

UNIVERSITY OF YORK

**POSTGRADUATE PROGRAMME REGULATIONS
(for PGT programmes that will run under the new modular scheme)**

This document applies to students who commence the programme(s) in:		Oct 2016			
Awarding institution		Teaching institution			
University of York		University of York			
Department(s)					
Sociology and Computer Science					
Award(s) and programme title(s)			Level of qualification		
MSc in Social Media & Interactive Technologies			Level 7 (Masters)		
Award(s) available <i>only</i> as interim awards					
PgDip in Social Media & Interactive Technologies PgCert in Social Media & Interactive Technologies					
Admissions criteria					
<p>In addition to University requirements applicants must have the minimum of a 2:1 degree or equivalent suitable experience. This should be within a social science, business and management studies or a computer science related discipline.</p> <p>For applicants whose native language is not English, the Departments set a minimum English language proficiency level of 7.0 with a minimum of 6.0 in writing in the British Council's IELTS test or 260 in the computer-based American TOEFL test (617 in the paper-based test or 105 in the internet based test).</p>					
Length and status of the programme(s) and mode(s) of study					
Programme	Length (years) and status (full-time/part-time)	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
MSc SMIT	1 Year Full-Time		X		
Language of study		English			
Programme accreditation by Professional, Statutory or Regulatory Bodies (if applicable)					
N/A					

Educational aims of the programme(s)	
<p>For the Masters, Diploma and Certificate: The educational aims of the programme are:</p> <ul style="list-style-type: none"> • To provide students with a rigorous and generic foundation in social science theory and methodology which is applicable to their chosen interests in the design, implementation and management of social media and interactive technologies. • To provide a comprehensive appreciation of contemporary sociological research examining the relationships between social media, and socio-cultural change; to understand and appreciate differences in the conceptual perspectives of key approaches; to understand the context of contemporary social media investigation as it relates to design, implementation and management practices. • To provide students with state of the art knowledge of HCI research and design practice and the research skills to develop that knowledge in a research or commercial career. • To provide a contextual understanding of emerging socio-cultural forms which privilege user-centred social production and mass collaboration for affording new business, public sector and civil organisation and practice. • To provide a range of practical skills related to the design of interactive technologies. 	
<p>Additionally for the Diploma (if applicable):</p> <ul style="list-style-type: none"> • To allow students to conduct a substantial, critical review of a specialist topic related to research in social media and human-centred interactive technologies • To allow students to produce an academic project proposal, based on experience of writing a proposal as though applying for funding from a government funding agency in SRMM 	
<p>Additionally for the Masters:</p> <ul style="list-style-type: none"> • To provide experience of undertaking a sizeable individual project, on a subject related to research in social media and human-centred interactive technologies • To prepare students for entry into research degrees or research projects. 	
Intended learning outcomes for the programme – and how the programme enables students to achieve and demonstrate the intended learning outcomes	
<p><i>This programme provides opportunities for students to develop and demonstrate knowledge and understanding qualities, skills and other attributes in the following areas:</i></p>	<p><i>The following teaching, learning and assessment methods enable students to achieve and to demonstrate the programme learning outcomes:</i></p>

A: Knowledge and understanding

Knowledge and understanding of:
For the Masters, Diploma and Certificate:

1. The theoretical, technological and empirical perspectives which inform the development and diffusion of social media and interactive technologies;
2. The multidisciplinary basis underpinning SMIT providing a combination of the intellectual traditions of cultural studies, media, communications, social theory, as well as those of user-centred design, cognitive and perceptual psychology;
3. The methods and tools appropriate to the specification, design, prototyping and evaluation of interactive systems;
4. The value and appropriateness of different methods used in the development of interactive systems both from a conceptual framework and drawing on literature in the academic Human Computer Interaction (HCI) domain.
5. The processes related to the development, diffusion and influences of social media technologies and their role within business organisations and more widely

Additionally for the Diploma:

6. Identifying and exploring emerging research and commercial ideas for their value to improve social media and interactive technology from a social and user-centred perspective

Additionally for the Masters:

7. Planning, implementing and communicating a substantial research project in social media and interactive technologies.

Learning/teaching methods and strategies (relating to numbered outcomes):

1. 2. 3.and 5. Lectures to deliver explicit knowledge and practicals, labs and assessments to develop implicit skills and understanding.
3. 4. 5. Project module requires independent but extensive study of a particular topic.
7. Dissertation Project module requires engaging in research in social media and interactive technologies.

Types/methods of assessment (relating to numbered outcomes)

1. 2. 3. 4.and 5. The variety of closed and open assessments will require students to develop a broad knowledge and understanding across these learning outcomes.
8. Metrics and Society module
7. Through Project Dissertation

B: (i) Skills – discipline related

Able to:

For the Masters, Diploma and Certificate:

1. To critically understand appropriate methods for gathering data on the use of existing or proposed social

Learning/teaching methods and strategies (relating to numbered outcomes):

1. and 4. Practicals and open assessments for the modules UCDE, RESM and DARP
2. and 3. Practicals and open assessments for UCDE and DARP
5. Through Metrics and Society module
6. Dissertation Project

<p>media and interactive systems</p> <ol style="list-style-type: none"> 2. To develop prototypes that would be suitable to evaluate designs for interactive systems in a user-centred way and appropriate to the stage of the design process 3. To work as a team recognising the different roles within in a team and the ensuing responsibilities for the overall success and quality of work produced. 4. To develop critical analytical interpretation and understanding <p><i>Additionally for the Diploma:</i></p> <ol style="list-style-type: none"> 5. Analyse empirically gathered data, be it qualitative or quantitative, and to present the data to a non-technical, professional or academic audience, as required. 6. Plan and implement a substantial project proposal with appropriate appraisal of resources through SWOT analysis <p><i>Additionally for the Masters:</i></p> <ol style="list-style-type: none"> 7. Plan and implement a substantial research project with appropriate management of resources including time. 	<p>Types/methods of assessment (relating to numbered outcomes)</p> <p>As above</p>
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B: (ii) Skills - transferable

Able to:

For the Masters, Diploma and Certificate:

1. Communication: present succinctly to a range of audiences (orally, electronically or in writing) rational and reasoned arguments that address the issues relating to people using social media and interactive systems.
2. Professional considerations: recognise the professional, moral and ethical issues involved in the exploitation of computer technology and be guided by the adoption of appropriate professional, ethical and legal practices.
3. Information-retrieval skills are an integrated part of many modules; students are expected to independently acquire information from on-line and traditional sources

Additionally for the Masters:

4. The dissertation project requires a high-level of independent thought, motivation and productivity. Additionally, it requires clear and considered communication of that work in the form of a report.

Learning/teaching methods and strategies (relating to numbered outcomes):

1. 1, 2, 3, Through practicals in UCDE, DARP and the project/ISM
2. 2, Through lectures in UCDE, Metrics and Society, TICS and USM
3. 3, Through reading around as indicated in modules and preparation of open assessments particularly UCDE, DARP, USM, TICS and Metrics and Society.
4. Dissertation Project module

Types/methods of assessment (relating to numbered outcomes)

1. 1, 2, 3 Individual open assessments for RESM, USM, TICS and Metrics and Society. Group open assessments in UCDE and DARP
2. 4, ISM Dissertation Project

C: Experience and other attributes

Able to:

For the Masters, Diploma and Certificate:

1. Identify and work towards targets for personal, academic and career development
2. Reflect and evaluate own performance
3. Identify, and work towards targets for personal, academic and career development

Additionally for the Masters:

4. Devising, planning and conducting a substantial piece of research in a topic related to social media and interactive technologies.

Learning/teaching methods and strategies (relating to numbered outcomes):

1. 1, UCDE, RESM, DARP, USM, TICS, Metrics and Society
2. 2, 3, Academic Supervision
3. 4, Dissertation supervision

Types/methods of assessment (relating to numbered outcomes)

3. 1, 2, 3 Individual open assessments for RESM, USM, TICS and Metrics and Society. Group open assessments in UCDE and DARP
4. 4, ISM Dissertation Project

Relevant Quality Assurance Agency benchmark statement(s) and other relevant external reference points (e.g. National Occupational Standards, or the requirements of Professional, Statutory or Regulatory Bodies)

QAA subject benchmark statement:

<http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Computing.aspx.pdf>

<http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Sociology.pdf>

University award regulations

To be eligible for an award of the University of York a student must undertake an approved programme of study, obtain a specified number of credits (at a specified level(s)), and meet any other requirements of the award as specified in the award requirements and programme regulations, and other University regulations (e.g. payment of fees). Credit will be awarded upon passing a module's assessment(s) but some credit may be awarded where failure has been compensated by achievement in other modules. The University's award and assessment regulations specify the University's marking scheme, and rules governing progression (including rules for compensation), reassessment and award requirements. The 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.

Departmental policies on assessment and feedback

For Sociology

Detailed information on assessment (including grade descriptors, marking procedures, word counts etc.) is available in the written statement of assessment which applies to this programme and the relevant module descriptions. These are available in the student handbook and on the Department's VLE Virtual Office: <https://vle.york.ac.uk/>

For Computer Science

Written statement of assessment: <http://www.cs.york.ac.uk/student/assessment/policies/>

Module Descriptions: <http://www.cs.york.ac.uk/modules/>

Projects Website: <http://www.cs.york.ac.uk/projects>

Postgraduate Taught Student Handbook: <http://www.cs.york.ac.uk/student/handbook/>

Information about Academic Misconduct is available:

Postgraduate Taught Student Handbook: <http://www.cs.york.ac.uk/student/handbook/>

Written statement of assessment: <http://www.cs.york.ac.uk/student/assessment/policies/>

University Regulations: <https://www.york.ac.uk/about/organisation/governance/corporate-publications/ordinances-and-regulations/regulation-5/#5.7>

Information on formative and summative feedback to students on their work is available in the written statement on feedback to students which applies to this programmes and the relevant module descriptions. These are available in the student handbook and on the Department's VLE Virtual Office: <https://vle.york.ac.uk/>

Written statement of assessment: <http://www.cs.york.ac.uk/student/assessment/policies/>

Module Descriptions: <http://www.cs.york.ac.uk/modules/>

Postgraduate Taught Student Handbook: <http://www.cs.york.ac.uk/student/handbook/>

Diagrammatic representation of the programme structure, showing the distribution and credit value of core and option modules

Students will complete either module combination A or module combination B:

Combination A

Masters

Autumn term	Spring term	Summer term	Summer vacation
USM Understanding Social Media (S) (20 credits)	DARP (Design and Research Practice) (CS) (20 credits)	Dissertation Project Dissertation Project (60 credits)
UCDE User Centred Design (CS) (20 credits)	Themes and Issues in Contemporary Sociology (S) (20 credits)		
RESM Research Methods for Interactive Technologies (CS) (20 credits)	Metrics and Society (S) (20 credits)		

Combination B**Masters**

Autumn term	Spring term	Summer term	Summer vacation
USM Understanding Social Media (S) (20 credits)	DARP (Design and Research Practice) (CS) (20 credits)	Dissertation Project Dissertation Project (60 credits)
UCDE User Centred Design (CS) (20 credits)	Metrics and Society (S) (20 credits)		
RESM Research Methods for Interactive Technologies (CS) (20 credits)			
Social Research Methods and Management SRMM (20 credits)			

Postgraduate Diploma (if applicable)**Combination A****Masters**

Autumn term	Spring term	Summer term	Summer vacation
USM Understanding Social Media (S) (20 credits)	DARP (Design and Research Practice) (CS) (20 credits)		
UCDE User Centred Design (CS) (20 credits)	Themes and Issues in Contemporary Sociology (S) (20 credits)		
RESM Research Methods for Interactive Technologies (CS) (20 credits)	Metrics and Society (S) (20 credits)		

Combination B**Masters**

Autumn term	Spring term	Summer term	Summer vacation
USM Understanding Social Media (S) (20 credits)	DARP (Design and Research Practice) (CS) (20 credits)		

UCDE User Centred Design (CS) (20 credits)	Metrics and Society (S) (20 credits)		
RESM Research Methods for Interactive Technologies (CS) (20 credits)			
Social Research Methods and Management SRMM (20 credits)			

Postgraduate Certificate

Combination A Masters

Autumn term	Spring term	Summer term	Summer vacation
USM Understanding Social Media (S) (20 credits)			
UCDE User Centred Design (CS) (20 credits)			
RESM Research Methods for Interactive Technologies (CS) (20 credits)			

Combination B Masters

Autumn term	Spring term	Summer term	Summer vacation
USM Understanding Social Media (S) (20 credits)			
UCDE User Centred Design (CS) (20 credits)			
Social Research Methods and Management SRMM (20 credits)			

Diagrammatic representation of the timing of module assessments and reassessments, and the timing of departmental examination/progression boards

Autumn term	Spring term	Summer term	Summer vacation	Date of final award board
<i>(open assessments)(CS)</i> Week 10	<i>(open assessments)(S)</i> Week 1	<i>(open assessments)(S)</i> Week 1	Resits board (internal) Sum/10-Vac/1	November
	<i>(open assessments)(CS)</i> Week 2		ISM	
	<i>(open assessments)(CS)</i> Week 10	Progression board sum/5	ISM presentation Vac/12	
		<i>Re-assessment (open) Sum5-8</i>		
		Reassessment (closed) Sum7		

Overview of modules

Core module table

Module title	Module code	Credit level ¹	Credit value ²	Prerequisites	Assessment rules ³	Timing (term and week) and format of main assessment ⁴	Independent Study Module? ⁵
User Centred Design for Interactive Technologies (UCDE)	COM00060M	7/M	20	None		Open – AuT2-AuT/10	NO
Research Methods for Interactive Technologies (RESM)	NEW	7/M	20	None		Open – AuT/2-SpT/2	NO
Design and Research Practice in Interactive Technologies (DARP)	NEW	7/M	20	UCDE & RESM		Open – AuT/2-SpT/2 (group report) & SpT/10 (group presentation)	NO
Understanding Social Media	SOC00003M	7/ M	20	None		Open, SpT/1	NO
Metrics and Society	SOC00022M	7/ M	20	None		Open, SpT/8-10	NO
Themes and Issues in Contemporary Sociology	SOC00001M	7/ M	20	None			NO
Social Research Methods and Management	SOC000012 M	7/M	20	None		Open – AuT/2-SpT/2 (group report, open)	NO
Dissertation Project	SOC2480060	7/ M	60			Open, Sept	Yes

¹ The **credit level** is an indication of the module's relative intellectual demand, complexity and depth of learning and of learner autonomy. Most modules in postgraduate programmes will be at Level 7/Masters. Some modules are permitted to be at Level 6/Honours but must be marked on a pass/fail basis. See University Teaching Committee guidance for the limits on Level 6/Honours credit.

² The **credit value** gives the notional workload for the module, where 1 credit corresponds to a notional workload of 10 hours (including contact hours, private study and assessment)

³ **Special assessment rules** (requiring University Teaching Committee approval)

P/F – the module is marked on a pass/fail basis (NB pass/fail modules cannot be compensated)

NC – the module cannot be compensated

NR – there is no reassessment opportunity for this module. It must be passed at the first attempt

⁴ AuT – Autumn Term, SpT – Spring Term, SuT – Summer Term, SuVac – Summer vacation

⁵ **Independent Study Modules** (ISMs) are assessed by a dissertation or substantial project report. They cannot be compensated (NC) and are subject to reassessment rules which differ from 'taught modules'. Masters programmes should include an ISM(s) of between 60 and 100 credits. This is usually one module but may be more.

Transfers out of or into the programme	
None	
Exceptions to University Award Regulations approved by University Teaching Committee	
Exception	Date approved
	15 January BoS Sociology (Chair's action)
Quality and Standards	
<p>The University has a framework in place to ensure that the standards of its programmes are maintained, and the quality of the learning experience is enhanced.</p> <p>Quality assurance and enhancement processes include:</p> <ul style="list-style-type: none"> • The academic oversight of programmes within departments by a Board of Studies, which includes student representation • The oversight of programmes by external examiners, who ensure that standards at the University of York are comparable with those elsewhere in the sector • Annual monitoring and periodic review of programmes • The acquisition of feedback from students by departments. <p>More information can be obtained from the Academic Support Office: http://www.york.ac.uk/admin/aso/</p> <p>Departmental Statements on Audit and Review Procedures are available at: http://www.york.ac.uk/admin/aso/teach/deptstatements/index.htm</p>	
Date on which this programme information was updated:	4 January, 2016
Departmental web page:	www.york.ac.uk/sociology
Please note	
<p>The information above provides a concise summary of the main features of the programme and learning outcomes that a typical students might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the leaning opportunities that are provided.</p> <p>Detailed information on learning outcomes, content, delivery and assessment of modules can be found in module descriptions.</p> <p>The University reserves the right to modify this overview in unforeseen circumstances, or where processes of academic development, based on feedback from staff, students, external examiners or professional bodies, requires a change to be made. Students will be notified of any substantive changes at the first available opportunity.</p>	