

**COURSE DATA****DATA SUBJECT**

Code: 33537
Name: Ideologies and social welfare
Cycle: Undergraduate Studies
ECTS Credits: 4.5
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1311 - Degree in Social Work	Facultat de Ciències Socials	4	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1311 - Degree in Social Work	Ideologies and social welfare	ELECTIVES

COORDINATION

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SUMMARY

The aim of this module is to develop students' understanding of the interdisciplinary relationship between social work and political science. More specifically, it explores how the major political ideologies conceptualise the value of welfare. Students will examine the underlying values of each ideological tradition, together with their respective views on the role of the state, society and the market, from conservative, liberal, Marxist, social democratic, feminist, environmentalist and anti-racist perspectives.

PREVIOUS KNOWLEDGE**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

This course is part of the Equality and Social Welfare Specialisation. According to the Verification Report (Verifica) of the Bachelor's Degree in Social Work, students who choose this specialisation must complete, as a grouped course offering, the following subjects:



- Urban Anthropology.
- Habitat, Landscape and Environment.
- Ideologies and Social Welfare.
- Psychology and the Sex/Gender System.
- Social Work with Women.
- Social Work in Active Employment Policies.
- External Academic Placement II – Equality and Social Welfare Specialisation.

There are no enrolment restrictions or prerequisite requirements relating to other subjects within the degree programme.

COMPETENCES / LEARNING OUTCOMES

1311 - Degree in Social Work

Act with autonomy in learning, making informed decisions in different contexts, issuing judgements based on experimentation and analysis, and transferring knowledge to new situations.

Apply social work methods and models in the interaction with individuals, families, groups, organisations and communities, promoting development and improvement in living conditions, and monitoring and evaluating changes aimed at achieving autonomy and the completion of the intervention.

Apply strategies for the identification, intervention and assessment in social work in the face of behaviours, contexts and circumstances that create risk situations for individuals, groups and communities.

Apply techniques and methods of intervention in equality and social welfare.

Apply the attitudes and skills necessary to integrate a gender perspective into professional practice.

Contribute to the design, development and implementation of solutions that respond to social demands, taking into account the Sustainable Development Goals as a reference.

Contribute to the development of support networks that individuals can access to meet their needs and strengthen planned outcomes.

Contribute to the preparation of meetings and participate in decision-making in order to better defend the interests of individuals, families, groups, organisations and communities.

Contribute to the promotion of growth, development and autonomy of individuals, strengthening interpersonal and group relationship skills based on methodologies linked to social work.

Define proposals for resolution in situations of risk after identifying and assessing the nature of the risk.

Demonstrate critical and self-critical thinking in the field of the degree programme, considering aspects such as professional ethics, moral values and the social implications of the different activities carried out.

Develop intervention and research projects in social work to promote equal opportunities and social welfare for all groups.



Formulate the design, development and evaluation of intervention plans with individuals and professionals by negotiating the provision of services to be employed and reviewing the effectiveness of intervention plans with the individuals involved in order to adapt them to changing needs and circumstances

Identify intervention methodologies in social work for interaction, support and resolution of needs and problem situations with individuals, families, groups and communities.

Identify risk situations inherent to professional practice through the planning, review and monitoring of actions aimed at addressing them.

Interpret the information provided by professional practice as a support for reviewing and improving intervention strategies in emerging social situations.

Know methods and models of social work for intervention with individuals, families, groups, organisations and communities according to their needs and circumstances.

Know the specific realities, needs and specialised resources in the field of equality and social welfare, with emphasis on social intervention with women, the environment, the promotion of sustainability, access to housing, social services and inclusive policies.

Learn about the design, implementation and evaluation of social intervention projects.

Propose creative and innovative solutions to complex situations or problems within the field of knowledge, to respond to diverse professional and social needs.

Reinforce the capacities of individuals, families, groups and communities so that they may act as agents of transformation in the situations in which they live.

Resolve crisis situations by assessing their urgency, planning and developing actions to deal with them and reviewing their results.

Use mediation as an intervention strategy aimed at alternative dispute resolution, in circumstances where this is required.

DESCRIPTION OF CONTENTS

1. Political Ideologies: Values, Dimensions and Functions

Political ideologies are grounded in human values, that is, ideal modes of conduct and desired end states concerning how individuals, societies and their institutions ought to be organised and governed. They also shape the ways in which systems of social protection are conceived and developed within a particular historical context.



2. Conservatism

Conservatism is characterised by a way of thinking that opposes any form of change or modification to established traditions. From this perspective, the welfare state is viewed critically, primarily on the grounds that public welfare systems restrict individual freedom and the "natural" operation of market forces. Consequently, responsibility for welfare is considered to lie principally within the private sphere, in accordance with the principle of subsidiarity.

3. Liberalism

Liberalism is grounded in the values of individualism and the market. At the same time, it recognises the value of programmes aimed at tackling poverty and social exclusion, together with certain compensatory socio-economic measures.

4. Social Democracy

Social democracy seeks to promote and reconcile the values of equality, freedom and solidarity, while offering full support for welfare systems. From this perspective, the welfare state is founded on the principle of universalism, rejecting any principle of subsidiarity that would distinguish between those considered "deserving" of support and those who are not.

5. Marxism

Marxism is grounded in a materialist conception of history, according to which the mode of production fundamentally shapes the social and political order. This economic determinism gives rise to an ongoing conflict between the capitalist and working classes. From this standpoint, Marxism rejects a private welfare system governed by market forces, as advocated by conservative ideology, is rejected. Instead, it supports a universal, publicly funded welfare state that provides equal access for all.

6. Environmentalism

Environmentalism encompasses two contrasting strands: moderate environmentalism and radical environmentalism. The former advocates maintaining economic growth and consumption while minimising environmental harm wherever possible. The latter rejects this approach, arguing that only modest levels of economic growth are compatible with environmental sustainability. From this perspective, social policy has a central role to play and should be financed and administered according to the principles of egalitarianism, the fulfilment of basic needs for all, individual and community autonomy, public participation, and environmental stewardship.



7. Feminism

Feminism is characterised by its understanding of women's subordination and oppression as issues of political power, together with the conviction that political theory and political practice are essential to addressing these inequalities. From a feminist perspective, analysing the welfare state requires an understanding of women's position in society, the identification of the causes of their unequal status in relation to men, and the development of strategies aimed at overcoming these inequalities.

8. Anti-racism

Anti-racism encompasses theoretical perspectives that envision a harmonious multi-ethnic society through structural explanations of, and responses to, racial and ethnic inequalities. From this perspective, however, few specific proposals for welfare policy have been put forward. A Marxist anti-racist perspective emphasises the need for welfare systems to eliminate institutionalised racial subordination. A Weberian anti-racist perspective argues that welfare policy should be directed towards eliminating racial discrimination while also addressing class inequality.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	45,00
Total hours	45,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	3,00
Individual or group project	10,00
Independent study and work	27,00
Preparation of lessons	8,00
Preparation for assessment activities	15,00
Resolution of case studies	4,50
Total hours	67,50

TEACHING METHODOLOGY

- Interactive lectures.
- Participatory debates and discussions.
- Practical activities, including role-play, case-based learning, computer-based activities and workshops.
- Collaborative learning and teamwork.
- Individual, group and/or online tutorials.
- Oral presentations, including lectures, seminars and student presentations.



- Preparation of concept maps and summary diagrams.

EVALUATION

The assessment of this module is based on the following assessment components:

FIRST ASSESSMENT PERIOD

1. Continuous assessment (30%): This component includes all work completed throughout the semester, such as oral presentations, practical exercises, participation in classroom activities, tutorials, complementary learning activities, and other evidence of learning generated during the course. Activities included in this assessment component cannot be repeated or reassessed.

2. Written examination (70%): This consists of a multiple-choice examination designed to assess a broad range of knowledge and to distinguish different levels of competence acquisition and depth of understanding.

To pass the module, students must achieve a minimum mark of 50% in each of the two assessment components: continuous assessment and the written examination. Once both components have been passed, the final module mark will be calculated as a weighted average, with continuous assessment contributing 30% and the written examination 70%.

SECOND ASSESSMENT PERIOD

During the second assessment period, students may resit the written examination, which is worth 70% of the final mark. The mark awarded for the continuous assessment component (30%) will be retained.

Students are reminded that:

Plagiarism is defined as "the dishonest act of substantially copying the work of others and presenting it as one's own" (Reducindo et al., 2017, p. 300). Similarly, cyberplagiarism occurs when work is presented as the student's own although it consists wholly or partly of material copied from another author without appropriate acknowledgement or referencing, most commonly from online sources (Sarriá & De Francisco, 2018, p. 4).

Avoiding such practices requires the responsible and ethical use of information in academic work. The APA Publication Manual (7th edition) provides the essential framework for ensuring academic integrity and will be required in all continuous assessment tasks completed during the semester.

The use of generative artificial intelligence (AI) tools will be subject to the guidance provided by the module teaching team. In all cases, students remain responsible for the authorship, accuracy, academic rigour and overall quality of the work they submit. Where such tools have made a significant contribution to the



preparation of an assessed task, their use must be explicitly declared, indicating both the tool used and the purpose for which it was employed. Presenting content generated wholly or partly by artificial intelligence as one's own without appropriate disclosure, or using such tools in a manner contrary to the instructions provided by the teaching staff, may be regarded as a breach of academic integrity. It is not necessary to declare the use of these tools when they are used solely for auxiliary technical or linguistic purposes, such as spelling and grammar correction, stylistic revision, translation, or improving the clarity and readability of written text.

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