Title of Module: Scottish Society			
Code: SOCY09027	SCQF Level: 9 **(Scottish Credit and Qualifications Framework)**	Credit Points: 20	ECTS: 10 **(European Credit Transfer Scheme)**
School:	School of Education & Social Sciences		
Module Co-ordinator:	D McKeever		

Summary of Module

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.

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.

Module Delivery Method

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

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.
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
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.
HybridC
Online with mandatory face-to-face learning on Campus
HybridO
Online with optional face-to-face learning on Campus
Work-based Learning
Learning activities where the main location for the learning experience is in the workplace.

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)
On successful completion of this module the student will be able to: 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.

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 9. A broad understanding of theoretical and conceptual debates about Scottish society and identity. Specific knowledge about of key areas of Scottish society and politics.
Practice: Applied Knowledge and Understanding	SCQF Level 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 Level 9. Analysing academic and government policy documents and interpreting issues relating to contemporary Scotland.
Communication, ICT and Numeracy Skills	SCQF Level 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 Level 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.
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
Student contact will take place through ten lectures and six seminars, all delivered in person, on campus, supported by engagement through the module's virtual learning environment (AULA site). Students will be encouraged to develop reading, writing and analytical skills through engagement with a variety of sources and academic texts relating to the subject area. There will be a requirement for independent study in terms of seminar preparation and the written assessments. Students will be provided with comprehensive reading materials and will be required to pursue directed and independent reading on a weekly basis.

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	24
Tutorial/Synchronous Support Activity	12
Asynchronous Class Activity	0
Independent Study	164
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)
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. Mitchell, J. (1996). Strategies for Self-government: The Campaigns for a Scottish Parliament. Edinburgh: Polygon. Mooney, G. and Scott, J. (eds.) (2012) Social Justice and Social Policy in Scotland. Bristol: Policy Press.
(**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
In line with the Academic Engagement 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 the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:

All fulltime 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/rights-and-regulations/regulatory-framework/

Supplemental Information

Programme Board	Social Sciences
Assessment Results (Pass/Fail)	No
Subject Panel	UG Social Sciences
Moderator	M Arnott
External Examiner	R Ryder
Accreditation Details	
Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)
Component 1   Case Study (40%)
Component 2   Essay (2000 words (60%)
(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)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Case Study	✓	✓	✓	✓	40%	

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	✓	✓	✓	✓	60%	

Footnotes
A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

Note(s):

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)