1. **Title of the module**

SOCI6780 (SO678) - Caring for Vulnerable Adults: Understanding Social Care

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 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 programmes of study to which the module contributes**

Core module for the programme listed below and optional module for other SSPSSR programmes

Health and Social Care BA

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

8.1 demonstrate knowledge of the evolution of the social care sector and the role and range of services provided therein and knowledge of the current structures of health and social care including an ability to locate them in a wider context. Show knowledge of the current sources of welfare in the UK, including health and social services, social security, housing and education)

8.2 understand the various methods of financing social care and their implications for policy

8.3 understand the role of the state within a ‘mixed economy of welfare’

8.4 demonstrate knowledge and understanding of the perspectives of both service users and providers of social care.

8.5 understand the contribution of sociological perspectives to understanding the policy field of social care

8.6 understand the relevance of inequality, difference and diversity for social care

8.7 understand how to evaluate and criticise research evidence, engaging directly with research materials and official data

8.8 understand the distinctive nature of UK social care within a comparative context

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

9.1 demonstrate their ability in presentation and debate

9.2 learn to utilise research and statistical data, including web-based materials

9.3 synthesise knowledge across a range of disciplinary fields within the social sciences

9.4 work collaboratively with others in seminar groups

1. **A synopsis of the curriculum**

Social care is of central significance in the support of a range of vulnerable adults, forming one of the key services of the welfare state, though one that sometimes loses out to higher profile concern with medical care. In this module we trace the development of social care from its origins in nineteenth century philanthropy, through its consolidation as a key service within the post war welfare state, to its current state of flux as it becomes increasingly fragmented and subject to new models of provision. The module looks at the care experiences of people with physical disabilities whether acquired in childhood or as result of accident or illness later in life; with learning difficulties; and frail older people whether living at home or in residential care. It also explores the roles of those who provide care and support in the form of family carers and paid workers, whether social workers or care assistants. It analyses the key social and policy debates in this field: for example: can we afford the cost of the rising numbers of older people? What role does ageism play in recent scandals about the quality of care provision? How can we support family carers and should we do so? How do we integrate people with learning disability into wider society? In doing so it looks at funding, affordability and the mixed economy of care, as well as addressing fundamental questions about how disability, age and care are experienced and understood.

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

Adams R *Social Work and Empowerment* 3rd edition, Palgrave

Adams R (ed) (2007) *Foundations of Health and Social Care*, Palgrave.

Bytheway B (2002) *Understanding Care, Welfare and Community*, Routledge

Glasby J (2007) *Understanding Health and Social Care*, Policy Press

Glasby J and Littlechild R (2004) *The Health and Social Care Divide*, Policy Press

Means R et al (2003*) Community Care: policy and practice* 3rd edition, Palgrave

Parrott L (2002*) Social Work and Social Care*, 2nd edition Routledge

Twigg J (2006) *The Body in Health and Social Care*. Palgrave

Phillipson, C (2013) *Ageing*, Polity

1. **Learning and teaching methods**

Total contact hours: 44

Private study hours: 256

Total study hours: 300

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

Essay 1 - 25%

Essay 2 - 25%

Examination - 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 | 8.6 | 8.7 | 8.8 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | X | X | X | X | X | X | X | X |  | X | X |  |
| Lectures | X | X | X | X | X | X | X | X | X |  | X |  |
| Seminars | X | X | X | X | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay 1 | X | X | X | X | X | X | X | X | X | X | X | X |
| Essay 2 | X | X | X | X | X | X | X | X | X | X | X | X |
| Examination  | X | X | X | X | X | X | X | X | X | X | X |  |

1. **Inclusive module design**

The 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 discussion and application of the module topics is primarily undertaken in a UK context though elements may have international applicability. The range of generic skills which will be developed are applicable to international contexts and the specific skills have potential international relevance

**FACULTIES SUPPORT OFFICE 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) |
| 2012 | N/K | Autumn 2012 | N/K | N/K |
|  |  |  |  |  |

Revised FSO Jan 2018