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 Kevin Farnsworth - Director of School
Mrs Auriel Hamilton - School Coordinator

Statement of purpose for applicants to the programme
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.

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 closley 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 contrbuting 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 inlcudes 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 submision 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 ehancements for the Social Research Methods module for the Summer Term of Stage 2 will involve trainiing in the use of digital media for research. Support and specialised training is also provided for students who want to develop video and video editing skills as part of the SPS Forum (where students record and edit videos of visiting speaker sessions) and/or want to make short films in support of their dissertation. Digital technologies will also be utilised to prepare students for the challenges of learning in new cultural environments in their year abroad.

iv) How 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 employablity 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 fedback; 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
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 methodolgical features.	*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.*	*Understand the ethical issues and methodological approaches of applied research in the social sciences.*	*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.*	*Use media and digital technologies to share and access social scientific knowledge within their study groups and for the purposes of assessment.*	*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.*		

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
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 methodolgical features.	*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.*	*Undertake training in the key quantitative and qualitative research technqiues used in the social sciences taking into account appropriate ethical and practical considerations for practice.*	*Building on knowledge gained from taught modules and assessments and feedback to reflect on learning strengths and weaknesses.Using these inights to make appropriate module choices and to inform the choice of dissertation topic.*	*Demonstrate the ability to research and present information in classroom settings independently through the use of media and digital technologies. Prepare work for assessment utlising 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.*	*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.*		
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

Credits	Code	Title	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	Sp1	Sp2	Sp3	Sp4	Sp5	Sp6	Sp7	Sp8	Sp9	Sp10	Su1	Su2	Su3	Su4	Su5	Su6	Su7	Su8	Su9	Su10
30	POL00008C	What is Politics? (core)		S									A													A			EA			
30	SPY00002C	Introducing Social Policy (core)		S									A													E						
30	SOC00002C	Introduction to Sociological Theory (core)		S								A									A				E				EA			
30	Various	Option module (List A)																														

Stage 2

Credits	Code	Title	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	Sp1	Sp2	Sp3	Sp4	Sp5	Sp6	Sp7	Sp8	Sp9	Sp10	Su1	Su2	Su3	Su4	Su5	Su6	Su7	Su8	Su9	Su10
30	SOC00003I	Social Research Methods (core)		S								A											A		E				EA			
30	Various	Option Module (List B,C &D)																														
30	Various	Option Module (List B,C &D)																														
30	Various	Option Module (List B,C &D)																														

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| STUDENTS MUST TAKE 3 OPTION MODULES IN ADDITION TO SOCIAL RESEARCH METHODS DRAWN FROM LISTS B, C & D BELOW |
| AT LEAST 1 MODULE OPTION MUST BE TAKEN FROM EACH DEPARTMENT AT STAGE 2 OR 3 |

Stage 3

Credits	Module		Autumn Term										Spring Term										Summer Term									
	Code	Title	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
40	SPS00002H	Dissertation		S																		E						EA				
20	Various	Option Module - Autumn Term (List E, F & G)																														
20	Various	Option Module - Autumn Term (List E, F & G)																														
20	Various	Option Module - Spring Term (List E,F & G)																														
20	Various	Option Module - Spring Term (List E,F & G)																														

STUDENTS MUST TAKE 4 OPTION MODULES IN ADDITION TO SOCIAL RESEARCH METHODS DRAWN FROM LISTS E, F & G BELOW (2 per term)																																
AT LEAST 1 MODULE OPTION MUST BE TAKEN FROM EACH DEPARTMENT AT STAGE 2 OR 3																																

Stage 4

Credits	Module		Autumn Term										Spring Term										Summer Term									
	Code	Title	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10

Optional module lists

If the programme requires students to select option modules from specific lists these lists should be provided below. If you need more space, use the toggles on the left to reveal ten further hidden rows.

Option List A (Example list only: Modules available will vary from year to year)	Option List B (Example list only: Modules available will vary from year to year)	Option List C (Example list only: Modules available will vary from year to year)	Option List D (Example list only: Modules available will vary from year to year)	Option List E (Example list only: Modules available will vary from year to year)	Option List F (Example list only: Modules available will vary from year to year)	Option List G (Example list only: Modules available will vary from year to year)	
Cultivating a Sociological Imagination SOC00001C	Contemporary Political Philosophy POL00004I	Gender, Sexuality & Inequalities SOC00001I	Debates in Criminal Justice SPY00025I	Youth Justice SPY00021H (Aut)	Governing the Global Economy POL00009H (Aut)	Paranormal in Society SOC00009H (Aut)	

The Sociology of Crime and Deviance SOC00003C	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)	Body & Society SOC00003H (Aut)	
Introducing Social Psychology SOC00004C	State, Economy & Society POL00006I	Contemporary Political Sociology SOC00005I	Citizenship, Difference and Inequality SPY00018I	Vulnerability, Deviance & Social Control SPY00039H (Aut)	Territory and Conflict in the former Soviet Union POL00023H (Aut)	Advanced Social Theory SOC00032H (Aut)	
Introducing Criminal Justice SPY00021C	War & Peace POL00007I	Social Interaction & Conversation Analysis SOC00006I	The Policy Process SPY00002I	Poverty & Inequality SPY00036H (Aut)	Green Politics POL00010H (Aut)	Analysing Doctor-Patient Interactions SOC00002H (Aut)	
Exploring Social Policy & Social Justice SPY00020C	Politics in the United Kingdom POL00008I	Sociology of Health & Illness SOC00007I	Comparative Social Policy SPY00001I	Welfare State & the Economic Crisis SPY00035H (Aut)	Political Participation and Democracy POL00041H (Aut)	Crime, Gender & Sexuality SOC00034H (Aut)	
Introduction to Democratic Politics POL00002C	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)	The Global Transformation of Health SOC00041H (Aut)	
Introduction to International Politics POL00003C	Comparative Politics POL00037I	Division & Inequalities: Race & Ethnicity, Class & Religion SOC00020I		Death & Policy SPY00038H (Spr)	Governmentality: Michael Foucault & the Analytics of Power POL00026H (Aut)	Migration & Tourism SOC00036H (Spr)	
Introduction to Political Theory POL00004C	Politics of Development POL00009I			Gender, Citizenship & the Welfare State SPY00032H (Spr)	Regionalism in World Politics POL00051H (Aut)	Morbidity, Culture & Corpses SOC00040H (Spr)	
	Global Security Challenges POL00049I			Illicit Drug Use SPY00012H (Spr)	Knowledge & Ignorance in Democratic Politics POL00054H (Aut)	Imagining Sociological Alternatives SOC00046H (Spr)	
				Prisons and Penal Policy SPY00046H (Spr)	Contemporary Politics of South Asia POL00055H (Aut)	Humans & Other Animals SOC00007H (Spr)	
				Wellbeing of Children & Young People SPY00020H (Spr)	The Politics and Security in Africa POL00050H (Spr)	Art, Tastes & Stratification SOC00013H (Spr)	

				Crime & Punishment LAW00045H (Spr)	Statebuilding & Political Transition in South East Asia POL00008H (Spr)	Emotions in the Social World SOC00042H (Spr)	
				Criminal Justice & Policing SPY00011H (Spr)	The Labour Party & Socialism POL00021H (Spr)		
				Sustainable Development & Social Inclusion SPY00017H (Spr)	Ethnicity & Conflict POL00024H (Spr)		
					Political Transition in the Middle East: A Century of Conflict POL00022H (Spr)		
					The Global Food System POL00057H (Spr)		
					Global Sustainability and Energy Policy POL000059H (Spr)		

Management and Admissions Information	
This document applies to students who commenced the programme(s) in:	2018/19
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: AAB IB Diploma Programme: 35 points BTEC Extended Diploma: DDD

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**
		Full-time		Please select Y/N	Yes	Please select Y/N	No	

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

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:	Yes	

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:	Yes	

Additional information

Transfers out of or into the programme

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

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:
29/08/18

Please note: 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. Detailed information on the learning outcomes, content, delivery and assessment of modules can be found in the module descriptions. 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.

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 <u>one</u> 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 module (30 Credits)							
Stage 2 (Year 2)							
Social Research Methods (SOC00003I) (30 Credits, Core)							
Option from SOC, POL & SP (30 Credits)							
Option from SOC, POL & SP (30 Credits)							
Option from SOC, POL & SP (30 Credits)							
Stage 3 (Year 3)							
Dissertation SPS00002H (40 Credits)							
Option from Tables SOC, POL or SP (20 Credits) Autumn Term							
Option from Tables SOC, POL or SP (20 Credits) Autumn Term							
Option from Tables SOC, POL or SP (20 Credits) Spring Term							
Option from Tables SOC, POL or SP (20 Credits) Spring Term							
SPS Forum (Non Credit, Core)							

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 | 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 activites 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 stake-holders. Seminars enable immediate formative feedback delivered by seminar leaders and peers.		

Stage 1	Options	SEE COMPONENT PROGRAMME MAPS								
Stage 2	**Stage 2 contains the core SRM module and option modules of varied topics that are approved as being relevant for the programme and which will make, depending on module chosen, a contribution to one or more PLOs. 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**		

Stage 2	Social Research Methods (CORE)	Progress towards PLO	Students are taught how to evaluate and critically assess the methodology employed in existing empirical research		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 analyis, 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.			Seminars require teamwork and collaborative work		

		By working on (and if applicable, assessed through)	Summative assessment in the form of a methodological critical review requires students to evaluate and critically analyse evidence-based claims in social research		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			Students work together to design the student survey, and present the results of archival research they have conducted. This is not assessed.		

				KNOWLEDGE	RELATE	RESEARCH	REFLECT	COMMUNICATE	ENGAGE		
Stage 3	Stage 3 contains the core Dissertation module and option modules of varied topics that are approved as being relevant for the programme and which will make, depending on module chosen, a contribution to one or more PLOs. 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.										

Stage 3	Dissertation	Progress towards PLO	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 exisiting data.	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.	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.	Candidates are expected to reflect on the ethical implications of their research project and provide a formal justfication 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 receice peer and academic feedback.	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.	At least one of the SPS public lectures are arranged and organsised by students. Students are also encouaged to get involved as a PAL Mentor, to assist with the generation of social media for the SPS website.		

		By working on (and if applicable, assessed through)	Students will provide periodic 'work in progress' submissions to their dissertaion 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/Works hop, students are offered training in video production skills in order to record and edit video of the SPS seminar speakers.	Presentation and communicatio n skills are developed through group work and will be summatively assessed (up to 15% of the value of the overall dissertation mark).		