

Short Form Unit Details

Unit Title	The Family, Community Care and the State
Level	2
Reference No. (<i>showing level</i>)	SPS_2_FPO_1_0607
Credit Value	15 CAT points
Student Study Hours	Contact hours: 40 Student managed learning hours: 110
Pre-requisite learning	Successful completion of level 1 units or equivalent
Co-requisites	None
Excluded combinations	None
Unit co-ordinator	Antoine Rogers
Faculty/Department	Arts and Human Sciences / Social and Policy Studies
Short Description	This unit examines the relationship between the state and the family and further examine the impact of social policy on families. The unit will explore the changing nature of the family and highlights different kinds of families. Lectures and readings provide information to enable students to assess how social policy tries to support and/or control the family. The approach is also intended to help students develop their understanding of the links between sociology and social policy analysis. Lectures and seminars will identify historical and contemporary developments in welfare services to families. Some lectures and seminars aim to identify the nature of the services and benefits provided to families and who delivers those services to families. Lectures will also identify the most vulnerable members of the family including children, the elderly and the disabled to assess the effectiveness of policies in support families.
Aims	<ul style="list-style-type: none"> • To examine the changing relationship between the state and the family in Britain • To explore demographic, social and economic changes in the last 45 years and their effects on family structures and roles • To explore the changing meaning of motherhood and fatherhood • To study the role of the state related to social work and social care and to assess the impact on the most vulnerable members of the family including children and the elderly • To identify who delivers social services and social care to families • To assess the impact and effectiveness of service delivery • To study the effects of specific policy changes in the field of community care.
Learning Outcomes	<p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> • understand the main demographic, social and economic changes that have taken place since 1945 and their impact on family structures and roles. • demonstrate an understanding of the ideological arguments of left and right about the significance of these changes and the impact of these views on policy debates and development. • understand the changing role of the state in the provision of services to support families. • understand the changing role of the state in community care: from providing to enabling, assessing and monitoring. • demonstrate an understanding of the impact of family policies and community care policy. <p>Intellectual Skills: The conceptual analysis and skills developed at level one will be deepened, and students will develop their interactive skills within a</p>

	<p>learning group. Additionally, students will be expected to demonstrate:</p> <ul style="list-style-type: none"> •the ability to distinguish between differing viewpoints •the ability to identify key elements of a problem and <u>choose</u> the theories/methods for its resolution •ability to analyse political systems using comparative methodology. <p>Practical Skills:</p> <ul style="list-style-type: none"> • the ability to research a topic of their choice as part of a group, and to present this research in oral and written form (Group Project). <p>Transferable Skills:</p> <p>By the end of the unit you will be able to:</p> <ul style="list-style-type: none"> • Utilise information technology • Synthesise information and ideas from a wide range of sources • Communicate effectively using a variety of means • Demonstrate time management skills • Work and present in small groups
Employability	<p>This unit prepares students for employability by</p> <ul style="list-style-type: none"> • drawing on material and resources from the social policy and welfare field with particular reference to the family and encouraging students to engage with this material • introducing students to the impact of social policy on the family • enabling students to relate to and interact effectively with individuals and groups.
Teaching and learning pattern	<p>This unit will be taught as follows:</p> <ul style="list-style-type: none"> • One and one half hour lecture • One hour seminar • 30 minutes – 1 hour blackboard
Indicative content	<p>Part 1: Changing nature of the family: social, political and economic factors: overview of the changing nature of the family: social, economic, and political change.</p> <p>Part II: Conservative Family Policies: Conservative ideology and the family, welfare provision, the family and the road to mixed markets in service delivery, Community Care and Care in the Community.</p> <p>Part III: Labour Family Policy: New Labour ideology and the family; poverty and the family.</p> <p>Part IV: Supporting Families and Social Work: social work and the Children's Act, supporting families and Sure Start, fostering and adoption.</p>
Assessment <i>Elements & weightings</i>	<p>This unit is assessed by two elements an exam and a coursework essay. Each element is worth 50 percent.</p> <ol style="list-style-type: none"> 1. One mid semester essay (1500 words) on an issue related to the family raised in weeks 2-9 teaching. 2. One two hour examination in two parts: <ul style="list-style-type: none"> • Part 1: a set of brief questions testing general knowledge about issues raised on the course. • Part 2: will be an evaluation of a specific policy.
Indicative Sources <i>(Reading lists)</i>	<p>Allen, G and Crow, G (2001) Families, households and society. New York: Pelgrave</p> <p>Lewis, C (2000) A man's place in the home: fathers and families in the UK. Joseph Rowntree Foundation 440 http://www.jrf.org.uk/knowledge/findings/foundations/440.asp</p> <p>Kiernan, Kathleen (2003) Cohabitation and divorce across nations and generations CASEpaper 65</p> <p>Hayek, Friedrich A. (2005) The road to serfdom. London: Institute of Economic Affairs</p> <p>Dolan, Pat, Canavan, John and Pinkerton, John (ed.) (2006) Family Support as Reflective Practice. London: J.Kingsley</p> <p>Nutt, Linda (2006) The lives of foster carers: private sacrifices, public restrictions. London: Routledge</p>