

Module name	Welfare pluralism: state, private sector and social economy
Studies cycle	Bachelor
Semester	Summer semester 2018/2019
ECTS	6 ECTS
ECTS points hour equivalents	<p>Contact hours (work with an academic teacher): 30 hours</p> <p>Total number of hours with an academic teacher: 60 hours</p> <p>Number of ECTS points with an academic teacher: 2 ECTS</p> <p>Non-contact hours (students' own work): 120 hours</p> <p>Total number of non-contact hours: 120 hours</p> <p>Number of ECTS points for non-contact hours: 4 ECTS</p> <p>Total number of ECTS points for the module: 6 ECTS</p>
Website	Course materials and additional information available under the following link: http://www.umcs.pl/pl/adres-book-employee,3550,pl.html .
Language of instruction	English
Short description	The course covers various aspects of welfare pluralism in modern economies, including the involvement of government, private sector and social economy organisations (non-governmental and others) in the provision of social goods.
Full description	<p>Following topics are discussed during the course:</p> <ol style="list-style-type: none"> 1. What is social policy? Social challenges in modern economies. 2. Actors and instruments of social policy. 3. Universal benefit income: arguments for and against. 4. Alcohol policy in Nordic countries: the power of state monopolies. 5. Why do governments intervene in the market? The concept of market failure. 6. Regulation of working time: government's and private sector's responsibility. 7. Free choice of schools in Chile: the pros and cons of the school voucher reform. 8. Why do we need market mechanisms? The concept of government failure. 9. Types of social economy organisations. Non-governmental organisations and their role in social policy. 10. The role of family in social policy. 11. Welfare pluralism in social care. 12. Welfare pluralism in the labour market.
Reading list	<p>Powell, M. (ed.), <i>Understanding the mixed economy of welfare</i>, Great Britain, 2007. http://www.core-econ.org/the-economy/, especially chapters 3,4,12,19, 20 and 22 OECD tool for comparing the quality of life in different countries: http://www.oecdbetterlifeindex.org (07.05.2018). https://ourworldindata.org (07.05.2018).</p>
Educational outcomes	<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Students know examples of organisations from different sectors being involved in public policy (education, health etc.) <p>SKILLS</p> <ul style="list-style-type: none"> • Students explain the motives for governments, private sector companies and social economy organisations (including non-governmental organisations) getting involved in social policy making. • Students provide arguments for and against the making of public policy by organisations from different sectors (e.g. Is education a social good or should it be provided by private sector?) <p>ATTITUDES</p> <ul style="list-style-type: none"> • Students are aware of the changes in modern economies and their possible impact on our lives.

Assessment methods and criteria	Regular individual and group tasks.
Teaching methods	Informational lecture Group and pair discussions Analysis of case studies
Educational outcomes verification methods	Short questions at the beginning of each lesson Group activities during classes
Prerequisites	None.
Comments	
Type of classes	Class
Academic teacher	XXXXXXXXXX
Number of hours	15
Reading list	
Educational outcomes	KNOWLEDGE SKILLS ATTITUDES
Assessment methods	
A list of topics	
Teaching methods	
Type of classes	
Academic teacher	XXXXXXX
Number of hours	
Reading list	
Educational outcomes	KNOWLEDGE SKILLS

	ATTITUDES
Assessment methods	
A list of topics	
Teaching methods	
Type of classes	
Academic teacher	
Number of hours	
Reading list	
Educational outcomes	
Assessment methods	
A list of topics	
Teaching methods	