

Irish Social Policy

Section A: Headline Information	
Module title	Irish Social Policy
Module NFQ level (only if an NFQ level can be demonstrated)	Level 8
Module number/reference	TBC
Module Co-ordinator	Dr. Anne Coakley
Parent programme(s)	Higher Certificate in Social, Political and Community Studies; BA in Social, Political and Community Studies; BA (Honours) in Social, Political and Community Studies.
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 ECTS
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 the relevant discipline or a closely cognate area.
Maximum number of learners per module	25
Duration of the module	1 Semester: 12 weeks
Average (over the duration of the module) of the contact hours per week (see * below)	Average: 2.25 hours per week. 12 x 2 hour lectures = 24 hours 4 x 1 hour tutorials = 4 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	1:5	4	1:5				97: Essay prep & writing: 35 Directed study & reading: 30 Self-directed study & reading: 32			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	
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 7) 4. Demonstrate an understanding of specialist areas of social service provision, come including health, social welfare, housing, education in the Irish context. (MIPLO 1 and 7)

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 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 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>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 do 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	<p>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.</p>

Specifications for Module Staffing Requirements	Module Coordinator will teach the majority of lectures and tutorials. Staff-learner ratio is typical of a lecture and tutorial format.
Module Summative and Formative Assessment Strategy	This module will be assessed by an 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. Word Count; 1000-1250 words.</p> <p><i>Criteria used for Marking:</i> 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:</p> <ul style="list-style-type: none"> a) Selectivist provision of benefit /service b) Universal provision of benefit /service c) Social Risks d) Individualization
Reading Lists and Other Information Resources	<p>Essential Reading: 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. and O'Donnell, A., Kennedy, P. and Quin, S. (eds.) (1999). <i>Irish Social Policy</i>, London: Routledge.</p> <p>Social Justice Ireland (2017) <i>National Social Monitor</i>, www.socialjustice.ie.</p> <p>Other Reading: <i>National Action Plan for Social Inclusion 2007-2016</i>. Dublin: Stationery Office.</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>Verity-Campbell-Barr 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>Vincentian Partnership for Social Justice 2012. <i>The Cost of a Child</i>. www.vpsj.ie</p> <p>Journals <i>Irish Journal of Applied Social Studies</i>, <i>Administration</i>; <i>Journal of Social Policy</i>;</p>

	<p><i>Critical Social Policy;</i> <i>Journal of European Social Policy</i></p> <p>Essential Viewing: https://www.youtube.com/watch?v=y36BJoelaMc Wilkinson & Pickett 2009; <i>The Spirit Level</i> https://www.rte.ie/player/ie/show/rte-investigates-30003696/10683610/ 'Living on the List' 2017 https://www.rte.ie/player/ie/show/the-high-hopes-choir-30003108/10491991/ <i>The High Hopes Choir Documentary, 2015.</i></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>Module Physical Resource Requirements</p>	<p>Lecture Hall, Tutorial Room, Wifi, Projector.</p>