1. **Title of the module**

SAPO3010 (SA301) Health, Care and Wellbeing

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

School of Social Policy, Sociology and Social Research

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

Level 4

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

15 credits (7.5 ECTS)

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

Spring (term 2)

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

None

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

Compulsory to BA Social Policy, BA Health and Social Care, Joint honours Social Policy programmes; and an option module for students within Schools previously a part of the Social Sciences faculty.

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

8.1 Have an introductory level understanding how a number of key social problems are perceived and dealt with by UK social policy.

8.2 Have an introductory level knowledge of the aims of social policies.

8.3 Have an introductory level knowledge of some recent developments in UK social policy.

8.4 Be familiar with some of the key debates relating to current social policies.

8.5 Have demonstrated an ability to evaluate the effectiveness of social policies at introductory level (contributing to university Key Skill 6 – Problem Solving)

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Have developed skills in presentation of ideas and debate.
   2. Have demonstrated an ability to apply social science theory and research evidence.
2. **A synopsis of the curriculum**

Health, care and wellbeing are central concerns in all our lives; and they raise questions of the interconnected roles of the state, the market and the individual in their creation and support. In this module we explore how we understand and conceptualise these areas, and the potential role of policy interventions in support of them. The module examines the social determinants of health, exploring the ways in which inequalities in society can be replicated. It asks how we might best address changing health needs, particularly in relation to the growing proportion of older people, exploring these in the context of the new politics of the NHS. What are the best structures to deliver health care? How should these best be funded? Life style is increasingly implicated in health outcomes, and the module explores the dilemmas raised by rising levels of obesity and alcohol consumption. These are matters of personal choice, but they challenge the health and wellbeing of the population, and raise questions of how choices are shaped in the context of market production. Governments increasingly declare that they are interested not simply in health or prosperity, but also of wellbeing. The module explores what this means, and why there is a new interest in this area. It also examines the interface between health and care, both institutionally and conceptually and in turn, how these relate to issues of wellbeing. The module's content covers a range of issues affecting adults and children/young people.

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

Bache, I. and Reardon, L. (2016) *The Politics and Policy of Wellbeing: Understanding the Rise and Significance of a New Agenda* Edward Elgar Publishing, Cheltenham

Baggott R. (2000) *Public Health: Policy and Politics*, MacMillan, Basingstoke

Baggott R (2007) *Understanding Health Policy*, Policy Press, Bristol

Baggott R (2015) *Understanding Health Policy* (2nd edition), Policy Press, Bristol

Phillips, J (2007*) Care,* Polity, Cambridge

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

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

Coursework Essay 1 (1500 words) - 50%

Coursework Essay 2 (1500 words) - 50%

13.2 Reassessment methods

100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | X | X | X | X | X |  | X |
| Lectures | X | X | X | X | X | X | X |
| Seminars | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |
| Coursework (essay 1) - 1500 words | X | X | X | X | X | X | X |
| Coursework (essay 2) - 1500 words | 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**

This module is based on comparative analysis and assessment of UK social policy. A range of generic skills will be developed which are relevant to international contexts.

**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) |
| 2005 | N/K | September 2005 | N/K | N/K |
| EPA | Major | September 2021 | 7,9,13,14 | No |

Revised FSO Jan 2018