1. **Title of the module**

SOCI5750 (SO575) – Poverty, Inequality and Social Security

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**

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

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

Optional module for Social Policy, Health and Social Care and other SSPSSR bachelor degree programmes at the Canterbury campus.

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

8.1 Demonstrate understanding of competing perspectives on poverty, inequality and welfare rights and how these are reflected in social security policies;

8.2 Demonstrate some knowledge of the historical development of social security;

8.3 Demonstrate knowledge of social security policy concerns in several substantive areas;

8.4 Demonstrate an awareness of social security policy as it relates to key groups vulnerable to poverty;

8.5 Demonstrate understanding of the potential and limitations of social security in maintaining income security;

8.6 Apply this knowledge to analyse and evaluate critically the potential for and constraints on future reform of social security.

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

9.1 Demonstrate an ability to make oral arguments (through participation in seminars);

9.2 Demonstrate an ability to write in a clear and coherent manner (through essay writing);

9.3 Demonstrate an ability to analyse and interpret numerical data; progression in ability to integrate numerical and non-numerical information (through data presented in lectures and seminars);

9.4 Demonstrate an ability to produce written documents (through essay writing and note-taking);

9.5 Demonstrate an ability to work co-operatively on group tasks (through tasks in seminars).

9.6 Explore personal strengths and weaknesses (through reflection on essay feedback);

9.7 Demonstrate an ability to identify and define problems; explore optimal and alternative solutions (though application of theory and research evidence to understanding of social policy).

1. **A synopsis of the curriculum**

This module focuses on poverty and inequality and how such social security policies impact upon them. Students will analyse the nature, extent and causes of poverty and inequality, with reference to the UK. The module will make students aware of current issues in welfare reform as it relates to groups vulnerable to poverty including: people who are unemployed; people who are sick or disabled; older people; children; lone parents; people from Black or minority ethnic groups. The module also shows how social security policies encompass different principles of need, rights and entitlement for users of welfare services.

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

Alcock, P. (2006). *Understanding Poverty*. 3rd edition. Basingstoke: Palgrave

Ridge, T and Wright, S eds (2008) *Understanding Inequality, Poverty and Wealth: Policies and Prospects*. Bristol: Policy Press

Spicker, P (2011) *How Social Security Works*. Bristol: Policy Press

1. **Learning and teaching methods**

Total Contact Hours: 22

Private Study Hours: 128

Total Study Hours: 150

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

* Assignment 1 (essay 2500 words) 50%
* Assignment 2 (short answer assignment) 50%
  1. 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)**

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| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 | 9.7 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | X | X | X | X | X | X |  |  |  |  |  |  |  |
| Lecture | X | X | X | X | X | X |  |  |  |  |  |  |  |
| Seminar | X | X | X | X | X | X |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Assignment 1 essay - 2500 words | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Assignment 2 | X | X | 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 undertaken in a UK context but 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.**

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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) |
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| Revised FSO Jan 2018 |