

Course description – Social Policy MA

Course name: **The history of social care**

Responsible lecturer: László Hubai

The aim of the course is to introduce students to the basic concepts of the history of social work and social policy in Europe, the main trends, similarities and differences in international developments. During the semester, students will be able to understand and analyse social problems and their solutions in an economic, social and cultural context. Our historical analysis will seek to bring to life specific forms of social exclusion, interpretations of the role of the economic and social system, and debates about the responsibilities of disadvantaged individuals, so that by the end of the semester students will be engaged and empowered to interpret specific social policy instruments in a community cultural context. Throughout the lecture, we will also look at contemporary footage, film clips and photographs, thus trying to visually capture social movements and the parallel changes in the field of social work and social policy.

The course aims to develop the students' competencies regarding their

- *knowledge* on historical and contemporary models of social policy including social care, and understanding of the main development trends of them;
- *skills* (capabilities) of complex analysis of social protection and welfare systems;
- *attitudes*: critically assesses the perceptions of social sciences;
- *autonomy and responsibility*: knowledge on the domestic and international professional processes which helps them to formulate and represent a professional position.

Topics

- Social care history as a discipline
- The roots of modern social work
- Charitable associations, settlement movements, closed and open models for the poor, productive social policy
- The development of social policy from the Poor Laws, through the development of social security and the golden age of the welfare state, to its crisis
- The social policy of different regimes and the impact of regime change on welfare institutions

Evaluation: written exam

Literature:

- Kuhnle, Stein and Sander, Anne (2021) The Emergence of the Western Welfare State. IN: The Oxford Handbook of The Welfare State. Second Edition. Oxford: Oxford University Press. pp. 73-92.
- Nullmeier, Frank and Kaufmann, Franz- Xaver (2021) Post-War Welfare State Development: The 'Golden Age'. IN: The Oxford Handbook of The Welfare State. Second Edition. Oxford: Oxford University Press. pp. 93-111.

- Hemerijck, Anton and Ronchi, Stefano (2021) Recent Developments: Social Investment Reform in the Twenty- First Century. IN: The Oxford Handbook of The Welfare State. Second Edition. Oxford: Oxford University Press. pp. 112-131.
- Pierson, John H. (2024) A New History Of Social Work Values And Practice In The Struggle For Social Justice. London: Routledge. pp. 1-143.
- Pierson, Christopher and Leimgruber, Matthieu (2021) Intellectual Roots of the Welfare State. IN: The Oxford Handbook of The Welfare State. Second Edition. Oxford: Oxford University Press. pp. 39-52.

Course name: **Economics of the Public Sector**

Responsible lecturer: Zsófia Katalin Kollányi

The purpose of the class is to create the economic foundations of other courses in the program, so the orientation is mainly theoretical, illustrated by examples of Hungarian social policy practice. The core material of the class are the basic concepts and analytic procedures of welfare economics, behavioral economics, and public finance, widely used in modern social policy decision-making. During the course, students acquire knowledge on the functioning and mechanisms of the economic environment surrounding social policy, including the economic consequences of resource generation and resource allocation. Students become able to recognize the relationship and contradictions of equity and efficiency issues related to social policy interventions, and assess magnitude of these. Their reflected, critical, interdisciplinary and multi-point approach to social political goals and tools is significantly strengthened.

The course aims to develop the students' competencies regarding their

- *knowledge* on economics in general as a subfield of social policy and welfare economics in particular;
- *skills* (capabilities) of complex analysis of social protection and welfare systems, and to measure the social and economic efficiency of social policy;
- *attitudes*: the course helps the students to strive for a complex understanding of global and local conditions of social policy and their mutual management;
- *autonomy and responsibility*: independent and responsible participation in the creation and management of his work organization.

Topics

- Principles of economics; welfare economics; normative and positive economics; perfectly competitive market, market demand and supply, equilibrium; elasticity of demand and supply, consumer and producer surplus, allocation efficiency.
- Taxation, tax incidence, welfare effects of different types of taxes.
- Consumer decisions, supplier (firm) decisions, labor market.
- Welfare economics, market failures; reasons and types of state intervention; public goods, common resources, externalities, information failures, meritocratic goods.
- Insurance, the logic of classic insurance; insurance and non-insurance in welfare systems; pension systems, healthcare.
- Aggregate supply and demand; economic shocks, automatic stabilizers and economic policy instruments.
- Institutional economics; Behavioral economics; Nudge; Randomists.ű

Evaluation: oral exam

Literature:

- Mankiw, Gregory N. (2017): Principles of Economics. 8th edition. Cengage Learning.
- Barr, Nicholas (2020): The Economics of the Welfare State. 6th edition. Oxford University Press.
- Stiglitz, Joseph E. –Rosengard, Jay K. (2014): Economics of the Public Sector. 4th edition. WW Norton & Co.

Course name: **Introduction to Social Policy**

Responsible lecturer: István Sziklai

The aim of the course is to introduce the basic concepts of social policy, to familiarise students with the institutional framework of social policy and the effects of welfare redistribution. Students will learn the principles and key techniques of social policy and welfare redistribution, and gain insights into the world of employment, education, pensions, health, family benefits, housing and social services. Our aim is to discuss these issues in a European context, but with a global perspective.

The course aims to develop the students' competencies regarding their

- *knowledge*, in particular, knowledge of social inequality, social justice, social risks, and modern theories and approaches of social policy;
- *skills*, in particular, ability to analyze the factors that can influence social policy
- *attitudes*, in particular, critical assessment of the perceptions of the social sciences, especially social policy;
- *autonomy and responsibility*, in particular, independent and responsible participation in the shaping of social policy.

Topics:

- principles, key techniques
- employment,
- education,
- pension system,
- health care,
- family benefits,
- housing, and
- social services

Evaluation: term mark

Literature:

- Hill, Michael (2006). *Social Policy in the modern world: a comparative text*. UK, Wiley-Blackwell.
- Kennett, Patricia (ed.) (2013). *A Handbook of Comparative Social Policy*. UK, Edward Elgar.
- Chambers D E & Wedel K R (2008). *Social Policy & Social Programs. A Method for the Practical Public Policy Analyst*.
- Hemerijck, Anton (2013). *Changing welfare states*. Oxford.

Course name: **The legal and political environment of social policy**

Responsible lecturer: Gábor Juhász

The purpose of the course is to familiarize students with the basic concepts of law and political science, and thereby help them acquire knowledge in the relevant co-disciplinary fields, as well as to recognize the connections between political and legal processes that influence social policy. The acquired knowledge helps them to multidisciplinary analysis of social needs, problems and risks, as well as their solution options, and develops their critical attitude.

The course aims to develop the students' competencies regarding their

- *knowledge* and understanding on the conceptual systems, essential connections and main trends of thought of the associate sciences that form the basis of the theory of social policy, sociology, welfare economics, state and legal science, and political science; knowledge, on social inequality, social justice, social risks, and the connections between human and civil rights;
- *skills* (capabilities) of complex analysis of social protection and welfare systems;
- *attitudes*: recognition the political, bureaucratic, legal and practical efforts that distort the institutional system of social protection and security, and represents his professional convictions;
- *autonomy and responsibility*: making decisions independently and responsibly in work and social conflict situations.

Topics:

- Democracy, political systems, power-sharing theories, forms of government
- Political values and ideologies that influence the making of social policy
- International protection of economic social and cultural rights
- Constitutional protection of protection of economic social and cultural rights
- Concepts of social citizenship
- Basics of welfare administration (administrative organizations, decision-making methods)

Evaluation: oral exam

Literature:

- Donnelly, Jack: Universal Human Rights in Theory and Practice. Cornell University Press 1989, pp. 7-65
- Nicos P. Mouzelis: Organization and Bureaucracy. An Analysis of Modern Theories. Aldine Publishing Company, Chicago, 1981., pp 14-26.
- Roche, Maurice: Rethinking Citizenship. Welfare, Ideology and Change in Modern Society. Polity Press 1992, Part I.
- Rees, Anthony M.: T.H. Marshall and the progress of citizenship. In Martin Bulmer and Anthony M. Rees (eds.) Citizenship Today. The contemporary relevance of T. H. Marshall. UCL Press Limited 1991 pp. 1-23
- Simon, H. A.: Administrative behaviour (4th Edition). Simon and Schuster 1997.

Course name: **Socio-political analysis of welfare redistribution**

Responsible lecturer: Péter Mózer Péter

The course aims to make students familiar with the theory and social-political areas of welfare redistribution. The course is divided into three parts. Firstly, students get knowledge about basic issues regarding public tasks and redistribution policies. Secondly, we examine the economic, public finance and social redistributive effects of redistribution. Thirdly, taxation principles and definitions are introduced, while the functions and social impacts of the tax system are also covered. In addition, a temporal and structural analysis of the Hungarian tax system, international tax trends and the main tax policies of OECD countries are also outlined.

The course aims to develop the students' competencies regarding their

- *knowledge* on social inequality, social justice, social risks;
- *skills* (capabilities) of complex analysis of social protection and welfare systems; ability to plan, manage and implement intervention processes and policy decision;
- *attitudes*: at work and in public life, he is committed and actively supports all efforts that serve to improve social equality of opportunity;
- *autonomy and responsibility*: knowing the domestic and international professional processes, he is able to formulate and represent a professional position.

Topics:

- Basic concepts of redistribution of wealth
- The modes of state intervention
- Welfare redistribution of the public finances
- Taxation and social policy
- The concept of negative tax.
- Public finance and taxation
- The redistribution of welfare in Hungary

Evaluation: oral examination

Literature:

Ferge, Zsuzsa: Is there a specific East-Central European welfare culture? *Culture and Welfare State, Values of Social Policy from a Comparative Perspective*, 2008.

Fukuyama, Francis: *State-Building: Governance and World Order in the 21st Century* Cornell University Press, 2004. (only chapters assigned)

Piketty, Thomas: *Capital in the Twenty-First Century* Harvard University Press, 2013. (only chapters assigned)

OECD: *Taxing Wages, 2023* (database) OECD. 2023,

Titmuss, Richard: *Essays on 'The Welfare State'* Allen and Unwin, London, 1963. (only chapters assigned)

Course name: **Global and European Social Policy**

Responsible lecturer: István Sziklai

The course provides students with an understanding of the transnational processes of social policy design, creation and implementation, as well as the institutionalised frameworks. The course will enable students to make a comparative analysis of different national social policies and to understand the functioning of European and major international organisations. The aim of the semester is to enable prospective professionals to monitor critically and constantly the evolution of international forces and their impact on welfare states, and to be able to examine social issues from different perspectives in an independent way.

The course aims to develop the students' competencies regarding their

- *knowledge* of all the most important segments of social policy, he understands the processes that determine its operation, these include in particular the modern theories and approaches of social policy, its historical and contemporary models, the ideological, economic and political factors influencing the structure and operation of domestic and international social policy systems, the institutional and care systems of social security and social protection, as well as the theoretical, methodological and other factors influencing their structure and operation; ability to plan, manage and implement intervention processes and policy decision;
- *skills*: ability to collaborate within and outside the organization; thus, especially for managing processes within an organization, for activities in interdisciplinary teams, in international cooperation, for working in the framework of a projec
- *attitudes*: open and committed to all forms of cooperation in fostering international professional relations;
- *autonomy and responsibility*: knowing the domestic and international professional processes, he is able to formulate and represent a professional position.

Topics:

- Interpretations of the concept of globalisation and its local effects
- Examining social policy at European and global level, reviewing the implications for social policy as a discipline
- Institutional development and relevance to social policy of the European Union, the OECD, the ILO, the World Bank, the International Monetary Fund and the United Nations
- The challenges facing European welfare states and the analysis of macro-regional inequalities
- Challenges and solutions to poverty, income inequality, ageing, modernisation of services in the European and global space
- Opportunities and forms of cooperation between public, market and civil actors in the new world order

Evaluation: oral exam

Literature:

- Aidukaite, J. (2011): Welfare reforms and socio-economic trends in the 10 new EU member states of Central and Eastern Europe *Communist and Post-Communist Studies* 44 (3): 211-9
- Clasen, Jochen: Defining comparative social policy, In: Patricia Kennett (ed.): *A Handbook of Comparative Social Policy*, Edward Elgar 2004. 91-103.
- Yeates, Nicola - Holden, Chris – Mackinder, Sophie (2022) Global and regional social governance IN: Yeates, Nicola and Holden, Chris (edit) *Understanding global social policy*. Third Edition. London: Palgrave Macmillan. pp. 25-46.
- Yeates, Nicola and Holden, Chris (2022) Theorising global social policy IN: Yeates, Nicola and Holden, Chris (edit) *Understanding global social policy*. Third Edition. London: Palgrave Macmillan. pp. 89-110.
- Deeming, Christopher – Smyth, Paul (2019) Social Investment, Inclusive Growth That Is Sustainable And The New Global Social Policy. IN: Deeming, Christopher – Smyth, Paul (szerk.) *Reframing Global Social Policy: Social investment for sustainable and inclusive growth*. Bristol: Policy Press. pp. 11-44.

Course name: **The European Union: institutions, fundraising and project planning**

Responsible lecturer: István Sziklai

The aim of this course is to provide students with the basic knowledge necessary for social professionals to access EU funding. In the first part of the course, students will be introduced to the strategic documents, regulations and institutional frameworks that underpin the use of these funds. These documents will be analysed through the lens of social policy and from an equal opportunities perspective. The second part of the course will focus on practical experience of the functioning of EU funding schemes. The aim is to familiarise students with the methods of accessing these funds, key concepts, experiences, results and impacts. The impact of specific developments on the traditional target groups and instruments of social policy will also be analysed. [Az előírt szakmai kompetenciáknak, kompetencia-elemeknek

The course aims to develop the students' competencies regarding their

- *knowledge* of economic and political factors influencing the structure and operation of domestic and international social policy systems;
- *skills*: ability to manage processes within an organization, for activities in interdisciplinary teams, in international cooperation, for working in the framework of a project;
- *attitude*: openness and commitment to all forms of cooperation in fostering international professional relations;
- *autonomy and responsibility*: Knowing the domestic and international professional processes, he is able to formulate and represent a professional position.

Topics:

- The social dimension of the history of EU integration
- Cohesion and structural policy in Europe: legal, financial and institutional framework
- Cohesion and structural policy in Europe: principles, challenges
- Evaluation of development policy: achievements in the field of human resources
- Experiences and dilemmas in equal opportunities programmes and projects
- Current socio-economic challenges and development policy responses

Evaluation: oral exam

Literature:

- Yuri Kazepov and Eduardo Barberis (2017): The territorial dimension of social policies and the new role of cities In: Kennett, Patricia – Lendvai-Bainton, Noemi (2017): Handbook of European Social Policy, Edward Elgar Publishing, ISBN 978 1 78347 645 9, pp 302 – 318
- Patricia Kennett (2017): (Dis)integration, disjuncture and the multidimensional crisis of the European social project. In: Kennett, Patricia – Lendvai-Bainton, Noemi (2017): Handbook of European Social Policy, Edward Elgar Publishing, ISBN 978 1 78347 645 9, pp 432 – 444
- Nicola Francesco Dotti, Ida Musiałkowska, Sonia De Gregorio Hurtado and Julia Walczyk (eds) (2024): EU Cohesion Policy, Edward Elgar, ISBN: 978 1 80220 939

Course name: **Current issues in social policy I-IV.**

Responsible lecturer: László Hubai

The objective of the course is to make students to learn about „hot” social problems and projects which involve the application of the basic concepts and methods of social policy. The course aims at the intensive and complex development of all the knowledge, skills and attitudes listed in the training and output requirements of the major.

Due to this, the course aims to develop the students’ competencies regarding their

- *knowledge* of all the most important segments of social policy, its historical and contemporary models;
- *skills*: capability of scientific and interdisciplinary analysis of social processes, and independent analysis, evaluation and synthesis of different conclusions when solving the professional tasks of social policy;
- *attitudes*: aware of the fact-based and interest- and value-based concepts of social policy, therefore he develops and represents his own point of view as a reflexive professional.;
- *autonomy and responsibility*: participating independently and responsibly in the modernization and further development of social policy systems.

Topics:

The content of the course - due to the fact that the seminars analyze current events from a socio-political point of view - cannot be fixed precisely in advance. In the seminar sessions, students use the knowledge they have acquired in theory to interpret and analyze the events related to the given question. They do it under the guidance and supervision of recognized researchers or professionals. The basic literature of the course consists of textbooks discussing the basics of social policy and public policy analysis, and they are complemented by the most up to date literature being relevant to the examined problems or projects.

Evaluation: term mark

Literature:

- William N. Dunn: Public Policy Analysis 5th. Edition Routledge, Taylor and Francis Group, London and New York, 2015
- Peter Knoepfel - Corinne Larrue - Frédéric Varone - Michael Hill: Public Policy Analysis. The Policy Press, 2011
- Midgley, J. – Livermore, M. (2009): Handbook of social policy (Second Edition). Sage, London

Course name: **Social policy workshop**

Responsible lecturer: Péter Mózer

The aim of the workshop is to introduce students to practice-oriented and innovative approaches to social policy and provide them with the scientific tools to evaluate them. To this end, the course will provide an opportunity to learn about the process and tools for the design, implementation and evaluation of public policy with a social problem focus, and will address a different topic each semester, related to academic research of a particular period, the department's links with faculty social institutions, or the topicality of a particular issue. In each case, the aim is to engage students, explore new knowledge and examine current challenges in social policy. During the semester, students will become familiar with the specific challenges of the field, the range of measurement methodological dilemmas, the limitations and possibilities of social policy solutions, and thus become able to critically analyse specific benefits and apply methodological approaches adapted to innovative social solutions. As a result, students will become open to new social problems and responses, to agile design of their own research and to a focused review of their previous knowledge.

Due to this, the course aims to develop the students' competencies regarding their

- *knowledge* of social policy planning and policy-making, organization and management of social public services and institutions;
- *skills*: ability to explore and process domestic and foreign scientific and professional sources and apply the filtered conclusions in practice during his professional work;
- *attitudes*; recognizing the political, bureaucratic, legal and practical efforts that distort the institutional system of social protection and security, and represents his professional convictions.
- *autonomy and responsibility*: participating independently and responsibly in the modernization and further development of social policy systems.

Topics:

Evidence-based public policy-making, monitoring and evaluation research and social impact measurement

- Social constructivism and realist evaluation
- Social innovation and impact assessment of innovative practices
- Theory of change, logic models, cost-benefit analysis, social return on investment, social impact maps, social reporting standards
- Communication of scientific results and the importance of participation

Evaluation: term mark

Literature:

- Varone, Frédéric – Jacob, Steve – Bundi, Pirmin (2023) Handbook of Public Policy Evaluation. . Cheltenham: Edward Elgar Publishing.
- Dunn, William N. (2017) Public Policy Analysis: An Integrated Approach. London: Routledge.

- Gertler, Paul J. – Martinez, Sebastian – Premand, Patrick – Rawlings, Laura B. – Vermeersch, Christel M. J. (2016) Impact Evaluation in Practice. Second Edition. World Bank Group
[URL: <https://openknowledge.worldbank.org/bitstreams/4659ef23-61ff-5df7-9b4e-89fda12b074d/download>]

Course name: **Health Policy**

Responsible lecturer: Zsófia Katalin Kollányi

During the course, students will learn about the most important policy tools that shape population-level health status. The focus of the semester is twofold, partly on public health and partly specifically on health care system, its elements, operation and relations to other policy fields. By the end of the semester, students develop an advanced level of knowledge regarding health policy functions and tools, as well as the interrelationships of the various policy fields that shape health. They become capable of characterizing different healthcare systems based on aggregated data, interpreting different health policy instruments and interventions, and predicting and evaluating the effects of these. They acquire skills suitable to assess and analyze the complexity of population-level health status in a systematic, interdisciplinary way, covering both health policy and other social policy areas. They deepen and extend their commitment to social justice and equality to the field of health, taking a reflexive and critical approach.

The course aims to develop the students' competencies regarding their

- *knowledge* of social policy planning and policy-making, organization and management of social public services and institutions;
- *skills*: capable of independent analysis, evaluation and synthesis of different conclusions when solving the professional tasks of social policy;
- *attitudes*; being aware of the fact-based and interest- and value-based concepts of social policy, therefore he develops and represents his own point of view as a reflexive professional.
- *autonomy and responsibility*: participating independently and responsibly in the modernization and further development of social policy systems.

Topics:

- The process of policy-making. Health as a special good, health care market as a special market. Factors determining the state of population health. Health inequalities.
- Elements of healthcare systems: Service provision, Financing, Resource generation.
- Health System Performance Assessment.
- Health policy challenges: Increasing costs. Access, inequalities, entitlement. Quality. Improving population health. Public-private mix in healthcare. Ethics of resource allocation. Basics of Health Economics. Coordination, integration, financing. Public Health 3.0.

Evaluation: written exam

Literature:

- Crinson, Iain (2008): *Health Policy – A Critical Perspective*. SAGE Publications Ltd.
- Buse, Kent – Mays, Nicholas – Colombini, Manuela – Fraser, Alec – Khan, Mishal – Walls, Helen (2023): *Making Health Policy*. Open University Press.
- Krieger, Nancy (2021): *Ecosocial Theory, Embodied Truths, and the People's Health*. Oxford University Press.
- Rajan, Dheepa – Papanicolas, Irene – Karanikolos, Marina – Koch, Kira – Rohrer-Herold, Katja – Rechel, Bernd – Greenley, Rachel – Lessof, Suszy – Figueras, Josep (2023):

Health system performance assessment: A renewed global framework for policy-making.
WHO, <https://eurohealthobservatory.who.int/publications/i/health-system-performance-assessment-a-renewed-global-framework-for-policy-making>

Course name: **Pension policy**

Responsible lecturer: Gábor Juhász

The purpose of the course is to introduce students into the basic principles of social security and its history with a special focus on Europe. Then it presents the various pension insurance models and examines their responsiveness to changes in environmental conditions.

The course aims to develop the students' competencies regarding their

- *knowledge of* the institutional and care systems of social security and social protection, as well as the theoretical, methodological and other factors influencing their structure and operation;
- *skills*: ability to analyze the factors that can influence social policy and to plan, manage and implement intervention processes and policy decisions;
- *attitudes*: developing a complex understanding of global and local conditions and their mutual management;
- *autonomy and responsibility*: in the course of his professional activity, graduated students can participate independently and responsibly in shaping social policy.

Topics:

- Principles and functions of social security
- Historical development of social security systems
- Pension insurance systems (regulation, structure, financing)
- Economics of social insurance: pension insurance
- Sustainability and adaptation of pension systems
- International outlook: EU pension policy

Evaluation: oral exam

Literature:

- Augusztinovics Mária: *Pension System and Reforms in the Transition Countries* Economic Survey of Europe, Economic Commission for Europe and United Nations, Vol. 3, 1999.
- Molnár S. Edit: *Lifestyle and Well-being in the Elderly Population Social Report, 2004* Társi Social Research Institute, 2004.
- John Myles: *A New Social Contract for the Elderly?* In: G., Esping-Andersen – G., Gallie – D., Hemerijck – J., Myles (eds): *Why We Need a New Welfare State* Oxford University Press, Oxford, 2022.
- Simonovits András: *Pension policy in autocracy: The case of Hungary* *Journal of Government and Economics*, 2022.
- World Bank: *Averting the Old Age Crisis. Policies to Protect the Old and Promote Growth* World Bank Policy Research Report. Oxford University Press, Washington D.C., 1994.

Course name: **Employment policy**

Responsible lecturer: László Hubai

The aim of the course is to provide students with an understanding of the social, economic and socio-political changes that underlie unemployment figures and changes in the employment trajectories of individuals. It will enable students to analyse the effectiveness of public labour market instruments in supporting, motivating or even regulating the marginalised masses, and how they respond to needs, while accusations of human laziness and work avoidance are repeatedly raised. The course will also provide an opportunity to learn about the latest challenges facing the labour market, to analyse policy debates and to examine the specific needs of different disadvantaged social groups. By the end of the semester, students will be open to the application of equal opportunities perspectives in the labour market and to the context-sensitive adaptation of international practices.

The course aims to develop the students' competencies regarding their

- *knowledge of* the institutional and care systems of social security and social protection, as well as the theoretical, methodological and other factors influencing their structure and operation;
- *skills*: ability to analyze the factors that can influence social policy and to plan, manage and implement intervention processes and policy decisions;
- *attitudes*: developing a complex understanding of global and local conditions and their mutual management;
- *autonomy and responsibility*: in the course of his professional activity, graduated students can participate independently and responsibly in shaping social policy.

Topics:

- Historical changes in the meaning of work and future projections of work
- Passive and active labour market programs
- Analysis of the effectiveness of labour market policies
- Comparative analysis of European employment policy systems
- The emergence and consequences of labour market segmentation
- Employment instruments for the integration of people with disabilities
- The impacts of the technological revolution on employment
- Labour market instruments for reconciling family and work

Evaluation: written exam

Literature:

- Clasen, Jochen and Clegg, Daniel (2022) European labour markets and social policy: recent research and future directions. IN: Nelson, Kenneth – Nieuwenhuis, Rense – Yerkes, Mara (edit) Social Policy in Changing European Societies. Research Agendas for the 21st Century. Cheltenham: Edward Elgar Publishing. pp. 187-201.

- Bonoli, Giuliano (2022) Research on active social policy. IN: Nelson, Kenneth – Nieuwenhuis, Rense – Yerkes, Mara (edit) Social Policy in Changing European Societies. Research Agendas for the 21st Century. Cheltenham: Edward Elgar Publishing. pp. 120-134.
- European Training Foundation (2022) Assessment Of The Effectiveness Of Active Labour Market Policies In Crisis And Post-Crisis Situations.
[URL: https://www.etf.europa.eu/sites/default/files/2022-02/almps_effectiveness_0.pdf]
- Schwander, Hanna (2023) Insider–outsider divides in advanced democracies: labour market policies, new inequalities and attitudes. IN: Clegg, Daniel and Durazzi, Niccolo (edit) Handbook of Labour Market Policy in Advanced Democracies. Cheltenham: Edward Elgar Publishing. pp. 27-43.
- Hick, Rod and Marx, Ive (2023) Poor workers in advanced democracies: on the nature of in-work poverty and its relationship to labour market policies. IN: Clegg, Daniel and Durazzi, Niccolo (edit) Handbook of Labour Market Policy in Advanced Democracies. Cheltenham: Edward Elgar Publishing. pp. 495-507.

Course name: **Family policy**

Responsible lecturer: Gábor Juhász

The aim of the course is to provide a comparative social policy perspective to visualise and understand the temporal and cultural changes in the concept and functioning of the family and the trends in the instruments for managing the social risks associated with families. During the semester, students will learn about the historical and contemporary transformations of the family as a social institution, the role of the welfare state in reducing gender inequalities, and the characteristics of family policies in different countries. In the latter context, they will be able to link the different stages of family formation and the different types of instruments (financial support, services, tax incentives, child protection measures) and analyse them in terms of their effectiveness (impact on poverty reduction, number of children born, labour market integration and gender inequalities). With this knowledge, students will be open to evaluating intergenerational linkages and monitoring the growing role of international organisations. Through the course, students will acquire a framework of arguments on social investment and intersectionality in social policy, which they will be able to apply in their future work.

The course aims to develop the students' competencies regarding their

- *knowledge* and understanding the conceptual systems, essential connections and main trends of thought of the associate sciences that form the basis of the theory of social policy, sociology, welfare economics, state and legal science, and political science;
- *skill*: ability to develop independent professional concepts, to renew his knowledge and professional point of view, to represent his concept and to accept the concept of others;
- *attitudes*: awareness of the fact-based and interest- and value-based concepts of social policy for developing and representing their own point of view as a reflexive professional;
- *autonomy and responsibility*: participation independently and responsibly in the operation of his work organization, in the development, discussion and implementation of professional concepts.

Topics:

- Historical and current changes in the family as an institution
- Explanatory theories: the welfare state, the family, gender roles and social attitudes
- Comparative analysis of family policies
- Family policy support systems
- The functioning of childcare institutions
- Policies to reconcile work and family life
- Family policy in an intergenerational perspective
- Family policy at the policy periphery: single parents, adoption arrangements, access for same-sex couples
- Impact of different family policies on social policy outcomes

- Transnational attempts at regulation to support families and children

Evaluation: written exam

Literature:

- Bahle, Thomas (2023) Family Policies in Long- Term Perspective. IN: Daly, Mary - Pfau-Effinger, Birgit - Gilbert, Neil – Besharov, Douglas J. (edit) The Oxford Handbook of Family Policy Over The Life Cycle. Oxford: Oxford University Press. pp. 119-138.
- Adema, Willem – Clarke, Chris – Thévenon, Olivier (2020) Family Policies and Family Outcomes in OECD Countries. IN: Nieuwenhuis, Rense and Van Lancker, Wim (edit) The Palgrave Handbook of Family Policy. London: Palgrave Macmillan. pp. 193-218.
- Bradshaw, Jonathan (2018) Family benefit systems. IN: Eydal, Guðny' Björk – Rostgaard, Tine (edit) Handbook of Family Policy. Cheltenham: Edward Elgar Publishing. pp. 84-95.
- Boling, Patricia (2023) The Politics of Work- Family Policies. IN: Daly, Mary - Pfau-Effinger, Birgit - Gilbert, Neil – Besharov, Douglas J. (edit) The Oxford Handbook of Family Policy Over The Life Cycle. Oxford: Oxford University Press. pp. 247-269.
- Stearns, Peter N. (2023) Change and Variety in Family Forms: Patterns in World History IN: Daly, Mary - Pfau-Effinger, Birgit - Gilbert, Neil – Besharov, Douglas J. (edit) The Oxford Handbook of Family Policy Over The Life Cycle. Oxford: Oxford University Press. pp. 25-54.

Course name: **Social assistance**

Responsible lecturer: Katalin Tausz

The course aims to develop the students' competencies regarding their

- *knowledge* of the principles and technical issues of the provision of social assistance in general, and the set up of social assistance systems;
- *skills*: capability of scientific and interdisciplinary analysis of social processes, especially social needs, problems and risks;
- *attitude*: recognizing the political, bureaucratic, legal and practical efforts that distort the institutional system of social protection and security, and representing their professional convictions;
- *autonomy and responsibility*: To the best of their knowledge, they serve the social and professional interests represented by social policy.

Topics:

- Conceptual frameworks and technical issues of the provision of social assistance
- Needs assesment Grosch, M. – Leite, P. -
- Categorization of social assistance benefits
- National, regional and local social assistance schemes
- Comparative study of European social assistance systems

Evaluation: written exam

Literature:

- Saraceno, Chiara (ed.) (2002): Social Assistance Dynamics in Europe. National and local poverty regimes. The Polity Press, Bristol
- Grosch ,M. – Leite, P. –Waipoi, M. – Tasliuc, E. (eds.) (2022): Revisiting Targeting in Social Assistance. A New Look at Old Dilemmas. World Bank Group
- Lister, R. (2021): Poverty, 2nd Edition. Polity Press, Campbridge

Course name: **Welfare services and administrative systems**

Responsible lecturer: Péter Mózer

The course aims to present the system of welfare services providing personal care. In addition, this system's main elements, regulatory and financing principles are also thoroughly examined. Furthermore, the course deals with the tension points of the domestic social service system and with the proposals made to solve them. Through the presentation and valuation of these proposals, the course also analyses the main structural features of domestic services, thus familiarises students with the legalities of the service system and the more critical factors influencing the provisions (such as service organisation, determination of eligibility, frameworks of professional activity; control system; financing, administration interfaces).

The course aims to develop the students' competencies regarding their

- *knowledge* of the role of those factors that prevent the satisfaction of important needs and the fair and functional distribution of resources;
- *skills*: capacities of interdisciplinary analysis of social processes, especially social needs, problems and risks;
- *attitudes*: recognizing the social values relevant to the cultivation of social policy and represents them with a focus on social justice and equal opportunities;
- *autonomy and responsibility*: supporting the development of the professional careers of the employees he manages.

Topics:

- Introduction (use of databases)
- Characteristics of the public sector - methods of administration
- Welfare pluralism - the relationship between the central state, the local state, the non-profit sector and the economy
- Basic issues of public services I.
- Basic issues of public services II.
- Institutional frameworks of social services – public management models
- Public social services in Hungary

Evaluation: oral examination

Literature:

- Harald Baldersheim, Horváth M. Tamás, Gejza Blaas, Michal Illner: New Institutions of Local Government: A Comparison In: Harald Baldersheim: *Local Democracy And The Processes Of Transformation In East-central Europe*, Routledge, 2021.
- Gábos, A., B. Binder, R. Branyiczki and I. Gy. Tóth 2024. Unravelling the relationship between employment, social transfers and income poverty: Policy and measurement *Journal of European Social Policy* 2024., Vol. 0(0) 1–20

- Potluka Oto, Kálmán Judit, Musiałkowska Ida, Idczak Piotr: *Non-profit leadership at local level: reflections from Central and Eastern Europe* Local Economy: The Journal of the Local Economy Policy Unit, 2017. Vol. 32. No. 4. pp. 297-315.

Course name: **Education policy**

Responsible lecturer: Gábor Juhász

The course aims to develop the students' competencies regarding their

- *knowledge*: the course expands the students' knowledge by explaining the structure and historical changes of education systems and thus it contributes to develop in-depth knowledge of important segments of social policy;
- *skills*: capability of scientific and interdisciplinary analysis of social processes, especially social needs, problems and risks
- *attitudes*: placing an emphasis on the public education connections of ethnicity and the inclusive, opportunity-creating and inequality-increasing effects of education policy, the course develops tolerant and inclusive attitude of the students.

Topics:

The introductory part of the subject introduces students to the political and public policy interpretation frameworks of education and the education system, the milestones and main eras of the recent past of public education in Hungary, the indicators used in public education performance measurement, and their interpretation methods. The second part of the subject discusses the public education connections of ethnicity and the inclusive, opportunity-creating and inequality-increasing effects of education policy. The third part of the course deals with the issues of educational quasi-markets and selection autonomy.

Evaluation: oral exam

Literature:

- Akgün, B. – Alapydin, Y. (2022): Education Policies in the 21st Century. Comparative Perspectives. Palgrave Macmillan, 2022
- Hamnet, Ch. – Butler, T. (2010): 'Geography matters': the role distance plays in reproducing educational inequality in East London. Transactions of the Institute of British Geographers 36 (4): 479-500.
- Parker, S. – Gulson, K. N. – Gale, T. (2017): Policy and Inequality in Education. Springer
- Zolnay, János (2018) Commuting to segregation The role of pupil commuting in a Hungarian city: between school segregation and inequality. Review of Sociology/Szociológiai Szemle 28.4. http://www.szociologia.hu/2018_4_szam/

Course name: **Child protection, child well-being**

Responsible lecturer: Andrea Anikó Rác

The aim of the course is to provide a summary overview of services and programmes for families with children and to outline the most important professional tasks in some areas. The course builds on the students' prior knowledge and assumes knowledge of the systems, values and principles of child welfare and child protection. Priority areas of the course are: early years, early childhood and adolescence services, and child rights.

The course aims to develop the students' competencies regarding their

- *knowledge* of the subfields of the associate sciences that are necessary for the cultivation of social policy;
- *skills*: ability to plan, manage and implement intervention processes and policy decisions;
- *attitudes*: awareness of the fact-based and interest- and value-based concepts of social policy, therefore he develops and represents his own point of view as a reflexive professional;
- *autonomy and responsibility*: to the best of their knowledge, they serve the social and professional interests represented by social policy

Topics:

- The changing system of primary child welfare services
- Current professional issues and dilemmas in child protection specialist care. Main trends in specialist care, issues of priority for foster care.
- Adolescent-related needs, service needs, current state of services. Opportunities for working with adolescents and young people.

Evaluation: oral exam

Literature:

Meysen T. – Kelly L. (2018): Child protection systems between professional cooperation and trustful relationships: A comparison of professional practical and ethical dilemmas in England/Wales, Germany, Portugal, and Slovenia. *Child & Family Social Work*, 23(2): 222–229. <https://onlinelibrary.wiley.com/doi/epdf/10.1111/cfs.12403>

Munro, E. – Turnell, A. (2019): Re-designing Organizations to Facilitate Rights-Based Practice in Child Protection. In: *Human Rights in Child Protection. Implications for Professional Practice and Policy*. (Falch-Eriksen, A. – Backe-Hansen, E. eds.) Cham: Palgrave Macmillan. 89–110. https://doi.org/10.1007/978-3-319-94800-3_5

Neumann, C. B. (2019): Embodied Care Practices and the Realization of the Best Interests of the Child in Residential Institutions for Young Children. In: *Human Rights in Child Protection. Implications for Professional Practice and Policy*. (Falch-Eriksen, A. – Backe-Hansen, E. eds.) Cham: Palgrave Macmillan. 209–226. https://doi.org/10.1007/978-3-319-94800-3_11

RÁCZ, A. – SIK, D. (2021b): To stay or to leave? The phenomenon of running away, as a form of criticism against the child protection system. In: Nuovi paradigmi, nuovi stili, nuove sfide educative. (Geat, M. Vincenzo A. – Piccione, V. A. eds.) Roma: Roma-Tre Press. 177–188.
<https://romatrepress.uniroma3.it/wp-content/uploads/2021/05/11.-Andrea-Racz-and-Dorottya-Sik.pdf>

Course name: **Social gerontology**

Responsible lecturer: István Sziklai

The focus of the course is on the group of the elderly, as they are increasingly numerous and, due to the decrease in the number of younger generations, have an increasingly large share. The subject reviews the relevant indicators of demographic change and their social consequences, placing them in a Hungarian and global perspective. It has a strongly multidisciplinary approach, in line with the extraordinary complexity and social importance of the phenomenon. Sociological, demographic, public health, economic, ethical, political science, psychological, social political and social psychological viewpoints, concepts and methods play a role in it. During the course, in addition to the scientific perspective, practical and political aspects are also emphasized throughout.

The course aims to develop the students' competencies regarding their

- *knowledge* of the subfields of the associate sciences that are necessary for the cultivation of social policy;
- *skills*: ability to plan, manage and implement intervention processes and policy decisions;
- *attitudes*: awareness of the fact-based and interest- and value-based concepts of social policy, therefore he develops and represents his own point of view as a reflexive professional;
- *autonomy and responsibility*: to the best of their knowledge, they serve the social and professional interests represented by social policy

Topics:

- Definitions and interpretation of old age and generations from different perspectives.
- Basic demographic concepts and metrics, demographic trends, the development of aging metrics in a historical perspective.
- Ageism: discrimination based on age, its types and dimensions. Intergenerational attitudes.
- Individual vs. family, friends, neighborhood. Loneliness and social participation.
- Loneliness and quality of life, coping strategies. Social policy relevance and tools.
- Health status, changes in functional abilities, morbidity patterns, self-care/independence. Elderly care, long-term care, formal and informal care.
- Pension system and its challenges, modernization alternatives.
- Political gerontology. Conflicts of interest and solidarity, egoism and altruism in the political field.
- The aging society in the social and social political section, policy goals, guidelines.
- Aging and economy. Economic growth and productivity. Labor market and aging workers.
- The potential and fields of the "silver economy".

Evaluation: oral exam

Literature:

- Phillips, J. – Ajrouch, K. – Hillcoat-Nallétamby, S. (2010): key Concepts in Social Gerontology. SAGE
- Powell, J.L. (2013): Social Gerontology. New York, Nova Science Publishers
- Briggs, S. – Lowenstein, A. – Hendricks, J. (2020): The Need for Theory: Critical Approaches to Social Gerontology. Routledge

Course name: **Disability Policy**

Responsible lecturer: Nóra Menich

The aim of the course is to understand the social challenges people with disabilities and their families face due to structural, intersecting forms of social inequalities, in global, European, and Hungarian contexts. The course provides an introduction into socio-economic, political, and cultural aspects that shape disability policy: how social needs are addressed and measured, and how interventions are planned, managed, implemented, and monitored to cover those needs.

The course aims to develop the students' competencies regarding their

- *knowledge*, understanding and interpretation of key social science contexts, the knowledge needed to examine, evaluate and assess the social context of disability, the dimensions of inequalities that hinder the social participation of people with disabilities, and the impact of policy interventions;
- *skills*: ability to analyse the factors that can influence social policy, assess the social, economic, political and cultural context and implications of disability policy;
- *attitude*: critical, open and inclusive attitude;

Topics:

Disability studies theories and the current discourse on (dis)abilities and capabilities, rehabilitation and care

- Understanding intersectional disadvantages: how factors such as sex, age, gender identity, religion, race, ethnicity, and class, among others, affect the lived experiences and well-being of families with members with disabilities?
- The bi-directional correlation between disability and poverty and social exclusion
- Domestic and international legislation related to disability rights
- The operation of formal support systems, including institutional and community-based services, such as
 - o social services
 - o health services
 - o rehabilitation
 - o education
 - o labour market
- Informal support networks such as families and local communities

Evaluation: oral exam

Literature:

- Anderson, Sian – Bigby, Christine (2023): 'Nothing about us without us'. Including lived experiences of People with Intellectual Disabilities in Policy and Service Design. In: Bigby, Christine – Hough, Alan (eds.): Disability Practice. Safeguard Quality Service Delivery. Palgrave.
- Goodley, Dan (2017): Disability Studies. An interdisciplinary introduction. London: SAGE Publications Ltd, 2nd edition.

- Robinson, Sally – Fisher, Kelly (2023): Research Handbook on Disability Policy. Edward Elgar Publishing. <https://doi.org/10.4337/9781800373655>
- Trani, Jean-Francois et al. (2011): Disabilities through the Capability Approach lens: Implications for public policies. *Alter*, Vol. 5. Issue 3. pp. 143-157.
- United Nations Convention on the Rights of Persons with Disabilities and its Optional Protocol (A/RES/61/106)
- World Health Organization (2011): World Report on Disability. Geneva: World Health Organization

Course name: **Housing policy**

Responsible lecturer: Gábor Juhász

The course examines housing policy in a historical, economic and political context and aims to equip students with the knowledge necessary to analyze housing policies, with which they will be able to plan housing policy independently or in group work. In order to achieve these goals, the course familiarizes students with the most important factors influencing housing policies, the state tools for shaping housing policy, as well as their possible failures and effects.

The course aims to develop the students' competencies regarding their

- *knowledge* extends in particular to the role of those factors that prevent the satisfaction of important needs and the fair and functional distribution of resources;
- *skills*: capability of scientific and interdisciplinary analysis of social processes;
- *attitudes*: recognizing of the efforts to limit the openness and diversity of the social sciences, especially social policy science, and represents its discipline;
- *autonomy and responsibility*: knowing the domestic and international professional processes, he is able to formulate and represent a professional position.

Topics:

- Housing market dynamic and social inequalities of housing needs
- Development of state efforts to meet housing needs
- A toolkit to meet housing needs
 - o legal guarantees
 - o financial help
 - o other public initiatives
- Homelessness
 - o causes
 - o prevention measures
 - o care for homeless people

Evaluation: oral exam

Literature:

- Paul Balchin (ed.): Housing Policy in Europe. Routledge 1996.
 - David Clapham, Peter Kemp, Susan J. Smith: Housing Policy as Social Policy. Palgrave Macmillan 1990
 - Stuart Lowe: Housing Polics Analysis. Palgrave MacMillan 2004
- Brian Lund: Understanding Housing Policy. Policy Press 2017

Course name: **Methodology and Statistics I.**

Responsible lecturer: Renáta Németh

The course covers the basic statistical methods with an emphasis on concepts and application rather than on the in-depth coverage of traditional statistical methods. The open-source, free R software is introduced to aid to carry out the statistical computations.

The course aims to develop the students' competencies regarding their

- *knowledge*: By the end of the course participants will be able to use a professional statistical software, present data, perform univariate statistical analysis, and correctly interpret results of statistical inference (confidence intervals and p-values). Thus, the course contributes to the knowledge of social policy methods.
- *skills*: The course contributes to students' ability to analyse social policy and to evaluate social policy interventions. It also develops problem-solving and reasoning skills.
- *attitudes*: The course formulate critical and self-critical attitudes of students and their commitment to correcting mistakes, as well as respecting and observing professional and ethical standards.
- *autonomy and responsibility*: The course also develop students' autonomy and responsibility by teaching them to think and work independently.

Topics:

- types of variables, levels of measurement,
- basic data operations
- measures of central tendency and variability,
- graphic presentation of the sample distribution,
- interval estimation,
- basics of hypothesis testing,
- types of errors,
- one-sample/two-sample/paired t-test,
- ANOVA,
- proportion tests, chi2 test,
- simple linear regression.

Each method is introduced by examples from the scientific literature. Applicability of each method, checking model assumptions and interpretation of the results are covered in the lectures.

Evaluation: end-of-semester test

Literature:

- Babbie, Earl: The practice of social research, 15th Edition. Cengage 2020
- Freedman, Pisani, Purves: Statistics (W W Norton & Co Inc, 4th edition)
- Reporting guidelines: <http://www.equator-network.org/>

Course name: **Methodology and Statistics II.**

Responsible lecturer: Dávid Simon

The aim of the course is basically for the students to further deepen their knowledge acquired in the Methodology and Statistics I course, to be able to apply the knowledge learned there in practice.

The course aims to develop the students' competencies regarding their

- *knowledge*: By the end of the course participants will be able to use a professional statistical software, present data, perform univariate statistical analysis, and correctly interpret results of statistical inference (confidence intervals and p-values). Thus, the course contributes to the knowledge of social policy methods.
- *skills*: The course contributes to students' ability to analyse social policy and to evaluate social policy interventions. It also develops problem-solving and reasoning skills.
- *attitudes*: The course formulate critical and self-critical attitudes of students and their commitment to correcting mistakes, as well as respecting and observing professional and ethical standards.
- *autonomy and responsibility*: The course also develop students' autonomy and responsibility by teaching them to think and work independently.

Topics:

- Introduction to SPSS Statistics. One-dimensional distribution and descriptive statistics; Variable transformation commands
- Complex variable formation: typology
- Complex variable formation: indices, Cronbach's Alpha
- The theory of crosstab analysis
- Cross tabulation exercise
- The Lazarsfeld paradigm (elaborative model, theory of the three-dimensional cross table)
- Practice of the three-dimensional cross table
- Correlation
- T-tests
- ANOVA

Evaluation: end-of-semester-test

Literature:

- Babbie, Earl (2020): The practice of social research, 15th Edition. Cengage
- Pallant, Julie (2020): SPSS Survival Manual. Allen &Unwin

Course name: **Public Policy Analysis**

Responsible lecturer: Zsófia Katalin Kollányi

The course aims to develop the students' competencies regarding their

- *Knowledge*: the course develops students' understanding of the public policy process as a whole: the methodological issues that arise, the concept and components of the public policy cycle, understanding the place and role of program evaluation in the broader context.
- *Skills*: the course aims to make the participants able to design and evaluate policy proposals, by understanding the tasks and challenges that usually arise during public policy processes, including typical pitfalls and mistakes. They learn how to assess needs and consequences, and how to analyze, compare and assess alternative policy proposals in a structured and disciplined manner, acknowledging and handling the complex nature of the addressed fields.
- *Attitudes*: by developing an open mind they understand that policy design inevitably has to be a transdisciplinary process, and become able to identify which disciplinary fields and stakeholder groups have to be involved. As policy analysts, they become able to communicate productively with their clients, decision makers, and civil servants, stakeholders and the broader public.
- *Autonomy and responsibility*: As a dedicated social policy specialist, students participate independently and responsibly in the modernization and further development of social policy systems.

Topics:

- Definition and alternative approaches and models of policy making;
- The context of public policy: institutions, actors, instruments;
- The public policy cycle: agenda setting, policy design, decision-making, implementation, evaluation;
- Complexity and how to handle it in policy design;
- Stakeholder analysis;
- Policy design: methods and approaches – evidence-based and theory-based approach.

Evaluation: written exam

Literature:

- E. Bardach (2012): *The Eightfold Path – A Practical Guide for Policy Analysis* (4th ed), Sage Publishing
- M. Howlett, M. Ramesh and A. Perl (2009): *Studying Public Policy, Policy Cycles and Policy Subsystems*. Oxford University Press, Toronto
- R. Geyer, S. Rihani (2010): *Complexity and Public Policy. A New Approach to 21st Century Politics, Policy And Society*. Routledge.

Course name: **Project preparatory seminar**

Responsible lecturer: Katalin Tausz

The aim of the seminar is to give students individual help in finding the most suitable project topics, the basic institution of the field practice, and the primary local assistants, and thus prepare the continuation of the field practice and the preparation of the analysis of the social policy project based on it.

The course aims to develop the students' competencies regarding their

- *Knowledge:* The course aims to develop students' knowledge of the institutional systems and processes of social policy
- *Skills:* The course develops students' capabilities of complex analysis of social and social political systems, social protection and welfare systems.

Topics:

- assisting in the collection and processing of literature on the institutional system serving as the locations of the field practice, so that the students are prepared to start their field practice and the related social policy project work in the next semester
- preparation of recommendations for field sites and field practice agreements

Evaluation: term mark

Literature:

It is not relevant, since the selection of field practice topics and locations is the result of the students' individual choice supported by the instructors, and one of the goals of the course is to select appropriate literature to help with preparation

Course name: **Field practice**

Responsible lecturer: Nóra Menich

The field practice is closely related to the seminar helping to prepare the social policy project. Its purpose is to make students familiar with the operation of the institutional system of social policy through the implementation of a research project.

The course aims to develop the students' competencies regarding their

- *knowledge* of the institutional and care systems of social security and social protection, as well as the theoretical, methodological and other factors influencing their structure and operation;
- *skills*: the course improves capacities of complex analysis of social and social political systems, social protection and welfare systems
- *attitudes*: develops the recognition of the political, bureaucratic, legal and practical efforts that distort the institutional system of social protection and security, and to represent students' professional convictions;
- *autonomy and responsibility*: the course prepares students for acting as dedicated social policy specialists participating independently and responsibly in the modernization and further development of social policy systems.

Topics:

The duration of the field practice is one study semester, during which the students plan and implement the research project in the topic and base institution of their choice and agreed with the instructor. The implementation of the research project requires knowledge of the complex tool system of social policy. In the course of the work, organizational sociology, economics, social policy and legal analyzes must be prepared. The students do not spend their field training in one institution, but instead visit all those institutions whose activities are related to the topic of their chosen project, and visit some families and individuals who are affected by the chosen problem.

Evaluation: term mark

Literature:

It is not relevant, since the selection of field practice topics and locations is the result of the students' individual choice supported by the instructors, and one of the goals of the course is to select appropriate literature to help with preparation.

Course name: **Social policy project**

Responsible lecturer: Katalin Tausz

The course aims to develop the students' competencies regarding their

The implementation of the research project requires *knowledge* of the complex tool system of social policy. During the work, organizational sociology, statistical, economic, social political and legal analyzes must be prepared. The project discussion seminar is intended to help these researches: participants discuss theoretical and methodological issues, as well as discuss the upcoming analyses. The seminar also intends to develop analytical *skills* of students.

Topics:

- The research work begins with the preparation of the research plan
- The project is aimed at exploring a problem relevant from a social political point of view
- Its genre is a social policy expert study, so it cannot be narrowed down to the examination of a certain question with sociological tools. Professional political explanations and proposed solutions must be given to the professional policy questions raised in the thesis
- The thesis encompasses the presentation, description, interpretation, and analysis of the legal, social political, sociological organizational, and financing frameworks of the chosen issue. That is why it is not enough, for example, to explain the legislation and the budget, it is necessary to address the whys and the hows as well
- Source of information can be: literary supplement, document, statistics, oral communication. In all cases, the source must be indicated - according to the rules of citation. In the case of an oral communication or interview, it is not the name of the communicator that is interesting, but his function (e.g. head of a social welfare office). In the case of Internet data sources, it is necessary to indicate the exact address (it is not enough to specify the web page) so that it can be found with a little work

Evaluation: term mark

Literature:

It is not relevant, since the selection of field practice topics and locations is the result of the students' individual choice supported by the instructors, and one of the goals of the course is to select appropriate literature to help with preparation.

Course name: **Thesis consultation 1**

Responsible lecturer: Chosen teacher

The aim of the course:

Support for thesis research and thesis compilation. Thesis consultation facilitates the complex analytical use of the knowledge acquired during the training.

Topics: not relevant

Evaluation: term mark

Literature:

It is not relevant, since the thesis topics is the result of the students' individual choice.

Course name: **Thesis consultation 2**

Responsible lecturer: Chosen teacher

The aim of the course:

Support for thesis research and thesis compilation. Thesis consultation Facilitates the complex analytical use of the knowledge acquired during the training.

Topics: not relevant

Evaluation: term mark

Literature:

It is not relevant, since the thesis topics is the result of the students' individual choice.