1. **Title of the module**

SOCI6250 (SO625) - Caring for Vulnerable Adults: Understanding Social Care

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)**

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

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

None

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

Compulsory module for the programme listed below and optional module for other SSPSSR programmes

BA Health and Social Care

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

8.1 demonstrate systematic knowledge of the evolution of the social care sector and the role and range of services provided therein and knowledge of the current structures of health and social care including an ability to locate them in a wider welfare and societal contexts.

8.2 understand the various methods of financing social care and their implications for policy

8.3 critically evaluate the role of the state within a ‘mixed economy of welfare’

8.4 demonstrate coherent and detailed knowledge and understanding of the perspectives of both service users and providers of social care.

8.5 possess systematic understanding of the contribution of sociological perspectives to understanding the policy field of social care

8.6 understand the relevance of inequality, difference and diversity for social care

8.7 possess a systematic understanding of the distinctive nature of UK social care within a comparative context

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

9.1 Utilise research and statistical data, including web-based materials

9.2 Synthesise knowledge across a range of disciplinary fields within the social sciences

9.3 Demonstrate skills in written communication, addressing complex issues with arguments based on conceptual understanding, theory and empirical evidence

1. **A synopsis of the curriculum**

Social care is of central significance in the support of a range of vulnerable adults, forming one of the key services of the welfare state, albeit often with a lower profile than the closely related field of health care. In this module we trace the historic evolution of social care services (including recent processes of deinstitutionalisation and interactions with other welfare services). The role of the state is analysed in relation to the now well established ‘mixed economy of welfare’ present in social care. We consider in more depth the main groups of service users, namely vulnerable older people, those with mental health problems, physical or learning disabilities and informal carers. Also examined are key issues relating to user participation and empowerment, personalisation and adult protection/safeguarding. These issues are set within wider contexts of inequalities and diversity and UK (devolved) services within comparative context

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

Gray, A. and Birrell, D. (2013) *Transforming Adult Social Care: Contemporary Policy and Practice*, Bristol: Policy Press

Glasby, J. (2017) *Understanding Health and Social Care 3rd edn*, Bristol: Policy Press

Phillipson, C (2013) *Ageing*, Polity

Means, R., Richards, S. and Smith, R (2008) *Community Care: policy and practice 4th edn*, Basingstoke: Palgrave

Fink, J. (ed) (2004) *Care: Personal Lives and Social Policy*, Bristol: Policy Press

Ferguson, I and Lavalette, M. (2014) *Adult Social Care,* 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

Coursework – essay (2500 words) - 50%

Examination (2 hours) - 50%

13.2 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 | 8.7 | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | X | X | X | X | X | X | X | X | X |  |
| Lectures | X | X | X | X | X | X | X | X | X | X |
| Seminars | X | X | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay (2500 words) | X | X | X | X | X | X | X | X | X | X |
| Examination (2 hours) | 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 mainly in a UK context though elements may have international applicability and there is a significant comparative thread running through the module. 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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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