University of the
West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Social Problems and Social Policy				
Module Code	UZSSLG-30-1		Level	1	Version	1.1
Owning Faculty	Health and Life Sciences		Field	Health and Applied Social Sciences	
Contributes towards	BA (Hons) Sociology (and joint and major/minor combinations) BA (Hons) Criminology				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	September 2013		Valid to	September 2018	

CAP Approval Date	21/11/2013

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will: • 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 A and 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 A and Component B); • Have gained an understanding of the policy process and the factors that impinge on it (Component A and Component B); • Understand some of the key concepts used in social policy such as need, equity, inequality, poverty, exclusion, identity, difference and diversity (Component A and Component B); • Assess government policy responses in selected areas and consider alternative approaches to contemporary 'problems' in society (Component B);

	• Evaluate a problem-solving approach to contemporary social issues by focusing on dominant constructions and discourses and exploring the links between the different explanations of social issues or problems and the policy responses of governments (Component A and Component B); • Demonstrate a familiarity with contemporary social policy priorities and debates and their impact on organisational structures, service delivery and their various users (Component B).

Syllabus Outline	**Syllabus Outline**
	
	• Introduction to social problems and social policy: key concepts
	• Understanding the welfare state:
	  o Development of the welfare state
	  o Ideologies of welfare
	
	• Social Policy and Social Institutions
	  o the state, families and community
	
	• Social policy and the Policy Process
	  o Explanations and models of the policy process
	  o Political economic and ideological factors in policy formation
	  o Social policy and the media
	
	• Social Policy and Social Divisions
	  o Class, race, gender, sexuality, disability, age
	
	• Assessment and analysis of selected policy areas
	  o health policy
	  o crime and deviance
	
	• International perspectives: European policy priorities, the role of the European Union, globalisation
	
	This is not an exhaustive list as topics may change to incorporate contemporary issues.

Contact Hours	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).
Teaching and Learning Methods	**Teaching and Learning Methods** 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 critical policy 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. Lectures will be given by a number of members of the Sociology and Criminology Subject Group offering their expertise in substantive topics. *1. Lectures* are essential for providing an overview of syllabus topics; *2. Workshops* 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. Directed Tasks* will include those based on reading in preparation for seminars; *4. E-learning* resources as appropriate, including the use of UWEonline The module is congruent with the Graduate Development Programme, integrating and fostering application of transferable skills and subject knowledge. In particular it will contribute towards to developing analytical skills, communication skills, data-handling and evaluation skills and group work skills. **Scheduled learning** includes lectures, workshops, project supervision and relevant study skills. **Independent learning** includes hours engaged with essential reading, assignment preparation and completion etc. These sessions constitute an average time per level as indicated below.
Key Information Sets Information	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.

Key Information Set - Module data

Number of credits for this module				30	

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		50%
Coursework assessment percentage		50%
Practical exam assessment percentage		
		100%

Reading Strategy	**Reading Strategy** **Access and Skills** All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the

| | library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the iSkillZone available via the Library web pages. This includes interactive tutorials on search skills and on the use of specific electronic library resources. Sign up workshops are also offered by the Library.

Essential Reading
Any essential readingwill be indicated clearly in the module handbook, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a print study pack or be referred to texts that are available electronically.

Further Reading
Further reading will include a mix of chapters from books held in the library, internet resources, electronic journals and government reports. As part of the course students will be required to undertake search engine exercises designed to allow them to obtain access to up to date material relevant to the course. The reading strategy will be reviewed annually to ensure all essential reading remains easily accessible and that the most up to date and relevant materials are available for students.

Blackboard
This module is supported by Blackboard where students will be able to find all necessary module information. Direct links to information sources will also be provided from within Blackboard |
|---|---|
| Indicative Reading List | **Indicative reading**

Introductory Text Book
Baldock, J., Manning, N., Vickerstaff , S. & Mitton, L. (2011) *Social Policy* (Fourth Edition) Oxford University Press.

Recommended Reading
Andrew, M. (2005), *Anti-Social Behaviour Strategies: Finding A Balance*, Policy Press.
Farnsworth, K. & Irving, Z.M.(2011) Social Policy in Challenging Times: Economic Crisis and Welfare Systems, Policy Press, Bristol
Knepper, P. (2007) *Criminology and Social Policy.* Sage. London.
Lister, R. (2010) *Understanding Theories and Concepts in Social Policy*, Policy Press.
Pawson, R.D. (2006) *Evidence-based Policy: a Realist Perspective*, Sage.
Smith, S. (2007) *Applying Theory to Policy and Practice: Issues for Critical Reflection*, Ashgate.
Sullivan, M. (2007) *Modern Social Policy*, Harvester Wheatsheaf. |

Part 3: Assessment

| Assessment Strategy | **Assessment strategy**

Assessments are designed to engage with the Sociology and Criminology subject group's desire to reinforce cohort identity, embrace an applied and socially relevant disciplinary component, and introduce practical research skills and innovations in teaching, learning and assessment.

Component A – Group Presentations
One 20 minute presentation will be built into the specialised workshops and test academic and practical skills. Presentations will be themes on the substantive topics of teaching over the first semester. Built in study skills in workshops will prepare students for giving presentations. Presentations will constitute 50% of the overall student assessment and include a 400 word presentation outline written by students working in collaboration. This will be submitted at the end of the first semester. Although the marking of group projects is not without its difficulties (see, for example, http://www.heacademy.ac.uk/assets/ps/documents/primers/primers/assessing_group_work.pdf), the mark will be a group mark and space will be devoted in workshops for the module leaders to arbitrate any disputes. The formative assessment, built around employable skills, concerns team working, building cohort identity and the ability to build team capacity and resolve intra-team disputes. |
|---|---|

	Component B – Student Projects Students will be required to write a mini-project of 2000 words based around a selected particular substantive theme taught in the two semesters). The project will be submitted towards the end of the spring semester. The project will allow students to work independently and engage with a theme of their choice (other than the topic of their presentation) but which will nevertheless employ analytical skills in the context of social theory and policy around a particular contemporary social 'problem' and therefore generate a reflective piece of work in either applied Sociology or Criminology. Projects will constitute 50% of the overall student assessment.

Identify final assessment component and element	Component A		
		A:	**B**:
% weighting between components A and B (Standard modules only)		50%	50%

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
20 minute group presentation and 400 word synopsis	100%
2.(etc)	
Component B **Description of each element**	**Element weighting** **(as % of component)**
CW1 Essay (2000 words)	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
15 minute presentation and 400 word synopsis	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
CW1 Essay (2000 words)	100%

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.