

Title of Module: Development of Social Policy			
Code: SOCY07001	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & 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

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
✓					

Face-To-Face

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Blended

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC

Online with mandatory face-to-face learning on Campus

HybridO

Online with optional face-to-face learning on Campus

Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

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)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓		✓	✓			
Term(s) for Module Delivery						
(Provided viable student numbers permit).						
Term 1		Term 2	✓	Term 3		

Learning Outcomes: (maximum of 5 statements)

On successful completion 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.

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:

* Indicates that module descriptor is not published.

Learning and Teaching	
<p>Lectures will be delivered on a weekly basis across the teaching period. These will be supplemented by regular seminars which will centre on core readings and questions for discussion, provided to each student in advance of each session. The seminars will embody both subject-specific and study skills elements, the latter including 'reading with questions', identifying competing perspectives and theories, assessing evidence and analysing policy outcomes with reference to particular social groups and social divisions, and referencing academic work.</p> <p>Regular independent learning and reflections activities are built into the lecture materials, supported by resources posted on the VLE, to encourage and facilitate further research/study.</p> <p>In addition, students are required to participate in two study skills/assessment-focused workshops. The workshops are focused on the following:</p> <p>(i) using evidence and example to support social scientific arguments, (ii) using a recognised system of referencing to support social scientific arguments; and (iii) planning and structuring assignments and writing in your own words.</p> <p>The module is fully aligned with institutional priorities around the development of graduate attributes, employability and citizenship competencies, and with the institutional policy on personal development planning and includes developing students' abilities to think critically, creatively, and in an analytical manner about policy development and policy-related issues and outcomes. The module will develop students' employability and citizenship competencies, including the ability to create and deliver evidence-based arguments, and to recognise competing perspectives and discourses around social policymaking.</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	24
Tutorial/Synchronous Support Activity	12
Independent Study	164
	200 Hours Total
<p>**Indicative Resources: (eg. Core text, journals, internet access)</p>	

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)

Engagement Requirements

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/>

Supplemental Information

Programme Board	Social Sciences
Assessment Results (Pass/Fail)	No
Subject Panel	UG Social Sciences
Moderator	C Gilligan
External Examiner	E Matchett
Accreditation Details	
Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)

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.

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

(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Summary Assessment	✓	✓	✓	✓	40	0	
Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Short Answer Assessment	✓	✓	✓	✓	60	0	
Combined Total For All Components					100%	0 hours	

Footnotes

- A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

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)