

Contemporary Issues in Social Policy

Section A: Headline Information							
Module title		Contemporary Issues in Social Policy					
Module NFQ level (only if an NFQ level can be demonstrated)		Level 7					
Module number/reference		TBC					
Module Co-ordinator		Dr. Anne Coakley					
Parent programme(s)		BA in Applied Social Studies (Professional Social Care)					
Stage of parent programme		Stage 3					
Semester (semester1/semester2 if applicable)		Semester 1					
Module credit units (FET/HET/ECTS)		ECTS					
Module credit number of units		5					
List the teaching and learning modes		Lectures and web facilitated learning					
Entry requirements (statement of knowledge, skill and competence)		For entry onto Stage 3, successful completion of the preceding stage of the programme or equivalent is required in accordance with College regulations.					
Pre-requisite module titles		n/a					
Co-requisite module titles		n/a					
Is this a capstone module? (Yes or No)		No					
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)		Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in Social Policy. The specific requirements of professional bodies (e.g. CORU) must be taken into consideration when meeting the staffing requirements of the programme.					
Maximum number of learners per module		120					
Duration of the module		1 Semester					
Average (over the duration of the module) of the contact hours per week (see * below)		2 hours					
Module-specific physical resources and support required per centre (or instance of the module)		Lecture Hall, Internet and Moodle access, library,					
Analysis of required learning effort							
*Effort while in contact with staff							
Classroom and demonstrations	Mentoring and small-group tutoring	Other (specify)	Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)

Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner				
24	1:40						101: Self-directed studying and reading: 35 Essay prep & writing: 30 Directed study & reading: 36		125 hours
Allocation of marks (within the module)									
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total	
Percentage contribution				40%			60%	100%	

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	<p>To facilitates learners develop critical thinking about the policy context in which social care work takes place.</p> <p>To promotes learner engagement with contemporary social issues that frame social policy. Connections will be made with prior learning in the Irish Social Policy module completed in Stage 2.</p>
Module Aims and Objectives	To promote learner engagement with contemporary social issues that frame social policy and to think critically about the policy context and services in which Social Care work is located
Minimum Module Learning Outcomes	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Identify the key ideologies underpinning the development of social policy. (MIPLO 8). 2. Explain the complexity of welfare provision through a consideration and review of key welfare models and policies in an EU context (MIPLO 3). 3. Critically analyse policy choices and responses to social issues in Ireland (MIPLO 2).

	<p>4. Locate the impact of welfare policy in society in the context of social care practice (MIPO 7).</p>
<p>Information Provided to Learners about the Module</p>	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
<p>Module Content, Organisation and Structure</p>	<p>This module aims to facilitate learners develop critical thinking about the policy context in which social care work takes place. The module explores different models of welfare In EU states and how these connect to and determine the range and quality of key social services in any country.</p> <p>The module will firstly examine welfare ideologies including neo-liberalism and social democracy. Specific case studies will be drawn on to show the connection between ideologies and social policies. The following areas will also be explored:</p> <ul style="list-style-type: none"> • Compare and contrast Welfare regimes in the EU • Family policy and gender • Employment and childcare • Sustainable development and the local economy • Future welfare and wellbeing <p>All of these themes will draw on case studies and examples of best practice in Ireland and selected EU countries.</p>
<p>Module Teaching and Learning Strategy</p>	<p>Lectures, seminars, attendance at public workshops</p> <p>Lectures will deliver the module content with time given for small group discussion and feedback. Prescribed readings will be used to encourage engagement by learners and provide a basis for formative assessment or assessment for learning (Carlow College Teaching and Learning Strategy). Learners are encouraged to present short summaries of readings from Moodle in class for discussion. U-tube clips of current issues in social services will take place on occasion. Handouts on current topics may also be given out in lectures and learners are encouraged to make connections to the theories and concepts.</p> <p>Learners are encouraged to go to relevant public workshops/seminars with follow up discussion in class. Guest speakers will also be invited to class on occasion.</p>
<p>Work-Based Learning and Practice-Placement</p>	<p>N/A</p>

E-Learning	Moodle will be used to deliver course plan and relevant readings and links to relevant websites. Learners will be encouraged to upload reading material in advance of lectures to encourage engagement in class.
Specifications for Module Staffing Requirements	One lecturer. Staff – learner ratio is typical of a lecture format, 1-120.
Module Summative and Formative Assessment Strategy	This module will be assessed by an essay and a 2 hour, 2 question written exam (summative assessment). The essay will have a weighting of 40% and the exam will have a weighting of 60%.
Sample Assessment Materials	<p><i>Essay Title</i> Mental health has received a lot of media attention in recent years in Ireland with demands for more investment and development of services. Discuss the key issues for either adult or child and adolescent mental health services drawing on examples.</p> <p>Write a note on the seminar you attended as part of the Mensana Fest 2017. Include in your answer details of the talk and your own response to it.</p> <p>Assessment; 10%</p> <p>Times New Roman Font 12 Line-spacing 1.5 Word Count; 1,000-1,250 Soft-copy submission through Turnitin</p> <p>Criteria used for marking; Essay structure, content and engagement with subject, grammar, spelling and referencing.</p> <p><i>Exam Questions:</i> Historically there has been low public investment in the Irish childcare sector especially when compared to other EU countries. Discuss.</p> <p>Assess Matzke and Ostner’s (2010) claim that there has been a large scale transformation in family policy across Europe.</p> <p>Legible handwriting, addressing and engaging with material in answering the question, grammar and referencing.</p>
Reading Lists and Other Information Resources	<p>Essential Reading: Bonoli, G. 2007. ‘Time Matters, New Social Risks, and Welfare State Adaptation in Advanced Industrial Democracies. <i>Comparative Political Studies</i> 40:5.</p> <p>Considine, M. and Dukelow, F. (2017). <i>Irish Social Policy; A Critical Introduction</i>. Dublin: Gill and Macmillan.</p> <p>Esping-Andersen, G., Gallie, D., Hemerijck, A. and Myles, J. (2002). <i>Why We Need a New Welfare State</i>. Oxford: Oxford University Press.</p>

	<p>Matzke, M. and Ostner, I. (2010). 'Introduction; change and continuity in recent family policies' <i>Journal of European Social Policy</i>. 20:387</p> <p>Farnsworth, K Irving, ZM (2011). <i>Social Policy in Challenging Times</i>. Bristol: Policy Press.</p> <p>Other Reading: Ellingsaeter, A.L. and Leira, A. (Eds.) (2006). <i>Politicising Parenthood in Scandinavia; Gender Relations in Welfare States</i>. Bristol: Policy Press.</p> <p>ESRI/TCD. (2006-). <i>Growing Up in Ireland</i>. Dublin: Department of Children and Youth Affairs</p> <p>Fanning, B. and Rush, M. (2006). <i>Care and Social Change in the Irish Welfare Economy</i>. Dublin: UCD Press.</p> <p>Flassbeck, H. and Lapavitsas, C. (2015). <i>Against the Troika; Crisis and Austerity in the Eurozone</i>. UK: Verso Books.</p> <p>Journals Administration; Irish Journal of Applied Social Studies, Journal of Social Policy; Critical Social Policy; Journal of European Social Policy;</p> <p>Essential Websites: www.nwci.ie www.welfare.ie; www.citizensinformation.ie; www.eapn.ie; www.ispa.ie; www.esri.ie; www.dohc.ie www.socialjustice.ie</p> <p>Essential Viewing: https://www.rte.ie/lifestyle/living/2017/0116/845375-brendan-courtney-we-need-to-talk-about-dad/ News clips on current policy issues/services</p>
Module Physical Resource Requirements	Lecture Hall Tutorial Room Wifi Projector