PRIFYSGOL

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MODULE SPECIFICATION FORM

Module Title: Politics and Social Policy	Level: 5	Credit Value: 20

Module code: YCW501	Cost Centre: GAFS	JACS2 code

Semester(s) in which to be offered: One	With effect from: September 2015

Office use only: To be completed by AQSU:	Date approved: September 2010 Date revised: September 2015 Version no: 2

Existing/New: New	Title of module being replaced (if any):

Originating School: Social and Life Sciences	Module Leader: Ged Turner

Module duration: 200 *Contact hours*: 40 *Directed study:* 80 *Private study*: 80	Status: core/option/elective (identify programme where appropriate):	Core

Programme(s) in which to be offered: BA [Hons] Youth & Community Work	Pre-requisites per programme (between levels):	Co-requisites per programme (within a level):

Module Aims:

To examine the range of political perspectives and how they explain different patterns of social policy and their impact on social education practice.
To understand the links between politics, welfare and social control and current debates concerning the role of the state, private and voluntary sectors in providing social welfare
To develop a critical awareness of Neo-Liberal market theory and its impact on both social justice and the global environment in relation to concepts like sustainability and resilience.
To consider the role of critical thinking and rationality in relation to social education practice.
To identify the possibilities of developing a coherent social policy within the framework of the European Community
To be aware of the structures of central and local government in Wales and England and the way current policy initiatives impact on professional practice.

Expected Learning Outcomes
At the end of this module, students should be able to:
Knowledge and Understanding:

1. Explain and discuss the significance of politics and social policy, especially its relevance for young people, community groupings, and/or youth and community work practice.
2. Discuss and analyse an issue of collective debate and decision-making, and issues relating to democratic involvement and participation.
3. Discuss and analyse the relationship of politics – and political ideologies - with social policy, and youth and community work.
4. Recognise and discuss political systems and policy frameworks, especially those that impact upon youth and community work at local, national or international levels.
5. Recognise and discuss historic developments - and significant changes - in social policy and welfare provision in the UK.

Transferable/Key Skills and other attributes:
*   Learning in formal and informal settings
*   Communication in writing
*   Using other communication technologies

Assessment: please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). ***Details of indicative assessment tasks must be included.***
1. Assessment task one will comprise of a 15 minute group presentation – and discussion - of a 'manifesto' for youth work, young people, or another community grouping (whether a community of practice, interest, identity or geography).
2. Assessment task two will comprise of one 2,500-word essay from a choice of questions focusing on matters of political involvement and current issues of social policy.

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count or equivalent if appropriate
One	1	Group Presentation	20%		1, 500 (equivalent)
Two	2. 3, 4 & 5	Essay	80%		2,500

Learning and Teaching Strategies:
The module will be delivered through a series of lead lectures, supplemented by audio and visual material and engaging the direct participation of students through small group tasks, seminars and presentations

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Syllabus outline:
The module will provide an understanding of the ways in which political ideology informs the nature of social policy. It will enable the student to place current social policy within a historical and socio-economic context and to gain an understanding of the way in which professional youth and community work has developed in its present form and how current policy initiatives might indicate the direction of subsequent practice.

Bibliography

Key Texts:

Alcock, A., May, M. & Wright, S. (Eds.) (2012) The Student's Companion to Social Policy, Wiley & Sons: Chichester

Heywood, A. (2013) Politics, Palgrave Macmillan: Basingstoke

Heywood, A. (2012) Political Ideologies: An Introduction, Palgrave Macmillan: Basingstoke

Fitzsimmons, A., Hope, M, Cooper, C., & Russell, K. (2010) Empowerment and Participation in Youth Work, Learning Matters: Exeter

Stoker, G. (2006) Why Politics Matters: Making Democracy Work, Palgrave Macmillan: Basingstoke

Thompson, N. (2009) Power and Empowerment, Russell House Publishing: Lyme Regis

Other Reading:

Alcock, P & May, M. (2014) Social Policy in Britain, Palgrave Macmillan: Basingstoke

Batsleer, J. & Davies, B. (2010) What is Youth Work? Learning Matters: Exeter

Batsleer, J. (2013) Youth Working with Girls and Women in Community Settings, Ashgate: Abingdon

Beck, D. & Purchell, R. (2010) Popular Education Practice for Youth & Community Development Work, Learning Matters: Exeter

Blyth, M. (2013) Austerity: The History of a Dangerous Idea, Oxford University Press: Oxford

Bradford, S. (2012) Sociology, Youth & Youth Work Practice, Palgrave Macmillan: Basingstoke

Choose Youth (2013) Choose Youth Manifesto: Our vision for a new youth service, Available from: http://www.chooseyouth.org/assets/documents/5601_ChooseYouth_4ppA4_Finalweb.pdf [Electronically accessed September 7, 2014.]

Community and Youth Workers Union (2005) A manifesto for youth work and the youth service in Wales, Available from: http://cywu-nwales.blogspot.co.uk/2005/05/manifesto-2005.html [Electronically accessed September 7, 2014]

Crossley, N. (2005) Critical Social Theory, Sage: London

Darder, A., Baltadano, M., & Torres, R. (Eds.) (2009) International Critical Pedagogy Reader, Routledge: London

Darder, A., Mayo, P., & Paraskeva, J. (Eds.) (2015) The Critical Pedagogy Reader, Routledge: London

Davies, B. (1999) From Voluntaryism to Welfare State. A history of the Youth Service in England. Volume 1: 1939 – 1979, Youth Work Press: Leicester

Davies, B. (1999) From Thatcherism to New Labour. A history of the Youth Service in England. Volume 2: 1979 – 1999, Youth Work Press: Leicester

Davies, B. (2005) 'Youth work: A manifesto for our times', Youth and Policy, 88 (reprint), pp.3-23. Available from http://www.indefenceofyouthwork.org.uk/wordpress/wp-content/uploads/2009/03/youth-work-a-manifesto-for-our-times-bernard-davies.pdf [Electronically accessed September 7, 2014.]

Delgado, R. & Stefancic, J. (2012) Critical Race Theory: An Introduction, New York University Press: New York

Freeden, M. (2003) Ideology: A Very Short Introduction, Oxford University Press: Oxford

Freire, P. (1998) Pedagogy of Freedom: Ethics, Democracy, and Civic Courage, Rowman & Littlefield: New York/Oxford

Giddens, A. & Sutton, P. (2013) Sociology, Polity Press: Cambridge

Haralambos, M. & Holborn, M. (2008) Sociology: themes and perspectives, Collins Educational: London

Giroux, H. (2011) On Critical Pedagogy, Bloomsbury: London

Harvey, D. (2007) A Brief History of Neoliberalism, Oxford University Press: Oxford

Heywood, A. (2015) Political Theory: An Introduction, Palgrave Macmillan: London

Heywood, A. (2015) Essentials of UK Politics, Palgrave Macmillan: Basingstoke

In Defence of Youth Work (2009) *The open letter: In defence of youth work*, Available from: http://indefenceofyouthwork.com/2009/03/11/the-open-letter-in-defence-of-youth-work/in-defence-of-youth-work-launch-homogeneous-version-22/ [Electronically accessed September 7, 2014]

Klein, N. (2008) The Shock Doctrine: The Rise of Disaster Capitalism, Allen Lane: London

Kumashiro, K. (2015) Against Common Sense: Teaching and Learning Towards Social Justice, Routledge: London

Ledwith, M. (2011) Community Development: A Critical Approach, Policy Press: Bristol

Ledwith, M. & Springett, J. (2010) Participatory practice: Community-based action for transformative change, Policy Press: Bristol

Lister R., Middleton S. and Smith N. (2001), Young People's Voices: Citizenship Education, Youth Work Press: Leicester

Nicholls, D. (2012) For youth workers and youth work: Speaking out for a better future, Policy Press: Bristol

Packham, C. (2008) Active Citizenship & Community Learning, Learning Matters: Exeter

Purcell, R. & Beck, D. (2010) Popular Education Practice for Youth & Community Development Work, Learning Matters: Exeter

Tisdall, E. K. M., Andressa, M. G. & Butler, U. M. (Eds.) (2014) Children and Young People's Participation and its Transformative Potential, Palgrave Macmillan: Basingstoke

Youth Work National Occupational Standards (LLUK :2008) addressed:
1.1.1 Enable young people to use their learning to enhance their future development
1.1.2 Enable young people to work effectively in groups
1.1.3 Encourage young people to broaden their horizons to be active citizens
1.1.4 Support young people in taking action and to tackle problems
1.2.1   Plan ,prepare and facilitate group work with young people
1.2.2 Work with young people to manage resources for youth work activities
1.2.3 Support young people in evaluating youth work activities
1.2.4 Support young people in evaluating the impact of youth work upon their own development
1.3.1   Facilitate young people's exploration of their values and beliefs

1.3.2 Encourage young people's involvement in the design of youth work activities
1.3.3 Enable young people to represent themselves and their peer group
1.4.1 Provide information and support to young people
1.4.2 Enable young people to access information and to make decisions
2.1.1 Ensure that the rights of young people are promoted and upheld
2.2.2 Work with young people in safeguarding their welfare
2.3.1 Promote equality of opportunity and diversity in your area of responsibility
2.3.2 Develop a culture and systems that promote equality and value diversity
2.3.3 Challenge oppressive behaviour in young people
2.4.1 Fulfil the legal, regulatory and ethical requirements relevant to youth work
3.1.1 Communicate effectively and develop rapport with young people
3.1.2 Assist young people to express and realise their goals
3.2.1 Engage with the local community
3.3.1 Develop productive working relationships with colleagues
3.3.2 Develop productive working relationships with colleagues and stakeholders
3.3.3 Involve, motivate and support volunteers
4.1.1 Investigate the needs of young people and the community in relation to youth work
4.2.1 Influence and support the development of youth work strategies
4.2.3 Identify and address new youth work opportunities
4.2.4 Identify and secure resources for youth work
4.2.5 Work with providers of youth work activities
4.2.6 Involve young people in the strategic development and delivery of youth work
4.2.7 Work in partnership with agencies to improve opportunities for young people
4.3.1 Lead change
4.3.2 Plan change
4.3.3 Implement change
4.4.1 Monitor and evaluate the quality of youth work activities
5.1.1 Work as an effective and reflective practitioner
5.1.2 Manage your own resources and professional development
5.2.1 Provide leadership for your team
5.3.2 Provide learning opportunities for colleagues
5.4.2 Ensure health and safety requirements are met in your area of responsibility