

University of the West of Scotland

Module Descriptor Template

Session:

Title of Module: Social and Political Ideologies			
Code:	SCQF Level: 7	Credit Points: 20	ECTS: 10 <small>(European Credit Transfer Scheme)</small>
School:	School of Education and Social Sciences		
Module Co-ordinator:	A Coburn		
Summary of Module			
<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>			

Module Delivery Method		
Face-To-Face	Blended	Fully Online
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Face-To-Face Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p>Fully Online Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p>Blended A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p>		

Campus(es) for Module Delivery
<p>The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)</p>

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
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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

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 7 Demonstrate knowledge of the influence of ideology on society and practice.
Practice: Applied Knowledge and Understanding	SCQF Level Choose an item. 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	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

Learning and Teaching	
<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>	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	12
Asynchronous Class Activity	24
Tutorial/Synchronous Support Activity	12
Independent Study	152
	Hours Total 200

****Indicative Resources: (eg. Core text, journals, internet access)**

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 Requirements

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

Our UWS Equality and Diversity Policy is available at the following link:
<https://www.uws.ac.uk/about-uws/uws-commitments/equality-diversity/>

Community Education is an emancipatory practice that works with communities to challenge inequality and promote social justice. Thus, a commitment to equality and accepting difference underpins curriculum, content and process, across the Programme. It is therefore not surprising that our values and ethos adhere to, and go beyond, the minimum legal position as detailed within the Equality Act 2010, in requiring compliance with the general equality duty to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;

- Advance equality of opportunity between people who share a protected characteristic and those who do not; and
- Foster good relations between people who share a protected characteristic and those who do not.

The programme supports equality of opportunity for students from different backgrounds and with different learning needs. Using appropriate platforms, learning materials are presented in formats that facilitate flexible access and with all reasonable adjustments being made to ensure fair and inclusive engagement. The programme complies with University regulations and guidance on inclusive learning and teaching practice. 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

Divisional Programme Board	Education
Assessment Results (Pass/Fail)	No <input checked="" type="checkbox"/>
School Assessment Board	Education and Social Sciences
Moderator	Dr Edward Beggan
External Examiner	S Moir
Accreditation Details	CLD Standards Council for Scotland
Changes/Version Number	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 poster.

Specifically for this module:

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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1					
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (3)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Learning Log				50%	
Component 2					
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay				50%	
Component 3					
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Combined Total For All Components				100%	hours

Footnotes

A. Referred to within Assessment Section above. 1. More than one assessment method can be used to assess individual learning outcomes.

B. Identified in the Learning Outcome Section above. Please choose assessment type from list below:

Exam - Unseen closed book (standard)

Exam - Seen closed book

Exam - Unseen open book

Exam - Seen open book

Case study

Class test (written)

Design/ Diagram/ Drawing/ Photograph/ Sketch

Dissertation/ Project report/ Thesis
 Essay
 Laboratory/ Clinical/ Field notebook
 Portfolio of written work
 Report of practical/ field/ clinical work
 Review/ Article/ Critique/ Paper
 Workbook/ Laboratory notebook/ Diary/ Training log/ Learning log
 Class test (practical)
 Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral
 Creative output/ Audiotapes/ Videotapes/ Games/ Simulations
 Demonstrations/ Poster presentations/ Exhibitions
 Performance/ Studio work/ Placement/ WBL/ WRL assessment
 Portfolio of practical work
 Presentation
 Objective Structured Clinical Examinations (OSCEs)
 Objective Structured Professional Examinations (OSPRES)

Change Control

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean