

Module Title	Contemporary Policy Making
Course Title	BSc Criminology (Social Policy); BSc Sociology; BSc Sociology (Social Policy); BSc Sociology (Sustainability); BA International Relations; BA International Relations (Social Policy); BA International Relations (Sustainability); BA Politics (Black Studies); BA Politics (Social Policy); BA Politics (Sustainability); BA Politics and International Relations
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input checked="" type="checkbox"/> LSS
Division	Social Sciences
Parent Course (if applicable)	Social Policy Pathway
Level	5
Semester	1
Module Code (showing level)	DSS_5_CPM
JACS Code (completed by the QA)	
Credit Value	20 credit points
Student Study Hours	Contact hours: 45 Student managed learning hours: 155
Pre-requisite Learning	None
Co-requisites	None
Excluded combinations	None
Module co-ordinator	TBC
Short Description (max. 100 words)	This module introduces students to social policy, covering the mechanisms, actors, and organisations involved in policymaking. It will look at the frameworks within which policy makers act. The module will encourage students to apply and develop their understanding of policy through following contemporary social policy issues as they unfold during the module. Students will analyse and critique the developments in their areas of interest during the course of the module. By engaging with policymakers and policy processes, students will gain practical experience of seeking to make and shape policy.
Aims	<p>This module aims to:</p> <ul style="list-style-type: none"> • develop knowledge and understanding of the key concepts in social policy, including in the areas of welfare, health and education, and policy-making • provide knowledge and critical awareness of the political institutions of the liberal democratic state and the legislative process • examine and analyse the historical and contemporary relations between civil society, including pressure groups, and the legislative process • examine mainstream and critical political doctrines on the role of the state and state-society relations
Learning Outcomes (4 to 6 outcomes)	<p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> • Understand key aspects of social policy such as how policy is made, welfare systems, actors in the policymaking • Knowledge of different theories, concepts, perspectives and methods in policymaking

	Intellectual Skills: <ul style="list-style-type: none"> • appreciate the different normative values and principles which can underpin and shape policy making • Evaluate ideas and evidence used to make policy
Employability	<p>This module focuses on an area in which many social science graduates seek work after graduation, and thus offers an important introduction to the kinds of job roles and organisations that exist in this field.</p> <p>The module will help students learn and develop the skills required in these roles such as analytical thinking, communicating to different audiences and gathering and synthesising information.</p>
Teaching and learning pattern	<p>Contact hours includes the following: (please click on the checkboxes as appropriate)</p> <p> <input checked="" type="checkbox"/> Lectures <input checked="" type="checkbox"/> Group Work: <input type="checkbox"/> Tutorial: <input type="checkbox"/> Workshops <input type="checkbox"/> Practical <input checked="" type="checkbox"/> VLE Activities </p>
Indicative content	<p>This module will seek to cover</p> <ul style="list-style-type: none"> • Theories of policymaking • Framing policy problems • Organisations and agents in policymaking such as <ul style="list-style-type: none"> ○ MPs, Lords, House of Commons, House of Lords, APPGs ○ Think Tanks ○ Special Advisers ○ Lobbying groups ○ Charities and NGOs ○ Campaigners and Activists ○ Experts and research ○ Press and Public Attitudes • Welfare systems in the UK and beyond • Equality, rights, and social justice • Contemporary context and challenges • Devolution and policy in the four nations • Localism
Assessment method (Please give details – of components, weightings, sequence of components, final component)	<p>Formative assessment: Informal in-class presentation or student forum blog</p> <p>Summative assessment: CW1: Policy Portfolio (3000 words -100%) Tasks may include: Letter to MP Analysis of a policy document such as a White Paper Written response to a consultation Report on House of Commons Debate or APPG meeting Blog framing a policy problem Self-Assessment </p>
Mode of resit assessment (if applicable)	As above

Indicative Sources (Reading lists)	<p>Core material: Alcock et al (2016) <i>The Students Guide to Social Policy</i>, 5th ed., Wiley (and companion website: https://bcs.wiley.com/he-bcs/Books?action=index&itemId=1118965973&bcsId=10339) Baldock et al (2012) <i>Social Policy</i>. Oxford: OUP Blakemore and Warwick Booth (2013) <i>Social Policy: An Introduction</i>. Berkshire: Open University Press</p> <p>Optional reading: Bochel et al (2009) <i>Social Policy: Themes, Issues, Debates</i>. Harlow: Pearson Hills J and Stewart K (eds.) (2005) <i>A More Equal Society: New labour, poverty, inequality and social exclusion</i>, Bristol: Polity Press Pascall (1997) <i>Social Policy: A new feminist analysis</i>. London: Routledge</p>
Other Learning Resources	<p>Hansard Reasons to Be Cheerful (podcast on big ideas and policy issues) Government Policy Papers and Open Consultations Website (https://www.gov.uk/search/policy-papers-and-consultations) Manchester Public Policy Blog - http://blog.policy.manchester.ac.uk/</p>