SOWK13014 *Contemporary Social Policy*
Term 2 - 2021

Profile information current as at 08/05/2024 01:58 am

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 - 2021

- 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. **Online Quiz(zes)**
Weighting: 30%
2. **Essay**
Weighting: 35%
3. **Written Assessment**
Weighting: 35%

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. Analyse the historical development of social policy in Australia and the wider international context of social policy
2. Evaluate the inherent value-judgements associated with social policy development and implementation
3. Critically reflect on social policies that are relevant to the human services
4. Evaluate theories of policy development as they apply to social policy making in Australia.
5. Articulate the strategies that social workers can engage in to influence policy development and advocate for positive policy reform

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	5
1 - Online Quiz(zes) - 30%	•	•		•	
2 - Essay - 35%	•	•	•		
3 - Written Assessment - 35%			•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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 - Online Quiz(zes) - 30%				•			•	•	•	
2 - Essay - 35%			•	•			•			

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
3 - Written Assessment - 35%		•	•	•					•	

Textbooks and Resources

Textbooks

SOWK13014

Prescribed

Australian Social Policy and the Human Services
Edition: 3rd (2020)
Authors: Ed Carson and Lorraine Kerr
Cambridge University Press
Melbourne , Victoria , Australia
ISBN: 9781108657891
Binding: Paperback

Additional Textbook Information
Both paper and eBook versions can be purchased 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

Helen Hickson Unit Coordinator
h.hickson@cqu.edu.au

Schedule

Week 1 - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic

Overview of unit and assessments. Introduction to social policy for social workers: Policy practice. Critical thinking and policy analysis	Carson, E., & Kerr, L. (2020). Australian Social Policy and the Human Services. Cambridge University Press: Introduction. Carson E., & Kerr L., (2020). Australian Social Policy and the Human Services. Cambridge University Press.Chapter 2: Personal and professional values in human service practice	Refer to the Moodle site for focus questions and reflective activities

Week 2 - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Welfare concepts : Welfare meanings, welfare states, welfare ideologies.	Carson, E & Kerr, L. (2020). Australian social policy and the human services. Cambridge University Press: Chapter 1 Fundamental debates. Fenna, A., (2014) Ideologies, in Fenna, Robbins, Summers, Government and politics in Australia (10th ed.). Frenchs Forest, N.S.W.: Pearson Australia, 2014. Print. E Reading list.	Refer to the Moodle site for focus questions and reflective activities

Week 3 - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Neoliberalism and the third way, the influence of ideas on social policy	Mendes, P. (2003). Australia's welfare wars : The players, the politics and the Ideologies, University of New South Wales Press, Sydney: Chapter 2 Leading the backlash. e-Book CQU library. Powell, M., (2018). Third way in Greve, B (ed.) Routledge Handbook of the Welfare State, Taylor & Francis Group, Milton. Available from: ProQuest Ebook Central. CQU library.	Refer to the Moodle site for focus questions and reflective activities

Week 4 - 02 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Theories of Social Justice .	Morris, P. M. (2002). The capabilities perspective: A framework for social justice. *Families in Society*, 83(4), pp. 365–373. Fraser, N. (1995). From redistribution to recognition? Dilemmas of justice in a "Post-socialist" age. *New Left Review,* 212, 68–93.	Quiz 1: 10 % online weeks 1 2 3 4 required readings and focus questions

Week 5 - 09 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
How is policy made and changed? Critical Analysis for advocacy/critical frameworks.	Carson, E., & Kerr, L. (2020). Australian social policy and the human services. Cambridge University Press. Chapter 4: The policy making process. Williams, F. (2016) Critical thinking in social policy: The challenges of past, present and future. *Social Policy & Administration*, 50, 628– 647.	Live Zoom to discuss analysis assessment Q and A.

Vacation Week - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 23 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Australian Federalism and Social Policy.	McClelland A., & Chen, P., (2014). The institutional context of social policy in McClelland, A., Smyth, P. and Marston, G. Social policy in Australia : Understanding for action . Melbourne, Oxford University Press.	Assessment Task 2 due. **Policy Analysis, 1,500 words** Due: Week 6 Friday (27 Aug 2021) 11:45 pm AEST

Week 7 - 30 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
History of Australian Social Policy	Carson, E., & Kerr, L. (2020). Australian social policy and the human services. Cambridge University Press: Chapter 3 The history of Australian social policy.	Quiz 2: 10% week 5, 6, 7 readings and study questions

Week 8 - 06 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Policy example: Income security (social security).	Carson, E., & Kerr, L. (2020). Australian social policy and the human services. Cambridge University Press: Chapter 7 Income support.	Focus questions and reflections on Moodle.

Week 9 - 13 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Policy Example 2: Indigenous policy.	Carson, E., & Kerr, L. (2020). Australian social policy and the human services. Cambridge University Press: Chapter 12.	Focus questions and activities on Moodle

Week 10 - 20 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Advocacy : Policy networks, peaks, and NGOs. Kingdon's windows and streams.	Lancaster, K., Ritter, A., & Colebatch, H. (2014). Problems, policy and politics: Making sense of Australia's 'ice epidemic. *Policy studies*, *35*(2), pp.147–171.	

Week 11 - 27 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Advocacy and policy practice strategies.	McCoy,M., Nordberg,A., Hoefer R., & Mellinger, M. (2017). Strengthening advocacy coalitions: Lessons for structure, engagement, and effectiveness from an IPV Coalition, *Journal of Social Service Research,* 43(4), 443-458, , Hoefer, R., (2008) Policy Practice and Advocacy in Midgley, J..O., & Livermore, M.M. (eds) 2008, The Handbook of Social Policy, SAGE Publications, Thousand Oaks. Available from: ProQuest Ebook Central.	Ass 1: quiz 3 10% weeks 8, 9,10,11

Week 12 - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
Changes and Challenges	No new readings	Final assessment discussion Live Zoom

Review/Exam Week - 11 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 18 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Three Online Quizzes: Each worth 10% of the final grade

Assessment Type
Online Quiz(zes)

Task Description
Each quiz will comprise 10 multiple choice or True and False questions drawn from a question pool.
Each quiz will be time limited to 20 minutes.
Each students will have one attempt.
Quiz questions will be drawn from the weekly required readings and the focus questions
Quiz One will cover content from weeks 1, 2, 3, 4 and be held at the end of week 4.
Quiz Two will cover content from weeks 5, 6, 7 and be held at the end week 7.
Quiz Three will cover content from weeks 8, 9,10,11 and be held at the end of week 11.

Number of Quizzes
3

Frequency of Quizzes
Other

Assessment Due Date

The quizzes are due end of Weeks 4, 7, 11.

Return Date to Students

Due on the each of the Fridays of Week 4, 7, 11.

Weighting
30%

Assessment Criteria
Not applicable

Referencing Style

- Harvard (author-date)

Submission
Online

Learning Outcomes Assessed

- Analyse the historical development of social policy in Australia and the wider international context of social policy
- Evaluate the inherent value-judgements associated with social policy development and implementation
- Evaluate theories of policy development as they apply to social policy making in Australia.

Graduate Attributes

- Information Literacy
- Cross Cultural Competence
- Ethical practice
- Social Innovation

2 Policy Analysis, 1,500 words

Assessment Type
Essay

Task Description
Choose one social policy topic:
- National Disability Insurance Scheme
- Refugee Policy
- Child Protection
- Family Violence
- Housing
- Homelessness

Critically analyse the chosen policy in relation to social work values.
Discuss:

-The history of the policy in terms of welfare state arrangements, changed social contexts and shifting political ideological influences.
- How the problem is currently understood within the policy and the nature of the evidence and values underpinning the policy problem and solution.
- The main elements and strategies of the proposed policy and how they are assumed to address the problem.
- Your evaluation of the policy in relation to its contribution to social justice.

Assessment Due Date
Week 6 Friday (27 Aug 2021) 11:45 pm AEST

Return Date to Students
Week 9 Friday (17 Sept 2021)
Via Moodle

Weighting
35%

Assessment Criteria
SOWK13014: Policy Analysis
Assessment Two

HD 84.5-100%	D 74.5-84.49%	C 64.50-74.49%	P 49.50-64.49%	F <49.5%	MARKS
Presentation and Structure – overall submission (10%)					
Excellent discussion which completely conforms to the Assignment Presentation guidelines. Assignment cover page including name, student number, and word count. Correct spelling, grammar, sentence structure and paragraphs. Correct headings throughout submission. Introduction and Conclusion have been written. Within expected word length.	Discussion mostly conforms to the Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Correct spelling, grammar, sentence structure and paragraphs. Correct headings throughout submission Introduction and conclusion have been written. Within expected word limit.	Discussion adequately conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Mostly correct spelling, grammar, sentence structure and paragraphs, content can occasionally be difficult to follow or understand. Correct headings throughout submission Introduction and conclusion have been written. Within expected word limit.	Discussion occasionally conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Somewhat correct spelling, grammar, sentence structure and paragraphs, content often, can be difficult to follow or understand. Correct headings throughout submission Introduction and conclusion have been written. Within/exceeds expected word limit.	Discussion unsuccessfully conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Poor spelling, grammar, sentence structure and paragraphs, making content difficult to read or follow. Correct headings not used or occasionally used throughout submission. Introduction and conclusion have been included. Deviates from expected word limit.	........./10

Demonstrated understanding of the historical development of the policy and its location in broader values and trends in Australian welfare provision……………(20%)

Excellent demonstration of understanding of the historical development of the chosen policy and its location in broader values and trends in Australia welfare provision.	Very good demonstration of understanding of the historical development of the chosen policy and its location in broader values and trends in Australia welfare provision.	Good demonstration of understanding of the historical development of the chosen policy and its location in broader values and trends in Australia welfare provision .	Fair demonstration of understanding of the historical development of the chosen policy and its location in broader values and trends in Australia welfare provision.	Poor or no demonstration of understanding of the historical development of the chosen policy and its location in broader values and trends in Australia welfare provision .	........./20

Demonstrated critical understanding of the policy problem, policy elements and policy strategy ……..(20%)

Excellent demonstrated critical understanding of the policy problem, policy elements and policy strategy.	Very good demonstrated critical understanding of the policy problem, policy elements and policy strategy.	Good demonstrated critical understanding of the policy problem, policy elements and policy strategy.	Fair demonstrated critical understanding of the policy problem, policy elements and policy strategy.	Poor or no demonstrated critical understanding of the policy problem, policy elements and policy strategy.	........./20

Demonstrated understanding of social justice…………………………………………………………………….. .. (20%)

Excellent demonstrated understanding of social justice.	Very good demonstrated understanding of social justice.	Good demonstrated understanding of social justice.	Fair demonstrated understanding of social justice.	Poor or no demonstrated understanding of social justice.	........./20

Depth of analysis and use of literature ……………………………………………………………………… …(20%)

Excellent analysis and use of literature.	Very good analysis and use of literature.	Good analysis and use of literature.	Fair analysis and use of literature.	Poor or no demonstration of analysis and use of literature.	......../20

Referencing …………………………………………………………………………………………(10%)

All literature used is appropriate and scholarly. Minimum of 10 references Harvard referencing formatted used with no mistakes.	Most of the literature used is appropriate and scholarly. Minimum of 8 references. Harvard referencing formatted used with minimal. mistakes	Most of the literature used is appropriate and scholarly. Minimum of 6 references. Harvard referencing formatted used with some mistakes.	Some of literature used is appropriate and scholarly. Minimum of 5 references Harvard referencing formatted used with many mistake	Most of the literature used is inappropriate and not from a scholarly source. Harvard referencing formatted not used. Less than 5 references	......./10

TOTAL MARKS

Referencing Style

- Harvard (author-date)

Submission
Online

Submission Instructions
submit via moodle turn it in assessment upload point

Learning Outcomes Assessed

- Analyse the historical development of social policy in Australia and the wider international context of social policy
- Evaluate the inherent value-judgements associated with social policy development and implementation
- Critically reflect on social policies that are relevant to the human services

Graduate Attributes

- Critical Thinking
- Information Literacy
- Cross Cultural Competence

3 Advocacy Evaluation 1,500 words

Assessment Type
Written Assessment

Task Description
Select a current social policy campaign being undertaken by a non-government organisation or alliance in Australia. Critically analyse the campaign in relation to your knowledge about the political and rational processes of policy development.

- Locate the policy in the institutions of Australian Federal Government
- Identify the minister(s) and department(s) responsible, policy decision makers, policy players, policy coalitions and networks who have influence in the policy field.
- Discuss the policy problem as articulated in the field noting where different players and networks have different views and different values
- To what extent does the campaign reflect rational and political aspects of policy making
- Identify the advocacy strategies being used in the campaign by the NGO organisations and networks
- Evaluate the campaign using Hoefer's (2008) framework for policy advocacy. Do you think the campaign will succeed or not and why? What else would you do to create policy change in this field.

Assessment Due Date
Review/Exam Week Monday (11 Oct 2021) 11:45 pm AEST

Return Date to Students

Online in Moodle.

Weighting
35%

Assessment Criteria

HD 84.5-100%	D 74.5-84.49%	C 64.50-74.49%	P 49.50-64.49%	F <49.5%	MARKS
Presentation and Structure – overall submission (10%)					
Excellent discussion which completely conforms to the Assignment Presentation guidelines. Assignment cover page including name, student number, and word count. Correct spelling, grammar, sentence structure and paragraphs. Correct headings throughout submission. Introduction and Conclusion have been written. Within expected word length.	Discussion mostly conforms to the Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Correct spelling, grammar, sentence structure and paragraphs. Correct headings throughout submission Introduction and conclusion have been written. Within expected word limit.	Discussion adequately conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Mostly correct spelling, grammar, sentence structure and paragraphs, content can occasionally be difficult to follow or understand. Correct headings throughout submission Introduction and conclusion have been written. Within expected word limit.	Discussion occasionally conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Somewhat correct spelling, grammar, sentence structure and paragraphs, content often, can be difficult to follow or understand. Correct headings throughout submission Introduction and conclusion have been written. Within/exceeds expected word limit.	Discussion unsuccessfully conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Poor spelling, grammar, sentence structure and paragraphs, making content difficult to read or follow. Correct headings not used or occasionally used throughout submission. Introduction and conclusion have been included. Deviates from expected word limit.	........./10
Demonstrated understanding of the political institutions involved in policy making.......................... 20%					
Excellent demonstration of understanding of the political institutions involved in policy making. welfare provision.	Very good demonstration of understanding of the political institutions involved in policy making.	Good demonstration of understanding of the political institutions involved in policy making.	Fair demonstration of understanding of the political institutions involved in policy making.	Poor or no demonstration of understanding of the political institutions involved in policy making.	........../20
Demonstrated understanding of policy making theories 20%					
Excellent demonstrated understanding of policy making theories.	Very good demonstrated understanding of policy making theories.	Good demonstrated understanding of policy making theories.	Fair demonstrated understanding of policy making theories.	Poor or no demonstrated understanding of policy making theories.	........../20
Demonstrated understanding of policy advocacy strategies 20%					
Excellent understanding of policy advocacy strategies.	Very good understanding of policy advocacy strategies.	Good understanding of policy advocacy strategies.	Fair understanding of policy advocacy strategies.	Poor or no understanding of policy advocacy strategies.	........../20

Depth of analysis and use of literature ....(20%)					
Excellent analysis and use of literature.	Very good analysis and use of literature.	Good analysis and use of literature.	Fair analysis and use of literature.	Poor or no demonstration of analysis and use of literature.	......../20

Referencing ....(10%)					
All literature used is appropriate and scholarly. Minimum of 10 references Harvard referencing formatted used with no mistakes.	Most of the literature used is appropriate and scholarly. Minimum of 8 references. Harvard referencing formatted used with minimal. mistakes	Most of the literature used is appropriate and scholarly. Minimum of 6 references. Harvard referencing formatted used with some mistakes.	Some of literature used is appropriate and scholarly. Minimum of 5 references Harvard referencing formatted used with many mistake	Most of the literature used is inappropriate and not from a scholarly source. Harvard referencing formatted not used. Less than 5 references	......./10
				TOTAL MARKS	

Referencing Style

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

Submission
Online

Submission Instructions
online in moodle

Learning Outcomes Assessed

- Critically reflect on social policies that are relevant to the human services
- Evaluate theories of policy development as they apply to social policy making in Australia.
- Articulate the strategies that social workers can engage in to influence policy development and advocate for positive policy reform

Graduate Attributes

- Problem Solving
- Critical Thinking
- Information Literacy
- 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