

Liverpool John Moores University

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Title: Poverty, Inequality and Social Justice
Status: Definitive
Code: **7206PGDSW** (123732)
Version Start Date: 01-08-2020

Owning School/Faculty: Nursing and Allied Health
Teaching School/Faculty: Nursing and Allied Health

Team	Leader
Mel Hills	Y

Academic Level: FHEQ7 **Credit Value:** 20 **Total Delivered Hours:** 40
Total Learning Hours: 200 **Private Study:** 160

Delivery Options

Course typically offered: Non Standard Year Long

Component	Contact Hours
Lecture	40

Grading Basis: 50 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Report	RPT	A report containing a poverty profile and a critical commentary related to the profile (4500 words).	100	

Aims

This module enables students to critically appraise the impact of poverty, inequality and social justice on social work practice.

Learning Outcomes

After completing the module the student should be able to:

- 1 Demonstrate a critical understanding of the concepts of poverty, inequality and social justice in social work practice
- 2 Locate and evaluate secondary data relevant to social work practice
- 3 Critically analyse the ideological context and links to national and international policy and practice

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Poverty Profile and Commentary	1	2	3
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Outline Syllabus

1. *Introduction to key concepts: poverty, inequality, social justice*
2. *Defining and measuring poverty*
3. *The effect of poverty and inequality on service users*
4. *Social work responses to poverty and inequality: poverty awareness and social justice orientations and limitations*
5. *Power and oppression and their relationship to poverty and inequality*
6. *Ideology and its influence*
7. *Citizenship, participation and advocacy and their relationship to social exclusion and social work practice*
8. *Social capital and the state 'gaze'*
9. *The effect of poverty and inequality on specific groups: children, adults, mental health service users and refugees and asylum seekers.*
10. *The module will also examine international aspects of poverty, inequality and social justice in order to locate the module within a global context.*

Learning Activities

Sessions will include lecture input relating to the key module themes, opportunities to review relevant contemporary and seminal literature, apply learning to case studies, and groupwork.

Students will be guided towards essential elements of independent study through the use of the virtual learning environment. Individual reading, independent and group tasks will build and develop the theoretical base provided in the lectures. Students will be encouraged to monitor the media and relevant websites to identify current statistics and ideological shifts in approaches.

This module blends direct teaching and VLE to enable students to achieve the learning outcomes.

Notes

In completing this module students will gain a firm understanding of the meaning and effects of poverty and inequality on service users and their relevance to social work practice. They will be able to link poverty and inequality to poverty aware, social justice responses in their practice, as well as identify any limitations to these approaches. Students will develop an awareness of power and oppression and their links to concepts of participation and citizenship.

The module will focus on students applying the concepts and responses to everyday practice, and the value of a critical approach in doing so. In this context it will consider the tensions and competing priorities inherent in social work practice.

This module is part of the learning that will ensure that students have reached the 'readiness for direct practice' level descriptor outlined in the Professional Capabilities Framework.

The module has been mapped to the knowledge and skills statements (child and family social work and social workers in adult services).

The University acknowledges that there may be occasions when a student's performance in assessment may be severely affected by unforeseen or unexpected circumstances. Such events include sudden acute illness or close personal bereavement. Any extension requests must be discussed with the Module leader prior to the submission date.

For information about extensions and the Extenuating Circumstances Process please visit: www.ljmu.ac.uk/about-us/public-information/student-regulations/guidance-policy-and-process