

University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: Development of Social Policy			
Code: SOCY07001	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 60	ECTS: 30 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	L Poole		
Summary of Module			
<p>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.</p> <p>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.</p> <p>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.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input checked="" type="checkbox"/>	<input 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 checked="" 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 type="checkbox"/>	Term 2	<input checked="" 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	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 and the analytical framework of family, nation and work.
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 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 Level 7 Students will: develop basic literature search skills; develop basic skills in reading quantitative and qualitative data.
Generic Cognitive skills	SCQF Level 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 Level 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 Level 7 Students will: develop independent learning skills through independent, self-directed study; work with other students in the small group setting	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	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 (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
Independent Study	164
	Hours Total 200 hours
**Indicative Resources: (eg. Core text, journals, internet access)	

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](#)

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/>

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
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	UG Social Sciences
Moderator	C Gilligan
External Examiner	E. Matchett
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 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.)

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
Short Summary Assessment	X	X	X	X		40%	80

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
Short Answer Assessment 60%	X	X	X	X		60%	120

Component 3							
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
Combined Total for All Components						100%	200 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)