



# SOWK13014 Contemporary Social Policy

## Term 2 - 2020

Profile information current as at 15/05/2024 10:07 pm

All details in this unit profile for SOWK13014 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

### General Information

#### Overview

Social policy is one of seven methods of change used in social work practice. This unit explores the historical, political and normative dimensions of social policy and policy-making in Australia and the international context. You will explore concepts such as the welfare state and neo-liberalism and you will examine and critically analyse social policy that is relevant to human service contexts.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

#### Pre-requisites or Co-requisites

120 credit points of study must include SOWK13009 and SOWK13010

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

#### Offerings For Term 2 - 2020

- Online

#### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

#### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Electronic Focused Interactive Learning (eFIL)**

Weighting: 40%

#### 2. **Written Assessment**

Weighting: 30%

#### 3. **Online Quiz(zes)**

Weighting: 30%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Unit Learning Outcomes

**On successful completion of this unit, you will be able to:**

1. Evaluate the inherent value-judgements associated with social policy making
2. Apply theories of policy development to the nature of social policy making in Australia
3. Analyse the strategies and processes of policy development, analysis, negotiation and advocacy in a range of policy contexts in the Australian context
4. Evaluate processes and outcomes of policy practice in Australia with cognate practice in international contexts.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

|   |  |  |  |  |  |
|---|--|--|--|--|--|
|  N/A Level |  Introductory Level |  Intermediate Level |  Graduate Level |  Professional Level |  Advanced Level |
|---|--|--|--|--|--|

### Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks   | Learning Outcomes |   |   |   |
|--|-------------------|---|---|---|
|  | 1                 | 2 | 3 | 4 |
| 1 - Electronic Focused Interactive Learning (eFIL) - 40% | •                 | • | • | • |
| 2 - Written Assessment - 30%                             | •                 | • | • | • |
| 3 - Online Quiz(zes) - 30%                               | •                 | • | • | • |

### Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes                                 | Learning Outcomes |   |   |   |
|---|-------------------|---|---|---|
|   | 1                 | 2 | 3 | 4 |
| 1 - Communication                                   | •                 | • | • | • |
| 2 - Problem Solving                                 | •                 | • | • | • |
| 3 - Critical Thinking                               | •                 | • | • | • |
| 4 - Information Literacy                            | •                 | • | • | • |
| 5 - Team Work                                       |                   |   |   |   |
| 6 - Information Technology Competence               |                   |   |   |   |
| 7 - Cross Cultural Competence                       | •                 |   | • | • |
| 8 - Ethical practice                                | •                 |   |   | • |
| 9 - Social Innovation                               |                   |   |   | • |
| 10 - Aboriginal and Torres Strait Islander Cultures |                   |   |   |   |

### Alignment of Assessment Tasks to Graduate Attributes

| Assessment Tasks   | Graduate Attributes |   |   |   |   |   |   |   |   |    |
|--|---------------------|---|---|---|---|---|---|---|---|----|
|  | 1                   | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 - Electronic Focused Interactive Learning (eFIL) - 40% | •                   | • |   | • |   | • |   |   |   |    |
| 2 - Written Assessment - 30%                             | •                   | • |   | • |   | • |   |   |   |    |

| Assessment Tasks                  | Graduate Attributes |   |   |   |   |   |   |   |   |    |
|-----------------------------------|---------------------|---|---|---|---|---|---|---|---|----|
|                                   | 1                   | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| <b>3 - Online Quiz(zes) - 30%</b> | •                   | • | • | • |   |   | • |   | • |    |

## Textbooks and Resources

### Textbooks

SOWK13014

#### Prescribed

#### **Social Policy in Australia: Understanding for Action**

Edition: 3rd (2014)

Authors: Allison McClelland and Paul Smyth

Oxford University Press

Melbourne , Victoria , Australia

ISBN: 9780195526868

Binding: Paperback

#### **Additional Textbook Information**

Both the paper and eBook copies can be purchase at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code).

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Steven Baker** Unit Coordinator

[s.baker2@cqu.edu.au](mailto:s.baker2@cqu.edu.au)

## Schedule

### Week 1 - 13 Jul 2020

| Module/Topic                  | Chapter   | Events and Submissions/Topic   |
|-------------------------------|---|--|
| Introduction to social policy | Chapter 1. Visit the study week schedule on Moodle for week 1 set readings and activities | Refer to the Moodle site for eFIL quiz and group discussion submission dates for week 2,4,6,8,10 |

### Week 2 - 20 Jul 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

The welfare state and social policy

Chapter 2 and 6. Visit the study week schedule on Moodle for week 2 set readings and activities

### Week 3 - 27 Jul 2020

| Module/Topic                    | Chapter  | Events and Submissions/Topic |
|---------------------------------|--|------------------------------|
| Neoliberalism and social policy | Visit the study week schedule on Moodle for week 3 readings and activities |                              |

### Week 4 - 03 Aug 2020

| Module/Topic                             | Chapter   | Events and Submissions/Topic |
|--|---|------------------------------|
| A framework for understanding and action | Chapter 3. Visit the study week schedule on Moodle for week 4 set readings and activities |                              |

### Week 5 - 10 Aug 2020

| Module/Topic                       | Chapter  | Events and Submissions/Topic |
|------------------------------------|--|------------------------------|
| Contexts for decisions and actions | Chapter 4 and 5 p83-84. Visit the study week schedule on Moodle for week 5 set readings and activities |                              |

### Vacation Week - 17 Aug 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|              |         |                              |

### Week 6 - 24 Aug 2020

| Module/Topic   | Chapter  | Events and Submissions/Topic |
|--|--|------------------------------|
| Historical context of social policy and Australia in the new century | Chapter 16. Visit the study week schedule on Moodle for week 6 set readings and activities |                              |

### Week 7 - 31 Aug 2020

| Module/Topic           | Chapter  | Events and Submissions/Topic |
|------------------------|--|------------------------------|
| Indigenous Australians | Visit the study week schedule on Moodle for week 7 set readings and activities |                              |

### Week 8 - 07 Sep 2020

| Module/Topic                            | Chapter  | Events and Submissions/Topic |
|---|--|------------------------------|
| Income and employment (social security) | Chapter 9 and 10. Visit the study week schedule on Moodle for week 8 set readings and activities |                              |

### Week 9 - 14 Sep 2020

| Module/Topic                  | Chapter  | Events and Submissions/Topic  |
|-------------------------------|--|---|
| Health and community services | Chapter 12 and 14. Visit the study schedule on Moodle for week 9 set readings and activities | <b>Written Assessment</b> Due: Week 9 Friday (18 Sept 2020) 11:45 pm AEST |

### Week 10 - 21 Sep 2020

| Module/Topic | Chapter  | Events and Submissions/Topic |
|--------------|--|------------------------------|
| Education    | Chapter 13. Visit the study schedule on Moodle for week 10 set readings and activities |                              |

### Week 11 - 28 Sep 2020

| Module/Topic                         | Chapter  | Events and Submissions/Topic |
|--------------------------------------|--|------------------------------|
| Human service work and social policy | Visit the study schedule on Moodle for week 11 set readings and activities |                              |

### Week 12 - 05 Oct 2020

| Module/Topic                          | Chapter   | Events and Submissions/Topic                                      |
|---------------------------------------|---|---|
| Changes and Challenges                | Chapter 7. Visit the study schedule on Moodle for week 12 set readings and activities | <b>Online Quiz</b> Due: Week 12 Friday (9 Oct 2020) 11:45 pm AEST |
| <b>Review/Exam Week - 12 Oct 2020</b> |   |   |
| Module/Topic                          | Chapter   | Events and Submissions/Topic                                      |
| <b>Exam Week - 19 Oct 2020</b>        |   |   |
| Module/Topic                          | Chapter   | Events and Submissions/Topic                                      |

## Assessment Tasks

### 1 Electronic Focused Interactive Learning (eFIL)

#### Assessment Type

Electronic Focused Interactive Learning (eFIL)

#### Task Description

Electronic Focused Interactive Learning (eFIL) is an innovative method of assessment that encourages active learning and communication among students, irrespective of location. The eFIL technique will be used in assessable online exercises in weeks 2, 4, 6, 8, and 10. Each eFIL exercise will comprise a weighted 8% of the unit grade. In total there are five fortnightly quizzes and online discussions to be completed. Students must gain 50% to pass this assessment, which equates to 20 marks over 5 eFIL activities.

#### What's Involved?

In weeks 2, 4, 6, 8 and 10, students will complete a multiple-choice quiz containing 4 policy questions (worth 2 marks each). The questions will be based on the fortnight's unit content, with 2 questions for each study week (ie quiz 1 will include a question from week 1 and week 2's unit content). Students make two (2) discussion posts in a forum discussing their answers. Students will then re-sit the quiz a second time. A detailed schedule of dates, times and quiz content will be posted on Moodle.

#### How is the eFIL different from a normal quiz?

eFIL assessment provides students with the opportunity to present and discuss their answers with a small group of students online, just as if they were in a classroom tutorial session. From the Saturday to Monday evening following the completion of the fortnightly quiz, students will be able to enter a small group discussion forum (allocated by the unit coordinator), where they will have the opportunity to discuss and compare their answers with their peers. Students will have until the Monday evening deadline to take the quiz a second time, with the benefit of knowing the views of other students. **Please note:** Only the second attempt is graded, although both attempts must be recorded to accrue points towards your overall grade. There is **NO** opportunity to make up eFIL exercises due to their interactive nature. However, in extenuating circumstances students can apply for an extension submitted through the AES (Assessment Extension System) located on the unit Moodle site. In situations where an extension is approved, the student will not be required to partake in the small group discussion forum for that fortnight's quiz but will be graded for their first attempt of the quiz.

#### Number of Quizzes

5

#### Frequency of Quizzes

Fortnightly

**Please note: Students must complete all 3 activities (ie Quiz 1, 2 discussion forum posts and quiz 2) to be awarded marks for this assessment.**

#### Assessment Due Date

eFIL activities are due fortnightly for weeks 2, 4, 6, 8 and 10 of term

### **Return Date to Students**

eFIL grades are available Wednesday following the second attempt

### **Weighting**

40%

### **Minimum mark or grade**

Students must pass 2 of 3 assessments to pass the unit overall

### **Assessment Criteria**

In order to receive marks for the second attempt of the quiz, students must meet the minimum requirements for the group discussion (2 online posts) which include:

#### **Discussion Post 1 (Post after completion of quiz 1)**

Post an explanation about WHY you chose the answers you selected for the quiz. An example of this, "I selected that the sky is blue because molecules in the air scatter blue light from the sun. This was substantiated by Jones and Jones 1992"

#### **Discussion Post 2 (Response to another student):**

Respond to another student about their answer selection and discuss the content so that it provides insight and learning for your student peer. An example of this, "Thankyou for your post. I was unaware that this was why the sky was blue and further research indicates that this is because we see red and orange colours because blue light has been scattered out and away from the line of sight".

### **Referencing Style**

- [Harvard \(author-date\)](#)

### **Submission**

Online

### **Learning Outcomes Assessed**

- Evaluate the inherent value-judgements associated with social policy making
- Apply theories of policy development to the nature of social policy making in Australia
- Analyse the strategies and processes of policy development, analysis, negotiation and advocacy in a range of policy contexts in the Australian context
- Evaluate processes and outcomes of policy practice in Australia with cognate practice in international contexts.

### **Graduate Attributes**

- Communication
- Communication
- Communication
- Problem Solving
- Information Literacy
- Information Technology Competence

## **2 Written Assessment**

### **Assessment Type**

Written Assessment

### **Task Description**

In preparation for this assignment you are required to examine the 'Assimilation Policy'

Assimilation was a framework of policies to assimilate Aboriginal Australians. Therefore your research will examine a wide range of policies, bills and legislation that were aimed at assimilation.

Using the course material and independent reading, research the policy context which has shaped the Assimilation policy. Your paper should include:

- An overview of the historical, social and economic, ideological, theoretical, and institutional context of the Assimilation Policy, supported by the research.
  - A focus on the broader values and political contexts which have influenced the policy making process. For example, what were the significant triggers for major policy changes in Assimilation Policy (these may be key inquiries and reports, major economic changes, shift in societal perceptions on particular issues, and so on)
  - The principles underpinning the welfare state and the neo-liberal state as the overall context shaping social policy.
- The paper should be written in academic style, with an introduction, a body, a conclusion and a list of references.

### **Word Limit**

1500 words. The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference list and appendices. It includes in-text references and direct quotations. You must remain within 10% of the word limit.

### Assessment Due Date

Week 9 Friday (18 Sept 2020) 11:45 pm AEST

### Return Date to Students

Week 11 Friday (2 Oct 2020)

### Weighting

30%

### Minimum mark or grade

Students must pass 2 of 3 assessments to pass the unit overall

### Assessment Criteria

| Criteria   | Grade   |   |  |  |   |
|--|---|---|--|--|---|
|  | HD  | D   | C  | P  | F   |
| Demonstrates knowledge and understanding of the historical, political and normative contexts of the social policy (10 marks)                     | Demonstrates a thorough understanding of the historical, political and normative contexts of social policy  | Demonstrates a very good understanding of the historical, political and normative contexts of social policy   | Demonstrates a good knowledge of the historical, political and normative contexts of social policy                             | Demonstrates an adequate understanding of the historical, political and normative contexts of social policy.                         | Unable to demonstrate knowledge of, or accurate understanding of the historical, political and normative contexts of social policy                            |
| Demonstrates knowledge and understanding of the principles underpinning the welfare state as the overall context shaping policy (10 marks)       | Demonstrates an excellent understanding of the welfare state and its underpinning principles with clear and detailed examples of how this informs the social policy context | Very good understanding and knowledge of principles underpinning the welfare state. Insightful discussion of the way in which this shapes the social policy context | Good understanding and knowledge of principles underpinning the welfare state. Principles applied to the social policy context | Basic knowledge and understanding of principles underpinning the welfare state with limited application to the social policy context | Unable to demonstrate understanding or knowledge of principles underpinning the welfare state or only a few general points made and/or factual errors present |
| Demonstrates knowledge and understanding of the principles underpinning neoliberalism as the overall context shaping the social policy (5 marks) | Demonstrates an excellent understanding of neoliberalism and its underpinning principles with clear and detailed examples of how this informs the social policy context     | Very good understanding and knowledge of principles underpinning neoliberalism. Insightful discussion of the way in which this shapes the social policy context     | Good understanding and knowledge of principles underpinning neoliberalism. Principles applied to the social policy context     | Basic knowledge and understanding of principles underpinning neoliberalism with limited application to the social policy context     | Unable to demonstrate understanding or knowledge of principles underpinning neoliberalism or only a few general points made and/or factual errors present     |



|   |   |  |   |  |   |
|---|---|--|---|--|---|
| Ability to produce a well written and presented essay within the word limit with correct grammar, spelling (Macquarie), punctuation and referencing (Harvard style) (5 marks) | Excellent written expression and presentation. Logically sequenced with no grammatical, spelling errors. Within the word limit. | Very good written presentation. Logically sequenced with grammatical, spelling and referencing accuracy. Within word limit | Well written and presented. Minimal spelling, grammar and referencing errors. Within the word limit | Adequate written presentation. Some errors noted with writing and referencing – focus of attention is required to improve academic quality | Major difficulties with academic quality. Inappropriate paraphrasing and referencing. Not within required word limit. |
|---|---|--|---|--|---|

## Referencing Style

- [Harvard \(author-date\)](#)

## Submission

Online

## Submission Instructions

Submit via Moodle

## Learning Outcomes Assessed

- Evaluate the inherent value-judgements associated with social policy making
- Apply theories of policy development to the nature of social policy making in Australia
- Analyse the strategies and processes of policy development, analysis, negotiation and advocacy in a range of policy contexts in the Australian context
- Evaluate processes and outcomes of policy practice in Australia with cognate practice in international contexts.

## Graduate Attributes

- Communication
- Problem Solving
- Information Literacy
- Information Technology Competence

## 3 Online Quiz

### Assessment Type

Online Quiz(zes)

### Task Description

### Assessment Type

Online Quiz(zes)

The multiple-choice online quiz will test your understanding of fundamental concepts, perspectives and facts covered over the 12 weeks of term. There will be 30 multiple-choice questions to be answered in 40 minutes. There is only one correct or best answer to each question, and you need to select the option corresponding to this answer. There are no penalties for incorrect answers.

While you can refer to the textbook or other resources while you are taking the quiz, it is not possible to do this for every question because of the time limit. Therefore, you need to have a good understanding of the unit content, including the core readings, before taking the quiz. Each student will receive a customized quiz, where questions are drawn from a large test bank and chosen in random fashion so that collusion will not be possible.

The multiple-choice online quiz will be made available through the Moodle site on the 9th October 2019 between 4am and 11pm (Australian Eastern Standard Time). It can be completed using any computer that has internet access. It will be delivered through the 'Assessment' block of the unit site and will only become available on the due date.

You must have access to a computer with Internet connection to complete the quiz. It is your responsibility to make time to complete the quiz on the due date, and to arrange for a reliable internet connection. Before you take the quiz

make sure that you are ready (ie a proper revision has been done) and choose a time and computer/place with minimum distractions to sit for the quiz (ie do not have external disturbances from people, pets ect). Be conscious of the time limit while taking the quiz. Plan to have started the quiz by 11.00pm (AEST) at the latest to ensure full completion before the quiz closes at 11.45pm (AEST).

**Number of Quizzes**

1

**Frequency of Quizzes**

Other

**Assessment Due Date**

Week 12 Friday (9 Oct 2020) 11:45 pm AEST

**Return Date to Students**

Provided on the quiz day after closure of the quiz

**Weighting**

30%

**Minimum mark or grade**

Students must pass either Assessment 2 or 3 to pass the unit overall

**Assessment Criteria**

No Assessment Criteria

**Referencing Style**

- [Harvard \(author-date\)](#)

**Submission**

Online

**Submission Instructions**

The multiple choice quiz is undertaken to pass the unit overall

**Learning Outcomes Assessed**

- Evaluate the inherent value-judgements associated with social policy making
- Apply theories of policy development to the nature of social policy making in Australia
- Analyse the strategies and processes of policy development, analysis, negotiation and advocacy in a range of policy contexts in the Australian context
- Evaluate processes and outcomes of policy practice in Australia with cognate practice in international contexts.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Social Innovation

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem