1. **Title of the module**

SOCI3100 (SO310) Social Policy and Social Problems

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)**

Autumn term (term 1)

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

None

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

Social Work BA - compulsory module

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

8.1 Demonstrate their ability to understand and assess the complex social, economic, political and cultural contexts in which social work practice is located

8.2 Demonstrate an understanding of the processes and explanations in the way society defines and constructs social problems and the impact on individuals, families and communities and the problems of inequality and differential need

8.3 Demonstrate an understanding of the key underlying concepts of social policy how it address social need whilst creating new challenges and issues for policy-makers, taking both a historical and comparative perspective

8.4 Develop argument/critique about the effects of social policies, particularly focussing on social exclusion and poverty in relation to people who use social work services.

8.5 Evaluate the 'market' and 'state' approaches to solving social problems and to apply their knowledge gained from the module to a range of social policy topics.

8.6 Interpret and evaluate key concepts in welfare services and delivery; particularly the social democratic and neo-liberal approaches to 'welfare'.

8.7 Understand and evaluate trends in modern public and social policy and their applicability to contemporary practice and service delivery in social work.

8.8 Demonstrate an understanding of the relationship between legislative and legal frameworks and service delivery standards including the tensions between statute, policy and practice.

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

9.1 Capacity to gather and evaluate library and web based resources (e-journals and other on-line resources) appropriate to certificate level study

9.2 The ability to integrate theoretical perspectives and evidence from a range of appropriate sources in order to construct a coherent argument in writing

1. **A synopsis of the curriculum**

Students will explore definitions of social policy, need and social problems, the concept of the welfare state – including a historical overview from Social Democracy to the New Right and ‘The Third way’, and a comparison of ‘welfare types’.

They will study poverty, social need, patterns of inequality and their impact, the policy context in relation to trends in family life and family problems, the role of feminism in shaping social policy, the gendered nature of domestic violence, and policy around domestic violence from the crisis to the multi-agency approaches of the late 1990s. Key themes and perspectives in child care policy will be explored, including the tensions between the philosophies of ‘child rescue’ and ‘family support’, and New Labour and the ‘social investment’ approach.

Students will examine ethics and risk in relation to social policy, including the ethical considerations that impact on people’s lives as recipients and providers of services, and the concepts of rationing, targeting and entitlement. They will consider health inequalities and the impact of key variables of gender, ethnicity and social class on patterns of health inequality. Ageing as a social issue will be explored, and the idea of Community Care and a reliance on the community and more informal care. Students will also consider the causes of youth unemployment and policy responses, youth offending and youth justice policies, and will explore the tensions between ‘care’ and ‘control’ and public protection.

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

Alcock P, May M, Wright S (eds) (4th Ed) (2012) *Students Companion to Social Policy*. Wiley Blackwell

Baldock J, Milton L, Manning W, Vickerstaff S (2011) *Social Policy*. Open University Press

Blackmore K & Griggs E (2007) (3rd Ed) *Social Policy: An Introduction*. Open University Press

Byrne, D. (2005) *Social Exclusion*. Open University Press

Cunningham J & Cunningham S (2012) *Social Policy & Social Work*. Sage

Dickens J (2010) *Social Work & Social Policy: An Introduction*. Routledge

Glasby, J. (2007) *Understanding Health & Social Care*. The Polity Press

Peckham, S. & Meerabeau, L. (2007) *Social Policy for Nurses and The Helping Professions*. Open University Press

Pierson C. 3rd ed. (2006) *Beyond the Welfare State - The New Political Economy of Welfare*. Polity

Powell M (ed) (2007) *Understanding The Mixed Economy of Welfare*. The Polity Press

Taylor G (2007) *Ideology & Welfare*. Palgrave Macmillan

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 assignment (3000 words) – 100%

[There is an additional formative coursework assignment (1000 words) but this is NOT part of the main assessment]

13.2 Reassessment methods

Like for like

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 |
| **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 |
| Seminars | X | X | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Assignment - 3000 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:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

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

Medway

1. **Internationalisation**

This module is largely domestically focused due to the nature of the professionally accredited programme to which it contributes. However, students will develop a range of skills that are transferable to international contexts

**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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 24/03/17 | Minor | September 2017 | 11,13 | No |
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| Revised into new template SSPSSR October 2018 |