

## SOCIAL POLICY

### Διδάσκοντες Τμήματος Κοινωνικής και Εκπαιδευτικής Πολιτικής

#### (1) GENERAL

<b>SCHOOL</b>	SOCIAL AND POLITICAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF POLITICAL SCIENCE AND INTERNATIONAL RELATIONS		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EE56	<b>SEMESTER</b>	WINTER
<b>COURSE TITLE</b>	SOCIAL POLICY		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Free elective		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	English		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>			

#### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the complexities associated with the study of social policy as a core subject area in social sciences</li> <li>• Discuss and critically analyse key social policy concepts and principles</li> <li>• Demonstrate a familiarity with the historical perspective in the analysis of social policy</li> <li>• Demonstrate knowledge of the main research methods used in the empirical analysis of social policy</li> <li>• Compare and contrast competing ideological perspectives on welfare</li> <li>• Demonstrate knowledge of the nature and problems of policy provision in some key social policy areas</li> <li>• Use the 'welfare regime' concept to discuss how concepts of 'welfare' and welfare systems themselves constructed in different societies</li> <li>• Describe and critically analyse the role of the EU in shaping national social policy reforms</li> </ul>
<p><b>General Competences</b></p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p>

<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology</p> <p>Adapting to new situations</p> <p>Decision-making</p> <p>Working independently</p> <p>Team work</p> <p>Working in an international environment</p> <p>Working in an interdisciplinary environment</p> <p>Production of new research ideas</p>	<p>Project planning and management</p> <p>Respect for difference and multiculturalism</p> <p>Respect for the natural environment</p> <p>Showing social, professional and ethical responsibility and sensitivity to gender issues</p> <p>Criticism and self-criticism</p> <p>Production of free, creative and inductive thinking</p> <p>.....</p> <p>Others...</p> <p>.....</p>

### (3) SYLLABUS

- Week 1: Introduction to social policy (Venieris)
- Week 2: Principles and values in social policy (Paparrigopoulos)
- Week 3: The historical perspective in the study of social policy (Gazi)
- Week 4: Research methods in social policy (Spyridakis)
- Week 5: Ideology and Social Policy (Feronas)
- Week 6: Management of social services (Geitona)
- Week 7: Planning of social policy (Venieris)
- Week 8: Health Policy (Souliotis)
- Week 9: Work and Labor market (Spyridakis, Feronas)
- Week 10: Poverty and social exclusion (Feronas)
- Week 11: Social Economy (Fefes)
- Week 12: Comparative social policy (Feronas)
- Week 13: European Social Policy (Venieris)

### (4) TEACHING and LEARNING METHODS - EVALUATION

<p><b>DELIVERY</b></p> <p><i>Face-to-face, Distance learning, etc.</i></p>		
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b></p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>		
<p><b>TEACHING METHODS</b></p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p><b>Activity</b></p>	<p><b>Semester workload</b></p>
	Lectures	39
	Writing of a full length essay with presentation	9 weeks x 3 hours x 1.5= 41.5 hours
	Final Exams	9 weeks x 3 hours x 1.5 = 41.5 hours
	<b>Course total</b>	<b>122 ECTS</b>
<p><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Final grades of students are based on the evaluation of the submitted and presented essay (100%).</p>	

## (5) ATTACHED BIBLIOGRAPHY

### Suggested Readings by Themes

- Alcock, P. Erskine, A. and May, T. (1998), *The Students Companion to Social Policy*, Oxford: Blackwell.
- Baldock, J., Manning, N. and Vickerstaff (1999), *Social Policy*, Oxford: Blackwell.
- Hill, M. (2006), *Social Policy in the Modern World*, Oxford: Blackwell.
- Pierson, C. and Castles, F. (2006), *The Welfare State Reader*, Cambridge: Polity.
- Esping-Andersen G. (1990), *The Three Worlds of Welfare Capitalism*, Oxford: Oxford University Press.