

Irish Social Policy

Section A: Headline Information							
Module title		Irish 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 2					
Semester (semester1/semester2 if applicable)		Semester 2					
Module credit units (FET/HET/ECTS)		ECTS					
Module credit number of units		5					
List the teaching and learning modes		Lectures, tutorials, web facilitated learning					
Entry requirements (statement of knowledge, skill and competence)		For entry onto Stage 2, 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)		2.3 hours					
Module-specific physical resources and support required per centre		Lecture Hall, Small Group work room, Library, Moodle					
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	4	1:10				97: Essay prep & writing: 41 Directed study & reading: 30 Self-directed study & reading: 26		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	This module will enable learners to identify the origins of policy and policy choices and how they connect with the range of social services that people can access in Ireland. It encourages learners to develop a knowledge base of the services that they will utilise in their professional practice. It promotes an awareness of the policy challenges that drive changes for the improvement of social services into the future
Module Aims and Objectives	The aim of this module is to introduce learners to key social policy concepts and issues and to examine the main areas of social policy delivery in Ireland.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: <ul style="list-style-type: none"> 1. Distinguish key concepts in social policy. (MIPLO 3) 2. Demonstrate an understanding of the historical influences on the development of social policy provision in Ireland. (MIPLO 3) 3. Assess the contribution of social policies in responding to poverty and Inequality over the lifecourse. (MIPLO 2, 7) 4. Demonstrate an understanding of specialist areas of social service provision, come including health, social welfare, housing, education in the Irish context. (MIPLO 3)

Information Provided to Learners about the Module	<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>
Module Content, Organisation and Structure	<p>This module is an introduction to social policy in Ireland. It will firstly examine the origins of social policy and the welfare state in Europe.</p> <p>It will introduce key concepts in social policy.</p> <p>It will focus on the historical development of social policy in Ireland and the key influences shaping policy. There will be an in-depth exploration of poverty, inequality and vulnerability across the lifecourse. Key social services including health services, mental health, social welfare, housing and family and child income supports and services. This knowledge base will identify the barriers and and opportunities for vulnerable individuals in society.</p> <p>The challenges and gaps in services will be explored.</p>
Module Teaching and Learning Strategy	<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 in class for discussion. U-tube clips of current issues in social services will be shown 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>The research carried out by learners and the presentations made in the tutorial groups will assist learners to engage with social issues in the community and to make connections with the theories and concepts in looking for options for the future.</p> <p>Tutorials: learners work in small groups and are asked to gather information on specific social problems in their community. The learners make presentations in the tutorials on the results of their research and are asked to present and explore possible options to address the problems. The tutorials provide an opportunity for learners to apply the concepts and to address social problems in the community.</p>
Work-Based Learning and Practice-Placement	<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 and tutorial format, 1-120, 1-20.
Module Summative and Formative Assessment Strategy	This module will be assessed by one essay (summative assessment) 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> Discuss the financial costs and related issues for families, of both second level and third level education. Times New Roman Font 12 Line-spacing 1.5 Word Count; 1000-1250 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> Define and discuss the following social policy concepts drawing on examples; (a) Selectivist provision of benefit /service (b) Universal provision of benefit /service (c) Social Risks (d) Individualization</p>
Reading Lists and Other Information Resources	<p><u>Essential Reading:</u> Considine, M. and Dukelow, F. (2017). <i>Irish Social Policy; A Critical Introduction</i>. Dublin: Gill and Macmillan.</p> <p>Kennedy, P. (2013) <i>Key Themes in Social Policy</i>. London: Routledge.</p> <p>Kiely, G. O'Donnell, A., Kennedy, P. and Quin, S. (Eds.) (1999). <i>Irish Social Policy in Context</i>. Dublin: UCD Press.</p> <p>Social Justice Ireland (2017) <i>National Social Monitor</i>, social justice ireland</p> <p><u>Other Reading:</u> ESRI/TCD. (2006-). <i>Growing Up in Ireland</i>. Dublin: Department of Children and Youth Affairs</p> <p><i>National Action Plan for Social Inclusion 2007-2016</i>. Dublin: Stationery Office. Campbell-Barr, V. and Coakley, A. (2014). 'Providing choice? A comparison of UK and Ireland's family support in a time of crisis' <i>Journal of International and Comparative Social Policy</i>.</p>

	<p>Moran, J. (2013). <i>Unfinished Business; Social Policy for Social Care Students in Ireland</i>. Dublin: Orpen Press.</p> <p>NESC (2009). <i>Well-being Matters; a Social Report of Ireland</i>; Section 4.6 Community and Environment.</p> <p>Vincentian Partnership for Social Justice (2012). <i>The Cost of a Child</i>. www.vpsj.ie</p> <p>Journals Irish Journal of Applied Social Studies, Administration; Journal of Social Policy; Critical Social Policy; Journal of European Social Policy</p> <p>Websites: www.welfare.ie; www.citizensinformation.ie; www.eapn.ie; www.ispa.ie; www.esri.ie; www.dohc.ie www.socialjustice.ie</p> <p><u>Essential Viewing</u> https://www.youtube.com/watch?v=y36BJoelaMc Wilkinson and Pickett 2009; <u>The Spirit Level</u></p> <p>https://www.rte.ie/player/ie/show/rte-investigates-30003696/10683610/ <u>'Living on the List' 2017</u></p> <p>https://www.rte.ie/player/ie/show/the-high-hopes-choir-30003108/10491991/ <u>The High Hopes Choir Documentary, 2015.</u></p>
<p>Module Physical Resource Requirements</p>	<p>Lecture Hall Tutorial Room Wifi Projector</p>