



Module Descriptor

Title	Civil Society & Social Justice		
Session	2025/26	Status	
Code	SSPG11005	SCQF Level	L11
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	H Pautz		

Summary of Module

The module explores how civil society actors - on the global, local and national levels - position themselves vis-a-vis the state and other actors in order to achieve their objectives. The module also explores in how far civil society is a key arena towards a 'more' socially just society.

The module will give space to both collaborative and autonomous exploration of theory and empirical case studies. The former includes thorough discussion of how the meaning of the term 'civil society' has changed over time and will suggest that it might be best understood as an 'essentially contested concept'. The latter allows a detailed examination of the interactions between civil society actors and other key governance actors and institutions. Such an approach also provides room for comparisons of how civil society actors develop their activities 'in real life' and how they choose tactics and strategies to challenge (state) power and to shape public policy.

In combination, the theoretical and empirical explorations undertaken in this module will allow the student to look critically on the suggestion that civil society is 'the big idea for the 21st century'. It will also, crucially, build a better understanding of how civil society actors succeed and or fail and will therefore provide the student with praxis-relevant knowledge for potential later career trajectories.

Module Delivery Method	On-Campus¹	Hybrid²	Online³	Work -Based Learning⁴
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries		<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley		<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
	Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input 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	Critically analyse and assess competing theoretical approaches to core concepts in the study of civil society
L2	Apply advanced conceptual tools to assess the relationship between civil society actors and, inter alia, government actors
L3	Critically assess how civil society forms part of the contemporary architecture of governance in various polities and institutional settings
L4	Critically evaluate, analyse, and present the results of independent research
L5	n/a

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 Develop critical understandings of a range of theories and concepts.
Practice: Applied Knowledge and Understanding	SCQF 11 Apply a range of evaluative tools to understand the dynamics and impacts of multiple actors on the policy process.
Generic Cognitive skills	SCQF 11 Demonstrate the ability to conduct analysis, evaluation and synthesis
Communication, ICT and Numeracy Skills	SCQF 11 Demonstrate the ability to communicate, using appropriate methods, to a range of audiences with different levels of knowledge and expertise
Autonomy, Accountability and Working with Others	SCQF 11 Exercise substantial autonomy and initiative in carrying out learning activities. Take responsibility for own work and contribute to the collective learning activities of the group in ways which support and develop critical reflection.

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

Learning and Teaching	
<p>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.</p> <p>The module is taught on the basis of student reading, questions on readings to be prepared for the seminar session, and discussions facilitated by the academic staff. Teaching is seminar-style, not lecture-style. New concepts, theories and ideas are introduced through the readings; the readings are from academic sources, but also from civil society organisations and from 'the media'. Internet-based data sources are also introduced and used in the seminars. All readings are linked to both assessments.</p>	
Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	24
Personal Development Plan	12
Independent Study	154
Asynchronous Class Activity	10
Please select	
Please select	
TOTAL	200

Indicative Resources
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Edwards, M. (ed) (2011) The Oxford Handbook of Civil Society Oxford: Oxford University Press.</p> <p>Keane, J. (2003) Global Civil Society. Cambridge: Cambridge University Press.</p> <p>Lang, S. (2012) NGOs, Civil Society, and the Public Sphere. Cambridge : University Press.</p> <p>Lukes, S. (2005) The Three Faces of Power: Second Edition. London: Palgrave MacMillan.</p> <p>Powell, F. (2013) The Politics of Civil Society. Big Society and Small Government. London: The Policy Press.</p> <p>Walzer, M. (ed 2003) Toward a Global Civil Society. New York : Berghahn Books.</p> <p>List, R.A., Anheier, H.K., Toepler, S. (2024, eds) International Encyclopedia of Civil Society. Springer, Cham. https://doi.org/10.1007/978-3-319-99675-2_9601-1</p> <p>Calhoun, C. (ed 1992) Habermas and the Public Sphere. Cambridge, Massachusetts : MIT Press.</p>
<p>(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)</p>

Attendance and Engagement Requirements
<p>In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-</p>

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:

Regular attendance; preparation for seminars through reading and through answering set questions.

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](#).

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper

(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	A van der Zwet
External Examiner	S Kippin
Accreditation Details	n/a
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

Seminar paper

Assessment 2

Extended essay

Assessment 3

n/a

(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
Paper	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30	

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Essay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	70	

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	Mar 25	H Pautz