

Title of Module: Democracy in the UK			
Code: PLTC07001	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	B. Amini		

Summary of Module

We live in a time when a multiplicity of crises – environmental, economic, political, and social – will have fundamentally reshaped our world and transformed politics. Since the beginning of the 21st century, the world has experienced the 2007–2009 Great Recession, the worst economic crisis since the Great Depression of 1929-39, followed by the European Sovereign Debt Crisis and the longest downturn ever recorded in the UK economy. While the ecological crisis with its colossal levels of human and environmental devastation continues to break every historical record, we entered into the third decade of the century with a global pandemic, the worst since the 1918–1920 Spanish Flu. The new century has also seen some of the longest, deadliest, and most widespread wars since the Second World War. These crises have underpinned the emergence of morbid backlashes in the form of far-right movements and authoritarianism. A glance at the rise of far-right political parties and populist politicians around the world is enough to see that democratic backsliding and xenophobic, racist, sexist, and elitist politics are threatening not only unconsolidated and fragile democracies but also those political regimes that were considered the most stable of liberal democracies.

This module reflects the changing reality of our world and its impacts on the building blocks of politics including political ideology, the media, the state, political parties, civil society, transnational organizations, social movements, and global geopolitics. It introduces politics in its distinct yet intersecting levels of operation, from the local to the global, and its profound transformations at a time of multiple crises. This is done by anchoring the theoretical discussions on the actual manifestation of political processes that impact our daily lives. The aim is to provide the necessary tools and basic intuitions to make sense of the pressing issues of our time. The structure and content of the module and assessments are designed accordingly to assist students to reflect on the political dimension of their lived experiences as integral parts of larger processes that shape and are shaped by them.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
✓					

The teaching material will be delivered in **TEN in-person lectures** and **TEN in-person seminars** on the two campuses. These are accompanied by an active use of the module webpage on Aula to facilitate a virtual learning environment. The **required texts**, which students are expected to go through before every lecture, as well as a list of optional readings on each topic, are made available one week **prior to** the lectures. Links to the required readings will be provided on the Aula page under each week's section. The main texts alongside other excerpts, activities, and resources are the basis of the weekly seminars.

Regular updates and additional information are provided on the Aula page. Students are expected to check the webpage at least twice a week, first a week prior to the next session to access the required readings and resources, and again 24 hours before the lectures for any updates.

Campus(es) for Module Delivery

The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓			✓			
Term(s) for Module Delivery						
(Provided viable student numbers permit).						
Term 1		Term 2	✓	Term 3		

Learning Outcomes: (maximum of 5 statements)	
This module aims at:	
L1. Developing an informed ability to identify the political dimensions of everyday life.	
L2. Acquiring the basic analytical tools to unpack cascading political processes.	
L3. Understanding the principal characteristics of major crises that shape contemporary politics.	
L4. Grasping the historical transformations that shaped the nature of today's political dynamics.	
L5. Deciphering how nested political processes reciprocally impact lived experiences.	
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. Students will have the opportunity to: See the study of politics as exemplifying the embeddedness of social science knowledge in the main theories, concepts and principles of social science disciplines; See the changing nature of politics as exemplifying the changing nature of knowledge in the social sciences as a whole; Develop their understanding of the difference between evidence-based and other explanations within the social sciences.
Generic Cognitive skills	SCQF Level 7. Students will have the opportunity to: Present and evaluate information, ideas and arguments, including suggestions for reform and improvement within the political systems.
Communication, ICT and Numeracy Skills	SCQF Level 7. Students will have the opportunity to: Develop and improve their grasp of the main processes and conventions of essay writing;

	Learn how to make use of constructive criticism in subsequent work; Become acquainted with the use of a VLE to access learning materials, module information and guidance, and to participate in on-line seminar discussion.	
Autonomy, Accountability and Working with others	SCQF Level 7. Students will have the opportunity to: Exercise a significant degree of initiative and independence in managing their own work	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching
<p>The lecture/workshop format will be structured in a way that facilitates research-led teaching and learning. Through undertaking a range of inquiry-based and problem solving activities, students will be encouraged to become active participants in their own learning experience.</p> <p>This module will support the acquisition and development of graduate attributes including employability, lifelong learning and citizenship competencies by:</p> <ol style="list-style-type: none"> 1) Surfacing assessment-employability linkages to ensure the skills and competencies learners are developing are made explicit and allowing learners to evidence the development of these skills and competencies; 2) Supporting learners in the development of digital literacies through, for example, the use of online research engines and electronic tools; 3) Providing learners with the opportunity to work with peers in order to develop leadership and negotiation skills and support the development of diversity awareness and interpersonal sensitivity; 4) Supporting learners in the development of self-reflection and evaluation skills and competencies through the explicit focus on personal development planning and the production of a reflective portfolio. <p>Student contact will primarily take place through a series of lectures and seminar classes and on-line exercises. A range of learning and teaching strategies will be deployed throughout the duration of the module in order to reflect the range of learning styles of students, with opportunities for assessment based on online contributions, oral and written presentation of academic work.</p> <p>A key focus will be placed on the encouragement of students to develop graduate attributes including reading, writing and analytical skills through engagement with a variety of sources and academic texts relating to politics. These skills will be developed through the production of the written work required for the coursework and in terms of presenting and recalling information within the seminar environment and through online engagement.</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	35
Tutorial/Synchronous Support Activity	10
Personal Development Plan	5
Independent Study	125
Asynchronous Class Activity	25
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Budge, I. (2007) <i>The New British Politics</i>. London: Pearson Longman.</p> <p>Griffiths, S. and Leach, R. (2018) <i>British Politics</i>. 3rd ed. London: Palgrave.</p> <p>McAnulla, S. (2006) <i>British Politics: A Critical Introduction</i>. London: Continuum.</p> <p>Moran, M. (2017) <i>Politics and Governance in the UK</i>. 3rd ed. London: Palgrave.</p> <p>O'Neill, M. (2004) <i>Devolution and British Politics</i>. London: Pearson Longman.</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)	
Engagement Requirements	

Supplemental Information

Programme Board	Social Sciences
Assessment Results (Pass/Fail)	No
Subject Panel	UG Social Sciences
Moderator	C Bradshaw
External Examiner	J Halsall

Accreditation Details	
Version Number	2.11

Assessment: (also refer to Assessment Outcomes Grids below)
Foundational Essay - 30 percent weighting
Final Essay - 70 percent weighting
(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 (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Foundational Essay	✓	✓	✓	30		
Component 2						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Final Essay	✓	✓	✓	70		
Combined Total For All Components				100%		

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):
<ol style="list-style-type: none"> 1. More than one assessment method can be used to assess individual learning outcomes. 2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note). This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity
Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different

learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content (part-time and distant learning students should check with their programme leader for any queries). The module 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. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link:
<http://www.uws.ac.uk/equality/>

Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies.

[UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)