Module Descriptor

Title	Development of Social Policy		
Session	2025/26	**Status**	
Code	SOCY07001	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	L Poole		

Summary of Module

This module introduces students to the discipline of social policy and explores the ways in which social policy can contribute, not only to our understanding of social and welfare policies and the processes through which they are developed, but also to the analysis of the social institutions, social divisions and social relations in British society which impact on the policy-making process. Students studying this module will also develop their knowledge of social policy and provision in Britain in both historical and contemporary perspective.

The module explores the changing shape and priorities of social policy in Britain from the 19th Century to the contemporary period, charting the development of social rights of citizenship with reference to social inequalities and divisions. A key concern is the ways through which these major social divisions of British society impact on and structure the organisation and shape of welfare interventions. Thus, in focusing on the development and evolution of British social welfare provision, the module foregrounds concepts such as family, work and nation, and asks important questions about who gets included in the welfare 'settlement' and why with reference to processes of social construction, continuity and change, and care and control.

The approach adopted situates policy constructions and outcomes in their wider sociological and political context, and hence draws on other social science disciplines - sociology and politics in particular – in an integrated and applied way in order to provide students with an essential grounding in critical social policy concerns.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**

[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

	☒	☐	☐	☐
Campuses for Module Delivery	☐ Ayr ☒ Dumfries	☒ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Communicate clearly about developments in welfare policy and provision drawing on the main terms, concepts, definitions and principles used in the discipline
L2	Demonstrate an understanding of the principal methods, skills and techniques utilized in the discipline
L3	Demonstrate a broad knowledge of the main social policy developments from the period of the 'new' Poor Law to the present day
L4	Evaluate the impact of welfare in key points in time with reference to social divisions/intersectionality and the analytical framework of family, nation and work
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 7** Students will: develop a broad knowledge of the subject; become conversant in the main concepts, definitions and principles at the core of the discipline; understand different approaches to explaining the development of welfare policy and practice; be able to compare and contrast 'common sense' and 'evidenced' approaches to the discipline
Practice: Applied Knowledge and Understanding	**SCQF 7** Students will: develop basic literature search skills; develop basic skills in reading quantitative and qualitative data
Generic Cognitive skills	**SCQF 7** Students will: glean experience in presenting and evaluating arguments which are routine to the discipline of social policy
Communication, ICT and Numeracy Skills	**SCQF 7** Students will: develop their written and verbal presentation skills through written assignments and their participation in seminars; be able to read basic numerical data sets including tables and graphs
Autonomy, Accountability and Working with Others	**SCQF 7** Students will: develop independent learning skills through independent, self-directed study; work with other students in the small group setting

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. 200	
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
n/a	
n/a	
n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Alcock, P., May, M. and McCall, V. (eds) (2022) The Students' Companion to Social Policy, London, Blackwell Dwyer, P. (2010) Understanding Social Citizenship, Bristol, Policy Press Harris, B. (2004) The Origins of the British Welfare State, Basingstoke, Palgrave/Macmillan Jones, C. and Novak, T. (1999) Poverty, Welfare and the Disciplinary State, London, Routledge Fraser, D. (2003) The Evolution of the British Welfare State, Basingstoke, Palgrave/Macmillan
(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:** 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

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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/rights-and-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. 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/
(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	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **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/Pg Social Sciences
Moderator	s Gilligan (Paisley), L Poole (Dumfries/Lanarkshire)
External Examiner	E. Matchett

Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Short Summary Assessment 40% Summative assessment regime is supported by the seminar and workshop programme and modelled good academic practice throughout the module materials relating to academic writing and referencing conventions.
Assessment 2
Short Answer Assessment 60% Summative assessment regime is supported by the seminar and workshop programme and modelled good academic practice throughout the module materials relating to academic writing and referencing conventions
Assessment 3
N/A
(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**
Short Summary Assessment 40%	☒	☒	☒	☒	☐	40	80

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Short Answer Assessment 60%	☒	☒	☒	☒	☐	60	120

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
N/A	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	When	Who
Transfer module to 26/27 Template no other changes.	27/01/25	L Poole