1. Admissions/ Management Information

Title of the new programme – including any year abroad/ in industry variants

See guidance on programme titles in Appendix V:
https://www.york.ac.uk/media/staffhome/learningandteaching/documents/policies/Framework%20for%20Programme%20Design%20-%20UG.pdf

BA in Economics and Politics

Level of qualification

Please select:	Level 6	

		Year in Industry Please select Y/N	No
Please indicate if the programme is offered with any year abroad / in industry variants		Year Abroad Please select Y/N	No

This document applies to students who commenced the programme(s) in:	2017

Awarding institution	Teaching institution
University of York	University of York

Department(s): Where more than one department is involved, indicate the lead department	Board of Studies
Lead Department School of Politics, Economics and Philosophy	
Other contributing Departments: Departments of Politics and Economics and Related Studies	Politics, Economics and Philosophy

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.

Certificate of Higher Education (Level 4/Certificate) generic. Diploma of Higher Education (Level 5/Intermediate) generic	
UCAS code	Route code (existing programmes only)
LL12	
Admissions criteria	

TYPICAL OFFERS A levels A*AA/AAA for L0V0, AAA for LVI5, LL12 and VL52 IB Diploma Programme 37/36 points BTEC Extended Diploma D*DD

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

Programme	Length (years)	Status (full-time/parttime) 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
BA in Economics and Politics	3	Full-time		Please select Y/N	Yes	Please select Y/N	No	

Language(s) of study

English

Language(s) of assessment

English

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

2.a. Is the programme recognised or accredited by a PSRB

Please Select Y/N:	No	if No move to section 3 if Yes complete the following questions

2.b. Name of PSRB

2.c. Please provide details of any approval / accreditation event needed, including: timescales, the nature of the event, central support / information req uired:

(max 200 words)

2.d. Does/ will approval or recognition require exceptions to University rules/practices? Please select Y/N	No	if Yes, provide details

(max 200 words)

2.e. Any additional information (e.g. student attainment required to achieve accreditation) that are required by the PSRB should be recorded here

(max 200 words)

3. Additional Professional or Vocational Standards

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

Please Select Y/N:	No	if Yes, provide details

(max 200 words)

4. Programme Leader

Werner Bonefeld (Director of PEP and Chair of BoS) and Dominic Spengler (Programme Leader) in consultation with single subject PLs.

4.b. How are wider stakeholders such as students/ alumni, professional bodies and employers involved in the design of the programme and in ongoing reflection on its effectiveness?

Single subject programme leaders and PEP students have been consulted at various stages of the development of this document. The programme's effectiveness is secured by the University's quality assurance mechanisms, like Annual Programme Review and Periodic Review. The School has an effective model of student representation at all programme levels.

A central feature of this programme is that it is a flexible interdisciplinary programme which enables students to develop their skills in a wide variety of ways. All students study both subjects at every stage of the programme. One of the distinctive features of the School of PEP is its interdisciplinary suite of modules. At present, the School offers four interdisciplinary modules: in stage 3, it offers the PEP dissertation, in which students write a thesis that draws upon two of the PEP disciplines, and three taught interdisciplinary modules, each of which looks at the interrelationship between two of the PEP disciplines. The stage 3 interdisciplinary modules are: The Democratic Economy (Politics and Economics); Rationality, Morality, and Economics (Philosophy and Economics); Ethics and Public Policy (Politics and Philosophy). All students on this programme are required to take one stage 3 taught interdisciplinary module. Since the education of our students is done mainly by taking modules from the two collaborating departments, this document should be read in conjunction with the documents produced by the two departments which will contain important information about the individual modules on offer.

5. Purpose and learning outcomes of the programme

5.a. Statement of purpose for applicants to the programme

The Economics and Politics degree programme aims to train researchers, policy makers, and professionals who will be able to combine different perspectives in an instructive way. As a student on the programme you will master the different skills associated with the two disciplines (for example, the ability to apply economic principles and concepts, especially within formal models; the ability to select and analyse appropriate empirical data; the ability to analyse political processes and institutions) and you will be able to communicate complex ideas in an accessible and persuasive way.

Whether we are examining lessons to be learned from the financial crisis of the last decade, the welfare state, or environmental policy, a proper analysis of such complex issues draws on expertise from economics, political theory, and political science rather than relying exclusively on one of these perspectives. At York, we have a long-standing tradition of interdisciplinary teaching. Our interdisciplinary modules, which are jointly taught by academics from the different disciplines, examine social issues from different perspectives and encourage you to reflect upon the dynamic and complex interrelationship between those perspectives.

As a graduate of this degree, you will be able to probe social issues and phenomena from different angles, using different methodologies and intellectual frameworks, and are therefore amongst the most sought after of graduates in the areas of policy making, social and political research, and professional consultancy.

5.b.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	Draw upon the conceptual tools and methods of economics, political theory and political science, including the mathematical methods necessary to understand and apply economic theory, in order to analyse problems and issues that arise within their respective domains.
2	Propose and evaluate creative solutions to complex problems by gathering and analysing a variety of information (where this includes statistical, mathematical, and interpretative data) and drawing upon the concepts, methods, and theories of both disciplines.
3	Communicate the issues, methods and results of the two disciplines in a clear and accessible way, demonstrating a sound understanding of the relevant disciplines and showing, where appropriate, how they can illuminate each other.
4	Critically engage with, and when necessary, synthesize academic and professional research in both disciplines, thereby becoming a versatile and multi-skilled analyst.

5	Use interdisciplinary thinking to reflect upon and engage with issues arising in modern societies, thereby acquiring a deeper understanding of the connections between Economics and Politics by drawing on the complete set of skills developed in these disciplines.
6	Locate, compile and present social, economic and financial data with an understanding of their strength and weaknesses and be able to use them in analysing and testing economic models.

5.c. 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. (See also section 10)

n/a

5.d. 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. (See also section 11)

n/a

5.e. Explanation of the choice of Programme Learning Outcomes

Please explain your rationale for choosing these PLOs in a statement that can be used for students (such as in a student handbook). Please include brief reference to:

i) Why the PLOs are considered ambitious or stretching?

Our graduates will become capable analysts and problem-solvers as well as effective communicators. Our PLOs cover a unique set of skills developed in the two disciplines. They combine versatility with in-depth knowledge of the main areas of both disciplines. They are supplemented by the ability to see appropriate and potentially fruitful relations between these disciplines.

ii) The ways in which these outcomes are distinctive or particularly advantageous to the student:

To be able to combine knowledge of the tools and results of economics with a good understanding of political institutions and processes whilst being trained in careful assessment of arguments and perspectives provides a unique skill-set that puts our students in a strong position to pursue interesting and important careers.

iii) How the programme learning outcomes develop students' digital literacy and use technology-enhanced learning to achieve the discipline and pedagogic goals which support active student learning through peer/tutor interaction, collaboration and formative (self) assessment opportunities (reference could be made to such as blogging, flipped classrooms, response 'clickers' in lectures, simulations, etc).

The School makes extensive use of the VLE from pre-registration to module choices. All of our modules have a VLE presence which allows students to download teaching material, and participate in various learning activities, for example, via the use of wikis and the VLE discussion board. Essays are now standardly submitted electronically. Learning for all modules requires the efficient use of online resources. The PEP modules have no explicit focus on teaching digital literacy. PLO 4, which is about students' engagement with academic research, requires familiarity with discipline specific online resources and search engines. Teaching of these skills is provided by the library. Library tours and subject librarians are resources for acquiring this knowledge. All first-year Politics modules will assist skills development.

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 employability objectives should be informed by the University's Employability Strategy:

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

Our programme PLOs specify abilities and competences that are highly relevant to the problems and issues faced by contemporary societies and, as a consequence, highly desirable to potential employers. A student who completes this programme will possess a formidable and flexible skill set that equips them for a variety of careers. The way in which our PLOs support and enhance students' employability is evinced by the success of our graduates, many of whom find employment in NGOs, the public sector, and in prominent financial institutions.
It is part of regular supervision meetings to focus on addressing employability issues and on encouraging supervisees to participate in relevant activities. The School works with the Careers Service to provide information and opportunities to meet potential employers. The School supports the Club of PEP, which also organises careers events.

v) Consultation with Careers
The programme proposal should be discussed with Careers (tom.banham@york.ac.uk, ext. 2686)
Please provide details of Careers' comments and your response.

n/a

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

Support for mathematical skills is provided by the University Maths Skill Centre. In addition, the School supports a highly successful peer-assisted mathematical skills development programme. (For those strong in Maths, this programme provides students with an opportunity to acquire valuable teaching skills.) The School runs an effective system of supervision, which allows students who need additional support to be identified and referred to the University's relevant support structures, like writing skills or presentation workshops. In addition to Student Support Services and student-led skills teaching, supervisors may refer students to module tutors to address module-specific learning deficits.

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

Students benefit from the research-led approach to teaching in both departments. The School's own modules are taught by academics at the forefront of research across the relevant disciplines.

5.f. 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:			On completion of Stage 1, students will have a strong foundation in both disciplines. They will have developed the mathematical skills necessary for serious engagement with economic theorising. They will have acquainted themselves with the conceptual apparatus and the main approaches to some important areas in both Economics and Politics. They will have acquired the study skills necessary for appreciating research in politics and economics. They will have acquired the fundamental means of statistical analysis of data. They will have made progress towards concise and clear expression of their ideas and they have started to see interrelations between the two disciplines.				
PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Analyse	Problem-solving …	Communicate…	Research…	Philosophical awareness…	Interdisciplinary Thinking…	Compile and present data...	
Stage 2							
On progression from the second year (Stage 2), students will be able to:			On completion of Stage 2, students will have acquired a broader and more sophisticated understanding of both disciplines. They will have a greater ability to analyse problems and issues that arise within the disciplines' respective domains (PLO1), to gather and analyse discipline-specific information, and to contribute meaningfully to the solution of problems (PLO2). In virtue of their formative and summative work, and participation in seminars, they will have acquired a greater confidence and facility in communicating their ideas (PLO3). They will be able to engage critically with academic and professional research in both disciplines more independently, and will be able to draw upon it in developing their own arguments and positions (PLO4). They can use statistical econometric tools for analysing data and apply and test economic models (PLO 7). By studying both disciplines, they will have a more in-depth understanding of how they interrelate (PLO6) and a grasp of the philosophical assumptions that underpin different methodologies (PLO5).				
PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Analyse	Problem-solving …	Communicate…	Research…	Philosophical awareness…	Interdisciplinary Thinking…	Compile and present data...	
Stage 3							
5.g. Other features of the programme							

i) Distance Learning
 Does the programme involve distance learning:

Please Select Y/N:	No	if Yes, you are required to submit to Teaching Committee: Checklist for Distance Learning Programmes

ii) Involvement of part er organisations

 Are any partner organisations involved in the delivery of the programme?

Please Select Y/N:	No	if Yes, outline the nature of their involvement (such as contributions to teaching, placement provision). Where appropriate, see also the: University guidance on collaborative provision

n/a

iii) Internationalisation/ globalisation
How does the programme promote internationalisation and encourage students to develop cross-cultural capabilities?

n/a

iv) Inclusivity
How will good practice in ensuring equality, diversity and inclusion be embedded in the design, content and delivery of the programme?
This refers to the protected characteristics and duties on the University outlined in the Equality Act 2010

n/a

v) Summer term weeks 8-10
Please summarise the activities that students will be expected to undertake during Weeks 8-10 of the Summer Term in each stage of the programme.

n/a

6. Reference points and programme regulations

6.a. Relevant Quality Assurance Agency benchmark statement(s) and other relevant external reference points
Please state relevant reference points consulted (e.g. Framework for Higher Education Qualifications, National Occupational Standards, Subject Benchmark Statements or the requirements of PSRBs): See Undergraduate Modular Scheme: Framework for Programme Design:

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

http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements

http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2843#.VthM1fmLS70

6.b. 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.

6.c. 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	

7. Programme Structure

7.a. 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.

IMPORTANT NOTE:
If the structure of your programme does not fit the usual academic year (for instance students start at the beginning of September or in January) please contact your Academic Quality Team contact in the Academic Support Office for guidance on how to represent the structure in an alternative format.

To clearly present the overall programme structure, include the name and details of each individual CORE module in the rows below. For OPTION modules, 'Option module' or 'Option from list x' should be used in place of specifically including all named options. If the programme requires students to select option modules from specific lists by term of delivery or subject theme these lists should be provided in the next section (7.b).

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 teaching delivery for 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	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
30	ECO00015C	Economics 1		S																				E				A				
10	ECO00016C	Maths 1		S								E	A																				
10	ECO00011C	Probability 1		S								E	A																				
10	ECO00012C	Statistics 1												S									E						A				
30	One of POL00001/5/6/7 C	What is Politics OR Introduction to Democratic Politics OR Introduction to International Politics OR Introduction to Political Theory		S																			E					A				

Credits	Code	Title	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	Sp1	Sp2	Sp3	Sp4	Sp5	Sp6	Sp7	Sp8	Sp9	Sp10	Su1	Su2	Su3	Su4	Su5	Su6	Su7	Su8	Su9	Su10
30	Another of POL00001/5/6/7 C	What is Politics OR Introduction to Democratic Politics OR Introduction to International Politics OR Introduction to Political Theory		S																		E						A				

Stage 2

Credits	Module Code	Title	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	ECO00025I	Economics II - Macro		S																		E						A				
20	ECO00026I	Economics II - Micro		S																		E						A				
20	ECO00003I	Econometrics		S																		E						A				
30	Varied Politics	Politics Option List 2A		S																				E				A				
30	Varied Politics	Politics Option List 2A		S																				E				A				

Stage 3

Credits	Module Code	Title	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	Varied	Stage 3 Economics module		S																		E						A				
20	Varied	Stage 3 Economics module		S																		E						A				

Credits	Module code	Module title																														
20	Varied	Stage 3 Politics module lists	S							E	A																						
20	Varied	Stage 3 Politics module lists												S						E	A											
20	PEP00001H	The Democratic Economy	S							E	A																						
20	Varied	Stage 3 from PEP, Politics, Economics or Philosophy within rules... OR PEP Dissertation																															
20	PEP00003H	PEP Dissertation	S																									E					

Stage 4

7.b. 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.

Politics 30c Module List 2A					Politics Module List Stage 3	Economics Module List Stage 3	PEP Module List 3D

" POL00004I Contemporary Political Philosophy POL00005IHistory of Political Thought POL00006IState, Economy and Society POL00042I Foundations of International Thought POL00037I Politics of the World POL00032I European Union Politics and Policies POL00040IHuman Rights and Wrongs in a Globalised World POL00008IPolitics in the UK POL00009IPolitics of Development POL00045IThe Rising Powers POL00035IUS National Security After the Cold War POL00007IWar and Peace "					"POL00011HBorder Politics POL00018HBritish Foreign Policy After the Cold War POL00003HGlobal Justice POL00009H Governing the Global Economy POL00014HKarl Marx POL00022HPolitical Transition in the Middle East POL00024HEthnicity and Conflict POL00043HGlobal Politics of Nuclear Weapons POL00046HPolitics and the Street POL00051H Regionalism in World Politics POL00033HPolitical Economy of the New Europe POL00041HPolitical Participation and Democracy POL00035HThe Idea of Liberty POL00023HTerritory and Conflict in the Former Soviet Union POL00042H Dictatorship POL00010HGreen Politics POL00036HCitizens Parties and Elections in Contemporary Democracies POL00052HEthics in International Politics POL00028HGender and Political Theory	Pre-requisites apply for some of these modules ECO00001H Microeconomics 3 ECO00002H Macroeconomics 3 ECO00003H Applied Economics ECO00004H Economics of Social Policy ECO00005H Labour Economics ECO00006H Health Economics ECO00007H Mathematical Economics ECO00008H Industrial Economics ECO00009H International Economics ECO00010H Monetary Economics ECO00011H Alternative Perspectives in Economics ECO00012H Principles of Corporate Finance and Derivative Securities ECO00013H Structure and Regulation of Financial Markets ECO00014H Applied Econometrics ECO00015H Econometric Methods for Research ECO00018H Bubbles, Panics and Crashes ECO00019H International Economic Growth and Development ECO00027H Political Economics ECO00028H Experimental Economics	

							PEP00005H Ethics and Public Policy
							PEP00002H Rationality, Morality and Economics
							PEP00003H Dissertation - year long module

Economics web page: https://www.york.ac.uk/economics/current-students/

Politics web page: https://www.york.ac.uk/politics/current-students/ug-study/

7.c. Explanation of the programme and assessment design

The statements should be in a form that can be used for students (such as in a student handbook). It should make clear to students why they are doing the key activities of

the programme, in terms of reaching the PLOs. i) Contact with staff

Please explain how the programme's design maximises the value of students' contact time with staff (which may be face-to-face, virtual, synchronous or asynchronous), including through the use of technology-enhanced learning. For example, giving students resources for their independent study which then enables a class to be more interactive with a greater impact on learning.

(max 200 words) ii) Students' independent study

and formative work

Please outline key features of how independent study and formative work has been designed to support the progressive achievement of the programme learning outcomes. (For example, the use of online resources, which may also incorporate formative feedback; opportunities for further learning from work-based placements).

(max 200 words) iii)

Summative Assessment

Please outline how summative assessment within and across modules has been designed to support and evidence the progressive achievement of the programme learning outcomes. (For example, the use of different assessment methods at the 'introduction' stage compared to those used to evaluate deeper learning through the application of skills and knowledge later in the programme).

(max 200 words)

8. Contribution of staff

8.a. Please outline (where applicable) the contribution of Postgraduate who Teach (PGWTs) to the programme.

The programme must comply with the University Policy on PGWTs (http://www.york.ac.uk/admin/hr/managers/casual_workers/pgwt/#tab1) and PGWTs must be involved in the monitoring and review of the programme.

(max 200 words)

8.b. If casual teaching staff and/ or staff external to the University will be involved in delivery of the programme, please outline how they will contribute and how the programme team will ensure that individuals are adequately supported and monitored.

 A distinction should be drawn between those staff for whom the University can accept responsibility as internal examiners (i.e. continuing employees) and those for whom it

cannot (i.e. casual teaching staff, persons not employed by the University). Those in the latter category may be involved in assessing and in advising an internal examiner on the

mark to be awarded; in every such case, however, the internal examiners will be required to 'second mark' the work concerned and be formally responsible for the marks awarded (Guide to Assessment, Standards, Marking and Feedback sec. 17).

(max 200 words)

9. 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:		if No move to section 10 if Yes complete the following questions

9.a.Will the department need to agree new/ additional study abroad partnerships in order to offer this programme?

Please Select Y/N:		

9.b.Please briefly detail the nature of the study abroad (tick and/ or provide additional detail as appropriate):

i) Is it an additional/ replacement year? (please select)		

Additional details:

ii) Is it compulsory/ optional element of the programme? (please select)		

Additional details:

iii) If it is an additional year, is it direct entry/ transfer in? (please select)		

Additional details:

iv) How will students taking Study Abroad be assessed?

v) Can it be reassessed? (please select Y/N)		Explain how:

Explain how:

vi) If a student fails the Study Abroad which programme will they transfer onto or will they leave the University?

vii) How will the programme team manage the risks associated with offering Placement Learning and Study Abroad?

10. Work-based learning (including years in industry)

It is strongly recommended that departments that do not already have an established work-based learning programme should contact Careers for help and advice.

10.a. Does the programme include the opportunity to undertake work-based learning/ placements, including years in industry? All such programmes must comply with the policy on work-based learning and placements https://www.york.ac.uk/staff/teaching/procedure/programmes/design/ This should include the signing of learning agreements between the student, department and work-place		
Please Select Y/N:		if No move to section 11 if Yes complete the following questions
i) Is it a compulsory or optional element of the programme?		
Please Select:		
ii) Briefly detail the nature of the work-based learning:		
(max 200 words)		
iii) Who will be responsible for sourcing and arranging the placement: (please select)		
Additional details:		
iv) Is the work-based learning an additional year in industry?		
Please Select Y/N:		if No move to section 10.b. if Yes complete the following questions
v) Is it direct entry/ transfer in? (please select)		
Additional details:		
vi) What will be the criteria for the selection of locations for work-based learning?		
(max 200 words)		
vii) How will the department ensure a sufficient number of work-based learning opportunities?		
(max 200 words)		
viii) How will the department make work-based learning providers aware of their responsibilities?		
(max 200 words)		
ix) How will the department make students aware of their rights and responsibilities?		
(max 200 words)		

x) How will students taking a year in industry be assessed?	
(max 200 words)	
xi) Can it be reassessed?	

Please Select Y/N:		
if yes, please explain h w:		
(max 200 words)		

xii) How will the programme team manage the risks associated with offering a year in industry?
(max 200 words)

10.b. For programmes involving other forms of work-based learning other to years in industry It is strongly recommended that departments that do not already have an established work-based learning programme should contact Careers for help and advice. All such programmes must comply with the policy on work-based learning and placements https://www.york.ac.uk/staff/teaching/procedure/programmes/design/ This should include the signing of learning agreements between the student, department and work-place
i) What will be the criteria for the selection of locations for work-based learning?
(max 200 words)
ii) How will the department ensure a sufficient number of work-based learning opportunities?
(max 200 words)
iii) How will the department make work-based learning providers aware of their responsibilities?
(max 200 words)
iv) How will the department make students aware of their rights and responsibilities?
(max 200 words)
v) How will students undertaking work-based learning be assessed?
(max 200 words)
vi) Can it be reassessed?

Please Select Y/N:		
if yes, please explain h w:		
(max 200 words)		

10.c. Support for students on work-based learning
i) How will students be briefed prior to, and de-briefed after, work-based learning?
(max 200 words)
ii) Who in the department will be responsible for overseeing students whilst they are undertaking work-based learning?
(max 200 words)
iii) By what means (e.g. work-based mentors, VLE, ongoing communication with the department) will students be supported when undertaking work-based learning?

(max 200 words)
iv) How will any work-based mentors be trained and utilised?
(max 200 words)
v) If mentors/ employers are to be involved in assessment how will they trained, supported and monitored?
(max 200 words)
vi) How will work-based learning be monitored and reviewed?
(max 200 words)

11. Additional information

11.a. Recognition of prior learning / credit transfer Will this programme involve any exemptions from the University Policy and Procedures on Credit Transfer and the Recognition of Prior Learning? (Any exemptions must be agreed by the BoS and PVC Teaching, Learning and Students and then detailed in a departmental statement on credit transfer and the recognition of prior learning – contact your Quality Support Officer in the Academic Quality Team for guidance)		
Please Select Y/N:		
11.b. Continuing Professional Development Will any of the programme's modules be available on a freestanding basis?		
Please Select Y/N:		
if yes, please explain h w:		
11.c. Ethical considerations Does the programme give rise to any ethical issues, which might warrant wider consideration within the University? (E.g. will the programme receive sponsorship from a firm that is involved in activities that might give rise to ethical concerns (e.g. tobacco/arms)? Will students need to conduct experiments on humans or animals)?		
Please Select Y/N:		if yes, please provide brief details to be referred onto the appropriate body within the University:

if yes, please provide brief details to be referred onto the appropriate body within the University:	

11.d. Student involvement in programme development	
How were current and/ or former students involved in the development of this proposal/ programme?	

(max 200 words)

11.e. External Examiners

i) Will any additional external examiners need to be appointed for the programme?	
Please Select Y/N:	

ii) Does the programme team envisage any difficulties in obtaining appropriate external examiners?	
Please Select Y/N:	

iii) Will any external examiners be drawn from outside academia? (please select Y/N)	
Additional details:	

11.f. Transfers out of or into the programme

ii) Transfers into the programme will be possible? (please select Y/N)	Yes
Additional details:	
Students who complete the Economics and Politics components of stage 1 of the PPE programme may transfer into stage 2 of the Econ/Pol programm	
ii) Transfers out of the programme will be possible? (please select Y/N)	
Additional details:	

12. Exceptions to University Award Regulations approved by University Teaching Committee	
Exception Please detail any exceptions to University Award Regulations approved by UTC	Date approved

Quality and Standards

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.

Quality assurance and enhancement processes include:

· 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, and via the National Student Survey.

More information can be obtained from the Academic Support Office: http://www.york.ac.uk/about/departments/support-and-admin/academic-support/staff/#quality

Date on which this programme information was updated:
13/09/2017

Departmental web page:

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.

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