

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	SOCIAL POLICY AND SOCIAL CHANGE
<b>Unit ID:</b>	CHSUG2005
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(ATSGC1362 or CHSUG1001 or BSWUG1001 or CHSUG1002 or SOSCI1002 or WELRO1001 or WELSI1003)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(ATSGC3851 and WELSI2103)
<b>ASCED:</b>	090515

**Description of the Unit:**

Political ideology permeates social policy which, when implemented, affects people's well-being in their social context, including their access to services and resources. Identifying with the marginalised, and taking a stance against oppressive social structures and practices, this unit equips students to critically analyse and proactively challenge policies that disenfranchise, exclude or oppress social communities and people of diverse cultures, including First Nations people within the Australian context. The unit develops students' awareness of policymaking and practice, and sharpens their ability to analyse, question and challenge policies relevant to practice within the human services.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

**Work Experience:**

No work experience: Student is not undertaking work experience in industry.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

**Course Level:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Learning Outcomes:

### Knowledge:

- K1.** Identify and place in historical context the major themes which have contributed to the development of the Australian Welfare state.
- K2.** Critically review different discourses which underpin debates about social policy in Australia.
- K3.** Examine contemporary issues and debates in a number of policy areas.
- K4.** Critically review the policy-making process in Australia and be able to identify key stakeholders and actors in the policy making process.
- K5.** Analyse implications of specific areas of social policy for the community and human services field.

### Skills:

- S1.** Locate policy documentation and critique policies using a variety of sources.
- S2.** Analyse the policy framework that underpins social policy.
- S3.** Evaluate the implications for service users and the Human Services field generally of specific areas of social policy.
- S4.** Debate the relative merits of social policy from a clearly identified value base.

### Application of knowledge and skills:

- A1.** Develop capacity to analyse social policy rhetoric, and identify underlying values.
- A2.** Demonstrate knowledge of the stages of the policy cycle, and capacity to identify how and when the different stages are utilised in relation to existing policies.
- A3.** Locate and research information about diverse social policies, and apply it to analysis of policies.

### Unit Content:

Topics may include:

- Social Policy: Introducing approaches and concepts:
  - What is social policy?
  - A Historical overview of the philosophical debates on the welfare state
  - Values, ideology and social policy (Agenda Setting with special emphasis on media)
  - An overview of welfare policy in Australia 1900s to 1970s.
- History of Australian Welfare State:
  - Overview of welfare policy in Australia: 1970s-1990s
  - Neo-liberalism and social policy: 1980s to date.
- Social Policy making processes, institutions and actions
  - Stages of policy-making
  - Policymaking and the implication for community services
  - Community services, individuals and the market.
- Social Policy Case Studies:
  - Poverty and Welfare Policy
  - Housing Policy

Education Policy  
Health Policy  
Unemployment Policy  
Australian Policy Trends in an International Context

## Graduate Attributes

The Federation University Federation graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni Courses. Graduate attribute attainment typically follows an incremental development process mapped through Course progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all attributes must be directly assessed in each Course**

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K2, S1, S4, A1	AT1
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	S1	Not applicable
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K1, K2, K3, K4, K5, S2, S3, A2, A3	AT1, AT2
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	Not applicable	Not applicable
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	S4	AT3

## Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K2, K3, S1, S2, A1, A2	Identify relevant and credible literature related to social policy debates, and summarise and critically evaluate this literature	Annotated Bibliography	15-25%
K1, K3, K5, S3, A3	Analyse and critique different issues relevant to contemporary social policy (e.g. Indigenous policy, health policy, welfare policy etc.)	Essay	25-40%
K1, K3, K4, K5, S2, S3, S4, A2	Develop and debate a position on the impact of the policy making process on social policies in Australia	Case study based policy submission	35-50%

## Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)