

University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Work, Welfare & Society			
Code: SOCY09053	SCQF Level: 9 (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			
<p>We live in a volatile work context, with the proliferation of precarious employment patterns, 'deskilling', automation and the renegotiation of global economic relations that have transformed labour markets. The Work, Welfare & Society (WWS) module provides us with an opportunity to apply the 'sociological imagination' in a reflexive manner to the concepts of and interrelations between work, welfare, and society.</p> <p>WWS encourages critical reflection on how our own personal experiences are entangled in complex social relations and challenges, many of which are increasingly viewed as public problems. Some of these relations and challenges are for instance the balance of power in the workplace, the organisation of the labour market, the role of welfare in an age of austerity, the individual, family and collective responsibility for the care of citizens.</p> <p>Students will use their own experiences of paid employment, unpaid work, and their daily interactions in the social world to critically engage with the sociology of work, labour process theory, and other perspectives.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
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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:
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L1	Demonstrate a critical knowledge and understanding of concepts drawn from political economy, sociology of work, and/or urban geography.
L2	Demonstrate autonomous reflections on personal experience in the workplace and other social settings and refined conclusions through collaborative discussion.
L3	Apply knowledge and understanding of social science concepts to 'everyday life' experiences, locating power and agency in experiences of paid and unpaid work and the welfare state, with attention to geographical scale.
L4	Demonstrate cognitive skills proficiency in verbal and written formats.

Employability Skills and Personal Development Planning (PDP) Skills
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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 9</p> <p>A broad understanding of concepts from political economy, sociology of work, and/or urban geography disciplines.</p> <p>Specific knowledge about experiences of paid and unpaid work and the welfare state.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 9</p> <p>Analysing documents relating to work, welfare, and policy critically.</p> <p>Retrieving a variety of secondary sources on work and welfare and demonstrating reflection on personal experience in the workplace.</p>

Generic Cognitive skills	SCQF Level 9 Analysing academic and government policy documents and interpreting issues related to work and welfare.	
Communication, ICT and Numeracy Skills	SCQF Level 9 Present complex arguments and data in seminars settings; engage in critical debate about work; word process; use the internet for research purposes; interpret and understand statistical information; write essays and undertake complex oral and written academic analysis.	
Autonomy, Accountability and Working with others	SCQF Level 9 Demonstrate a capacity for independent research using internet and library sources of data. Demonstrate a capacity for time management in meeting formal deadlines for the submission of written work.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	Any social science modules at level 8 modules or equivalent
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: (e.g. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Ackroyd, S., Batt, R. and Thompson, P. eds. (2006). <i>The Oxford handbook of work and organization</i>. Oxford University Press on Demand.</p> <p>Edgell, S., Gottfried, H. and Granter, E. eds. (2015). <i>The SAGE Handbook of the Sociology of Work and Employment</i>. London: Sage.</p> <p>Edgell, S. and Granter, E. (2020). <i>The sociology of work: Continuity and change in paid and unpaid work</i>. 3rd ed. London: Sage.</p> <p>Grint, K., and Nixon, D. (2015). <i>The sociology of work</i>. 4th Ed. Malden: Polity Press.</p> <p>Hughes, G. and Fergusson, R. (2004). <i>Ordering lives: family, work and welfare</i>. Routledge.</p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p> <p>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.</p>	
<p>(**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)</p>	
Attendance and Engagement Requirements	
<p>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.</p> <p>For the purposes of this module, academic engagement equates to the above.</p>	
Equality and Diversity	
<p>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.</p> <p>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..</p>	

(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	H Pautz
External Examiner	R Ryder
Accreditation Details	N/A
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)

Assessment 1 – Panel Discussion (10%)

Assessment 2 – Discussion Paper (20%)

Assessment 3 – Essay (70%)

(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)

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Panel Discussion		X		X	10	

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Discussion Paper		X		X	20	

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