1. **Title of the module**

SAPO3000 / SAPO3001 (SA300): Social Policy and Social Control

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

SSPSSR

1. **The level of the module (e.g. 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)**

Autumn or spring

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

None

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

It will be a core module for all Social Policy single and joint honours programme, and for the Health and Social Care and Law and Welfare programmes. In addition, it will be available as a wild module throughout the Faculty of Social Sciences and the Faculty of Humanities

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Understand the underlying rationale for social policies, including their interconnections with processes of social control
   2. Understand the key stages of the policy making process
   3. Demonstrate an ability to identify the key actors related to a given policy question
   4. Articulate and apply the principles of the different ways of affecting behavioural change in relation to social policy and social control
   5. Critically evaluate the solutions to social problems
   6. Have an understanding of the role of (quantitative) evidence in policy making
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Demonstrate critical thinking skills by analysing and contextualising policy intentions
   2. Demonstrate study skills by being able to locate and evaluate different sources of information
   3. Demonstrate communication skills, verbal and written.
3. **A synopsis of the curriculum**

The module aims to develop the understanding of the policy making process and the role of the different actors within the wider context of the tools and limits of the ability of the UK national government to influence behaviour. It has a particular focus on processes of social control as they relate to social policy. Learning will be centred around two main tasks:

1. Understanding the links between social policy and the regulation of behaviour e.g. the uses and outcomes of incentives, sanctions and educative communication to promote behavioural changes sought by policy makers.
2. Taking topical examples of policy issues, contextualised analysis of the policy making process, its ‘stages’, key actors and institutions will be used to explore how and why particular policy options emerge and evolve. A central concern will be to help students understand the nature of support and opposition for particular policy proposals and the implications for developing alternative policies.
3. **Reading List (Indicative list, current at time of publication. Reading lists will be published annually)**

Alcock et al. (2016) The Student’s Companion to Social Policy. Oxford: Wiley & Blackwell.

Halpern, D. (2015). Inside the Nudge Unit: How small changes can make a big difference. London: WH Allen

Hudson, J. (2009) Understanding the Policy Process: Analysing Welfare Policy and Practice. Bristol: Policy Press.

John, P. (2012) Analyzing Public Policy. London: Routledge

King, A., & Crewe, I. (2013). The blunders of our governments. Oneworld.

Wincup, E. (2013) Understanding Crime and Social Policy. Bristol: Policy Press.

1. **Learning and Teaching methods**

21 contact hours consisting of lectures, workshops and seminars

129 hours of private study

150 total hours for this module

1. **Assessment methods.**

13.1 Assessment

Essay 1: 1500 words (40%)

Essay 2: 2000 words (60%)

13.2 Reassessment methods

Reassessment will be via a reassessment essay question for both essays.

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 | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Lecture | X | X | X | X | X | X | X | X |  |
| Seminar/ workshop | X | X | X | X | X | X | X | X | X |
| Private Study | X | X | X | X | X | X | X | X |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay 1 (1,500 words) | X |  | X | X |  | X |  | X | X |
| Essay 2 (2,000 words) | 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 content of the module is primarily focused on policy making in the UK. However, concepts covered in the module are internationally relevant and reference will be made to international examples.

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**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) |
| 23/01/2018 | Minor | September 2018 | 14, 17 | Yes |
|  |  |  |  |  |