



Module Descriptor

Title	Scottish Society		
Session	2025/26	Status	
Code	SOCY09027	SCQF Level	9
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	David McKeever		
Summary of Module			
<p>Scottish Society aims to introduce students to important issues and themes in Scottish politics and society, including identity, nationhood, governance, class and voting, and how these have changed and evolved as a consequence of political, economic and social restructuring. The module explores these topics with a focus on contemporary Scotland, through an explicitly interdisciplinary lens – combining history, sociology, politics and social policy.</p> <p>Students will learn a range of skills, including academic, interpersonal, communication and self-management skills. Reflection will be an important element within the module, with students reflecting on issues such as identity and nationhood within the country in which they stay and study.</p>			

Module Delivery Method	On-Campus¹ <input checked="" type="checkbox"/>	Hybrid² <input type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
Terms for Module Delivery	Term 1 <input checked="" type="checkbox"/>	Term 2 <input type="checkbox"/>	Term 3 <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

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"/>
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Learning Outcomes	
L1	Demonstrate a critical appreciation of the main theoretical and conceptual notions in sociological, political, and social policy debates about Scottish society and identity.
L2	Demonstrate an understanding of key concepts surrounding Scottish Society and Politics and how these impact on policies and practices.
L3	Demonstrate an awareness of how to utilise secondary data in the examination and analysis of debates about contemporary Scotland.
L4	Demonstrate an ability to initiate, plan and write an investigation report focusing on debates about contemporary Scotland.
L5	

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 9 A broad understanding of theoretical and conceptual debates about Scottish society and identity.
Practice: Applied Knowledge and Understanding	SCQF 9 Analysing key concepts surrounding Scottish Society and Politics and reviewing secondary sources to demonstrate how these impact on policies and practices.
Generic Cognitive skills	SCQF 9 Analysing academic and government policy documents and interpreting issues relating to contemporary Scotland.
Communication, ICT and Numeracy Skills	SCQF 9 Present complex arguments and data in seminars settings; engage in critical debate about policy options; word process; use the internet for research purposes; interpret and understand statistical information; write essays and undertake critical analysis of contemporary debates in Scotland.
Autonomy, Accountability and Working with Others	SCQF 9 Demonstrate a capacity for independent research using internet and library sources of data. Demonstrate a capacity for time management in meeting formal deadlines for the submission of written work.

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

Learning and Teaching

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

During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:

Student Learning Hours

(Note: Learning hours include both contact hours and hours spent on other learning activities)

Lecture / Core Content Delivery

24

Tutorial / Synchronous Support Activity

12

Independent Study

164

Please select

Please select

Please select

TOTAL

200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Leith, M. & Sim. D. (2020). Scotland: The New State of an Old Nation. Manchester: MUP Press.

McCrone, D. (2017) The New Sociology of Scotland, London: Sage

Devine, T. (1999). The Scottish Nation 1700-2000. London: Penguin

(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:

All full-time students (part-time and distant learning students should check with their programme leader for any queries) 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. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: <http://www.uws.ac.uk/current-students/rightsand-regulations/regulatory-framework>

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](#).

(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 checked="" type="checkbox"/> Yes <input 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	UG Social Sciences
Moderator	M Arnott
External Examiner	TBC
Accreditation Details	
Module Appears in CPD catalogue	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Assessment 1 – Case Study (40%)

Assessment 2

Assessment 2 – Essay (2000 words, 60%)

Assessment 3

(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
Presentation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	40%	

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Policy Memom	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	60%	

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
Added to new template	11/03/25	D McKeever