Programme Information & PLOs		
Title of the new programme – including any year abroad/ in industry variants		
BA Social & Political Sciences with Philosophy		
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 and Philosophy	
Programme Leader		
Dr Kevin Farnsworth - Director of School		
Mrs Auriel Hamilton - School Coordinator		

Work on implementation of the Department of Philosophy aspects of the Pedagogy has been undertaken in parallel with a large-scale review and reform of the second year Philosophy programmes, centrally involving a move from a diet comprised largely from four large-population 30-credit 'Pathway' modules to three bands of smaller-population 20-credit Key Ideas modules and the introduction of novel tutorial modules, on an initial trial basis. These radical changes to the Philosophy second year have been agreed by BoS and should be implemented in 2017–18. The previous module geometry for Stage 2 Philosophy was entirely compatible with those of the contributing SPS departments but the new curriculum design introduces an element of asymmetry. PLEASE NOTE: (i) The programme described below (including in the Programme Structure and Programme Map) is the revised programme including the Philosophy changes to Year 2. (ii) The Enhancement Plan will give some further details of these already-fully-agreed changes and their motivation. (iii) Notes on the changes that have already been fully agreed by BoS will be clearly distinguished from notes on further changes which are projected to the programme (including further possible changes to Year 2). The School of SPS has been kept informed of these developments but we have not had, and nor would we expect direct input into the deliberations of the Philosophy Board of Studies. To a lesser extent, the same constraints apply to curriculum and assessment reforms that have been introduced or planned by the main contributing departments. The School of SPS therefore needs to be flexible in responding to new pedagogical innovations and aspirations from the contributing departments, which can limit our ability to forward plan. We are, however, confident that the Programme Learning Outcomes of all four departments are broadly aligned which is testament to an underlying shared pedagogic culture in the social sciences and philosophy at the University of York.

Statement of purpose for applicants to the programme

The BA in Social and Political Sciences with Philosophy aims to equip you with the social scientific and philosophical knowledge and skills that are essential to understanding and meeting the challenges of a complex, inter-connected global society. The inclusion of in-depth consideration of philosophical issues and methods will sharpen your skills in analysis and the critical evaluation of ideas and theories through systematic logical argument. While the SPS with Philosophy 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 and philosophical 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 and philosophy to contemporary social and political problems and issues of value and draw on insights from individual disciplines in the analysis of broader questions and challenges.
3	Understand and explain key problems, issues, and debates across a range of areas of philosophy and the social and political sciences (including some at the forefront of contemporary work) and apply this understanding in an open-minded and creative way in approaching new problems.
4	Lay out what can be said for and against proposed solutions to philosophical problems, and make a measured judgement about what is the best solution in each case, supporting that judgement with a sustained line of argument based on the considerations raised.
5	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.
6	Operate as resourceful, self-directed and reflective professionals and researchers, reflecting critically on personal strengths and limitations, and continuing to learn and develop skills.
7	Synthesise and communicate complex, sensitive information and arguments to diverse audiences, in appropriate formats, via a range of media and digital technologies.
8	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.
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.	
NA	
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 and philosophical theories and research in different national contexts. 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 and philosophy 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. Understand and explain key problems, issues, and debates across a range of areas of philosophy and the social and political sciences (including some at the forefront of contemporary work) and apply this understanding in an open-minded and creative way in approaching new problems.	
4. Lay out what can be said for and against proposed solutions to philosophical problems, and make a measured judgement about what is the best solution in each case, supporting that judgement with a sustained line of argument based on the considerations raised.	
5. 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.	

6. 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.
7. Synthesise and communicate complex, sensitive information and arguments to diverse audiences, in appropriate formats, via a range of media and digital technologies.
8. 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 7. 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 regularly 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 7 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 make 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. The Philosophy programme makes extensive use of technology-enhanced learning. A large proportion of lectures are available in online recordings. Modules are supported with extensive online resources, including module outlines, lecture notes, seminar guidance, readings, and supplementary notes. Online submission is used regularly and some modules feature online assessments (e.g. Beginning Philosophy). 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 training 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; PLO5 will enable students to understand the ethical challenges faced by researchers undertaking research in the social and political science; PLO6 will encourage students to reflect critically on their written and oral work and to make effective use of written and oral fedback; PLO7 will familiarise students with digital learning platforms such as Yorkshare; PO8 will help students to demonstrate a capacity to undertake group work and to collaborate in a supportive way with their peers.

In Philosophy, students are exposed to carefully framed presentations of issues and debates with selected readings (of an appropriate level of difficulty) that they are not required to go beyond (as the aim at this stage is to focus attention and get to grips with those readings), with significant support from introductory material and guiding questions. Students are expected to be able to recognize and articulate key differences between the positions considered, to rehearse arguments accurately with a reasonable level of understanding, and to be able to make evaluative judgements about positions and arguments based on the evidence, showing sensitivity to key features of arguments such as validity and plausibility of premisses. Students are expected to be able to engage in discussions of philosophical texts: expressing their responses to study questions, listening carefully to the contributions of others and responding constructively. | | | |
| 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, social policy and philosophy as discrete disciplines and their common theoretical and methodolgical features.	*Demonstrate an ability to relate theoretical and applied knowledge in the social sciences and philosophy 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 and explain the main features of some key problems, issues, and debates presented in module materials; understand and explain some key fundamental concepts, terminology, and notation required for understanding philosophical texts and discussions; and, in relation to particular problems and issues, be able to articulate some alternative solutions laid out in central module materials (including set readings, lecture slides, and handouts)*	*Articulate arguments laid out in central module materials for and against the alternative solutions considered in relation to a particular problem; and make a judgement about what is the best view on a particular problem, relating this to the evidence considered, showing sensitivity to key features of arguments including validity and plausibility of premisses*	*Understand the ethical issues and methodological approaches of applied research in the social sciences and philosophy.*	*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 and philosophical 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 of the major disciplinary traditions in the social and political sciences and philosophy, evaluating their coherence and usefulness in addressing problems.* *In Philosophy, students are expected to develop reasonable depth and breadth of knowledge and understanding in a key topic area in philosophy. They are given key readings and introduced to the issues, but they are expected to tackle more difficult puzzles and materials and/or are expected to do more in terms of developing their own understanding and exploring the relevant literature than in Year 1. They are expected to express their understanding of key problems, issues, positions, and arguments in clear and concise terms. They are expected to argue for their view on a question or issue, and to consider and weigh objections to central arguments and potential responses to those objections. They are expected to be able to engage in critical discussion.*				
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 philosophical and 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 and key philosophical concepts 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.*	*Understand and explain key problems, issues, and debates across a range of areas of philosophy, and develop and articulate ranges of alternative solutions to problems and issues in an open-minded way, drawing on module materials and seeking out novel alternatives through research, extrapolation, and analogy—applying lessons from previous study to novel problems*	*Articulate arguments for and against the alternative solutions considered in relation to a particular problem, drawing on module materials, and identify some points of weakness and some potential options for development; Make a judgement about what is the best view on a particular problem and argue in defence of this judgement, weighing objections to arguments and responses to these objections*	*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)

Stage 1

Credits	Code	Title	Autumn Term										Spring Term										Summer Term									
			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
30	POL00008C	What is Politics?	S													A											E			EA			
30	SPY00002C	Introducing Social Policy		S									A													E						
30	SOC00002C	Introduction to Sociological Theory		S								A										A			E				A			
10	PHI00002C	Early Modern Philosophy [or Reason and Argument B]		S								E	A																			
10	PHI00006C	Reason and Argument B [or Early Modern Philosophy]		S								E	A																			
20	PHI00008C	Knowledge and Perception [or Ethics]											S									E	A									
20	PHI00007C	Ethics [or Knowledge and Perception]											S									E						A				
0	PHI00012C	Beginning Philosophy (online Philosophy skills module)		S																		EA										

Stage 2

Credits	Code	Title	Autumn Term										Spring Term										Summer Term									
			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
30	SOC00003I	Social Research Methods		S								A											A		E				A			
30	Various	Option Module (LIST A, B & C)*																														
30	Various	Option Module (LIST A, B & C)*																														
20	Various	Philosophy Key Ideas Module (LIST D) $																														
10	Various	Philosophy Option Module (OR Philosophy Short Module) – (LIST E) $																														

Credits	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
10 Various		Philosophy Short Module (OR Philosophy Option Module) – (LIST E) $ (Note: Short modules are based on the teaching for Key Ideas modules, but with formal contact ending after 5 weeks)																															
		Students take two 30 credit option modules offered by Politics, Sociology or Social Policy. Students must take AT LEAST one module from Sociology, Social Policy and Politics over the final two years.																															
		$ Students must take 1 keys ideas and 1 Short or Option Philosophy module in stage 2; students must NOT take all of these 30 credits of modules in the same term																															

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
20 Various		Philosophy Research-Led Module (Autumn OR Spring term) (LIST F)																														
40 SPS00002H		Dissertation		S																		E					A					
20 Various		Option module (LIST G,H & I)																															
20 Various		Option module (LIST G,H & I)																															
20 Various		Option module (LIST G,H & I)																															

| | | *One third year philosophy module (20 credits) must be taken in Stage 3 AND three option modules from lists G,H & I (students take two option modules per term and are NOT allowed to take more than one Philosophy module in Stage 3).*

Students must take AT LEAST one option module from Sociology, Social Policy and Politics over the final two years. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Stage 4

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 - POL 2 (Example list only: Modules available will vary from year to year)	Option List B - SOC 2 (Example list only: Modules available will vary from year to year)	Option List C - SP 2 (Example list only: Modules available will vary from year to year)	Option List D - PHIL 2 Key Ideas (Example list only: Modules available will vary from year to year)	Option List E - PHIL 2 Short Module/ Option Module (Example list only: Modules available will vary from year to year)	Option List F - PHIL 3 (Example list only: Modules available will vary from year to year)	Option List G - SP 3 (Example list only: Modules available will vary from year to year)	Option List H - POL 3 (Example list only: Modules available will vary from year to year)
Contemporary Political Philosophy POL00004I	Gender, Sexuality & Inequalities SOC00001I	Debates in Criminal Justice SPY00025I	Hume - PHI00081I (History of Philosophy)	Philosophy of Language* PHI00086I (Short Module)	Philosophy of Physics PHI00013H (Aut)	Youth Justice SPY00021H (Aut)	Governing the Global Economy POL00009H (Aut)
History of Political Thought POL00005I	Popular Culture, Media & Society SOC00004I	Understanding Childhood & Youth SPY00023I	Philosophy of Language - PHI00073I* (Theoretical Philosophy)	Ethical Theory PHI00083I (Short Module)	Philosophy of Art from Hume to Tolstoy PHI00091H (Aut)	Housing Policy SPY00001H (Aut)	British Foreign Policy after the Cold War POL00011H (Aut)
State, Economy & Society POL00006I	Contemporary Political Sociology SOC00005I	Citizenship, Difference and Inequality SPY00018I	Spinoza & Leibniz - PHI00077I (History of Philosophy)	Religious Ethics PHI00094I (Short Module)	Philosophy of Psychology PHI00102H (Aut)	Vulnerability, Deviance & Social Control SPY00039H (Aut)	Territory and Conflict in the former Soviet Union POL00023H (Aut)

War & Peace POL00007I	Social Interaction & Conversation Analysis SOC00006I	The Policy Process SPY00002I	History of Ethics - PHI00076I (Value)	Intermediate Logic* PHI00095I (Short Module)	Philosophy of Law PHI00103H (Aut)	Poverty & Inequality SPY00036H (Aut)	Green Politics POL00010H (Aut)
Politics in the United Kingdom POL00008I	Sociology of Health & Illness SOC00007I	Comparative Social Policy SPY00001I	Ethical Theory - PHI00082I (Value)	Metaphysics* PHI00092I (Short Module)	Consciousness PHI00018H (Spr)	Welfare State & the Economic Crisis SPY00035H (Aut)	Political Participation and Democracy POL00041H (Aut)
US National Security after the Cold War POL00035I	Science in Society SOC00016I	Victimisation and Social Harm SPY00016I	Religious Ethics - PHI00072I (Value)	Philosophy of Mind PHI00093I (Short Module)	Language & Mind# PHI00046H (Aut)	Love, Intimacy and Family Life SPY00019H (Aut)	Global Politics of Nuclear Weapons POL00043H (Aut)
Comparative Politics POL00037I	Division & Inequalities: Race & Ethnicity, Class & Religion SOC00020I		Intermediate Logic* PHI00096I (Theoretical Philosophy)	Aesthetics PHI00067I (Short Module)	Metaphysics of Mind PHI00093H (Aut)	Death & Policy SPY00038H (Spr)	Governmentality: Michael Foucault & the Analytics of Power POL00026H (Aut)
Politics of Development POL00009I			Metaphysics* PHI00074I (Theoretical Philosophy)	Philosophy of Science# PHI00085I (Short Module)	Foundations of Mathematics# PHI00017H (Spr)	Gender, Citizenship & the Welfare State SPY00032H (Spr)	Regionalism in World Politics POL00051H (Aut)
Global Security Challenges POL00049I			Philosophy of Mind PHI00078I (Theoretical Philosophy)	Applied Ethics PHI00084I (Short Module)	From Marx to Critical Theory PHI00105H (Aut)	Illicit Drug Use SPY00012H (Spr)	Knowledge & Ignorance in Democratic Politics POL00054H (Aut)
Option List I - SOC 3 (Example list only: Modules available will vary from year to year)			Aesthetics PHI00091I (Value)	Reading Plato PHI00019I (Reading Module)	Philosophy of Film PHI00082H (Spr)	Prisons and Penal Policy SPY00046H (Spr)	Contemporary Politics of South Asia POL00055H (Aut)
Paranormal in Society SOC00009H (Aut)			Aristotle PHI00066I (History of Philosophy)	Effective Altruism PHI00056I (Reading module)	German Idealism PHI00073H (Spr)	Wellbeing of Children & Young People SPY00020H (Spr)	The Politics and Security in Africa POL00050H (Spr)
Body & Society SOC00003H (Aut)			Kant PHI00097I (History of Philosophy)	Imagination PHI00042I (Lect/Sem module)	Philosophy & Cognitive Diversity PHI00048H (Spr)	Crime & Punishment LAW00045H (Spr)	Statebuilding & Political Transition in South East Asia POL00008H (Spr)

					Nietzsche PHI00075I (History of Philosophy)	Philosophy of Social Science PHI00105I (Lect/Sem module)	Wittgenstein and Philosophy# PHI00097H (Spr)	Criminal Justice & Policing SPY00011H (Spr)	The Labour Party & Socialism POL00021H (Spr)
Advanced Social Theory SOC00032H (Aut)									
Analysing Doctor-Patient Interactions SOC00002H (Aut)					Philosophy of Science# PHI00080I (Theoretical Philosophy)	Philosophy of Time PHI00008I (Lect/Sem Module)	Value and the Meaning of Life PHI00075H (Spr)	Sustainable Development & Social Inclusion SPY00017H (Spr)	Ethnicity & Conflict POL00024H (Spr)
Crime, Gender & Sexuality SOC00034H (Aut)					Applied Ethics PHI00079I (Value)	Reading Sartre PHI00101I (Reading Module)	Contemporary Issues in Bioethics PHI00002H (Aut)		Political Transition in the Middle East: A Century of Conflict POL00022H (Spr)
The Global Transformation of Health SOC00041H (Aut)					*Reason & Argument is a prerequisite for these Key Ideas and Short/Option modules	Causation & Laws PHI00013I (Lect/Sem Module)			The Global Food System POL00057H (Spr)
Migration & Tourism SOC00036H (Spr)					# Reason & Argument is not a prerequisite for these modules but it is helpful	Hegel PHI00071I (Reading module)			Global Sustainability and Energy Policy POL000059H (Spr)
Morbidity, Culture & Corpses SOC00040H (Spr)						Lies, Bullshit, Perversions & Propaganda PHI00102I (Reading module)			
Imagining Sociological Alternatives SOC00046H (Spr)						Epistemic Normativity PHI00048I (Reading module)			
Humans & Other Animals SOC00007H (Spr)						Rousseau PHI00063I (Reading module)			

Art, Tastes & Stratification SOC00013H (Spr)				Structure of the Good PHI00100I (Reading module)			
Emotions in the Social World SOC00042H (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: 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	Date approved
Please detail any exceptions to University Award Regulations approved by UTC	

Date on which this programme information was updated:	
	29/09/18

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.

Course Structure BA (Hons)				
Social and Political Sciences with Philosophy (SPS)				
UCAS Code LL2V (SPS with PHIL)				
BA (Hons) Social and Political Sciences with Philosophy				
Autumn Term	**Spring Term**			**Summer term**
Stage 1				
What is Politics? POL00008C (30 Credits, Core)				
Introduction to Sociological Theory SOC00002C (30 Credits, Core)				
Introducing Social Policy SPY00002C (30 Credits, Core)				
Autumn Term Early Modern PhilosophyPHI00002C (10 Credits) OR Reason & Argument* PHI00006C (10 credits)	Spring Term Knowledge & Perception PHI00008C (20 Credits) OR Introduction to Ethics* PHI00007C (20 credits)			
Online Philosophy Skills tutorial VLE based (0 credits)				
Stage 2				
Social Research Methods SOC00003I (30 Credits, Core)				
One Key Ideas Philosophy module (20 credits) and one Short/Option module (10 credits)**				
Option from SOC, POL or SPSW (30 Credits)				
Option from SOC, POL or SPSW (30 Credits)				
Stage 3				
One Philosophy option module*** (20 Credits)	Option module from SOC, SPSW, POL** (20 Credits)			

Option module from SOC, SPSW, POL** (20 Credits)	Option module from SOC, SPSW, POL** (20 Credits)	
Dissertation SPS00002H (40 Credits, Core)		
SPS Forum (Non Credit, Core)		

Notes
*Reason and Argument is a pre-requiste for some 2nd year Philosophy modules and this information will be made available to students before they make their module selection for Stage 2.
**Students must take two Philosophy modules in Stage 2, which are taught in different terms (cannot take all 30 credits in one term). See * for prerequisites.
***One third year philosophy module (20 credits) must to be taken in Stage 3 (students are not allowed to take more than on Philosophy module in Stage 3) and students are required to take at least one module from Sociology, Social Policy and Politics over the final two years.
SPS with Philosophy students who fail the online philosophy skills tutorial will have to transfer to the BA in SPS to pursue Stage 2/3 studies (they will NOT be allowed to enrol in any Stage 2/3 Philosophy modules).

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 and philosophical theories and research.	Relate theoretical and applied knowledge in the social sciences to contemporary social and political and philosophical problems and draw on insights from individual disciplines in the analysis of broader questions and challenges.	Understand and explain key problems, issues, and debates across a range of areas of philosophy and the social and political sciences (including some at the forefront of contemporary work) and apply this understanding in an open-minded and creative way in approaching new problems	Lay out what can be said for and against proposed solutions to philosophical problems, and make a measured judgement about what is the best solution in each case, supporting that judgement with a sustained line of argument based on the considerations raised	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.
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?	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

| | | CORE | 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 | 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 | 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) |

	Social Theory CORE	Progress towards PLO								
		By working on (and if applicable, assessed through)	Students are introduced to the theories of core sociological thinkers from the classical and contemporary intellectual traditions.	Students are taught how to critically engage with the original writings of sociological theorists.			In their first assessment, students must 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.	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.	Seminars are collaborative endeavours structured through cooperation around a range of learning and research tasks.

Stage 1	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			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	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.

	Early Modern Philosophy B PHI00002C 10 Credits (Either/or with Reason and Argument B) Summative Assessment: Exam in Spring Common Assessment Period	Progress towards PLO			Students will (i) develop their ability to understand and explain some key debates about the nature of the world and our experience and knowledge of it and (ii) develop their ability to identify and characterize solutions to philosophical problems and puzzles	Students will develop their abilities to identify, describe, and evaluate key arguments in the work of others		Students will develop their ability to identify some key strengths and weaknesses in their capacities and seek help for improvement on that basis	Students will develop their ability to express themselves (i) orally and (ii) in writing	(i) Students will develop their ability to engage in fruitful philosophical discussion— making clear, concise, and relevant contributions, and listening carefully and respectfully to others (ii) Students will develop their sensitivity to cultural and historical context in understanding the work and ideas of others

		By working on (and if applicable, assessed through)			By (i) engaging in close reading of some carefully selected texts from the Early Modern period (including pieces by figures like Descartes and Malebranche) which debate key questions, and participating in extended seminar discussions of these texts, and (ii) examining the different responses to philosophical questions presented by opposed seminar readings and responding to seminar preparation guidance	By producing responses to seminar guidance in relation to set readings and receiving feedback on these in seminar discussions with fellow students and the seminar tutor		By reflecting on seminar discussions and other feedback on their work	By (i) presenting their responses to the texts in extended seminar discussions, and (ii) by preparing for seminars and producing written assessments	(i) By engaging in extended seminar discussions (ii) By engaging with the work of philosophers from a different period with different scientific and religious views (making appropriate use of secondary and contextualizing material)

Reason and Argument B PHI00006C 10 Credits (Either/or with Early Modern Philosophy PHI00002C) Summative Assessment: 'Workbook' Exam in Spring Common Assessment Period	Progress towards PLO	Students will acquire the basic logical literacy (abilities with concepts, terminology, and notation of logic) required for understanding philosophical texts and discussions in the remainder of the programme		Students will develop a critical awareness of the workings of language—e.g. in relation to (a) forms of ambiguity and (b) the distinction between what a speaker succeeds in conveying by using words on a particular occasion, and what those words mean	Students will develop their abilities to produce and evaluate candidate solutions to problems		Students will develop their ability to correct their understandings and modify their practice in response to constructive criticism	(i) Students will develop their understanding of how interpretation of utterances and texts depends on context and on differences between authors and speakers (ii) Students will develop their ability to express themselves orally	Students will develop their abilities to collaborate in seeking solutions to problems
	By working on (and if applicable, assessed through)	By working to express claims and arguments expressed in natural language in logical terms		By tackling puzzles and problems concerning the meaning of and logical relations between claims	By tackling puzzles concerning the meaning of and logical relations between claims,		By noting the responses of their tutors and colleagues in seminar work	By (i) providing, considering, and evaluating interpretations of the meanings of sentences and (ii) by contributing to seminar discussions	By discussing and evaluating answers to set questions in seminars

Stage 1	Knowledge and Perception PHI00008C 20 Credits (Either/or with Ethics)\n\nSummative Assessment: Exam in Summer Common Assessment Period	Progress towards PLO			Students will come to understand and be able to explain some key problems, issues, and debates in Epistemology and Philosophy of Perception	Students will develop their ability to weigh arguments and lay out a case for a particular verdict		Students will be able to identify strengths and weaknesses and seek help with improving performance on that basis	Students will develop their skills in writing for philosophy 'from word to paragraph', expressing ideas clearly and accurately in simple and accessible terms, and producing well-structured paragraphs	Students will develop the ability to collaborate in seeking solutions to problems
		By working on (and if applicable, assessed through)			By answering study questions on set readings (with support from lectures), engaging in seminar discussions, and writing formative and summative essays	By working to produce an essay on a fundamental issue in Epistemology/ Philosophy of Perception		By noting (a) the responses of their tutors and colleagues in activities in seminars and lectures, and (b) written feedback on formative work	By preparing paragraph-length written answers to questions on module materials on a weekly basis and discussing these in pairs in seminars, applying key points of guidance on excellent writing for philosophy	By discussing and evaluating answers to study questions in seminars

Stage 1	Ethics PHI00007C 20 Credits (Either/or with Knowledge and Perception) Summative Assessment: Essay (2,000 words) due Summer Week 1	Progress towards PLO		Students will develop their ability to ask and answer questions for themselves about what is valuable and what ought to be done, and about how we ought to think about those questions and how progress might be made in answering them	Students will come to be able to engage with (debate and deliberate about) at least some of the most important ideas in a range of fundamental debates in Ethics and the structure and content of some key arguments employed to defend various views in those debates; and students will also develop and demonstrate their ability to explain these things to others in discussion	Students will develop and refine their understanding of the possible views and of the arguments which might be used to support those views, and they will develop their ability to determine which view – if any – has the most to recommend it, taking into account not only the cogency of the particular arguments in question but also any other factors which might recommend adoption of one conclusion over another		Students will be able to identify strengths and weaknesses and seek help with improving performance on that basis	Students will develop their skills in writing for philosophy 'from word to paragraph', expressing ideas clearly and accurately in simple and accessible terms, and producing well-structured paragraphs	Students will be able to understand the ways in which certain moral issues are treated in different cultural contexts, and they will develop their ability to explain this and respond appropriately in discussion and writing

		By working on (and if applicable, assessed through)		By studying and forming ideas about a range of moral issues, paying particular attention to the arguments and considerations which count in favour of and against particular views	By thinking about and discussing both 'theoretical' and 'applied' issues in moral philosophy, stimulated by ideas from carefully selected historical texts and recent work in the field	By thinking about (in individual study) and discussing (in seminars) various views in each debate studied, and by planning and writing an essay on selected issues which reaches its conclusion on the basis of argument and the presentation of reasons		By noting (a) the responses of their tutors and colleagues in activities in seminars and lectures, and (b) written feedback on formative work	By preparing paragraph-length written answers to questions on module materials on a weekly basis and discussing these in pairs in seminars, applying key points of guidance on excellent writing for philosophy	By understanding the particular moral and theological presuppositions behind some of the views discussed (e. g. in the discussion of divine command theory, and the discussion of abortion), and manifesting this understanding in their discussions and writing

Stage 1	Beginning Philosophy PHI00001C 0 Credits Note: Not for credit, but working through the online material gives important support in the development of academic skills, including essay writing at university level. Students must complete quiz sections in the online module in order to progress through the sections.	Progress towards PLO				Students will develop their ability to argue and assess arguments		Students will develop their ability to prioritise, self-motivate, and manage their working time	Students will develop their knowledge and understanding of how to prepare and present written material for assessment and what makes for good writing in philosophy	

| | | By working on (and if applicable, assessed through) | | | | By completing the Critical Thinking element of the online module material | | By working independently on the online elements of the module, fitting in their work around other commitments to complete it not only by the deadline but also to ensure that relevant elements are completed at appropriate times (e.g. completing Writing Skills before submitting their first essays) | By completing the Writing Skills element of the online materials | |

Stage 2	Note that other than SRM, Stage 2 modules offered by each department are options. 30 credits must be taken in Philosophy in Stage 2 but students may opt not to take a module from one of the other contributing departments if they intend to take at least one 20 credit module from that department in Stage 3.								

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

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	CORE	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			Students work together to design the student survey, and present the results of archival research they have conducted. This is not assessed.

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
		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

Stage 2		Essay (formative); Essay (summative); Mock examination; Examination (2 hour)	Essay (formative); Essay (summative); Mock examination; Examination (2 hour)			Essay (formative); Essay (summative); Mock examination; Examination (2 hour)				
	Policy Process (SPSW)	Progress towards PLO	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.	Students will apply policy analysis concepts and theories to 'real world' scenarios.			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.	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.	Students will use role play to explore the complexity of the policy process and the role of government departments in decision making.	Students will explore the distribution of power in the policy process and how social problems become issues on the political agenda.

Stage 2		By working on (and if applicable, assessed through)	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.	Prior to the workshop, seminars are based on presentations, wherein students are required to use theoretical literature to explore a contemporary question pertaining to the policy process. The Government Workshop provides opportunities for students to work in teams to replicate government departments. Assessment tasks require students to engage with policy solutions and decision making.			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	The Government Workshop provides opportunities for students to work in teams to replicate government departments and to present their policy plans in a formal setting to the staff and colleagues using appropriate presentation techniques. These techniques vary dependent on the audience, with students required to present the same ideas to representatives of governments, the academy, business, and wider civil society. Students are required to be mindful of the theoretical	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	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,

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Divisions and Inequalities (SOC)	Progress towards PLO	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.	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			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.	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.	Students are expected to critically synthesise and communicate complex information and arguments about emerging social issues throughout the module.	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.

	OPTION	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.

		By working on (and if applicable, assessed through)									
Stage 2	Key Ideas Modules, Theoretical Philosophy – Various 20 Credits (PHIL)

Summative Assessment: (i) essay (70% weighting); (ii) Short-answer exam in the Common Assessment Period in the term following the term in which | Progress towards PLO | Students will develop their abilities to understand and be able to explain a range of connected debates, and apply their understanding in addressing novel problems | | Students will develop their ability to form and deploy a broad and integrated view of a subject area | Students will develop their ability to make judgements on what to believe with regard to a difficult problem based on careful weighing of arguments, objections, and responses | | Students will (i) develop their ability to amend their working methods and thinking in the light of constructive criticism, and (ii) develop their ability to amend their written work in the light of constructive criticism | Students will (i) develop their ability to identify and express key puzzles, views, and arguments in a debate in clear and concise terms, and (ii) improve their ability to express complex ideas clearly and precisely orally and in writing | Students will develop their ability to collaborate with others |

	teaching starts (30% weighting). NOTE: These modules fall into three 'bands': Value (Ethics, Aesthetics, etc.); Theoretical Philosophy; History of Philosophy. Modules in	By working on (and if applicable, assessed through)	By studying a representative range of debates in the area addressed by the module, reading, dissecting, and discussing key texts		By engaging with teaching across the module in preparation for the short-answer exam element of assessment	By preparing an essay addressing a specific question in the area addressed by the module		By (i) reflecting on comments on their contributions to seminar discussions made by colleagues and tutors, and (ii) reflecting on feedback on their formative work	By (i) preparing for and taking the short-form exam, and (ii) engaging in seminar discussions and preparing written assignments	By engaging in seminar discussions and a variety of seminar activities
	Key Ideas Modules, Value – Various 20 Credits (PHIL) Summative Assessment: (i) essay (70% weighting); (ii) Short-answer exam in the Common Assessment Period in the term following the term in which teaching	Progress towards PLO	Students will develop their abilities to understand and be able to explain a range of connected debates, and apply their understanding in addressing novel problems	[VALUE BAND ONLY] Students will come to be able to apply philosophical methods and insights to contemporary problems	Students will develop their ability to form and deploy a broad and integrated view of a subject area	Students will develop their ability to make judgements on what to believe with regard to a difficult problem based on careful weighing of arguments, objections, and responses		Students will (i) develop their ability to amend their working methods and thinking in the light of constructive criticism, and (ii) develop their ability to amend their written work in the light of constructive criticism	Students will (i) develop their ability to identify and express key puzzles, views, and arguments in a debate in clear and concise terms, and (ii) improve their ability to express complex ideas clearly and precisely orally and in writing	Students will develop their ability to collaborate with others

	starts (30% weighting).	By working on (and if applicable, assessed through)	By studying a representative range of debates in the area addressed by the module, reading, dissecting, and discussing key texts	[VALUE BAND ONLY] By engaging in an extended consideration of questions of value	By engaging with teaching across the module in preparation for the short-answer exam element of assessment	By preparing an essay addressing a specific question in the area addressed by the module		By (i) reflecting on comments on their contributions to seminar discussions made by colleagues and tutors, and (ii) reflecting on feedback on their formative work	By (i) preparing for and taking the short-form exam, and (ii) engaging in seminar discussions and preparing written assignments	By engaging in seminar discussions and a variety of seminar activities
	Key Ideas Modules, History of Philosophy – Various 20 Credits (PHIL) Summative Assessment: (i) essay (70% weighting); (ii) Short-answer exam in the Common Assessment Period in the term following the term in which teaching	Progress towards PLO	Students will develop their abilities to understand and be able to explain a range of connected debates, and apply their understanding in addressing novel problems		Students will develop their ability to form and deploy a broad and integrated view of a subject area	Students will develop their ability to make judgements on what to believe with regard to a difficult problem based on careful weighing of arguments, objections, and responses		Students will (i) develop their ability to amend their working methods and thinking in the light of constructive criticism, and (ii) develop their ability to amend their written work in the light of constructive criticism	Students will (i) develop their ability to identify and express key puzzles, views, and arguments in a debate in clear and concise terms, and (ii) improve their ability to express complex ideas clearly and precisely orally and in writing	Students will (i) develop their ability to collaborate with others, and [HISTORY BAND ONLY] (ii) develop informed sensitivity to historical and/or cultural context in interpreting the work and ideas of others

		By working on (and if applicable, assessed through)	By studying a representative range of debates in the area addressed by the module, reading, dissecting, and discussing key texts		By engaging with teaching across the module in preparation for the short-answer exam element of assessment	By preparing an essay addressing a specific question in the area addressed by the module		By (i) reflecting on comments on their contributions to seminar discussions made by colleagues and tutors, and (ii) reflecting on feedback on their formative work	By (i) preparing for and taking the short-form exam, and (ii) engaging in seminar discussions and preparing written assignments	By (i) engaging in seminar discussions and a variety of seminar activities, and [HISTORY BAND ONLY] (ii) engaging in an extended investigation into the work of a philosopher or philosophers from a different historical period and/or cultural background
	starts (30% weighting).									

	Key Ideas Modules, Short Versions – Various 10 Credits (PHIL) Summative Assessment: essay	Progress towards PLO	Students will develop their abilities to understand and be able to explain some issues in a novel area of philosophy, and apply their understanding in addressing novel problems		Students will develop their ability to identify and articulate solutions to problems	Students will develop their ability to make judgements on what to believe with regard to a difficult problem based on careful weighing of arguments, objections, and responses		Students will (i) develop their ability to amend their working methods and thinking in the light of constructive criticism, and (ii) develop their ability to amend their written work in the light of constructive criticism	Students will improve their ability to express complex ideas clearly and precisely orally and in writing	Students will develop their ability to collaborate with others to develop knowledge and understanding
		By working on (and if applicable, assessed through)	By studying some of the debates in the area addressed by the module, reading, dissecting, and discussing key texts		By investigating and discussing proposals presented in lectures and seminar readings	By preparing an essay addressing a specific question in the area addressed by the module		By (i) reflecting on comments on their contributions to seminar discussions made by colleagues and tutors, and (ii) reflecting on feedback on their formative work	By engaging in seminar discussions and preparing written assignments	By engaging in seminar discussions and a variety of seminar activities

Stage 2	Second Year Option Module (Lecture and Seminar) – (Optional) Various 10 Credits Summative Assessment: Exam	Progress towards PLO	Students will develop their ability to form a clear view of the problems, puzzles, views, and arguments in a specialist topic area		Students will (i) develop their ability to identify and articulate solutions, and (ii) develop their ability to construct and critically evaluate arguments	Students will develop their ability to make judgements on what to believe with regard to a difficult problem based on careful weighing of arguments, objections, and responses		Students will develop their ability to amend their work in the light of constructive criticism	Students will develop their ability to express themselves clearly and concisely orally and in writing	

| | | By working on (and if applicable, assessed through) | By studying some specific and interrelated problems in a specialist area of philosophy | | By (i) investigating and discussing proposals presented in lectures and seminar readings, (ii) discussing arguments for and against solutions, identifying potential objections to those solutions, and investigating how those objections might be responded to | By preparing for and writing an essay-style exam answer on a specific question in the area addressed by the module | | By reflecting on feedback on their formative work (including contributions to seminar discussions) | By making notes in advance of seminars, engaging in seminar discussions, and producing written assignments | |

Second Year Option Module (Reading Group) – (Optional) Various 10 Credits Summative Assessment: essay	Progress towards PLO	Students will develop their ability to form a clear view of the problems, puzzles, views, and arguments in a specialist topic area without the support of lectures		Students will (i) develop their ability to identify and articulate solutions, and (ii) develop their ability to construct and critically evaluate arguments	Students will develop their ability to make judgements on what to believe with regard to a difficult problem based on careful weighing of arguments, objections, and responses		Students will develop their abilities (i) to investigate an area of philosophy through individual reading and discussion with peers and (ii) to amend their work in the light of constructive criticism	Students will develop their ability to express themselves clearly and concisely orally and in writing	

		By working on (and if applicable, assessed through)	By studying some specific and interrelated problems in a specialist area of philosophy in reading-groups/seminars		By (i) investigating and discussing proposals presented in reading-group/seminar readings, (ii) discussing arguments for and against solutions, identifying potential objections to those solutions, and investigating how those objections might be responded to	By preparing for and writing an essay answer on a specific question in the area addressed by the module		By (i) developing an understanding of philosophical works through individual reading and reading-group/seminar discussions and (ii) reflecting on feedback on their formative work (including contributions to seminar discussions)	By making notes in advance of seminars, engaging in extended seminar discussions, and producing written assignments	
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. Students must however take a 20 credit Philosophy option module in Stage 3.**								

| Stage 3 | Dissertation (SPS) | 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).

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 though group seminar discussions each week and is summatively assessed through an oral presentation and essay. | This is developed formatively though 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 |

Stage 3	Prisons and Penal Policy (SPSW) (option)	Progress towards PLO	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.	The theme of the module is to ascertain whether or not prison works as a solution to criminal behaviour.			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	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	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.	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.

| | | By working on (and if applicable, assessed through) | 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. | 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 | | | 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. | 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 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 | 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 disproportion alities 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 |

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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 explusion .	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 explusion .			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 indpendent 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	

Stage 3	Research-led Taught Module (PHIL) 20 Credits Summative Assessment: essay	Progress towards PLO	Students will come to be able to analyse and generate sophisticated logical arguments		Students will develop and demonstrate their ability to make progress and identify solutions even where it's unclear in the first instance how to proceed	Students will come to be able to present a sustained and detailed case for a judgement based on careful weighing of arguments, objections, and responses		Students will develop their ability to amend and enhance their practice as thinkers and learners	Students will develop and demonstrate their ability to provide insightful and detailed explanations of philosophical problems in clear and accessible terms	Students will hone their abilities to work independently and in collaboration with others
		By working on (and if applicable, assessed through)	By engaging with high-level contemporary debates and developing arguments, objections, and responses		By working on a cutting-edge topic and engaging with a tutor working on an area in which they research	By working to produce a substantial essay seeking to provide an answer to a challenging philosophical question		By critically evaluating philosophical work and reflecting on feedback from seminars and other formative opportunities	By tackling difficult philosophical issues, including some at the forefront of contemporary debate	By pursuing an exploration of a difficult topic, involving work on an extended reading list and regular creative dialogue with their tutor and fellow students in seminar discussions