1. **Title of the module**

SAPO5030 (SA503): A Future for the Welfare State? Social Change, Challenge and Crisis

1. **Division or partner institution which will be responsible for management of the module**

Division for the Study of Law, Society and Social justice (School of Social Policy, Sociology and Social Research)

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

30 credits (15 ECTs)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn term (term 1) and spring term (term 2)

1. **Prerequisite and co-requisite modules**

None

1. **The courses of study to which the module contributes**

The module is compulsory on the BA (Hons) Social Policy and Social Change course and one of a prescribed secondary list of modules from which BA (Hons) Health and Social Care students are required to supplement their compulsory modules. It is also an option on the wider SSPSSR courses and is available as a wild/optional module more widely.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Be familiar with the major theories and conceptual approaches to the structure of welfare states

* 1. Have an understanding of the major challenges facing contemporary welfare states
	2. Understand the value of comparative methods in general and the strengths and weaknesses of the main comparative frameworks
	3. Be aware of the impact of globalisation and post-industrial shifts in the development of welfare states
	4. Be able to apply the above to current social policy debates in the UK through analysis of particular areas of social provision.
	5. Be aware of, and able to evaluate, the relevant social scientific literature and empirical evidence (including both quantitative and qualitative evidence) in the field (in particular, policy monitoring and evaluation)
1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Presentation and debate, verbal and written
	2. Utilisation of research and statistical data
	3. Synthesising knowledge across a range of disciplinary fields within the social

 sciences

* 1. Self-assessment and working towards the goal of individualised learning and improvement
1. **A synopsis of the curriculum**

Welfare states face many challenges in the contemporary world. This course takes a comparative approach by systematically analysing key fields to show how a variety of countries have identified and tackled problems of social policy. It starts with a consideration of theoretical frameworks but most of the course is directed at consideration of welfare issues in different countries and to specific topics such as globalisation, migration, population ageing, disability and austerity measures.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Castles, F. et al (eds. 2010). *The Oxford Handbook of the Welfare State*, Oxford University Press Cochrane, A., Clarke, J. and Gewirtz, S. (2002) *Comparing Welfare States* 2nd Edition Open University Press & Sage.

Esping-Andersen, G. (1999) *Social Foundations of Postindustrial Economies*. Oxford: Oxford University Press.

Gough, I., Wood, O, Barrientos, J. Bevan, J. & Davis, P. (2004) *Insecurity and Welfare Regimes in Asia, Africa and Latin America. Social Policy in Development contexts* Cambridge University Press

Yeates, N. (2008) Understanding Global Social Policy, Bristol: the Policy Press.

Yeates, N. & Holden, C. (2009) (ed.) The Global Social Policy Reader, the Policy Press.

1. **Learning and teaching methods**

44 contact hours including lectures, seminars and workshops

256 hours of private study

300 total hours for the module

1. **Assessment methods**
	1. Main assessment methods

Coursework - Essay 1: (2000 words) - 40%

Coursework - Essay 2: (3500 words) - 60%

* 1. Reassessment methods

100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |  |
| Contact time | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay 1 (2500 words) | **X** |  | **X** | **X** |  |  | **X** |  | **X** | **X** |
| Essay 2 (2500 words) | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The Division/School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The concepts covered on this course are internationally relevant, and international welfare state examples are discussed throughout.

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 05/02/2018 | Major | September 2018 | 8, 13-14 | Yes |
| 09/2021 EAP | Minor | September 2021 | 13, 14 | No |