



ACADEMIC SERVICES


MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Social Issues and Social Problems				
Module Code	UZSSLG-30-1	Level	1	Version	2
Owning Faculty	Health and Applied Sciences	Field	Sociology and Criminology		
Contributes towards	BA (Hons) Sociology				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
Valid From	September 2014		Valid to	September 2020	

CAP Approval Date	28/03/2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Understand the nature of social problems and the ways in which sociology as a discipline can articulate the connections between private troubles and public issues. (Component A) • Demonstrate a familiarity with and an understanding of a range of substantive social problems and the ways in which sociology has attempted to understand and analyse these problems. (Component A) • Have gained an understanding of the governmental policy-making process and the factors that impinge on it (Component B); • Understand some of the key concepts used in social policy such as need, equity, inequality, poverty, exclusion, identity, difference and diversity (Component B); • Understand key concepts in social policy and their relationship with the historical development of the welfare state and analyse the changing shape and priorities of social policy, and of different welfare states and policy priorities of other countries (Component B); • Demonstrate how and why some social issues are incorporated onto the public agenda and/or government agenda and to differentiate between ideological perspectives which influence definitions of a social problem and policy responses to it (Component B);
Syllabus Outline	<ul style="list-style-type: none"> • The definition and nature of social issues and social problems • Understanding the historical nature and contemporary form of Social

	<p>Issues and Social Problems (indicative):</p> <ul style="list-style-type: none"> ○ Poverty and Inequality ○ Health and Illness ○ Employment/Unemployment/Low Pay ○ Crime and Deviance ○ Alcohol and Drug Abuse ○ Aging and the Life Course ○ Transport/Mobility ○ Disability ○ Housing/Homelessness ○ Racism ○ Media and Culture <ul style="list-style-type: none"> ● Social Problems and Public Policy: Government Intervention and Policy-Making in historical and comparative perspective. ● The Practice and Ideology of Social Welfare: Historical and Comparative Perspectives.
Contact Hours	<p>There will be 3 formal contact hours per week, in addition to an expectation that individual students spend time in independent reading/research. There will be one lecture, one two-hour workshop per week (72 contact hours in total over two semesters).</p>
Teaching and Learning Methods	<p>Scheduled learning includes one hour lectures and two-hour workshop. The module is based on a problem/enquiry based learning approach which engages students with social problems and issues while fostering both independent study and team work. Workshops therefore aim to help students learn and practice the range of skills indicated in above sections, while lectures offer orientation and knowledge acquisition. Students will be expected to conduct independent study related to the presentations. Independent study is required in relation to set reading for lectures and workshops, as well as assessed work.</p> <ol style="list-style-type: none"> 1. <i>Lectures</i> are essential for providing an overview of syllabus topics; 2. <i>Workshops</i> are designed to be central to learning, teaching and assessment in this module through facilitating groups work and, group presentations and tutorial time to further encourage and engagement with broader lecture themes; 3. <i>Directed Tasks</i> will include those based on reading in preparation for seminars; 4. <i>E-learning</i> resources as appropriate, including the use of UWEonline <p>Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p>
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p>

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	228	0	300	

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test

Coursework: Written assignment or essay, report, dissertation, portfolio, project

Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	50%
Practical exam assessment percentage	50%
	100%

Reading Strategy

Core readings

Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, or in the Library. Module guides will also reflect the range of reading to be carried out.

Further readings

Further reading is advisable for this module, and students will be encouraged to explore at least one of the titles held in the library on this topic. A current list of such titles will be given in the module guide and revised annually.

Access and skills

Formal opportunities for students to develop their library and information skills are provided within the induction period. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.

Indicative Reading List

The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. Current advice on additional reading will be available via the module guide or Blackboard pages.

Baldock, J., Manning, N., Vickerstaff, S. and Mitton, L. (2011) *Social Policy*. 4th ed. Oxford: Oxford University Press.

Best, J. (2007) *Social Problems*. London: Norton.

Connor, S. (2013) *What's your Problem: Making Sense of Social Problems and the Policy Process*. Northwich: Critical Publishing.

Hill, M. (2006) *Social Policy in the Modern World: A Comparative Text*. Oxford: Blackwell.

Lister, R. (2010) *Understanding Theories and Concepts in Social Policy*. Bristol: Policy Press.

May, M., Page, R. and Brundson, E. (2001) *Understanding Social Problems: Issues in Social Policy*. Oxford: Blackwell.

Pawson, R.D. (2006) *Evidence-based Policy: a Realist Perspective*. London: Sage.

Smith, S. (2007) *Applying Theory to Policy and Practice: Issues for Critical Reflection*. Aldershot: Ashgate.

Sullivan, M. (2007) *Modern Social Policy*. Harlow: Harvester Wheatsheaf.

Taylor, G. (2006) *Ideology and Welfare*. Basingstoke: Palgrave Macmillan.

Part 3: Assessment	
Assessment Strategy	In semester one, students will prepare a case study on a social problem or issue that will demonstrate an attempt to connect personal experience and public issues and contrast 'common sense' and sociological explanations of social issues and social problems. In semester two students will complete an essay which enable them to engage with the relationship between social problems, government policy and competing and/or comparative understandings of social welfare. The examination will assess the ability of students to understand social issues and social problems in a conceptual and policy context.

Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A:	B:
	50	50
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Seen Examination (2 hours)	100	
2.(etc)		
Component B Description of each element	Element weighting (as % of component)	
1. Case Study of Social Problem/Issue (1500 words)	50	
2. Essay (1500 words)	50	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Seen Examination (2 hours)	100
2.(etc)	
Component B Description of each element	Element weighting (as % of component)
1. Case Study of Social Problem/Issue (1500 words)	50
2. Essay (1500 words)	50
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.	