

## University of the West of Scotland

## Module Descriptor

Session: 2024/25

<b>Title of Module: Social and Political Ideologies</b>			
<b>Code: BACE07001</b>	<b>SCQF Level: 7 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: (European Credit Transfer Scheme) 10</b>
<b>School:</b>	School of Education & Social Sciences		
<b>Module Co-ordinator:</b>	J Hopkin		
<b>Summary of Module</b>			
<p>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.</p>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>Hybrid 0</b>	<b>Work-Based Learning</b>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See Guidance Note for details.</b>					

<b>Campus(es) for Module Delivery</b>						
The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
<b>Paisley:</b>	<b>Ayr:</b>	<b>Dumfries:</b>	<b>Lanarkshire:</b>	<b>London:</b>	<b>Distance/Online Learning:</b>	<b>Other:</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

<b>Term(s) for Module Delivery</b>
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(Provided viable student numbers permit).					
Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>

**Learning Outcomes: (maximum of 5 statements)**

**These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.**

At the end of this module the student will be able to:

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**

<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 7  Demonstrate knowledge of the influence of ideology on society and practice.
Practice: Applied Knowledge and Understanding	SCQF Level 7  Apply knowledge to development of practice skills, techniques, practices and/or materials associated with this topic
Generic Cognitive skills	SCQF Level 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 Level 7  Use a range of standard ICT applications to process and obtain data.
Autonomy, Accountability and Working with others	SCQF Level 7  Demonstrate awareness of personal attitudes, values and beliefs that inform their ideological position.

	Demonstrate awareness of how these link to the CLD Standards Council for Scotland	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\*Indicates that module descriptor is not published.

Learning and Teaching	
<p><b>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.</b></p> <p>The current position is that 10 hours per credit point is the accepted working norm – thus for a 20 point module, 200 notional student effort hours would be expected. For a standard face-to-face delivery over a term, this should equate to a minimum of 36 scheduled contact hours.</p> <p>Note that the categorisation of the learning activities has been removed I.e. Scheduled, Placement and Independent will no longer appear beside the activities.</p>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 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
	Hours Total 200
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	

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* (13<sup>th</sup>ed) Belmont: Wadsworth

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(\*\*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:

In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on Moodle, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: <https://www.uws.ac.uk/media/4153/academic-engagement-and-attendance-procedure.pdf>

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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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

<b>Divisional Programme Board</b>	Education
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Community Education
<b>Moderator</b>	A Cusack
<b>External Examiner</b>	F Howard
<b>Accreditation Details</b>	CLD Standards Council for Scotland
<b>Changes/Version Number</b>	1

### Assessment: (also refer to Assessment Outcomes Grids below)

The assessment for this module will be compatible with published principles and is intended to be both sustainable (fit for contemporary purpose and future development) and constructively aligned (integral to methods for teaching and learning). Quality assurance for assessment is obtained through joint planning and scrutiny in a systematic process each trimester (Quality Assurance and Review Group-QARG). The assignment will therefore be equivalent to a 3000 word paper drawing from a range of assessment instruments that may include academic paper; report; facilitated workshop; illustrated talk; video production; lecture; or poste

Assessment 1: Learning Log - Weekly Response

Assessment 2: Essay

(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 Outcome Grids (See Guidance Note)**

<b>Component 1</b>					
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Learning Log	✓	✓	✓	50%	

<b>Component 2</b>					
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (4)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Essay	✓	✓	✓	50%	

<b>Component 3</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
<b>Combined Total for All Components</b>						<b>100%</b>	<b>XX hours</b>

**Change Control:**

<b>What</b>	<b>When</b>	<b>Who</b>
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

**Version Number: MD Template 1 (2023-24)**