



Module Descriptor

Title	Social Policy & Social Change		
Session	2025/26	Status	
Code	SOCY08002	SCQF Level	8
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	V Fuentes		
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	On-Campus¹	Hybrid²	Online³	Work -Based Learning⁴
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
Terms for Module Delivery	Term 1 <input type="checkbox"/>	Term 2 <input checked="" type="checkbox"/>	Term 3 <input type="checkbox"/>	

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

Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>
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Learning Outcomes	
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.
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 8 Demonstration of knowledge and understanding of understanding policy formation, policy making and policy implementation
Practice: Applied Knowledge and Understanding	SCQF 8 Application of knowledge and understanding of policy processes and producing policy recommendations. Apply understanding derived from module readings, workshop activities and independent study to deliver a critical assessment of policy and undertake policy analysis.
Generic Cognitive skills	SCQF 8 Presentation and evaluation of information and data that addresses social issues through policy processes. Identify a range of approaches to critically evaluate policy.
Communication, ICT and Numeracy Skills	SCQF 8 Communication of complex ideas using appropriate technical skills, in particular audio recording. Application of technology to facilitate information sharing.
Autonomy, Accountability and Working with Others	SCQF 8 Work with others in a way that recognises contribution of self and peers.

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.

The module is designed to be delivered within a blended learning model, employing mixed modes of learning, teaching and assessment.

The module supports several UWS graduate attributes including developing students' abilities to think critically, creatively, and in an analytical manner about policy issues and social policy processes. The module will develop students' employability and citizenship competencies, including knowledge synthesis, ability to create and deliver evidence-based arguments, and the production of professional podcast and policy briefs including policy recommendations.

Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	24
Tutorial / Synchronous Support Activity	12
Asynchronous Class Activity	8
Independent Study	156
Please select	
Please select	
TOTAL	200

Indicative Resources

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

Alcock, C., Guy, D., and Edwin, G. (2008). *Introducing social policy*. Harlow: Longman.

Alcock, P., Haux, T., May, M. and Wright, S. (2016) (Eds.). *The student's companion to social policy*. Oxford: John Wiley & Sons.

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

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

Dorey, P. (2011). *Policy making in Britain: An introduction*. Thousand Oaks: SAGE.

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

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

Gillies, V., Edwards, R. and Horsley, N. (2017). *Challenging the Politics of Early Intervention*, Bristol University Press.

Hughes, G. and Lewis, G. (1998) (Eds.). *Unsettling welfare: The reconstruction of social policy*, London: Routledge.

Spicker, P. (2017). *Arguments for Welfare: The Welfare State and Social Policy*. Rowman and Wetherfield International.

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

(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/>

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

Overall Assessment Results	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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	Social Sciences
Moderator	TBC
External Examiner	E Matchett
Accreditation Details	
Module Appears in CPD catalogue	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Presentation/Portfolio
Assessment 2
Policy Brief/Written Work
Assessment 3
(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
Presentation/Portfolio	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30	

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Written Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	70	

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	hours

Change Control

What	When	Who
New template, no changes		