

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 Philosophy, Politics and Economics (PPE)

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

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, Economics and Related Studies, and Philosophy

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) |
| LOVO | |
| 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/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 |
| BA in Philosophy, Politics and Economics | 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 required:

(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), Dominic Spengler (Programme Leader)

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 the PPE 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 all three 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 six interdisciplinary modules: In stage 1, it offers Topics in PPE, which introduces students to interdisciplinary thinking about the three PEP disciplines; in stage 2, it offers Philosophy of the Social Sciences; 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 taught interdisciplinary modules are: The Democratic Economy (Politics and Economics); Rationality, Morality, and Economics (Philosophy and Economics); Ethics and Public Policy (Politics and Philosophy). All PEP students are required to take one stage 3 taught interdisciplinary module. Since the education of PEP students is done mainly by taking modules from the three collaborating departments, this document should be read in conjunction with the documents produced by the three departments which will contain important information about the individual modules PEP students are offered.

5. Purpose and learning outcomes of the programme

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

Tackling complex societal problems requires the multi-layered competencies that are developed by studying key related disciplines with a strong emphasis on interdisciplinarity. Taking a degree in PPE (Philosophy, Politics, and Economics) counters the trend to ever narrowing specialisation and equips you to take a broad but nuanced view of difficult issues. We educate researchers, policy makers and professionals who can examine an issue from different angles and who can combine different perspectives in a constructive way. The three disciplines require different skills—the mathematical precision of the economist, the insistence on logical argument and the probing of key principles and concepts found in philosophy, and the need for solid evidence typical of all social sciences. As a PPE student, you will become a versatile and persuasive communicator of complex ideas.

Whether you are examining the lessons to be learned from the financial crisis of the last decade, the challenges of a globalizing world, or the appropriate response to environmental questions, a proper analysis of such complex questions draws on expertise from philosophy, political science and economics rather than relying exclusively on one of these perspectives. At York, there is a long-standing tradition of interdisciplinary teaching and a suite of exciting interdisciplinary modules. These modules, which are jointly taught by researchers from the different disciplines, bring interdisciplinarity to life and show you the dynamic and complex interrelationship between the different perspectives of the three PPE disciplines. As a result of taking this degree, graduates of the PPE programme are able to probe social issues and phenomena from different angles, using different methodologies and intellectual frameworks, and are therefore some of the most sought after graduates in the areas of policy making, social and economic 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 philosophy, politics, and economics, 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 the three disciplines. |
| 3 | Communicate the issues, methods and results of the three 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 all three disciplines, thereby becoming a versatile and multi-skilled analyst. |
| 5 | Appreciate and articulate the role of philosophical assumptions in different methodologies pursued in the social sciences. |
| 6 | Use interdisciplinary thinking to reflect upon and engage with issues arising in modern societies, thereby acquiring a deeper understanding of the connections between the PEP disciplines by drawing on the complete set of skills developed in these disciplines. |

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 three disciplines. They combine versatility with in-depth knowledge of some main areas of all three 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 PEP students take Beginning Philosophy which has sections on resources and study skills. Many of our students will take the first-year Politics module What is Politics? which has an important focus on 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/>

| | |
|--|---|
| <p>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 the PEP 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.</p> | |
| <p>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.</p> | |
| <p>n/a</p> | |
| <p>vi) How will students who need additional support for academic and transferable skills be identified and supported by the Department?</p> | |
| <p>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.</p> | |
| <p>vii) How is teaching informed and led by research in the department/ centre/ University?</p> | |
| <p>Students benefit from the research-led approach to teaching in all three departments. The School's own modules are taught by academics at the forefront of research across the relevant disciplines.</p> | |
| <p>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.</p> | |
| <p>Stage 0 (if your programme has a Foundation year, use the toggles to the left to show the hidden rows)</p> | |
| <p>Stage 1</p> | |
| <p>On progression from the first year (Stage 1), students will be able to:</p> | <p>On completion of Stage 1, students will be able to use the tools of logic in the assessment and construction of arguments and proofs; they will have acquired the necessary mathematical skills in order to engage seriously with economics; they will have developed necessary research skills in philosophy and politics; they will be able to analyse, solve problems, and communicate (PLO1-PLO3) in the subject areas in a limited way by having been introduced to these subjects and their methods and results in some core areas. They will have started to engage with research in all three subjects which lays the foundation for achieving PLO4. Students will develop their awareness of philosophical thinking and its contrast with the methodologies in place in economics and politics is a basis for achieving PLOs 5 and 6.</p> |

| 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... | | |
| 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 the PEP disciplines by taking modules in each of them. 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 the PEP disciplines, and will be able to draw upon it to develop their own arguments and positions (PLO4). By studying all of the PEP disciplines, they will have acquired an understanding of how they interrelate (PLO6) and a grasp of the philosophical assumptions that underpin 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... | | |
| 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 partner 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-statement http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2843#_VthM1fmI\$7 | | | | | | | |
| 6.b. University award regulations | | | | | | | |

| | | | | | | | |
|--|--|---|--|--|---|---|--|
| POL00004I Contemporary Political Philosophy POL00005I History of Political Thought POL00006I State, Economy and Society POL00042I Foundations of International Thought POL00037I Politics of the World POL00032I European Union Politics and Policies POL00040I Human Rights and Wrongs in a Globalised World POL00008I Politics in the UK POL00009I Politics of Development POL00045I The Rising Powers POL00035I US National Security After the Cold War POL00007I War and Peace | POL00019I Themes in Contemporary Political Philosophy POL00016I Introduction to History of Political Thought POL00018I Introduction to State, Economy and Society POL00031I Introduction to The European Union: Politics & Policies POL00039I Introduction to Politics of the World POL00044I Introduction to Rising Powers POL00013I British Politics Since 1945 POL00017I Introduction to Politics of Development POL00036I Introduction to US National Security After the Cold War POL00014I Introduction to War and Peace POL00043I Introduction to Foundations of International Thought | PHI00081I Hume PHI00074I Metaphysics PHI00073I Philosophy of Language PHI00078I Philosophy of Mind PHI00077I Spinoza and Leibniz PHI00096I Intermediate Logic PHI00076I History of Ethics PHI00091I Aesthetics PHI00082I Ethical Theory PHI00066I Aristotle PHI00072I Religious Ethics PHI00097I Kant PHI00075I Nietzsche PHI00080I Philosophy of Science PHI00079I Applied Ethics 60 PHI00088I Tutorial Module: The Senses PHI00090I Tutorial Module: Philosophy and Implicit Bias PHI00089I Tutorial Module: Philosophy of Law PHI00087I Tutorial Module: Philosophy of Law | PHI00056I Effective Altruism PHI00068I Introspection PHI00041I Thomas Nagel's The View From Nowhere PHI00008I Philosophy of Time PHI00071I Hegel PHI00042I Imagination PHI00021I Paradoxes PHI00009I William James PHI00063I Rousseau PHI00040I Social Epistemology PHI00007I God & Morality PHI00092I Metaphysics (short) PHI00092I Metaphysics (short) PHI00086I Phil of Language (short) PHI00093I Philosophy of Mind (short) PHI00095I Intermediate Logic (short) PHI00067I Aesthetics (short) PHI00083I Ethical Theory (short) PHI00094I Religious Ethics (short) PHI00085I Philosophy of Science (short) PHI00084I Applied Ethics (short) | PHI00058H Philosophy of Christianity PHI00073H German Idealism PHI00092H Philosophy of Art from Hume to Tolstoy PHI00100H Analytic Aesthetics PHI0005H Personal Identity PHI00097H Wittgenstein and Philosophy PHI00046H Language and Mind PHI00075H Value and the Meaning of Life PHI00032H Foundations of Mathematics PHI00096H Suffering and the Good Life PHI00002H Contemporary Issues in Bioethics PHI00041H Dissertation (short) PHI00076H German Idealism PHI00081H Philosophy of the Emotions | POL00011H Border Politics POL00018H British Foreign Policy After the Cold War POL00003H Global Justice POL00009H Governing the Global Economy POL00014H Karl Marx POL00022H Political Transition in the Middle East POL00024H Ethnicity and Conflict POL00043H Global Politics of Nuclear Weapons POL00046H Politics and the Street POL00051H Regionalism in World Politics POL00033H Political Economy of the New Europe POL00041H Political Participation and Democracy POL00035H The Idea of Liberty POL00023H Territory and Conflict in the Former Soviet Union POL00042H Dictatorship POL00010H Green Politics POL00036H Citizens Parties and Elections in Contemporary Democracies POL00052H Ethics in International Politics POL00028H Gender 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 | Stage 2 PHI00105I Philosophy of Social Science Stage 3 PEP00001H The Democratic Economy PEP00005H Ethics and Public Policy PEP00002H Rationality, Morality and Economics PEP00003H PEP Dissertation |
|--|--|---|--|--|---|---|--|

Philosophy web page: <https://www.york.ac.uk/philosophy/current/undergraduate/modules/>

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

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

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: | <input type="checkbox"/> | 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: | <input type="checkbox"/> | |
| 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) | <input type="checkbox"/> | |
| Additional details: | | |
| | | |
| ii) Is it compulsory/ optional element of the programme? (please select) | <input type="checkbox"/> | |

| | | |
|--|----------------------|--------------|
| Additional details: | | |
| | | |
| iii) If it is an additional year, is it direct entry/ transfer in? (please select) | <input type="text"/> | |
| Additional details: | | |
| | | |
| iv) How will students taking Study Abroad be assessed? | | |
| | | |
| v) Can it be reassessed? (please select Y/N) | <input type="text"/> | 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: | <input type="text"/> | 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: | <input type="text"/> | |
|----------------|----------------------|--|

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) | <input type="text"/> | |
|--|----------------------|--|

| | | |
|---|--------------------------|--|
| Additional details: | | |
| | | |
| iv) Is the work-based learning an additional year in industry? | | |
| Please Select Y/N: | <input type="checkbox"/> | if No move to section 10.b. if Yes complete the following questions |
| v) Is it direct entry/ transfer in? (please select) | <input type="checkbox"/> | |
| 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: | <input type="checkbox"/> | |
| if yes, please explain how: | | |
| (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 how:

(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 how:

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: | <input type="checkbox"/> |
| iii) Will any external examiners be drawn from outside academia? (please select Y/N) | <input type="checkbox"/> |
| Additional details: | |
| | |
| 11.f. Transfers out of or into the programme | |
| ii) Transfers into the programme will be possible? (please select Y/N) | <input type="checkbox"/> Yes |
| Additional details: | |
| Students who complete the appropriate components of stage 1 of the PPE programme may transfer into stage 2 of the Phil/Pol, Econ/Pol, Econ/Phil programmes | |
| ii) Transfers out of the programme will be possible? (please select Y/N) | <input type="checkbox"/> |
| 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: | |
| <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, 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.

Template Last Updated 11/01/217 by Adrian Lee