University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: Policy Analysis & Practice			
Code: SSPG11003	**SCQF Level: 11 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Education and Social Sciences		
Module Co-ordinator:	A van der Zwet		

Summary of Module
This module has been designed to appeal those students with an interest in working, or already working, in local, devolved or central government, third sector organisations and civil society organisations. In the module students will gain experience of applying key concepts and theories used in academic literature on civil society and public affairs to complex and real policy environments. It offers students the opportunity to apply theoretical concepts and research skills to the practical understanding of public services and affairs. The module includes: •   The techniques of policy analysis •   The evaluation of complex interventions •   Case studies which highlight the politics of public policy •   Multi-actor policymaking and systems approaches

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
⊠	☐	☐	☐	☐	☐
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:
☒	☐	☐	☐	☐	☐	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☐	Term 2	☒	Term 3	☒

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	Demonstrate originality or creativity the analysis and evaluation of public policy
L2	Demonstrate critical understanding of the impact of multiple actors in complex environments
L3	Demonstrate leadership and/or initiative within regards to partnership-working with external organisations
L4	Synthesise information from a variety of sources, including academic research publications, to offer sound and distinct insights on chosen research topic
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 **11** A critical understanding of a range of theories and techniques of policy analysis.
Practice: Applied Knowledge and Understanding	SCQF Level **11** Applying a range of evaluative tools to understand the dynamics and impacts of multiple actors on the policy process.
Generic Cognitive skills	SCQF Level **11** Demonstrate the ability to conduct analysis, evaluation and synthesis.
Communication, ICT and Numeracy Skills	SCQF Level **11** Demonstrate the ability to communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise.

Autonomy, Accountability and Working with others	SCQF Level **11**
	Exercise substantial autonomy and initiative in carrying out learning activities.
	Take responsibility for own work and contribute to the collective learning activities of the group in ways which support and develop critical reflection

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	
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** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	24
Personal Development Plan	12
Independent Study	154
Asynchronous Class Activity	10
	Hours Total: 200
**Indicative Resources: (eg. Core text, journals, internet access)	

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

Massey, A., & Johnston, K. (Eds.). (2015). The International Handbook of Public Administration and Governance. Edward Elgar Publishing.

Dodds, A. (2012). Comparative public policy. Palgrave Macmillan.

Wu, X., Ramesh, M., Howlett, M., & Fritzen, S. (2012). The public policy primer: managing the policy process. Routledge.

Peters, B. G., and J. Pierre, (Eds). (2003). Handbook of Public Administration. London: Sage.

Parsons, W. (1997). Public Policy. Edward Elgar Publishing.

Connolly, J. and van der Zwet, A. (2020) Public Value Management, Governance and Reform, Palgrave MacMillan

Cairney, P. (2019). Understanding public policy: theories and issues. Bloomsbury Publishing.

Knill, C and Tosun, J. (2012), Public Policy: A New Introduction, Palgrave Macmillan

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Click or tap here to enter text.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**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 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/

Equality and Diversity

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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/

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)

Supplemental Information

Divisional Programme Board	Social Sciences
Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	PG Social Sciences
Moderator	M Arnott
External Examiner	M Ketola
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1 – Poster and annotated bibliography- 2000 words (Employment-focused mock recruitment exercise) (40% weighted)
Assessment 2 – Improvement/evaluation project - 3000 words (60% weighted)
(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
Poster	X	X	X	X	X	40	0

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
Project	X	X	X	X	X	60	0

Combined Total for All Components	**100%**	**XX hours**

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)