

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:	September 2016				
Awarding institution	Teaching institution				
University of York	University of York				
Department(s)					
Social Policy & Social Work					
Award(s) and programme title(s)			Level of qualification		
MRes in Social Policy PGCert Social Policy			Level 7 (Masters)		
Award(s) available <i>only</i> as interim awards					
Admissions criteria					
2.1 degree or equivalent in relevant subject. However, applicants with relevant work experience and good academic potential will also be considered. Students for whom English is not their first language are normally expected to have achieved one of the following: IELTS: 6.5, with a minimum of 5.5 in each element. TOEFL: 87, with minim of 17 in Listening, 18 in Reading, 20 in Speaking and 17 in Writing. Cambridge: Certificate of Proficiency in English C (before January 2015) and 176, with no component less than 162 in each component (after January 2015). Certificate in Advanced English 65, with 'Good' in writing (before January 2015) and 176, with no component less than 162 in each component (after January 2015).					
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
MRes	1 (FT) / 2 (PT)	Autumn	YES		
Language of study		English			
Programme accreditation by Professional, Statutory or Regulatory Bodies (if applicable)					
N/A					
Educational aims of the programme(s)					
For the Masters, Diploma and Certificate:					
<ul style="list-style-type: none"> • to provide students with the skills to appreciate, critically analyse and research contemporary social problems and policy issues. • to combine in-depth methods training with schooling in social policy analysis theories • to equip students with generic and social policy-specific research training skills enabling them to understand and evaluate the work of others. 					
Additionally for the Diploma (if applicable):					

Additionally for the Masters:

Students completing at Masters level will also complete an Independent Study Project that will provide the opportunity to employ research skills and knowledge developed in the earlier stages of the programme. Students will also learn how to develop a range of presentational skills in how to communicate the results of their own policy research.

Intended learning outcomes for the programme – and how the programme enables students to achieve and demonstrate the intended learning outcomes

This programme provides opportunities for students to develop and demonstrate knowledge and understanding qualities, skills and other attributes in the following areas:

The following teaching, learning and assessment methods enable students to achieve and to demonstrate the programme learning outcomes:

A: Knowledge and understanding

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

1. the main issues and debates current in social policy analysis
2. the major methodological approaches relevant to social policy research
3. key topics in social policy analysis, including the differences between and debates about different welfare regimes.
4. Detailed understanding of how quantitative and qualitative methodologies may be used in social policy research
5. the varied ways in which social policy research might be used in policy making and implementation

Additionally for the Diploma:

Additionally for the Masters:

6. the process of undertaking social policy research in practice

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

- Lecturers (1-5)
- Seminars (1-6)
- Workshops (1-5)
- Directed reading (1-6)

Types/methods of assessment (relating to numbered outcomes)

- Essays and reports (1-5)
- Presentations (1-6)
- Independent Study Project (1-6)

B: (i) Skills – discipline related	
<p>Able to:</p> <p><i>For the Masters, Diploma and Certificate:</i></p> <ol style="list-style-type: none"> 1. engage with major debates in the field 2. present analysis of the major issues driving policy nationally and/or internationally 3. apply conceptual and theoretical understanding and research techniques to both specific policy fields and specific research problems 4. interpret and critically evaluate research findings 5. identify and design a manageable research topic 6. manage and schedule the appropriate stages in a research project. 7. present research and participate in debate <p><i>Additionally for the Diploma:</i></p> <p><i>Additionally for the Masters:</i></p> <ol style="list-style-type: none"> 8. complete an extended piece of independent research 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • Lectures (1-8) • Seminars (1-8) • Workshops (1-8) <hr/> <p>Types/methods of assessment (relating to numbered outcomes)</p> <ul style="list-style-type: none"> • Essays and reports (1-5) • Presentations (1-7) • Independent Study Project (1-8) •
B: (ii) Skills - transferable	
<p>Able to:</p> <p><i>For the Masters, Diploma and Certificate:</i></p> <ol style="list-style-type: none"> 1. present research finding and manage group discussions 2. manage time effectively 3. use up to date methods of information retrieval 4. write cogently and lucidly and to present written work of a scholarly standard <p><i>Additionally for the Diploma:</i></p> <p><i>Additionally for the Masters:</i></p>	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • Lectures (1, 3) • Seminars (1) • Workshops (1-3) • Tutorials/Supervision (1-4) <hr/> <p>Types/methods of assessment (relating to numbered outcomes)</p> <ul style="list-style-type: none"> • Essays and reports (1-4) • Presentations (1-3) • Independent Study Project (1-4)

C: Experience and other attributes

Able to:
For the Masters, Diploma and Certificate:

1. evaluate performance
2. develop skills for self-managed life long learning
3. develop an adaptable and flexible approach to study and work
4. identify and work towards targets for personal, academic and career development

Additionally for the Diploma:

Additionally for the Masters:

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

- Lectures (2, 3)
- Seminars (1-4)
- Workshops (1-4)
- Tutorials/Supervision (1-4)
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Types/methods of assessment (relating to numbered outcomes)

- Essays and reports (1-3)
- Presentations (1-3)
- Independent Study Project (1-4)
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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)

Social Policy and Administration

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

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 website.

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 website.

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

Masters Full Time

Autumn term	Spring term	Summer term	Summer vacation
Introduction to Social Research Methods (Core, 20 credits)	Advanced Quantitative Methods (Core, 20 credits)	Graduate Research Workshops (Core, 20 credits)	
Social Policy Analysis (Core, 20 credits)	Advanced Qualitative Methods (Core, 20 credits)	Independent Study Project (80 credits)	

Postgraduate Diploma (if applicable)

Autumn term	Spring term	Summer term

Postgraduate Certificate Full Time

Autumn term	Spring term	Summer term
Introduction to Social Research Methods (Core, 20 credits)	Advanced Quantitative Methods (Option, 20 credits)	
Social Policy Analysis (Core, 20 credits)	Advanced Qualitative Methods (Option, 20 credits)	

Part Time Route through MRes Social Policy

The structure of the MA Res in Social Policy is relatively straightforward, consisting of four compulsory 20 credit assessed modules, a dissertation and set of tied dissertation workshops. PT students would be given the option of two routes through the programme:

Option A: qualitative methods lead route

Autumn Term Year 1	Introduction to Social Research Methods (20 credits)
Spring Term Year 1	Advanced Qualitative Methods (20 credits)
Summer Year 1	Begin work on dissertation Voluntary attendance at Graduate Dissertation Workshops (audit only)
Autumn Term Year 2	Social Policy Analysis (20 credits)
Spring Term Year 2	Advanced Quantitative Methods (20 credits)
Summer Year 2	Compulsory attendance at Graduate Dissertation Workshops (20 credits) (including delivery of presentation)
September of Year 2	Submit Dissertation (80 credits)

Option B: quantitative methods lead route

Autumn Term Year 1	Introduction to Social Research Methods (20 credits)
Spring Term Year 1	Advanced Quantitative Methods
Summer Year 1	Begin work on dissertation Voluntary attendance at Graduate Dissertation Workshops (audit only)
Autumn Term Year 2	Social Policy Analysis (20 credits)
Spring Term Year 2	Advanced Qualitative Methods (20 credits)
Summer Year 2	Compulsory attendance at Graduate Dissertation Workshops (including delivery of presentation) (20 credits)
September of Year 2	Submit Dissertation (80 credits)

Part Time Route through PGCert in Social Policy

This consists of 60 credits with two possible routes:

Option A: qualitative methods route

Autumn Term Year 1	Introduction to Social Research Methods (20 credits)
Spring Term Year 1	Advanced Qualitative Methods (20 credits)
Autumn Term Year 2	Social Policy Analysis (20 credits)

Option B: quantitative methods route

Autumn Term Year 1	Introduction to Social Research Methods (20 credits)
Spring Term Year 1	Advanced Quantitative Methods (20 credits)
Autumn Term Year 2	Social Policy Analysis (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
	Introduction to Social Research Methods, Week 1	Advanced Quantitative Methods, Week 1	Reassessment for Graduate Research Workshops, last week of Aug/first week of Sept	Mid November
	Social Policy Analysis, Week 1	Advanced Qualitative Methods, Week 1	Independent Study Project, mid-September	
		Reassessment for Introduction to Social Research Methods, Social Policy Analysis, Advanced Qualitative Methods, Advanced Quantitative Methods: Week 9		
		Progression Board, Week 6		

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
Introduction to Social Research Methods	SPY00016M	Level 7/ Masters	20	None		Spring, Week 1, Report	
Social Policy Analysis	SPY00026M	Level 7/ Masters	20	None		Spring, Week 2, Essay	
Advanced Quantitative Methods	SPY00002M	Level 7/ Masters	20	None		Summer, Week 1, Report	
Advanced Qualitative Methods	SPY00001M	Level 7/ Masters	20	None		Summer, Week 1, Essay	

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.

Graduate Research Workshops	SPY00010M	Level 7/ Masters	20	None	P/F	Summer Term Presentation (week varies on individual basis). Reassessment (for non-attendance or failure to deliver adequate presentation) takes the format of presentation to two or more members of examination board in July, August or September.	
Independent Study Project	SPY00011M	Level 7/ Masters	80	None		Mid-September, Dissertation	Yes

Option modules

Module title	Module code	Credit level	Credit value	Prerequisites	Assessment rules	Timing and format of main assessment	Independent Study Module?

Transfers out of or into the programme	
Exceptions to University Award Regulations approved by University Teaching Committee	
Exception	Date approved
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:	August 2016
Departmental web page:	www.york.ac.uk/spsw/
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>	