1. **Title of the module**

SOCI3110 (SO311) Sociological Perspectives for Social Work

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 (term 2)

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

None (all modules on the Social Work BA are compulsory)

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

BA (Hons) Social Work

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Understand key concepts and theories in sociology and their relevance for recognising and responding to the needs of service users in contemporary social work practice.
   2. Recognise and explain social processes and factors associated with poverty, racism, disabling attitudes and environments, sexism, lack of educational opportunity, and other sources of disadvantage that lead to marginalisation, oppression and social exclusion.
   3. Understand how social locations such as social class, gender, ‘race’ and ethnicity, age, disability and sexuality are defined and constructed and how they intersect with one another.
   4. Appreciate the relevance of sociological perspectives and the application of research and empirical evidence from sociology to understanding the relationship between structural factors, human agency and behaviour at individual, group and community levels
   5. Describe and analyse the role of (the) social work(er) in a plural society, with particular reference to inter-personal, institutional and structural discrimination, empowerment and anti-discriminatory practices.
   6. Analyse the nature and validity of different definitions of, and explanations for, the characteristics and circumstances of service users and the services required by them.
   7. Develop the capacity to analyse the complex relationships between social and political philosophies, public policies and priorities, the organisation and practice of social work, including the contested nature of all of these in an environment of change
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
3. Gather and evaluate information from a range of sources, including knowledge derived from sociological perspectives, and assimilate this information into their seminar discussions and written work.
4. Demonstrate analytic thinking and skills in relation to problem-solving, evaluation, reflection and writing.
5. Take personal responsibility for their own learning and the continuing acquisition of knowledge and skills relating to sociological perspectives.
6. **A synopsis of the curriculum**

The module will introduce students to the three main theoretical perspectives in sociology: functionalism, symbolic interactionism & conflict theories; the role of sociological theory in social work practice; and putting theory into reflexive social work practice. Students will explore theories of power, including the distribution and production of power, how power works, and Weberian and Foucauldian theory.

The social locations of gender, ethnicity, social class, disability, sexuality and age will be examined. Students will consider formations of identity, recognising and respecting difference in relation to race and ethnicity, social divisions, social class and stratification, and ‘difference as a deficit’.

The module will also explore contemporary theories of the ‘family’, households and domestic life; themes and perspectives relating to community, and community work and social work; the sociology of childhood in relation to social work; the sociology of health and illness, and mental health and illness; crime and deviance and the dilemmas of caring and controlling; modern organisations, power, authority and the role of social work in a changing professional and policy environment; and the sociology of ‘risk’ as a unit idea in sociology and its importance in understanding the focus on risk in social work practice.

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

Cuff, E.C. Sharrock W W, Francis D.W. (4th Ed) (2000) *Perspectives In Sociology.* Routledge

Cree, V.E. (2010) (2nd Ed), *Sociology for Social Workers & Probation Officers*. Routledge

Jones, P. (2003) *Introducing Social Theory* Blackwell/Polity Press

Giddens, A. (2010), *Sociology* (6th Ed) Cambridge: Polity

Hamilton, P. & Thompson K. (2002), *The Uses of Sociology*. Blackwell

Heraud, B.J. (2016), *Sociology and social work: perspectives and problems*. Elsevier.

Llewellyn, A., Agu, L., Mercer, D. (2008) *Sociology for Social Workers* Polity.

Sullivan, J.J. (2007), *Sociology: Concepts and Application in a Diverse World*. Pearson

Yuill, C., & Gibson, A. (2010). *Sociology for Social Work: An Introduction*. Sage Publications

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 (3000 words) – 100%

13.2 Reassessment methods

Like-for-like

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | X | X | X | X | X | X | X | X | X | X |
| Lecture | X | X | X | X | X | X | X | X | X | X |
| Seminars | X | X | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay – 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 | January 2018 | 11,13 | No |
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| Updated to meet CMA requirements by SSPSSR November 2018 |