

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 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	HybridO	Work-based Learning
X					
<p>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.</p> <p>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</p> <p>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.</p> <p>HybridC Online with mandatory face-to-face learning on Campus</p> <p>HybridO Online with optional face-to-face learning on Campus</p> <p>Work-based Learning Learning activities where the main location for the learning experience is in the workplace.</p>					

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)	
<p>On successful completion of this module the student will be able to:</p> <p>L1. Demonstrate a critical knowledge and understanding of concepts drawn from political economy, sociology of work, and/or urban geography.</p> <p>L2. Demonstrate autonomous reflections on personal experience in the workplace and other social settings and refined conclusions through collaborative discussion.</p> <p>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.</p> <p>L4. Demonstrate cognitive skills proficiency in verbal and written formats.</p>	
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 9. 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. 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	<p>SCQF Level 9. Analysing academic and government policy documents and interpreting issues related to work and welfare.</p>
Communication, ICT and Numeracy Skills	<p>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.</p>
Autonomy, Accountability and Working with others	<p>SCQF Level 9. Demonstrate a capacity for independent research using internet and library sources of data.</p>

	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:

* Indicates that module descriptor is not published.

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Learning and Teaching	
The module combines a lecture and a seminar in a two-hour workshop.	
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	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:	
Ackroyd, S., Batt, R. and Thompson, P. eds., 2006. The Oxford handbook of work and organization . Oxford University Press on Demand.	
Edgell, S., Gottfried, H. and Granter, E. eds., 2015. The SAGE Handbook of the Sociology of Work and Employment .	
Edgell, S. and Granter, E., 2020. The sociology of work: Continuity and change in paid and unpaid work . 3rd ed. London: Sage.	
Grint, K., and Nixon, D., 2015. The sociology of work . 4th Ed. Malden: Polity Press.	
Hughes, G. and Fergusson, R., 2004. Ordering lives: family, work and welfare . Routledge.	
(**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	H Pautz
External Examiner	R Ryder
Accreditation Details	
Version Number	

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Assessment: (also refer to Assessment Outcomes Grids below)

Component 1 Panel Discussion (10%)

Component 2 Discussion Paper (20%)

Component 3 Essay (2500 words) (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 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
Panel Discussion		✓		✓	10%	

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
Discussion Paper		✓		✓	20%	

Component 3

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	✓		✓	✓	70%	

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)