

University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Social Policy & Social Change			
Code: SOCY08002	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	V Fuentres		
Summary of Module			
<p>The Social Policy & Social Change module critically analyses contemporary social policy, offering you the opportunity to develop knowledge and understanding of social policy and how is affected by ideological perspectives and processes of social change.</p> <p>The purpose of the module is to support students in learning about social policy in a changing world and to enable you to develop a range of valuable graduate attributes, including important transferable academic, personal and professional skills. It has an international dimension looking at global social issues and includes examples from international contexts.</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 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	Understand the policy process, actors, perspectives, and mechanisms that influence policy formulation, policy making, and implementation.
L2	Critically evaluate policy sources and produce analyses on policy issues.
L3	Critically apply key concepts and theories from the policy analysis literature to real world scenarios.
L4	Demonstrate policy analysis and policy writing skills including developing policy solutions and recommendations.

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)	<p>SCQF Level 8</p> <p>Demonstration of knowledge and understanding of understanding policy formation, policy making and policy implementation.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 8</p> <p>Application of knowledge and understanding of policy processes and producing policy recommendations.</p> <p>Apply understanding derived from module readings, workshop activities and independent study to deliver a critical assessment of policy and undertake policy analysis.</p>
Generic Cognitive skills	<p>SCQF Level 8</p> <p>Presentation and evaluation of information and data that addresses social issues through policy processes.</p> <p>Identify a range of approaches to critically evaluate policy</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 8</p> <p>Communication of complex ideas using appropriate technical skills, in particular audio recording.</p> <p>Application of technology to facilitate information sharing</p>

Autonomy, Accountability and Working with others	SCQF Level 8 Work with others in a way that recognises contribution of self and peers.	
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	18
Tutorial/Synchronous Support Activity	18
Asynchronous Class Activity	8
Independent Study	156
	200 Hours Total
**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, C., Guy, D., and Edwin, G. (2008). <i>Introducing social policy</i> . Harlow: Longman. Alcock, P., Haux, T., May, M. and Wright, S. (2016) (Eds.). <i>The student's companion to social policy</i> . Oxford: John Wiley & Sons.	

Bochel, H., Bochel, C., Page, R., and Sykes, R. (2009). *Social policy: themes, issues and debates*. 2nd ed. Harlow: Longman.

Clarke, J., Gewirtz, S. and McLaughlin, E. (2000) (Eds.). *New Managerialism, New Welfare?* London: Sage Publications Ltd.

Dwyer, P. (2010). *Understanding social citizenship, themes and perspectives for policy and practice*. 2nd ed. Bristol: The Policy Press.

Wheatsheaf Dean, H. (2019). *Social Policy*. Cambridge: Polity Press.

George, V. and Wilding, P. (1994). *Welfare and Ideology*. Hemel Hempstead: Harvester.

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 above.

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
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Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	UG Social Sciences
Moderator	L F Tellez Contreras
External Examiner	E Matchett
Accreditation Details	N/A
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)
<p>This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark). Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment). NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box. Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.</p>
Assessment 1 – Group Podcast (30%)
Assessment 2 – Policy Brief (70%)
<p>(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.)</p>

Assessment Outcome Grids (See Guidance Note)

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Group Podcast	X	X			30	

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Policy Brief		X	X	X	70	
Combined Total for All Components					100%	

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)