

Programme Information & PLOs		
Title of the new programme – including any year abroad/ in industry variants		
BA Social & Political Sciences		
Level of qualification		
Please select:	Level 6	
Please indicate if the programme is offered with any year abroad / in industry variants		Year in Industry Please select Y/N
		No
		Year Abroad Please select Y/N
		Yes
Department(s): Where more than one department is involved, indicate the lead department		
Lead Department	Politics	
Other contributing Departments:	Sociology, Social Policy & Social Work	
Programme Leader		
Dr Simon Parker - Director of School		
Mrs Auriel Hamilton - School Coordinator		
From September 2017 - Dr Kevin Farnsworth (SPSW) - Director.		
Statement of purpose for applicants to the programme		
<p>The BA in Social and Political Sciences aims to equip you with the social scientific knowledge and skills that are essential to understanding and meeting the challenges of a complex, inter-connected global society. While the SPS degree is strongly interdisciplinary, it is distinctive in allowing students to design their own programme of study alongside a common foundational and research methods skills programme. Graduates emerge as well rounded and well-trained social scientists with excellent analytical and communication skills and with the essential knowledge and critical understanding needed for higher degrees and graduate careers in the private, public and not-for-profit sectors.</p>		
Programme Learning Outcomes		
Please provide six to eight statements of what a graduate of the programme can be expected to do. Taken together, these outcomes should capture the distinctive features of the programme. They should also be outcomes for which progressive achievement through the course of the programme can be articulated, and which will therefore be reflected in the design of the whole programme.		
PLO	On successful completion of the programme, graduates will be able to:	
1	Make critical and analytical contributions to our collective understanding of emerging global issues and the changing social and political world by continually engaging with social scientific theories and research. Graduates will be equipped with the knowledge and expertise required for higher degrees in the social sciences and equivalent level qualifications.	

2	Relate theoretical and applied knowledge in the social sciences to contemporary social and political problems and draw on insights from individual disciplines in the analysis of broader questions and challenges.
3	Design and undertake ethical and responsible research projects which draw upon appropriate research techniques and statistical expertise, in order to challenge commonly held assumptions, evaluate real-life interactions and test proposed hypotheses.
4	Operate as resourceful, self-directed and reflective professionals and researchers, reflecting critically on personal strengths and limitations, and continuing to learn and develop skills.
5	Synthesise and communicate complex, sensitive information and arguments to diverse audiences, in appropriate formats, via a range of media and digital technologies
6	Work creatively with teams, multi-agency groups, institutions and the public in ways that are considered, and respectful of the views, values and cultural position of others
7	
8	

Programme Learning Outcome for year in industry (where applicable)
For programmes which lead to the title ‘with a Year in Industry’ – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year in industry b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year in industry by alteration of the standard PLOs.

Programme Learning Outcome for year abroad programmes (where applicable)
For programmes which lead to the title ‘with a Year Abroad’ – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year abroad or b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year abroad by alteration of the standard PLOs.

1. Make critical and analytical contributions to our collective understanding of emerging global issues and the changing social and political world by continually engaging with social scientific theories and research in different national contexts. Students will be equipped with the knowledge and expertise required for higher degrees in the social sciences and equivalent level qualifications.
2. Relate theoretical and applied knowledge in the social sciences to contemporary social and political problems in different national contexts and draw on insights from individual disciplines in the analysis of broader questions and challenges.
3. Design and undertake ethical and responsible research projects which draw upon appropriate research techniques and statistical expertise, in order to challenge commonly held assumptions, evaluate real-life interactions and test proposed hypotheses.
4. Operate as resourceful, self-directed and reflective professionals and researchers, reflecting critically on personal strengths and limitations, and continuing to learn and acquire skills developed in culturally and nationally diverse teaching and learning environments in a different national setting. Students will be able to broaden their understanding of international society, politics and culture and develop a capacity for independent learning.
5. Synthesise and communicate complex, sensitive information and arguments to diverse audiences, in appropriate formats, via a range of media and digital technologies.
6. Work creatively with teams, multi-agency groups, institutions and the public in ways that are considered, and respectful of the views, values and cultural position of others.

iii) How the programme learning outcomes develop students’ digital literacy and will make appropriate use of technology-enhanced learning (such as lecture recordings, online resources, simulations, online assessment, ‘flipped classrooms’ etc)?

This is most explicitly addressed in PLO 5. Our School continues to work closely with its contributing departments and learning support teams in incorporating media and digital technologies in the design of its programmes of study. The School uses the VLE from pre-registration to inform students of module options and induction activities, while in each of the three stages, key administrative, welfare and teaching resources are constantly updated along with extra curricular activities and careers and employability events on the VLE and School website. Through our contributing departments SPS students benefit from digital media based teaching resources including lecture capture, wikis and module blogs. In Politics PLO 5 reflects the progressive development of student's digital literacy through the programme. The new What is Politics? module makes use of student blogs to promote collaborative work and online feedback. Lecture Capture is being trialled in core modules and the Political Enquiry module now makes use of self-lecture capture. In the Social Policy programme digital literacy is developed both vertically through the stages of progression to final attainment and horizontally as part of the learning and assessment strategy for each of the modules. Different elements of digital literacy are addressed at foundational, intermediate and more advanced levels through the stages. While level 1 enables foundational literacy, modules at levels 2 and 3 aim for depth of skill development rather than breadth. Digital literacy development is directly linked to the practices relevant to the discipline, for example, engagement with policy debate which includes both academic knowledge and understanding, and the ability to undertake engagement activities across social media fora and to contribute as well as utilise online information sources. Most of our contributing departments have now moved entirely to online submission and online assessment in all undergraduate modules. The School website and VLE coordinates information regarding submission deadlines and protocols for each of the four departments. The School was also one of the first joint programmes involved in the Online Module Catalogue and the School Coordinator works closely with the academic support team to suggest improvements and better functionality. Planned enhancements for the Social Research Methods module for the Summer Term of Stage 2 will involve training in the use of digital media for research. Use of video and video editing skills forms a key part of the digital literacy programme that is currently incorporated within the Stage 3 dissertation module (SPS Forum). Digital technologies will also be utilised to prepare students for the challenges of learning in new cultural environments in their year abroad.

iv) How do the PLOs support and enhance the students' employability (for example, opportunities for students to apply their learning in a real world setting)?
The programme's employability objectives should be informed by the University's Employability Strategy:

<http://www.york.ac.uk/about/departments/support-and-admin/careers/staff/>

The School works closely with the Careers Service to offer information and networking events with former social science graduates and alumni at all stages of the programme. Student course representatives and the SPS Society are supported in providing additional employer recruitment and networking events. The School enhancement plans include an application to the University's rapid response fund to set up a peer mentoring system for undergraduates that will also contribute to the skills evidence for the York Award. We are also planning to develop internship opportunities related to appropriate dissertation research themes during the summer vacation prior to the commencement of Stage 3. Transferable skills and employability workshops are integrated into the Stage 3 dissertation module - the SPS Forum.

vi) How will students who need additional support for academic and transferable skills be identified and supported by the Department?

Students are introduced to key academic skills in each of their core modules in Stage 1 and performance is monitored by SPS supervisors with additional oversight from the director. We identify students with particular learning needs and where appropriate consult with the Disability Office in the drawing up of a learning support plan that is shared with module tutors and the examinations office (and where appropriate the library and careers service). In Stage 2 - the Social Research Methods module provides a further opportunity to monitor the progress of students in terms of key research and team work skills, and issues are picked up through for example referrals by module tutors and formative and summative assessments. In Stage 3 - all finalists are required to attend and contribute to the SPS Forum which includes advanced study and research skills and employability workshops. Module convenors from the contributing departments offer open-door hours where students can seek help and it is expected that personal supervisors will discuss these issues with individuals and provide advice and support for additional training and learning in these areas.

vii) How is teaching informed and led by research in the department/ centre/ University?

Students benefit from the research-led approach to teaching in all four departments. Our modules are taught by academics at the forefront of research across the social sciences and philosophy --from criminology to social psychology and contemporary and ancient philosophy. As international experts in their field, contributing staff advise governments and organisations and regularly contribute to news and current affairs programmes globally. Our expertise and experience feed directly into our teaching. In particular, our uniquely wide range of module options at Stage 2 and 3 provide opportunities to explore specialised research areas on which SPS staff are currently working.

Stage-level progression

Please complete the table below, to summarise students' progressive development towards the achievement of PLOs, in terms of the characteristics that you expect students to demonstrate at the end of each year. This summary may be particularly helpful to students and the programme team where there is a high proportion of option modules.

Note: it is not expected that a position statement is written for each PLO, but this can be done if preferred (please add information in the 'individual statement' boxes). For a statement that applies across all PLOs in the stage fill in the 'Global statement' box.

Stage 0 (if your programme has a Foundation year, use the toggles to the left to show the hidden rows)

Stage 1

On progression from the first year (Stage 1), students will be able to:				Identify the key conceptual, theoretical and methodological components of the major disciplinary traditions in the social and political sciences and the ways in which these can be applied to addressing problems (PLO1). Relatedly PLO2 will ensure that students are able to apply knowledge and theories drawn from the social and political sciences to explore real world problems; PLO3 will enable students to understand the ethical challenges faced by researchers undertaking research in the social and political science; PLO4 will encourage students to reflect critically on their written and oral work and to make effective use of written and oral feedback; PLO5 will familiarise students with digital learning platforms such as Yorkshare; PO6 will help students to demonstrate a capacity to undertake group work and to collaborate in a supportive way with their peers.			
PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
<i>Identify the key critical and analytical contributions to social scientific knowledge. Students will progress with a solid foundational knowledge of the distinctive claims of political science, sociology and social policy as discrete disciplines and their common theoretical and methodological features.</i>	<i>Demonstrate an ability to relate theoretical and applied knowledge in the social sciences to contemporary social and political problems. They will also demonstrate a capacity to use insights drawn from individual disciplines to critique and challenge rival explanations of the social and political world.</i>	<i>Understand the ethical issues and methodological approaches of applied research in the social sciences.</i>	<i>Through formative and summative individual assessments and group work reflect critically on personal strengths and limitations while continuing to learn and develop skills within and beyond the curriculum.</i>	<i>Use media and digital technologies to share and access social scientific knowledge within their study groups and for the purposes of assessment.</i>	<i>Show an awareness of the importance of effective collaboration in group work and the need to respect the views, values and cultural position of others in teaching and learning interactions.</i>		
Stage 2							
On progression from the second year (Stage 2), students will be able to:				Assess the strengths and weaknesses of the concepts, theories and methods of the major disciplinary traditions in the social and political sciences, evaluating their coherence and usefulness in addressing problems. In particular the compulsory Social Research Methods module will ensure that students meet the objectives of PLO3 in developing a facility to analyse social and political phenomena using quantitative and qualitative methods while paying due attention to ethical considerations.			
PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8

<i>Deploy critical and analytical skills to test and challenge our understanding of emerging global issues and the changing social and political world through engagement with social scientific theories and research. Students will progress with the capability to assess and critique the distinctive claims of political science, sociology and social policy as discrete disciplines and their common theoretical and methodological features.</i>	<i>Understand and be familiar with the theoretical vocabulary of the social and political sciences in order to produce independent work that meets the explanatory criteria of the relevant disciplines and shows an ability to relate concepts and theories to practical problems.</i>	<i>Undertake training in the key quantitative and qualitative research techniques used in the social sciences taking into account appropriate ethical and practical considerations for practice.</i>	<i>Building on knowledge gained from taught modules and assessments and feedback to reflect on learning strengths and weaknesses. Using these insights to make appropriate module choices and to inform the choice of dissertation topic.</i>	<i>Demonstrate the ability to research and present information in classroom settings independently through the use of media and digital technologies. Prepare work for assessment utilising the full range of online bibliographic sources and electronic databases. Demonstrate appropriate awareness of academic misconduct and the protocols for online submission of assessed work.</i>	<i>Produce work for assessment that is the product of group collaboration and share feedback with fellow students in a timely and respectful manner when required.</i>		
--	---	--	---	---	--	--	--

Stage 3

(For Integrated Masters) On progression from the third year (Stage 3), students will be able to:

PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8

Programme Structure

Module Structure and Summative Assessment Map

Please complete the summary table below which shows the module structure and the pattern of summative assessment through the programme.

'Option module' can be used in place of a specific named option. If the programme requires students to select option modules from specific lists these lists should be provided in the next section.

From the drop-down select 'S' to indicate the start of the module, 'A' to indicate the timing of each distinct summative assessment point (eg. essay submission/ exam), and 'E' to indicate the end of the module (if the end of the module coincides with the summative assessment select 'EA') . It is not expected that each summative task will be listed where an overall module might be assessed cumulatively (for example weekly problem sheets).

If summative assessment by exams will be scheduled in the summer Common Assessment period (weeks 5-7) a single 'A' can be used within the shaded cells as it is understood that you will not know in which week of the CAP the examination will take place.

Stage 0 (if you have modules for Stage 0, use the toggles to the left to show the hidden rows)

Credits	Module	Autumn Term	Spring Term	Summer Term
---------	--------	-------------	-------------	-------------

Stage 1

Contemporary Political Philosophy POL00004I	Gender, Sexuality & Inequalities SOC00001I	Debates in Criminal Justice SPY00025I	Criminal Justice & Policing SPY00011H (Aut)	Governing the Global Economy POL00009H (Aut)	Paranormal in Society SOC00009H (Aut)		
History of Political Thought POL00005I	Popular Culture, Media & Society SOC00004I	Understanding Childhood & Youth SPY00023I	Housing Policy SPY00001H (Aut)	British Foreign Policy after the Cold War POL00011H (Aut)	Birth, Marriage & Death SOC00023H (Aut)		
State, Economy & Society POL00006I	Contemporary Political Sociology SOC00005I	Citizenship, Difference and Inequality SPY00018I	Crime & Punishment LAW00045H (Aut)	Territory and Conflict in the former Soviet Union POL00023H (Aut)	Advanced Social Theory SOC00032H (Aut)		
War & Peace POL00007I	Social Interaction & Conversation Analysis SOC00006I	The Policy Process SPY00002I	Poverty & Inequality SPY00036H (Aut)	Citizens, Parties & Elections in Contemporary Democracies POL00036H (Aut)	Humans & Other Animals SOC00007H (Aut)		
Politics in the United Kingdom POL00008I	Sociology of Health & Illness SOC00007I	Comparative Social Policy SPY00001I	Welfare State in Crisis SPY00035H (Aut)	Political Participation and Democracy POL00041H (Aut)	Cinema, Cities & Crime SOC00035H (Aut)		
US National Security after the Cold War POL00035I	Science in Society SOC00016I	Victimisation and Social Harm SPY00016I	Love, Intimacy and Family Life SPY00019H (Aut)	Global Politics of Nuclear Weapons POL00043H (Aut)	Art, Tastes & Stratification SOC00013H (Spr)		
Comparative Politics POL00037I			Death & Policy SPY00038H (Spr)	Green Politics POL00010H (Spr)	Body & Society SOC00003H (Spr)		
			Gender, Citizenship & the Welfare State SPY00032H (Spr)	The Labour Party & Socialism POL00021H (Spr)	The Racial State SOC00039H (Spr)		
			Illicit Drug Use SPY00012H (Spr)	Ethnicity & Conflict POL00024H (Spr)	Performance & Society SOC00026H (Spr)		

Management and Admissions Information

This document applies to students who commenced the programme(s) in:

2017/18

Interim awards available Interim awards available on undergraduate programmes (subject to programme regulations) will normally be: Certificate of Higher Education (Level 4/Certificate), Diploma of Higher Education (Level 5/Intermediate), Ordinary Degree and in the case of Integrated Masters the Bachelors with honours. Please specify any proposed exceptions to this norm.

Admissions Criteria

TYPICAL OFFERS

A levels
 BBB
 AAB for L611, LL32 and LL2V
 IB Diploma Programme
 31 points
 35 points for L611, LL32
 and LL2V
 BTEC Extended Diploma
 DDM
 DDD for L611, LL32
 and LL2V

Length and status of the programme(s) and mode(s) of study

Programme	Length (years)	Status (full-time/part-time) Please select	Start dates/months (if applicable – for programmes that have multiple intakes or start dates that differ from the usual academic year)	Mode			
				Face-to-face, campus-based	Distance learning	Other	
				Please select Y/N		Please select Y/N	

Language(s) of study

English.

Language(s) of assessment

English.

Programme accreditation by Professional, Statutory or Regulatory Bodies (PSRB)

Is the programme recognised or accredited by a PSRB

Please Select Y/N:

if No move to next Section
if Yes complete the following questions

Name of PSRB

Are there any conditions on the approval/ accreditation of the programme(s)/ graduates (for example accreditation only for the full award and not any interim award)

Additional Professional or Vocational Standards

Are there any additional requirements of accrediting bodies or PSRB or pre-requisite professional experience needed to study this programme?

Please Select Y/N:

if Yes, provide details

(max 200 words)

University award regulations

The University's award and assessment regulations apply to all programmes: any exceptions that relate to this programme are approved by University Teaching Committee and are recorded at the end of this document.

Are students on the programme permitted to take elective modules?

(See: <https://www.york.ac.uk/media/staffhome/learningandteaching/documents/policies/Framework%20for%20Programme%20Design%20-%20UG.pdf>)

Please Select Y/N:

Careers & Placements - 'With Placement Year' programmes

Students on all undergraduate and integrated masters programmes may apply to spend their third year on a work-based placement facilitated by Careers & Placements. Such students would return to their studies at Stage 3 in the following year, thus lengthening their programme by a year. Successful completion of the placement year and associated assessment allows this to be recognised in programme title, which is amended to include 'with Placement Year' (e.g. BA in XYZ with Placement Year'). The Placement Year also adds a Programme Learning Outcome, concerning employability. (See Careers & Placements for details).

In exceptional circumstances, UTC may approve an exemption from the 'Placement Year' initiative. This is usually granted only for compelling reasons concerning accreditation; if the Department already has a Year in Industry with criteria sufficiently generic so as to allow the same range of placements; or if the programme is less than three years in length.

Programme excluded from Placement Year?	No	If yes, what are the reasons for this exemption:
--	----	--

Study Abroad (including Year Abroad as an additional year and replacement year)

Students on all programmes may apply to spend Stage 2 on the University-wide North America/ Asia/ Australia student exchange programme. Acceptance onto the programme is on a competitive basis. Marks from modules taken on replacement years count toward progression and classification.

Does the programme include the opportunity to undertake other formally agreed study abroad activities? All such programmes must comply with the Policy on Study Abroad

<https://www.york.ac.uk/staff/teaching/procedure/programmes/design/>

Please Select Y/N:	No
--------------------	----

Additional information

Transfers out of or into the programme

ii) Transfers into the programme will be possible? (please select Y/N)		
--	--	--

Additional details:

ii) Transfers out of the programme will be possible? (please select Y/N)		
--	--	--

Additional details:

Exceptions to University Award Regulations approved by University Teaching Committee

Exception Please detail any exceptions to University Award Regulations approved by UTC	Date approved
--	----------------------

Date on which this programme information was updated:	
<p>Please note:</p> <p>The information above provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.</p> <p>Detailed information on the learning outcomes, content, delivery and assessment of modules can be found in the module descriptions.</p> <p>The University reserves the right to modify this overview in unforeseen circumstances, or where the process of academic development, based on feedback from staff, students, external examiners or professional bodies, requires a change to be made. Students will be notified of any substantive changes at the first available opportunity.</p>	
Programme Map	
Please note: the programme map below is in interim format pending the development of a University Programme Catalogue.	

TABLE 1

Course Structure BA (Hons)

Social and Political Sciences (SPS) UCAS Code LL32

Note:

At some point during Stage 2 and 3 students must take one option module taught in each of the three departments.

BA (Hons) Social and Political Sciences

Autumn Term	Spring Term	Summer term
Stage 1 (Year 1)		
What is Politics? (POL00008C) (30 Credits, Core)		
Introduction to Sociological Theory (SOC00002C) (30 Credits, Core)		
Introducing Social Policy (SPY00002C) (30 Credits, Core)		
Option from Table 1 (30 Credits)		
Stage 2 (Year 2)		
Social Research Methods (SOC00003I) (30 Credits, Core)		
Option from SOC2 (30 Credits)		
Option from POL2 (30 Credits)		
Option from SP2 (30 Credits)		
Stage 3 (Year 3)		
Option from Tables SOC3, POL3 or SP3 (20 Credits)		Option from Tables SOC3 POL3 or SP3 (20 Credits)
Option from Tables SOC3, POL3 or SP3 (20 Credits)		Option from Tables SOC3, POL3 or SP3 (20 Credits)
Dissertation (SPS00002H) (40 Credits, Core) SPS Forum (Non Credit, Core)		

Stage 1 Option modules: Table 1

Module title
Cultivating a Sociological Imagination SOC00001C

Exploring Social Policy and Society SPY00020C						
Introducing Criminal Justice SPY00021C						
Introduction to Political Theory POL0004C						
Introduction to Democratic Politics POL00002C						
Introduction to International Politics POL00003C						
Introducing Social Psychology SOC00004C						
Sociology of Crime and Deviance SOC00003C						
Stage 2						
The following tables are a list of the modules available to Second year SPS students during 2016/7 and are not an accurate list of the Stage 2 modules which will be available to students starting Stage 1 in 2016/17. They should therefore be used as a sample of the type of modules likely to be offered.						
Option modules: SOC 2						
Module title						
Gender, Sexuality & Inequality SOC00001I						
Popular Culture, Media & Society SOC00004I						
Contemporary Political Sociology SOC00005I						
Social Interaction & Conversation Analysis SOC00006I						
Sociology of Health & Illness SOC00007I						
Division & Inequalities: Race & Ethnicity, Class & Religion SOC00020I						

Option modules: Table POL 2					
Module title					
Contemporary Political Philosophy POL00004I					
History of Political Thought POL00005I					
State, Economy & Society POL00006I					
War & Peace POL00007I					
Politics in the United Kingdom POL00008I					
Politics of Development POL00009I					
The European Union: Politics & Policies POL00032I					
US National Security after the Cold War POL00035I					
Human Rights and Wrongs in a Globalized World POL00040I					
Politics of the World POL00037I					
Foundations of International Thought POL00042I					
The Rising Powers POL00045I					
Option modules: Table SP 2					
Module title					
Understanding Childhood & Youth SPY00023I					
Citizenship, Difference and Inequality SPY00018I					
The Policy Process SPY00002I					

Programme Map: Module Contribution to Programme Learning Outcomes

This table maps the contribution to programme learning outcomes made by each module, in terms of the advance in understanding/ expertise acquired or reinforced in the module, the work by which students achieve this advance and the assessments that test it. This enables the programme rationale to be understood:

- Reading the table vertically illustrates how the programme has been designed to deepen knowledge, concepts and skills progressively. It shows how the progressive achievement of PLOs is supported by formative work and evaluated by summative assessment. In turn this should help students to understand and articulate their development of transferable skills and to relate this to other resources, such as the Employability Tutorial and York Award;
- Reading the table horizontally explains how the experience of a student at a particular time includes a balance of activities appropriate to that stage, through the design of modules.

Stage	Module		Programme Learning Outcomes							
			PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
			Make critical and analytical contributions to our collective understanding of emerging global issues and the changing social and political world by continually engaging with social scientific theories and research.	Relate theoretical and applied knowledge in the social sciences to contemporary social and political problems and draw on insights from individual disciplines in the analysis of broader questions and challenges.	Design and undertake ethical and responsible research projects which draw upon appropriate research techniques and statistical expertise, in order to challenge commonly held assumptions, evaluate real-life interactions and test proposed hypotheses.	Operate as resourceful, self-directed and reflective professionals and researchers, reflecting critically on personal strengths and limitations, and continuing to learn and develop skills.	Synthesise and communicate complex, sensitive information and arguments to diverse audiences, in appropriate formats, via a range of media and digital technologies.	Work creatively with teams, multi-agency groups, institutions and the public in ways that are considered, and respectful of the views, values and cultural position of others.		
			KNOWLEDGE	RELATE	RESEARCH	REFLECT	COMMUNICATE	ENGAGE		
Stage 1	Induction Week	Progress towards PLO				Gaining an understanding of the VLE and library services				
	CORE	By working on (and if applicable, assessed through)				Introductory lectures delivered by the Library and E-Learning Team				

Stage 1	What is Politics? (CORE)	Progress towards PLO	Gaining an understanding of the major traditions in studying politics and different approaches to understanding power and the state.	Applying different approaches to understanding power and the state to issues such as globalisation, the EU and migration	Learning a range of skills pertaining to literature search and writing; learning foundational issues in political research; researching case studies as the basis for the presentation.	Engaging in group collaboration in seminars, in the development of a group presentation and in the online blog	Learning communication skills and presentation design	Collaborating in seminar tasks and outside the classroom		
		By working on (and if applicable, assessed through)	Lectures; seminar preparation; seminar exercises; independent study. Literature review (formative); Essay (summative); Group presentation (formative); Group presentation (summative, including peer evaluation); Online blog	Lectures; seminar preparation; seminar exercises; independent study. Literature review (formative); Essay (summative); Group presentation (formative); Group presentation (summative, including peer evaluation); Online blog	Skills-sessions (in the lecture programme); seminar exercises; independent study; Sessions delivered by the library on searching for materials and researching your first essays, referencing and evaluating sources (autumn term) and designing effective presentations, online collaboration tools, and identity and wellbeing (spring term). These mini lectures provide the basis for seminar activities to apply the material the students have explored in lectures. Literature review (formative); Essay (summative); Group presentation (formative); Group presentation (summative, including peer evaluation)	Skills-sessions (in the lecture programme); seminar exercises; independent study; Sessions delivered by the library on searching for materials and researching your first essays, referencing and evaluating sources (autumn term) and designing effective presentations, online collaboration tools, and identity and wellbeing (spring term). These mini lectures provide the basis for seminar activities to apply the material the students have explored in lectures. Group presentation (formative); Group presentation (summative, including peer-evaluation); Online blog	Skills-sessions (in the lecture programme); Seminar exercises; writing blog. Sessions delivered by the careers department on designing presentations and delivering presentations. These form the basis for seminar activities. Group presentation (formative); Group presentation (summative, including peer-evaluation); Online blog	Seminar exercises; collaboration in writing blog. Group presentation (formative); Group presentation (summative, including peer evaluation)		

	Introduction to Sociological Theory (CORE)	Progress towards PLO	Students are introduced to the theories of core sociological thinkers from the classical and contemporary intellectual traditions.	Students critically engage with the original writings of sociological theorists.	Students engage with original writings of classical sociological theorists that offer examples of critical thinking that challenged commonplace accounts of the social.	A proportion of the course and its assessment is dedicated to researching the continuing relevance, or otherwise, of sociological theories and concepts. This includes investigating the relationship between social theory, contemporary illustrative examples and recent sociological scholarship.	The module is taught through participative learning in seminars, in which students are encouraged to present and articulate their ideas to peers and tutors.	Seminars are collaborative endeavours structured through cooperation around a range of learning and research tasks.		
		By working on (and if applicable, assessed through)	Students use the theories of core classical and contemporary sociological thinkers to articulate their understanding of social issues in seminars and in written work (summative assessments).	Students demonstrate their knowledge and critical understanding of the original writings of sociological theorists in their seminar discussions (formative) and module essays (summative).	In their first assessment (summative), students critically reflect upon an original piece of writing from classical social theory. This is intended to challenge students on the course to read theory through original works rather than textbook summaries.					

	Introducing Social Policy (CORE)	Progress towards PLO	Students are introduced to the operation of key social, political and economic actors in social policy development and the ways in which their interests influence the development of policy in key social domains of provision.	Students are introduced to the frameworks for the organisation and delivery of benefits and services and the ways in which these resources are distributed providing a basic understanding of the extent of social need in societies and the ways in which this is met. In parallel with these frameworks of knowledge, students are also introduced to a range of frameworks of analysis drawn from social science which can be applied to the evaluation of distribution and the identification of gaps and problems that require further solutions.	Students are introduced to a range of theoretical and empirical sources and to key social questions which form the basis of social science enquiry. Students are also inducted into the ethics of academic activity including learning, research and writing.	Students are introduced to key debates in social policy and the platforms from which these are undertaken.	Key concepts, ideas and social aims are considered from a range of political and ideological perspectives.	Students are introduced to the operation of key social, political and economic actors in social policy development and the ways in which their interests are privileged in particular contexts leading to inequalities. Students are also introduced to the dimensions of inequality within and across social groups in relation to their experience of social policy.		
--	----------------------------------	----------------------	--	--	---	--	--	--	--	--

		By working on (and if applicable, assessed through)	Seminar tasks including debates and role-play exercises are designed to introduce students to the operation of key interest groups in the formation of policy and to recognise the constraints in which policy is developed. Seminars enable immediate formative feedback delivered by seminar leaders. In their essay and exam assessment students are expected to demonstrate their Knowledge and understanding of economic and political interests and their influence on policy development.	Seminar tasks including debates and role-play exercises are designed to introduce students to the range of approaches taken in policy development linking these to the ideas and social theories by which they are underpinned. Seminars enable immediate formative feedback delivered by seminar leaders. In their essay and exam assessment students are expected to be able to draw on key ideas and theories to frame a written argument.	Seminar tasks introduce students to sources of data and policy-related materials which they are expected to explore and evaluate in their preparation work. Seminars enable immediate formative feedback delivered by seminar leaders. In their Essay and Exam assessment students are expected to refer back to these data sources in order to produce reasoned written answers. Students are also expected to demonstrate that they are equipped with skills in academic integrity and understand the ethical values appropriate to social scientific enquiry and writing in the social sciences.	Seminar tasks including debates and role-play exercises are designed to explore social policy issues at all levels of debate from local to global requiring students to familiarise themselves with positions in preparation and to communicate these positions in-class. Seminars enable immediate formative feedback delivered by seminar leaders and peers. In their essay and exam assessment students are able to demonstrate their written communication skills.	Seminar tasks including debates and role-play exercises include collaborative work both in preparation activities and during in-class activities where content is focused on problem-solving and developing solutions. Seminars enable immediate formative feedback delivered by seminar leaders and peers.	Seminar tasks including debates and role-play exercises are designed to explore social policy issues from the perspective of a range actors and subjects including policy-makers, service users, activists and stakeholders. Seminars enable immediate formative feedback delivered by seminar leaders and peers.		
Stage 1	Options	SEE COMPONENT PROGRAMME MAPS								
Stage 2	Note that other than SRM, Stage 2 modules offered by each department are options. The programme map identifies those modules that are typically chosen by a Second Year SPS undergraduate but it is possible to take modules from only one or two departments on the condition that at least one module is taken from the 'missing' department(s) in Stage 3.	KNOWLEDGE	RELATE	RESEARCH	REFLECT	COMMUNICATE	ENGAGE			

<p>Stage 2</p>	<p>Social Research Methods (CORE)</p>	<p>Progress towards PLO</p>	<p>Students are taught how to evaluate and critically assess the methodology employed in existing empirical research</p>		<p>Students employ quantitative and qualitative research methods, and learn how different methodologies are appropriate for addressing different types of research questions. They are taught how to design whole research projects, considering data collection, data analysis, and ethics. This serves to develop skills introduced in Year 1 (e.g. What is Politics?) and builds a strong research skills base for the dissertation module undertaken in Stage 3.</p>			<p>Seminars require teamwork and collaborative work</p>		
-----------------------	---------------------------------------	-----------------------------	--	--	--	--	--	---	--	--

		<p>By working on (and if applicable, assessed through)</p>	<p>Summative assessment in the form of a methodological critical review requires students to evaluate and critically analyse evidence-based claims in social research</p>		<p>Practical skills are developed through the student survey (a sample survey designed in seminars and analysed in computer lab sessions by students) and assessed through summative assessment in the form of a written research report. Practical qualitative skills in data collection and analysis are learnt in seminar settings. Students develop interview schedules, run practice focus groups, conduct their own observation studies, conduct thematic analysis of interview data, and complete other practical tasks. Summative assessment comes in the form of an essay discussing the application of qualitative methods, and a research report where they write up the results of a piece of qualitative research they have conducted. Students consider how to ensure ethical issues are addressed in research in practical seminar exercises. Summative assessment in the form of a research proposal includes a mandatory section dedicated to outlining the ethical issues associated with a research project. This final summative research proposal also assesses students' ability to design a</p>		<p>Students work together to design the student survey, and present the results of archival research they have conducted. This is not assessed.</p>		
--	--	--	---	--	--	--	---	--	--

Stage 2	Human Rights & Human Wrongs (POL)	Progress towards PLO	Identifying and understanding the main legal and political frameworks behind human rights, and placing them in a global, national and local context.	Applying theoretical understandings of human rights to case studies, interrogating the contested notions of various rights in different political contexts, developing a critical understanding of why certain rights are more contested, and being able to analyse rights from a normative, analytical and empirical perspective.	Conducting research on both theory (political and legal) and case studies from both the secondary literature and case study material to explore the seminar questions and essay questions.	Engaging in group collaboration in seminars via group presentations, group exercises and small group discussion.	Learning communication skills and presenting arguments in a clear and structured way via both written and spoken materials	Collaborating in seminar tasks and outside the classroom. Students are exposed to issues surrounding the ethical use of aid and humanitarian intervention which is featured in formative and summative assessments and in seminar discussions.		
		By working on (and if applicable, assessed through)	Lectures; seminar preparation; seminar exercises; independent study	Lectures; seminar exercises; independent study	Seminar exercises; independent study	Seminar exercises	Seminar exercises	Seminar exercises		
		Essay (formative, 1000 words); Essay (summative, 2000 words); Mock examination; Examination (2 hour)	Essay (formative); Essay (summative); Mock examination; Examination (2 hour)	Essay (formative); Essay (summative); Mock examination; Examination (2 hour)						

<p>Stage 2</p>	<p>Policy Process (SPSW)</p>	<p>Progress towards PLO</p>	<p>Students will develop knowledge of the theory and practice of policy analysis across a broad range of social policy areas. They will explore the institutional and other interests that operate within the policy process.</p>	<p>Students will apply policy analysis concepts and theories to 'real world' scenarios.</p>	<p>Students will gain an understanding of the role of evidence and evaluation in the policy making process. The potential for systematic reviews, quantitative and qualitative data to inform an 'evidence based' approach to policy making will be explored.</p>	<p>Students will develop an understanding of the policy making process through three distinct tiers of knowledge that explore the macro, meso and micro theorisations of policy formation and implementation. They will appreciate the differences in levels of debate depending on theoretical context.</p>	<p>Students will use role play to explore the complexity of the policy process and the role of government departments in decision making.</p>	<p>Students will explore the distribution of power in the policy process and how social problems become issues on the political agenda.</p>		
-----------------------	------------------------------	-----------------------------	---	---	---	--	---	---	--	--

	<p>By working on (and if applicable, assessed through)</p>	<p>Seminars are designed to explore policy challenges from macro, meso and micro perspectives, which is central to the understanding of the policy process. Policy report and government workshop reports are based on in depth application of theory to specific policy and to relevant government departments. The wider context of policy is recreated with key actors from beyond Westminster represented in the workshop.</p>	<p>Students are expected to document and refer to their evidence sources and their robustness in the verbal and written assessment tasks. The seminars require students to present their findings in a clear and understandable way, making use of software such as PowerPoint. Formative feedback is provided on both the content of presentations and the presentation and students have opportunities to present later in the term having reflected on this. The module as a whole makes use of the VLE, but during the government workshop this is much more dynamic. The workshop also requires students to access, analyse and then present data, both qualitative and quantitative, from a range of sources such as government reports, academic sources and grey literature. They must distill the key issues and then be able to present this to a range of different audiences - a key 'employability skill'.</p>		<p>The Government Workshop requires students to work in teams to replicate government departments. A take-home message is that this is not always easy and in fact there are many barriers to working collaboratively, but that successful teamwork is a route though the workshop. The workshop encourages students to explore different models of teamwork that reflect the power relations that have been explored throughout the module. The workshop report then necessitates a critical appraisal of how successful that teamwork proved to be, how it could have been advanced and how these issues might affect 'real-world' policy making.</p>	<p>Throughout the module the differentiated access to and impact of the policy process are explored. Seminars ask questions such as 'how have young people been impacted by changes in the world of work?' and students engage with academic sources as well as material from think-tanks and advocacy groups in seeking to answer this. Throughout the module we explore the various stakeholders involved in the policy making process, from 'service user', through front-line service deliverers, right up to politicians. To successfully gain a 'complete' appreciation of the policy process students much appreciate how these various stakeholders have different roles in the policy process and what that then tells us about power more generally. The policy report and government workshop reports are based on in depth application of theory to specific policy and to relevant</p>	
--	--	--	---	--	---	---	--

<p>Stage 2</p>	<p>Divisions and Inequalities (SOC)</p>	<p>Progress towards PLO</p>	<p>Students critically examine core sociological issues of class, religion and race/ethnicities. They are introduced to a variety of empirical and theoretical work and develop an understanding of the manifold forms inequalities can take. Key authors in social theory are also covered.</p>	<p>Students are taught to be able to identify and analyse latent forms of inequalities. They are taught to challenge common assumptions that we are living in a meritocratic society and that key institutions, such as the NHS, are not subject to forms of latent racism or discrimination, that multiculturalism is dead, etc. General issues of whiteness, secularism, religion-based prejudices, hidden forms of inequalities (through people's lifestyles) are thoroughly discussed, which gives the students a unique expertise to challenge common assumptions.</p>	<p>There is no research project as such planned for this module but they are taught some skills in quantitative and qualitative analysis as they have to engage with a wide variety of research. For instance, during the lecture on social mobility, they are taught how to read cross-tabs.</p>	<p>Students are taught to evaluate evidence-based claims, when we examine different academic and non-academic material. They are, for instance, encouraged to critically reflect upon news items or extracts from films.</p>	<p>Students are expected to critically synthesise and communicate complex information and arguments about emerging social issues throughout the module.</p>	<p>Students are given questions to prepare material to discuss in seminar groups throughout the module. These questions tend to relate to sensitive topics about how we should live together. Issues of blasphemy, tolerance, discrimination, poverty, inequality are key for this module and are discussed in a way that encourages students to be open and respectful.</p>		
-----------------------	---	-----------------------------	--	---	---	--	---	--	--	--

		By working on (and if applicable, assessed through)	Formative: Each week, students are given readings and engage with them during the seminars. Different types of exercises are used (presentations, debates, etc.). Summative: Students are assessed in the Autumn and in the Spring term during which they have to prepare a portfolio on key issues related to the main themes of this module. An exam in the Summer term is also organised.	Formative: Discussions during seminars and (summative) portfolios in which they identify social problems and select appropriate scientific readings and approach to evaluate them.		Formative: Discussions during seminars and (summative) portfolios in which they have to actively analyse evidence-based claims.	Formative: Examples of exercises during seminars that enable them to this include; group presentations or debate about the publication of cartoons such as Charlie Hebdo	Formative: Group discussions and presentations. Plus the students are encouraged to work together during the revisions for the exam.		
	OPTION									
Stage 3	Note: Stage 3 Modules are indicative of a typical range of modules chosen in the final year. Students may choose to concentrate their options in one or two departments if they have completed a Stage 2 module (excluding SRM) in a department that they are not taking a module from in Stage 3.									
			KNOWLEDGE	RELATE	RESEARCH	REFLECT	COMMUNICATE	ENGAGE		

<p>Stage 3</p>	<p>Dissertation</p>	<p>Progress towards PLO</p>	<p>Students are expected to use the knowledge they have gained from studying previous or current modules to identify a relevant area of interest for the dissertation and to consider how they might offer a new insight or critique or potentially develop new research data or provide a new interpretation of existing data.</p>	<p>The dissertation-report should demonstrate a relative awareness of key social science literature and where relevant how previous studies, concepts and theories drawn from the social sciences relate to the theme of their dissertation.</p>	<p>Students are required to develop and produce an independent research project that demonstrates their specialist knowledge of a relevant topic in the social and political sciences and appropriate awareness and deployment of relevant research methods. Subject to BoS approval the project may also take the form of a short annotated research documentary film or a work placement research report.</p>	<p>Candidates are expected to reflect on the ethical implications of their research project and provide a formal justification which is considered by an ethics committee and their dissertation advisor. Students are also encouraged to reflect on their personal research practice and how it may affect their choice of subject, methodology and analysis through regular dissertation workshops where they will receive peer and academic feedback.</p>	<p>All dissertation students are expected to make periodic presentations using appropriate presentation tools and to produce a conference poster for an exhibition to which other students and academic staff are invited at the end of Term 8.</p>	<p>The SPS public lectures are partly arranged and organised by final year dissertation students and every student is expected to chair a public Q&A session at some point or assist with the blog or provide video content and social media for the SPS website.</p>		
-----------------------	---------------------	-----------------------------	---	--	---	--	---	---	--	--

		By working on (and if applicable, assessed through)	Students will provide periodic 'work in progress' submissions to their dissertation advisors. They will also be expected to give short presentations on their dissertation during the Term 8 dissertation workshops and to produce a poster summarising the key scope and findings of their research at the end of Term 8. A small proportion of the final mark will be allocated to performance in workshop tasks and presentations.	Students will be required to provide a literature review by the beginning of Term 8 to discuss with their advisor.	Students will have received research training in the Social Research Methods module and this will be enhanced with specific skills training (e.g. around visual methods for film making) in Term 6 and during the Dissertation Workshop sessions in Terms 7 and 8.	Students are also encouraged to reflect on their personal research practice and how it may affect their choice of subject, methodology and analysis through regular dissertation workshops where they will receive peer and academic formative feedback.	As part of the SPS Forum/Workshop, working in groups, students are trained in video production skills in order to film interviews with SPS seminar speakers. Students are also expected to maintain a blog with commentaries on each talk and to disseminate highlights through social media.	Presentation and communication skills are developed through group work and will be summatively assessed (up to 15% of the value of the overall dissertation mark).		
--	--	---	---	--	--	--	---	--	--	--

Stage 3	The Racial State (SOC) OPTION	Progress towards PLO	Students define, interpret and explain a range of core sociological issues relating to race, racism, the state and society and apply race critical theory to a range of social concerns and events in order to enhance their knowledge and develop their understanding of them.	Students are taught to evaluate and critically analyse a range of discourses on race covering topics such as immigration, multiculturalism, integration and citizenship, policing and engage with a range of data including media articles, social representations, government statistics in order to do so.		All the key readings in this course and the course content are designed to challenge commonly held assumptions on topics relating to race and the nation-state. As such students will learn how to evaluate and critically question populist discourses relating to race and the state.	Students synthesise and present complex information from across the course using technologies such as powerpoint through presenting their work at the course conference held in the last weeks of the course. They are also required to synthesise complex information in order to construct responses for their essay.	Students work in seminar groups each week to consider questions that often produce diverse views and are required to discuss these views in a manner that is both critical and respectful.		
		By working on (and if applicable, assessed through)	Their knowledge and understanding is developed formatively through group seminar discussions each week and is summatively assessed through an oral presentation and essay.	This is developed formatively through group seminar discussions each week and is summatively assessed through an oral presentation and essay.		Formatively, through undertaking course readings and participating in group discussions seminars, as well as through the summative assessments – essay and presentation.	Summatively assessed presentation and essay	Formative group seminar discussions		

<p>Stage 3</p>	<p>Prisons and Penal Policy (SPSW) (option)</p>	<p>Progress towards PLO</p>	<p>The module provides a deep learning opportunity for students to explore prisons and penal policy making. It specifically aims to take students on a critical journey to explore the tensions generated by approaches that seek to punish but also rehabilitate. The overall aim of the module is for students to ascertain as fuller a picture as possible as to ultimately whether or not prison works from multiple dimensions which include political, economic and social perspectives.</p>	<p>The theme of the module is to ascertain whether or not prison works as a solution to criminal behaviour.</p>	<p>The module draws upon a range of data, both quantitative in terms of official statistics and qualitative (using data sets from research studies provided via the UK data service) to encourage students to explore a range of different perspectives on the use of custody. The students will be encouraged to engage with social media platforms such as Twitter and specialist resources such as the Inside Times prison newspaper. The students will also be shown documentaries.</p>	<p>The module explores both the practice of imprisonment and penal policy, looking from the micro of prisoner and staff perspectives to the macro of international approaches to imprisonment. It draws on the module convenor's own research and experience of visiting prisons to bring differing perspectives on salient issues such as how to appropriately deal with different members of the population who face different challenges in the custodial estate, e.g. children, women and older prisoners.</p>	<p>The module introduces multi-disciplinary approaches to understanding prisons and penal policy including perspectives of offenders, victims and professionals. In doing so the module encourages students to see penal policy as a complex area of decision-making that is not simply about punishment but one that is embedded in a historical and political rhetoric. A key question raised throughout the module is whether or not prison works.</p>	<p>Students will explore the significance of 'difference' amongst prison populations (e.g. gender, social class, ethnicity, age) and how notions of 'difference' influence the experience that those incarcerated face. Students will develop an understanding of how social inequalities intersect and overlap with one another and require a multi-faceted joined up penal policy approach.</p>		
-----------------------	---	-----------------------------	--	---	---	--	---	---	--	--

		<p>By working on (and if applicable, assessed through)</p>	<p>The module is taught in a 3 hour format with the sessions divided (not necessarily equally) between a lecture and seminar/workshop based discussion and activities. Each week students will have two readings to complete, one which is theoretical in its discussion and another which contrasts in perspective. The supporting questions will encourage students to engage with debates around the use of imprisonment.</p>	<p>One of the formative assessments within the module is for students to draft a policy response to a particular issue which is apparent in the penal estate, this could be for example the use of short term prison sentences. The summative assessment for the module asks students in groups to design their own prison. They are provided with criteria of what the design must include but are encouraged to be as imaginative and creative with their choices as possible drawing on the range of evidence that exists around prison design both historical and contemporary, national and international.</p>	<p>Data on imprisonment will be presented throughout the module but is specifically the a feature of workshop activities in week 3, 4, 5 and 6. Students will be exposed to different sources of information some of which they will not have encountered before because they are specialist to this area of interest such as the Inside Times newspaper. The students for their summative group poster presentation will have to use digital resources in order to design and produce the poster therefore enhancing their use of technology.</p>	<p>Students learn predominately about the way in which custody operates in England and Wales but within a lense of local variation and in a wider context of the international picture. For example, the final session of the module raises the question of whether ultimately we need prisons putting forward the heavily theoretical case for penal abolition. Within the workshop for this session the students will be tasked with comparing international approaches to imprisonment namely contrasting the supermax approach in America to the much less punitive approach of Scandinavia. Moreover, the summative assessment is in two formats of a group poster presentation and an individual report. Both of these tasks create room for flexibility and creativity in the visual presentation techniques and in developing report-writing</p>	<p>The seminar and workshop activities are all group focused and encourage students to debate and discuss significant issues such as whether we should imprison children and/or women, the effectiveness of short term prison sentences and the conditions within custody. In some sessions, students are deliberately encouraged to perspective take, thinking about how different stakeholders (media, government, prison officers, inmates) might all operate differently. The summative assessment is a group poster presentation where the overall task is to design a new prison where the chief aim is to reduce reoffending. The students will be tasked to work in groups to design and present a poster which covers their prison design, the prison regime, who staffs it and the rules of the prison. They will need to account for differing perspectives</p>	<p>Concerns with inequalities in prison are at the heart of this module. Issues of difference related to gender, ethnicity and age are especially central, and disproportionalities in the prison system form their own bespoke session in week 4 as well as being of significance throughout the module. Students are asked to consider the different needs different groups will have when designing their prison (summative assessment); this is particularly important when they reflect on the healthcare, diet and education provision their prison will have.</p>		
--	--	--	--	---	--	--	--	--	--	--

Stage 3	Global Justice POL00003H	Progress towards PLO	Understanding major competing accounts of global justice; understanding major theoretical perspectives on issues such as migration, climate change, secession, and population explosion .	Critically reflecting on the plausibility of existing accounts of global justice, and on their suitability for application to issues such as climate change, migration, secession, and population explosion .	Undertaking independent research in order to answer seminar questions and complete formative and summative assessments.	Engaging in group collaboration in seminars and group presentations	Learning communication skills and presenting arguments in a clear and structured way	Collaborating in seminar tasks and outside the classroom		
		By working on	Lectures; seminar preparation; seminar exercises; independent study	Lectures; seminar exercises; independent study	Seminar exercises; independent study	Seminar exercises and group presentations	Seminar exercises and presentations	Seminar exercises and independent study with texts focused on this very subject		
		Assessed through	Essay (formative); Essay (summative)	Essay (formative); Essay (summative)	Essay (formative); Essay (summative)	n/a	n/a	n/a		
Stage 3	British Foreign Policy After the Cold War POL00018H	Progress towards PLO	Analysing the evolution of British foreign policy since 1990 using different concepts and theories	To develop students' ability to apply and critically assess theories of foreign policy through the detailed examination of a number of empirical cases	Conducting research on a number of policy areas using both the secondary literature and primary texts eg government docuemnts	Engaging in group collaboration in seminars	Learning communication skills and presenting arguments in a clear and structured way	Collaborating in seminar tasks and outside the classroom		
		By working on	Lectures; seminar preparation; seminar exercises; independent study	Lectures; seminar exercises; independent study	Seminar exercises; independent study	Seminar exercises	Seminar exercises	Seminar exercises		
		Assessed through	Essay (formative); Essay (summative)	Essay (formative); Essay (summative)	Essay (formative); Essay (summative)	Not formally assessed	Formative and summative work			