultural perspectives. Assessments are fair, transparent, and consider various learning styles and abilities. Additionally, the module provides academic guidance, accessibility accommodations, and tailored assistance to meet individual needs.

The module places particular focus on decolonisation in its narrative, theories, accounts, and perspectives engaged. Furthermore, the module actively aspires to the creation of plural, dehierarchised learning space(s), treating everyone with dignity and presupposing the intellectual equality of everyone.

(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	Social Sciences
Overall Assessment Results	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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	Pg Social Sciences
Moderator	P. Munoz-Ramirez
External Examiner	K Bottom
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Assessment 1 – Policy Simulation (35%)

Resit Task Description

This reassessment is for students who either did not meet the passing criteria in the policy simulation, or were unable to participate. Write a 1500-word critical analysis essay demonstrating professional competence in understanding stakeholder engagement from diverse backgrounds and participatory processes tailored to specific regional contexts. Analyse the challenges, strategies, and outcomes of stakeholder engagement, participatory processes, and contextual adaptation within the realm of collaborative governance using a real-world case study.

Assessment 2

Written assessment (3000 words, 65% of the total module mark).

(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 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
Written Assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	35%	

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Written Assignment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	65%	

Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	hours

Change Control

What	When	Who
New template, no changes for 25/26	Mar 25	
