| 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 Fuertes | | |

| Summary of Module |
|---|
| 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.<br><br>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. |

| 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. 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) | SCQF Level 8 <br> Demonstration of knowledge and understanding of understanding policy formation, policy making and policy implementation. |
| Practice: Applied Knowledge and Understanding | SCQF Level 8 <br> Application of knowledge and understanding of policy processes and producing policy recommendations. <br><br> 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 Level 8 <br> Presentation and evaluation of information and data that addresses social issues through policy processes. <br><br> Identify a range of approaches to critically evaluate policy. |
| Communication, ICT and Numeracy Skills | SCQF Level 8. <br> Communication of complex ideas using appropriate technical skills, in particular audio recording. <br><br> Application of technology to facilitate information sharing. |
| Autonomy, Accountability and Working with others | SCQF Level 8 <br> 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: Introduction to Social Research** |

| | Other: | |
|---|---|---|
| **Co-requisites** | **Module Code:** | **Module Title:** |

\* Indicates that module descriptor is not published.

| **Learning and Teaching** | |
|---|---|
| The module is designed to be delivered within a blended learning model, employing mixed modes of learning, teaching and assessment.<br><br>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**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(Normally totalling 200 hours):<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
| Lecture/Core Content Delivery | 18 |
| Tutorial/Synchronous Support Activity | 14 |
| Asynchronous Class Activity | 12 |
| Independent Study | 156 |
| | 200 Hours Total |
| **\*\*Indicative Resources: (e.g. Core text, journals, internet access)** | |
| The following materials form essential underpinning for the module content and ultimately for the learning outcomes:<br><br>Alcock, C., Guy, D., and Edwin, G. (2008). Introducing social policy. Harlow: Longman.<br><br>Alcock, P., Haux, T., May, M. and Wright, S. (2016) (Eds.). The student's companion to social policy.  Oxford: John Wiley & Sons.<br><br>Bochel, H., Bochel,. C., Page, R., and Sykes, R. (2009). Social policy: themes, issues and debates. Harlow: Longman. 2nd ed.<br><br>Clarke, J., Gewirtz, S. and McLaughlin, E. (2000) (Eds.). New Managerialism, New Welfare? London: Sage Publications Ltd.<br><br>Dwyer, P. (2010). Understanding social citizenship, themes and perspectives for policy and practice (2nd ed), Bristol: The Policy Press.<br><br>George, V. and Wilding, P. (1994). Welfare and Ideology, Hemel Hempstead: Harvester.<br><br>Wheatsheaf Dean, H. (2019). Social Policy, Cambridge: Polity Press. | |

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

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

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

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

(**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** | L F Tellez Contreras |
| **External Examiner** | E Matchett |
| **Accreditation Details** | |
| **Version Number** | |

| **Assessment: (also refer to Assessment Outcomes Grids below)** |
|---|
| Group Podcast (30%) |
| Policy Brief (70%) |

## 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 | |
|---|---|---|---|---|---|---|---|
| Group Podcast | ✓ | ✓ | | | 30 | | |

### 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 | |
|---|---|---|---|---|---|---|---|
| Policy Brief | | ✓ | ✓ | ✓ | 70 | | |
| **Combined Total For All Components** | | | | | 100% | | |

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)