**Module Descriptor**

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| **Title** | Local Voices & Global Impact | | |
| **Session** | 2026/27 | **Status** | |
| **Code** | SSPG11005 | **SCQF Level** | **SCQF 11** |
| **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 local, national and global levels - position themselves vis-a-vis the state and other key stakeholders in order to achieve their objectives of influencing policy and its delivery.

The module will give space to, first, the exploration of the theory of civil society and, second, to the exploration of 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'.

Such an approach provides room for comparing how civil society actors develop their activities 'in real life' and how they choose specific 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 at the suggestion that civil society is 'the big idea for the 21st century' and at criticisms that today's 'NGOised' civil society is a core feature of neoliberalism.

| **Module Delivery Method** | **On-Campus[1]** | **Hybrid[2]** | **Online[3]** | **Work -Based Learning[4]** |
|---|---|---|---|---|
| | ☒ | ☐ | ☐ | |

[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

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| **Campuses for Module Delivery** | ☐ Ayr<br>☐ Dumfries | ☐ Lanarkshire<br>☐ London<br>☒ Paisley | ☐ Online / Distance Learning<br>☐ Other (specify) | |
| **Terms for Module Delivery** | Term 1 ☐ | Term 2 ☒ | Term 3 ☐ | |
| **Long-thin Delivery over more than one Term** | Term 1 – Term 2 ☐ | Term 2 – Term 3 ☐ | Term 3 – Term 1 ☐ | |

| **Learning Outcomes** | |
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| **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 other policy field stakeholders |
| **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** | |

| **Employability Skills and Personal Development Planning (PDP) Skills** | |
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| **SCQF Headings** | **During completion of this module, there will be an opportunity to achieve core skills in:** |
| **Knowledge and Understanding (K and U)** | SCQF Level 11.<br>Develop critical understandings of a range of theories and techniques of policy analysis. |
| **Practice: Applied Knowledge and Understanding** | SCQF Level 11.<br>Apply a range of evaluative tools to understand the dynamics and impacts of multiple actors on the policy process. |
| **Generic Cognitive skills** | SCQF Level 11.<br>Demonstrate the ability to conduct analysis, evaluation and synthesis. |
| **Communication, ICT and Numeracy Skills** | SCQF Level 11.<br>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 Level 11.<br>Exercise substantial autonomy and initiative in carrying out learning activities.<br><br>Take responsibility for own work and contribute to the collective learning activities of the group in ways which support and develop critical reflection.<br><br>Demonstrate the ability to practice in ways which draw on critical reflection on own and others' roles and responsibilities. |

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

| **Learning and Teaching** | |
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| 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**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(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 | 152 |
| Asynchronous Class Activity | 10 |
| n/a | |
| n/a | |
| **TOTAL** | 200 hours |

| **Indicative Resources** |
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| **The following materials form essential underpinning for the module content and ultimately for the learning outcomes:**<br><br>Calhoun, C. (ed 1992) Habermas and the Public Sphere. Cambridge, Massachusetts : MIT Press.<br><br>Edwards, M. (ed) (2011) The Oxford Handbook of Civil Society Oxford: Oxford University Press.<br><br>Keane, J. (2003) Global Civil Society. Cambridge: Cambridge University Press.<br><br>Lang, S. (2012) NGOs, Civil Society, and the Public Sphere. Cambridge : University Press.<br><br>Lukes, S. (2005) The Three Faces of Power: Second Edition. London: Palgrave MacMillan.<br><br>Powell, F. (2013) The Politics of Civil Society. Big Society and Small Government. London: The Policy Press.<br>Sanchez Salgado, R. (2014) Europeanizing Civil Society: How the EU Shapes Civil Society Organizations. Basingstoke : Palgrave Macmillan.<br><br>Walzer, M. (ed 2003) Toward a Global Civil Society. New York : Berghahn Books. |
| **(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** |
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| **In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-** |

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| **campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.**<br><br>**For the purposes of this module, academic engagement equates to the following:**<br><br>Students are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. |

| **Equality and Diversity** |
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| **The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.**<br><br>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. |
| **(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**

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| **Divisional Programme Board** | **Social Sciences** |
| **Overall Assessment Results** | ☐ **Pass / Fail** ☒ **Graded** |
| **Module Eligible for Compensation** | ☐ **Yes** ☒ **No**<br>**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** | TBC |
| **Accreditation Details** | |
| **Module Appears in CPD catalogue** | ☐ **Yes** ☒ **No** |
| **Changes / Version Number** | |

| **Assessment (also refer to Assessment Outcomes Grids below)** |
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| **Assessment 1** |
| Seminar paper (30%) |
| **Assessment 2** |
| Extended essay (70%) |
| **Assessment 3** |
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| (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** |
| Seminar Paper | ☐ | ☒ | ☒ | ☐ | ☐ | 30 | |

| **Component 2** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| Essay | ☒ | ☐ | ☐ | ☒ | ☐ | 70 | |

| **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** |
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