



Module Descriptor

Title	British and Irish Political History since WW2		
Session	2025/26	Status	
Code	PLTC10004	SCQF Level	10
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	M Pugh		

Summary of Module

This module provides the opportunity to critically explore key themes and debates in the realm of British and Irish political history since 1939. The module presents a broad overview of key developments in British Isles politics and government in this period, encouraging students to engage analytically with competing historical and conceptual interpretations and accounts of these. This is intended to instil a deep awareness that institutions and ideas in British and Irish political life have developed over time and that the nature and implications of such change have been, and remain, contested, both by analysts and political actors. In successfully completing the module, students will enhance their transferable skills, particularly of critical thinking, communication, and collaboration in a variety of ways. This module helps students to advance their national and international perspectives at a highly conceptual and historicised level, by considering the development of the UK and Ireland, and the ideological and ethical ramifications of this, in a global political context.

The module is infused with geopolitical concerns, not least the UK's fraught relations with the EU and its precursor institutions from before membership to Brexit, and the 'special relationship' with the United States from WW2 to Iraq and beyond. Irish politics is covered from 1939 and wartime neutrality through to 'The Troubles' and the Good Friday agreement onwards. Intrinsic to all topics studied are questions of power and how it is wielded and resisted by people, ideas, institutions and movements over time, shaping the contemporary political environment.

To consider electoral politics, public policy and constitutional developments in UK and Irish politics since c. 1939.

- To consider and critically engage with the ways in which understandings of

contemporary politics are shaped by mis/understandings of the past.

- To consider the constitutional and political coherence of the UK and Ireland and their internal and external relations, from local to central state (including the histories of Scottish and Northern Irish devolution), and from Anglo-Irish to UK-EU and wider international relations.
- To utilise original source materials critically and empathetically in the development of historical and conceptual analyses.

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- To work effectively in the production and development of academic writing, both individually and by contributing to the development of peers.
- To stimulate class and online discussion and debate.
- To develop students' sense of (near) gradueness, postgraduate and employability potential.

Module Delivery Method	On-Campus ¹ <input checked="" type="checkbox"/>	Hybrid ² <input type="checkbox"/>	Online ³ <input type="checkbox"/>	Work -Based Learning ⁴ <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 checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
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"/>

Learning Outcomes	
L1	Demonstrate a critical appreciation of change and continuity in British and Irish political history over a substantial tract of time.
L2	Critically evaluate competing historical and conceptual interpretations of developments in British and Irish politics in the period concerned.

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

L3	Produce focused and mature writing involving research in primary and secondary sources on a contested issue in British or Irish political history.
L4	Read primary sources critically and empathetically, locating them in their wider historical contexts.
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 10 Developing a sophisticated knowledge and understanding of key trends, developments and debates in British and Irish political history post WW2.
Practice: Applied Knowledge and Understanding	SCQF 10 Rigorously analysing a variety of competing explanations and sets of evidence in British and Irish history.
Generic Cognitive skills	SCQF 10 Engaging in the interpretive synthesis of complex issues and debates in British and Irish political history.
Communication, ICT and Numeracy Skills	SCQF 10 Exercising a high level of autonomy in their reading, research and coursework preparation, while working collaboratively in seminar and VLE settings.
Autonomy, Accountability and Working with Others	SCQF 10 Exercising a high level of autonomy in their reading, research and coursework preparation, while working collaboratively in seminar and VLE settings.

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:

Addison, P. & Jones, H. eds. (2005), A Companion to Contemporary Britain 1939-2000, (Blackwell, London)

Bourke, R & McBride, I eds (2016), The Princeton History of Modern Ireland (Princeton, NJ, Princeton)

Edgerton, D (2019), The Rise and Fall of the British Nation: a Twentieth-Century History (London, Penguin)

MacDonald, C.M.M. (2009), Whaur Extremes Meet: Scotland's Twentieth Century (Polygon, Edinburgh)

Thane P (2018), Divided Kingdom: A History of Britain, 1900 to the present, (Cambridge:

Cambridge University Press) Journal of Contemporary History

Irish Historical Studies

Scottish Historical Studies

Parliamentary Affairs

Political Quarterly

Websites:

The British Cartoon Archive (online)

The National Archives of Ireland

The National Archives

(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:

Compliance with the Student Attendance and Engagement Procedure.

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](#).

This module offers students from diverse backgrounds the opportunity to consider the historical origins and development of power relations relating to race, class and gender. As such, the module content may at times be challenging to students sense of self and social context. The teaching team will take all reasonable steps to foster an inclusive, informed and intellectually open forum for discussion of related issues in alignment with relevant university and school policies.

(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 type="checkbox"/> Yes <input checked="" 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 McNally
External Examiner	J Halsall
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input type="checkbox"/> No
Changes / Version Number	Copied to current template.

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Source commentary exercise (30%)

Assessment 2

Essay (70%)

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

Review / Article / Critique / paper	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	30	5
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Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	70	5

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
new template, no changes for 25/26	Mar 25	M Pugh