

University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: Participation & Democracy			
Code: PLTC10014	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	R Campbell		
Summary of Module			
<p>This module examines the changing patterns of political participation in advanced industrial democracies. As voters, demonstrators, or by engaging with social and political movements, people shape and contest power. Whilst the subject of participation is particularly vast, this module emphasises:</p> <ol style="list-style-type: none"> (1) how and why people get involved in politics; (2) explanations for why people participate in different ways; and (3) how changing styles of political participation are contributing to demands for democratic reform. <p>The module takes an inquiry-based approach. By utilising a series of quantitative labs as part of the learning and teaching strategy, it equips students with the skills to conduct their own project. In doing so, it also equips students with a range of important transferrable and employability skills, including working independently; managing a varied workload; assimilating and synthesising multiple data sources; constructing coherent arguments; and preparing written reports.</p> <ul style="list-style-type: none"> • Participation • Electoral behaviour • Radical Right • Party membership • Revolutions • Social and Political Movements • Social Capital 			

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

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) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input checked="" 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 checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>

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	Understand the key approaches explaining political participation, particularly since the 1960s.
L2	Select and refine an appropriate project for independent study.
L3	Understand empirical data, methodological approaches, and good research practice in political science.
L4	Present evidence-based arguments in a clear and engaging piece of independent study.
L5	Click or tap here to enter text.

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 10 Retrieving, interpreting and analysing primary data sources including electronic sources, especially survey data.

Practice: Applied Knowledge and Understanding	SCQF Level 10 Drawing on information from a variety of sources, including academic research publications, to make original, and distinct, observations.	
Generic Cognitive skills	SCQF Level 10 Developing reasoned argument, synthesising relevant information and exercising critical judgement to evaluate theories, concepts and evidence.	
Communication, ICT and Numeracy Skills	SCQF Level 10 Understanding the SPSS environment and using it for independent analysis.	
Autonomy, Accountability and Working with others	SCQF Level 10 Exercising autonomy and initiative while developing capacity for independent work. Developing and extending the capacity to work with others through group interaction in seminars.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	40 credits in social sciences modules at level 9 or equivalent.
Co-requisites	Module Code:	Module Title:

Learning and Teaching

Staff/student face-to-face contact will take place primarily through lectures and seminars. Lectures will examine key theories and issues central to the study of participation and democracy from the perspective of the social sciences. Seminars and labs will be focused on engaging students in the discussion of the theories and issues covered in the lectures and on the development of key competencies related to the learning experience. A central focus of the learning, teaching and assessment approach on the module lies in developing learners' understanding of the processes of learning, engaging them in the development of the information, communication and digital literacies and skills that will support them not only as undergraduate students but as lifelong learners. To further support this, there will be an explicit engagement with personal development planning and reflective practice.

This module will support the acquisition and development of graduate attributes and employability, lifelong learning and citizenship competencies by:

- 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. Learners will be given the opportunity to demonstrate their digital skills and competencies and develop their understanding of 'digital influence';
- 3) Providing learners with the opportunity to work with peers in order to develop leadership and negotiation skills and

<p>support the development of diversity awareness and interpersonal sensitivity;</p> <p>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> <p>The assessment structure on this module is designed to explicitly support learners in the development of the competencies identified below:</p> <p>Assessment 1 - Competencies developed Cognitive - Arguing Generic - Expressing Personal development - Commitment</p> <p>Assessment 2 Competencies developed Cognitive - Evaluation Generic - Planning Personal development/citizenship - Motivation / inclusivity</p>	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	12
Independent Study	18
Tutorial/Synchronous Support Activity	6
Asynchronous Class Activity	164
	200 Hours Total

<p>**Indicative Resources: (eg. Core text, journals, internet access)</p> <p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Campbell, R. (2019) Popular Support for Democracy in Unified Germany: Critical Democrats. London: Palgrave.</p> <p>Dalton, R.J. and Klingemann, H.D. (2009) The Oxford Handbook of Political Behavior. Oxford: Oxford University Press.</p> <p>Inglehart, R. (1977) The Silent Revolution: Changing Values and Political Styles Among Western Publics. Princeton: Princeton University Press.</p> <p>Norris, P. (2002) Democratic Phoenix: Reinventing Political Activism. Cambridge: Cambridge University Press.</p> <p>Scholzman, K.H., Verba, S. and Brady, H.E. (2012) The Unheavenly Chorus: Unequal Political Voice and the Broken Promise of American Democracy. Oxford: Princeton University Press.</p> <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)</p>

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:

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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	UG Social Sciences
Moderator	TBA
External Examiner	J Halsall
Accreditation Details	
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)

Assessment 1 Written Assignment 25%

Assessment 2 Written Assignment 75%

(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Review	X	X				25	100

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay			X	x		75	50

Combined Total for All Components						100%	150 hours
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Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)