1. **Title of the module**

SAPO3120 (SA312): The Politics of Social Policy

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 (e.g. Level 4, Level 5, Level 6 or Level 7)**

4

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

15 (7.5 ECTS)

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

Autumn term (term 1) or Spring term (term 2)

1. **Prerequisite and co-requisite modules**
2. **The programmes of study to which the module contributes**

BSc Social Sciences, including Pathways, Year in Placement and Year Abroad; BA Criminal Justice and Criminology, including Year in Placement and Year Abroad

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
2. Understand the way society defines and constructs social problems
3. Evaluate a range of current social problems
4. Compare, contrast and evaluate different ideological and party political approaches to solving social problems, and to evaluate the role of political ideologies in directing & shaping social policy
5. Understand the processes by which ‘private troubles’ become ‘social problems’
6. Analyse policies and policy documents, applying knowledge of the legislative processes of government
7. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
8. Use analytical techniques to assess the causes and consequences of problems
9. Communicate information and analysis using relevant IT packages
10. Analyse and interpret different types of data
11. Debate, discuss and examine possible solutions to problems
12. Debate and discuss various policy options and reach balanced conclusions on the basis of the evidence
13. **A synopsis of the curriculum**

This module introduces students to the politics of social policy. Students will explore the role of politicians, pressure groups, the media and public opinion in shaping responses to social problems, and the party-political and ideological approaches to policy-making.

Students will explore the tensions between welfare and the economy and the main tensions between individualism and collectivism in the political environment of the contemporary welfare state. Students will be introduced to the role of politics in social policy making to understand the different value positions political parties hold. Students will examine these issues through reference to different policy sectors, such as employment, social security, health, housing, and education.

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

Alcock P & May M (2014) (4th Ed) *Social Policy in Britain*. Basingstoke, Palgrave Macmillan

Baldock. J, Mitton L & Manning N & Vickerstaff S. (eds) (2011) (4th Ed) *Social Policy*. Oxford, Oxford University Press

Dean. H (2012) *Social Policy* (2nd Ed). Cambridge, Polity

Dorling. D (2015) *Inequality and the 1%.* Verso

Hill Collins. P (2016) *Intersectionality*. Cambridge, Polity

Jessop. B (2015) *The State: Past, Present, Future*. Cambridge, Polity

Sealey. C (2015) *Social Policy Simplified: Connecting Theory with People’s Lives*. Basingstoke, Palgrave.

1. **Learning and Teaching methods**

This module is taught through lectures, seminars, and private study

Total Hours: 150

Contact hours: 22

Private study: 128 hours

1. **Assessment methods.**

13.1 Main assessment

Coursework – policy analysis assignment (2000 words) – 50%

Coursework – essay (2000 words) – 50%

13.2 Reassessment method

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 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | X | X | X | X | X | X | X | X | X | X |
| Lecture | X | X | X | X | X |  |  |  | X | X |
| Seminar | X | X | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Policy analysis (2,000 words) | X | X | X | X | X | X | X | X | X | X |
| Essay (2,000 words) | 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:

1. Accessible resources and curriculum
2. Learning, teaching and assessment methods
3. **Campus(es) or Centre(s) where module will be delivered:**

Medway

1. **Internationalisation**

Although this module is primarily concerned with politics and social policy in Britain, an understanding of Britain’s role in the world – particularly in relation to the movement of people, the global economy, and relationships with supranational bodies – is critical to understanding British domestic social policy. Such themes are directly covered in the module, and opportunities to incorporate an international or comparative dimension are included when appropriate.

**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.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs( Q6&7 cover sheet) |
| 14/07/16 | Major | January 2018 | 9,13,14 | No |
| 06/02/2018 | Major | September 2018 | 5-13, 17 | Yes |