

Programme Information & PLOs			
Title of the new programme – including any year abroad/ in industry variants			
BA Social Policy - Applied Social Science			
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
Department(s): Where more than one department is involved, indicate the lead department			
Lead Department	SPSW		
Other contributing Departments:	None		
Programme Leader			
Dr Zoë Irving			
Purpose and learning outcomes of the programme			
Statement of purpose for applicants to the programme			

Social scientific knowledge underpins the pursuit of social progress, broadening our social and political horizons and enabling effective active citizenship. The study of Applied Social Science examines the ways to achieve these outcomes, drawing on concepts and theories from Social Policy, Politics, Economics, Psychology and Sociology, and actively applying them to solving social problems from the local and national, to the global level. Students of Applied Social Science consider the diversity of human needs and sources of inequality, and analyse the social, political and economic context in which they exist. Exploring the nature and context of social divisions engages students with the application of core social scientific concepts and themes to real-world social problems, and active examination of the complexity of societal responses. Students will learn how to investigate and critically assess the role of citizens, governments, markets and other social and political actors in society, and to evaluate the evidence on which social science knowledge is based. In the second and third years of study, Applied Social Science students are able to shape their degree studies to their own interests, with training in social research, choice of modules and opportunities to undertake a work placement. As independent, critical thinkers, York graduates in Applied Social Science are equipped for a broad range of career paths in the private, public and voluntary sectors. Our graduates are able to tackle complex problems with interdisciplinary insight, apply sophisticated theoretical knowledge of the social world and promote collaboration and participatory approaches in their working lives.

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	Analyse and evaluate policy to develop informed judgements through a critical understanding of the ways in which social, political, economic and institutional interests shape social problems and societal responses.
2	Design creative solutions to complex real world social problems by applying theories and concepts from the social sciences and accounting for social difference.
3	Retrieve, generate, interpret and critically assess qualitative and quantitative data using appropriate research methods, digital resources and policy-relevant analytical techniques to investigate social questions and produce reasoned written accounts of social science enquiry.
4	Engage with social, political and economic debate at local, national and global level, synthesising complex material and communicating ideas effectively to peers, policy actors, practitioners and client groups across a range of professional settings, both in writing and verbally, using up-to-date visual presentation techniques.
5	Work effectively in multidisciplinary teams by acknowledging competing interpretations of social issues, and by recognising the value of collaborative and participatory approaches to problem-solving and the shaping of policy solutions.
6	Recognise the drivers of social inequalities and the differential impact of policies on social groups and contribute to the pursuit of social progress through sensitivity to the diversity of human needs

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.

N/A

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.

N/A

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?

The Learning Outcomes for this programme are ambitious because they contain an expectation that students will complete their studies with the ability to actively engage with social, political and economic debate at a number of levels and in different ways. It is expected that they will do this equipped with multi-disciplinary theoretical knowledge and the capacity to apply this to tackling problems and projects in their working lives. It is also expected that students will graduate with a sophisticated comprehension of human diversity and social divisions, and the benefits of collaborative activity, enabling them to be effective actors. The PLOs are stretching because they enable students to develop complex frameworks for understanding the social world and societal responses to social problems that draw from a range of disciplinary perspectives, and to use these in a variety of applied contexts. They also enable students to develop a command of both academic and interpersonal skills that require both sustained and increasing engagement in subject content as well as communicative development.

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

The Learning Outcomes for this programme are distinctive because they are designed to equip students to become effective social actors recognising the values of diversity and an outward-looking perspective on problem-solving. In achieving the outcomes students are able to actively shape the direction and content of their degree studies through a high level of module optionality. With academic experience across key social sciences disciplines, students will be advantaged in their future careers and activities by their abilities to tackle complexity using a range of conceptual and theoretical tools for analysis, and their skills in communication and collaboration.

iii) How the programme learning outcomes develop students' digital literacy and will make appropriate use of technology-enhanced learning (such as lecture recordings, online resources, simulations, online assessment, 'flipped classrooms' etc)?

For Applied Social Science students, the PLOs develop digital literacy both vertically through the stages of progression to final attainment and horizontally as part of the learning and assessment strategy for each of the modules. Different elements of digital literacy are addressed at foundational, intermediate and more advanced levels through the stages. While level 1 enables foundational literacy, modules at levels 2 and 3 aim for depth of skill development rather than breadth. Digital literacy development is directly linked to the practices relevant to the discipline, for example, engagement in policy debate which includes both academic knowledge and understanding and the ability to undertake engagement activities across social media fora and to contribute as well as utilise online information sources. This element of digital literacy will feature throughout the 3 levels. Working effectively in groups will require that students manage digital presence and identity sensitively, both as individuals and within their groups. Preparation of seminar work will include reflection on the value of digital resources, their public/private nature and endurance. In working towards the PLOs students will undertake reflective and critical use of digital resources and digital practices; use technology for effective communication and to increase the efficiency with which they engage with learning; contribute to and share digital resources. The PLOs enable students to learn to retrieve and evaluate a substantial range of information sources and they will gain familiarity with qualitative and quantitative software and online data sources relevant to the social sciences. The PLOs allow substantial use of material provided on the VLE to support learning as well as social media; digital tools for research, production and presentation of communications (both written and visual); management of data and documents (including e.g. the management of references using digital tools); learning support tools such as lecture capture and online library tutorials. The PLOs will equip students with the ability to effectively combine digital and physical forms of learning and working individually and together.

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/>

The PLOs include a range of transferable skills that can be applied in a wide range of problem-solving contexts such as being able to interpret and critically evaluate complex material and communicate such material in a variety of formats to a variety of audiences. The PLOs support employability through the option of a work-based placement in the final year undertaken in an organisation where social policy learning can be translated into practice. Students will develop a rounded awareness of and sensitivity to a range of perspectives and interests that will be essential for employability in a wide range of sectors and occupations. Students will develop independent and team-based working skills, including planning and time-management culminating in their dissertation work in the third year.

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

At stage 1 students will be introduced to key academic skills and have the opportunity to practise these and identify any particular areas for improvement. Sessions to reinforce and update these skills are embedded in core modules in stage 2 and 3. Module convenors offer open-door hours where students can seek help and it is expected that personal supervisors will discuss these issues with individuals and provide advice and support for additional training and learning in these areas.

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

All teaching staff are active researchers and the programme content is driven by research-led interests and strengths at all levels. This is reflected in both core and option modules focused on the politics of social policy; comparative/international approaches and Families and Children which inform the research strategy of the department as a whole. Staff operational skills are used to inform specific research-based teaching in social research methods and dissertation supervision. Level 3 modules are directly linked to staff research and provide learning opportunities at the cutting edge in the discipline and students following this programme are able to benefit from the specific research strengths across social policy, children and young people and crime and criminal justice which makes this a particularly dynamic area for research-led teaching opportunities. Further Integration of the two research centres located in the Department (CHP and SPRU) with learning and teaching strategies is also a departmental aim.

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:

Global statement

PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Use policy examples to identify the ways in which social, political, economic and institutional interests shape social problems and societal responses.	Demonstrate familiarity with the construction of social problems and apply theories and concepts from the social sciences to their explanation.	Retrieve, qualitative and quantitative data using appropriate digital resources to develop knowledge about the sources of evidence used to investigate social questions	Identify key debates in the social sciences and communicate these to peers both in writing and verbally, using appropriate visual presentation techniques.	Work in teams and appreciate the value of collaborative and participatory approaches to problem-solving	Recognise key drivers of social inequalities, and provide explanations for the differential impact of policies on social groups and individuals		

Stage 2

On progression from the second year (Stage 2), students will be able to:	<i>Global statement</i>
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PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Analyse policy with a critical understanding of the ways in which social, political, economic and institutional interests shape social problems and societal responses.	Apply theories and concepts from the social sciences to critically reflect on social problems, social divisions and the construction of societal responses.	Retrieve, generate and interpret qualitative and quantitative data using appropriate research methods, and social scientific analytical techniques to investigate social questions, assess evidence and produce reasoned written accounts of social science enquiry.	Appreciate the complexity of social scientific debate at local, national and global level, communicating ideas effectively both in writing and verbally to peers, using appropriate visual presentation techniques.	Work collaboratively in multidisciplinary teams by acknowledging competing interpretations of social issues, and by recognising the value of participatory approaches to problem-solving and the shaping of policy solutions.	Critically appreciate the drivers of social inequalities, with an awareness of the differential impact of policies on social groups and individuals and sensitivity to the diversity of human needs		

Stage 3

(For Integrated Masters) On progression from the third year (Stage 3), students will be able to:	<i>Global statement</i>
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PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8

Programme Structure

Illicit Drug Use	Citizenship, Difference and Inequality						
Placement	Comparative Social Policy						
Youth Justice	Policy Process						
Gender and Youth Cultures							
Wellbeing of Children and Young People							
Understanding Families and Family Life							
Housing Policy							
Poverty and Inequality							
Welfare States and Economic Crises							
Death and policy							
Gender, Citizenship and the Welfare State							
Sustainable Development and Social Inclusion							
Placement							

Management and Admissions Information

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

2017/18

Interim awards available Interim awards available on undergraduate programmes (subject to programme regulations) will normally be: Certificate of Higher Education (Level 4/Certificate), Diploma of Higher Education (Level 5/Intermediate), Ordinary Degree and in the case of Integrated Masters the Bachelors with honours. Please specify any proposed exceptions to this norm.

Certificate of Higher Education (Level 4/Certificate) Generic Diploma of Higher Education (Level 5/Intermediate) Generic

Admissions Criteria

TYPICAL OFFERS A levels BBB AAB for LL32 and L611 IB Diploma Programme 31 points 35 points for LL32 and L611

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 (Hons) Applied Social Science	3	Full-time	n/a	Please select Y/N	Yes	Please select Y/N	No	n/a

Language(s) of study

English.

Language(s) of assessment

English.

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

Is the programme recognised or accredited by a PSRB

Please Select Y/N:

No

if No move to next Section
if Yes complete the following questions

Name of PSRB

Are there any conditions on the approval/ accreditation of the programme(s)/ graduates (for example accreditation only for the full award and not any interim award)

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:

if Yes, provide details

(max 200 words)

University award regulations

The University's award and assessment regulations apply to all programmes: any exceptions that relate to this programme are approved by University Teaching Committee and are recorded at the end of this document.

Are students on the programme permitted to take elective modules?

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

Please Select Y/N:

Careers & Placements - 'With Placement Year' programmes

Students on all undergraduate and integrated masters programmes may apply to spend their third year on a work-based placement facilitated by Careers & Placements. Such students would return to their studies at Stage 3 in the following year, thus lengthening their programme by a year. Successful completion of the placement year and associated assessment allows this to be recognised in programme title, which is amended to include 'with Placement Year' (e.g. BA in XYZ with Placement Year'). The Placement Year also adds a Programme Learning Outcome, concerning employability. (See Careers & Placements for details).

In exceptional circumstances, UTC may approve an exemption from the 'Placement Year' initiative. This is usually granted only for compelling reasons concerning accreditation; if the Department already has a Year in Industry with criteria sufficiently generic so as to allow the same range of placements; or if the programme is less than three years in length.

Programme **excluded** from Placement Year?

No

If yes, what are the reasons for this exemption:

Study Abroad (including Year Abroad as an additional year and replacement year)

Students on all programmes may apply to spend Stage 2 on the University-wide North America/ Asia/ Australia student exchange programme. Acceptance onto the programme is on a competitive basis. Marks from modules taken on replacement years count toward progression and classification.

Does the programme include the opportunity to undertake other formally agreed study abroad activities? All such programmes must comply with the Policy on Study Abroad

<https://www.york.ac.uk/staff/teaching/procedure/programmes/design/>

Please Select Y/N: No

Additional information

Transfers out of or into the programme

ii) Transfers into the programme will be possible? (please select Y/N)

Yes

Additional details:

Students registered for Degrees within the Department will normally be able to transfer between programmes at any time during year one. Transfers to other routes will not be possible after the start of year 2 due to the required elements of alternative routes. Students wishing to transfer into the Programme from other Departments would normally be considered during year 1 providing that they meet the admissions criteria.

ii) Transfers out of the programme will be possible? (please select Y/N)

Yes

Additional details:

Students registered for Degrees within the Department will normally be able to transfer between programmes at any time during year one. Transfers to other routes will not be possible after the start of year 2 due to the required elements of alternative routes. Students wishing to transfer into the Programme from other Departments would normally be considered during year 1 providing that they meet the admissions criteria.

Exceptions to University Award Regulations approved by University Teaching Committee

Exception

Please detail any exceptions to University Award Regulations approved by UTC

Date approved

Date on which this programme information was updated:

19/12/2017

Please note:

The information above provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

Detailed information on the learning outcomes, content, delivery and assessment of modules can be found in the module descriptions.

The University reserves the right to modify this overview in unforeseen circumstances, or where the process of academic development, based on feedback from staff, students, external examiners or professional bodies, requires a change to be made. Students will be notified of any substantive changes at the first available opportunity.

Programme Map

Please note: the programme map below is in interim format pending the development of a University Programme Catalogue.

Stage	Module		Programme Learning Outcomes					
			PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
			Analyse and evaluate social scientific evidence to develop informed judgements through a critical understanding of the ways in which social, political, economic and institutional interests shape social problems and societal responses.	Design creative solutions to complex real world social problems by applying theories and concepts from the social sciences and accounting for social difference.	Retrieve, generate, interpret and critically assess qualitative and quantitative data using appropriate research methods, digital resources and policy-relevant analytical techniques to investigate social questions and produce reasoned written accounts of social science enquiry.	Engage with social, political and economic debate at local, national and global level, synthesising complex material and communicating ideas effectively to peers, policy actors, practitioners and client groups across a range of professional settings, both in writing and verbally, using up-to-date visual presentation techniques.	Work effectively in multidisciplinary teams by acknowledging competing interpretations of social issues, and by recognising the value of collaborative and participatory approaches to problem-solving and the shaping of policy solutions.	Recognise the drivers of social inequalities and the differential impact of policies on social groups and contribute to the pursuit of social progress through sensitivity to the diversity of human needs
			KNOWLEDGE Students study the operation of key social, political and economic actors and the ways in which their interests influence social policy development. Following a focus on these in early Autumn Term, the remainder of the module enables in-depth study of the development of policy in the key domains of social provision.	CREATIVITY Students become familiar with the frameworks for the organisation and delivery of benefits and services, and the ways in which these resources are distributed to meet a range of social needs. In parallel, social science concepts and theories are introduced and applied to the evaluation of distributive processes and to enable identification of gaps and problems that require further solutions. Contemporary policy challenges and problems are presented in relation to each key domain of social provision.	RESEARCH Lecture material identifies a range of theoretical and empirical sources and key social questions which form the basis of social science enquiry. Students are also inducted into the ethics of academic activity including learning, research and writing.	COMMUNICATE Supported by their lecture material, students are enabled to explore debates in social policy and the platforms from which these are undertaken.	TEAMWORK Key concepts, ideas and social aims are considered from a range of political and ideological perspectives which each interpret problems and their solutions differently.	CHALLENGE Students are familiarised with the operation of key social, political and economic actors in social policy development, and the ways in which their interests are privileged in particular contexts leading to inequalities. The dimensions of inequality within and across social groups in relation to their experience of social policy are examined using a range of empirical data sources.
Stage 1	Introducing Social Policy (core)	Progress towards PLO	Students study the operation of key social, political and economic actors and the ways in which their interests influence social policy development. Following a focus on these in early Autumn Term, the remainder of the module enables in-depth study of the development of policy in the key domains of social provision.	Students become familiar with the frameworks for the organisation and delivery of benefits and services, and the ways in which these resources are distributed to meet a range of social needs. In parallel, social science concepts and theories are introduced and applied to the evaluation of distributive processes and to enable identification of gaps and problems that require further solutions. Contemporary policy challenges and problems are presented in relation to each key domain of social provision.	Lecture material identifies a range of theoretical and empirical sources and key social questions which form the basis of social science enquiry. Students are also inducted into the ethics of academic activity including learning, research and writing.	Supported by their lecture material, students are enabled to explore debates in social policy and the platforms from which these are undertaken.	Key concepts, ideas and social aims are considered from a range of political and ideological perspectives which each interpret problems and their solutions differently.	Students are familiarised with the operation of key social, political and economic actors in social policy development, and the ways in which their interests are privileged in particular contexts leading to inequalities. The dimensions of inequality within and across social groups in relation to their experience of social policy are examined using a range of empirical data sources.
		By working on (and if applicable, assessed through)	Seminar tasks including debates and role-play exercises are designed to familiarise students with the operation of key interest groups in the formation of policy and to recognise the constraints in the policy development process. Seminars enable immediate formative feedback delivered by seminar leaders. In their essay and exam assessment students are expected to demonstrate their Knowledge and understanding of economic and political interests and their influence on policy development.	Seminar tasks including debates and role-play exercises are designed to engage students in the range of approaches taken in the policy development process, linking these to the ideas and social theories by which they are underpinned. Seminar content is focused on problem-solving and exploring solutions to policy problems. Seminars enable immediate formative feedback delivered by seminar leaders. In their essay and exam assessment students are expected to be able to draw on key ideas and theories to frame a written argument and to provide policy examples to illustrate their argument.	Seminar tasks require students to retrieve data and policy-related materials which they are expected to interpret and critically assess in their preparation work. Seminars enable immediate formative feedback delivered by seminar leaders. In their Essay and Exam assessment students are expected to refer back to these data sources in order to produce reasoned written answers. Students are also expected to demonstrate that they are equipped with skills in academic integrity and understand the ethical values appropriate to social scientific enquiry and writing in the social sciences.	Seminar tasks including debates and role-play exercises are designed to explore social policy issues at all levels of debate from local to global requiring students to familiarise themselves with positions in seminar preparation work and to communicate these positions in-class. Seminars enable immediate formative feedback delivered by seminar leaders and peers. In their essay and exam assessment students are able to demonstrate their written communication skills.	Seminar tasks including debates and role-play exercises require collaborative work during in-class activities. Seminars facilitate the presentation of students own interpretations of social issues and their exposure to immediate formative feedback delivered by seminar leaders and peers.	Seminar tasks including debates and role-play exercises are designed to explore social policy issues from the perspective of a range of actors and subjects including policy-makers, service users, activists and stake-holders. Through examining these different perspectives students develop awareness of the operation of social inequalities and their sensitivity to social difference. In their essay and exam assessment students are expected to demonstrate this awareness in their written answers.
Stage 1	Exploring Social Policy (core)	Progress towards PLO	Students become familiar with fundamental conceptual debates concerning justice, rights, needs, citizenship, equality and well-being in the Autumn Term. These foundational debates underpin normative debates surrounding social problems and societal responses unpacked throughout the rest of their Programme.	Students become familiar with fundamental conceptual debates concerning justice, rights, needs, citizenship, equality and well-being in the Autumn Term. In the Spring Term issues of measurement and data analysis are explored in order to demonstrate the significant connection between conceptual analysis and data analysis. In the Summer Term, students actively apply this knowledge to contemporary policy issues.	Working with the Library, the module embeds digital literacy skills into its lecture content and assessment tasks, Library staff assisting in the delivery of one session in each of the three terms of the module, focusing on literature search and data management techniques in the Autumn and Spring terms and the assessment of learning outcomes in these areas in the Summer Term. In the Spring Term issues of measurement and data analysis are a major focal point of the lectures and seminars, as students explore the significant connections between conceptual analysis and data analysis. In the Summer Term, students undertake a group research project, bringing together the different strands of the module in an integrative fashion.	In the Autumn and Spring terms students are asked to relate conceptual debates to empirical evidence. In the Summer Term, students undertake a group research project, presenting their findings to peers and a panel of staff members.	A group research project, exploring a real world policy issue, and potential policy solutions, provides the focal point of the Summer Term's activity. In addition to fostering teamwork skills, the group project requires students to draw on competing conceptual perspectives and a variety of (potentially conflicting) data sources, using ideas from a range of social science disciplines.	The Summer Term group projects lay down challenges for each group of students, providing them with real world policy problems and asking them to explore possible solutions. An analysis of how their solutions relate to competing notions of key concepts such as fairness, justice, needs, rights or equality will require an appreciation of the drivers of social inequalities, awareness of the differential impact of policies on social groups and individuals and sensitivity to the diversity of human needs.
		By working on (and if applicable, assessed through)	Autumn Term seminar tasks require students to prepare arguments representing competing viewpoints on key normative conceptual debates, developing their ability to: use concepts in a critical fashion; apply them to real world situations; and, assess the veracity of different perspectives against real world evidence. The seminar debates enable immediate formative feedback to be delivered by seminar leaders, supporting students in developing their conceptual analytic skills. The essay assessment relating to one of these debates provides summative feedback on these skills.	Autumn Term seminar tasks require students to prepare arguments representing competing viewpoints on key normative conceptual debates. In the Spring Term the seminars take a workshop format, inviting students to link conceptual analysis with issues of measurement through applied exercises; the active learning approach here places data analysis into a real world context and provides the space for immediate formative feedback to be delivered by seminar leaders. In the Summer Term students work on a group project which brings together these different strands, where students work on live policy issues using the conceptual and analytic skills developed in the Autumn and Spring Terms. These projects are assessed through a group presentation and a reflective individual report, each assessing both substantive content and (separately and explicitly) the use of concepts, different types of evidence and the critical evaluation of each.	In the Spring Term the seminars take a workshop format, inviting students to link conceptual analysis with issues of measurement through applied exercises. In the Summer Term students work on a group research project assessed through a group presentation and a reflective individual report, both of which explicitly require evidence from different types of data source to be included and the latter requiring critical assessment of some of the data sources utilised. Members of staff from the Library are involved in the grading of the group presentations.	The Summer Term group research projects are partially assessed through a group presentation, including marks for substantive content, quality of underlying research and presentation technique. Formal feedback on each of these dimensions is provided.	The Summer Term group research project is assessed through a group presentation and a reflective individual report, both of which explicitly require evidence from different types of data source to be included and the latter requiring critical assessment of some of the data sources utilised. Team working is explicitly assessed as part of the tasks: the group presentation task includes a peer review element, while the individual report requires all students to critically reflect on their team working skills in the context of the group project's progress and outcomes.	The Summer Term group projects lay down these challenges and explicitly require groups to reflect on how different potential solutions they devise relate to competing notions of key concepts such as fairness, justice, needs, rights or equality.
Stage 1	Politics and Economics of Social Policy (core)	Progress towards PLO	Students will gain knowledge of political and economic institutions, and the ways in which these interact with power structures in the development and implementation of policy.	Students develop familiarity with the political and economic approaches to the analysis of social issues and with the policy complexity generated by political and economic power structures.	Students use political and economic approaches to analyse policy issues drawing on empirical sources and real world policy issues.	Students develop familiarity with key political and economic debates relevant to social policy and the platforms from which these are undertaken.	Students gain experience of working collaboratively in preparation for their seminar activities with role plays to highlight the interplay of competing perspectives and interests.	Students gain knowledge of the operation of key political and economic actors in social policy development and the ways in which their interests are privileged in particular contexts leading to inequalities.

		By working on (and if applicable, assessed through)	Lectures take contemporary political and economic issues and explore these through theoretical literature. In the Autumn Term lectures explore issues that have appeared in the news within the previous week, tying these news stories to themes running through the module. Students examine traditional structures of power but through the module students explore the extent to which power is much more diffuse whilst gaining an appreciation of the power of institutions in shaping and controlling that power. Seminar activities enable students to apply the theoretical literature explored in lectures to political and economic examples drawn from parliamentary practice. Seminars enable immediate formative feedback delivered by seminar leaders.	All seminars students are required to fuse theory with example. From a base that focuses on traditional structures of power, students are supported through seminar work in developing their understanding of the policy process to include a secure knowledge of the complex range of actors involved in policy formulation, implementation and regulation, the role of evidence in the policy making process and the implications of resource availability. In seminars students are presented with social and political problems and tasked with working collaboratively to develop realistic solutions for different political and socio-economic contexts. In the Summer Term the summative assessment requires students to produce a Policy Brief in the style of a Special Adviser, which considers the political and economic implications of policy recommendations and their relationship with questions of access to, and use of political power and economic resources.	Seminar work is designed to increase in complexity as the year module progresses. Early seminars assign core reading for students to explore with later seminars presenting a question to answer or theme to explore with guidance provided to help students access relevant sources. These tasks are complemented by sessions that require students to undertake specified guided research activities. In the final seminar of the Autumn Term students are assigned roles in preparation for a debate role-play exercise. This requires students to access a range of sources relevant to the interests their role. The essay assessment requires students to draw on key concepts and theories from political science and economics to frame a written argument.	Seminar tasks including debates and role-play exercises are designed to explore social policy issues at all levels of debate from local to global requiring students to familiarise themselves with positions in preparation and to communicate these positions in-class. The Summer Term assignment requires students to write a policy report that while conforming to traditional essay requirements, is expected to be written in a style that would be accessible for those within the political community, especially those working in the Treasury.	All seminars are based on the principle of group-based discussion and peer-assisted learning. As the module progresses more collaborative research work is required, with students tasked with producing presentations as part of a group. Seminars that take the form of a debate involve group preparation with students assigned roles and it is only through collaboration that students are able to fully address the question they have been assigned to debate.	In lectures and seminar work students explore differential access to and experiences of power, with a focus on the democratic process and traditional structures of power. As the module progresses a more complex view of the policy process is developed as seminar work explores 'winners and losers' in this more complex world. The economics element of the module requires students to explore differential access to resources and to critically reflect on the causes and consequences of inequality.
Stage 1	Introducing Sociology and Social Psychology (core)	Progress towards PLO	Students gain detailed knowledge of key theories, concepts and perspectives that underpin the study of Sociology and Social Psychology. Students will also engage in evidence evaluation at a foundation level, exploring different ways of understanding the social world and their strengths and limitations. Students will develop understanding of ways in which theory is used to explain social problems and how this affects societal responses to social problems.	The development of understanding key concepts is combined with the consideration of a range of theoretical perspectives that can be used in the critical analysis of social difference and inequality. Students will also explore the differences between theoretical and empirical arguments and the strengths and weaknesses of both. Seminar work enables students to recognise the ways that sociological and social psychological understandings of social problems might operate to inform policy.	Students become familiar with a range of theoretical and empirical sources used in Sociology and Social Psychology, and explore the ways in which these are combined in the analysis of social difference, inequality and individual behaviour.	Module content is focused on key sociological and social psychological debates relevant to the study of social problems and inequality. Key fields of enquiry relevant to policy debates include demographic changes surrounding ageing, family formation, labour markets and behaviour change. Students become familiar with key explanations surrounding these changes as well as critical analysis of state intervention in response to them.	Students gain knowledge of competing explanations of social problems and social behaviour.	A key focus of this module is to introduce students to the analytical frameworks used to understand the sources of inequality and social divisions. Through a sociological lens students explore how the social world is stratified according to social class, gender, sexuality, ethnicity, age and disability, focussing on the structural dimensions of these issues. In the Spring term the social psychology component encourages the use of different concepts to study these inequalities on a more individual level, focussing on human behaviour including discrimination, socialisation, group dynamics, anti-social behaviour. The diversity of human needs is considered in detail in the social psychology element of the module, as key models for understanding human behaviour are explored. Students will examine how aspects of social difference described above intersect with one another.
		By working on (and if applicable, assessed through)	Seminar work enables students to develop awareness of the social and psychological dimensions of social problems and the analytical frameworks used to understand them. A broad range of theories are considered, and links with policy responses are highlighted. Theories/topics are selected to provide more detailed focus on the key social institutions that shape social inequalities and societal responses to them. Seminars enable immediate formative feedback delivered by seminar leaders. The summative assessment asks students to demonstrate that they understand the difference between sociological and social psychological theories as they are used to explain particular policy problems.	Seminar work uses group discussion to develop foundational knowledge of key concepts and theoretical perspectives, and enable personal exploration of these through interaction with peers. Seminars enable immediate formative feedback delivered by seminar leaders.	Seminar tasks require students to become familiar with sources of sociological and psychological knowledge which they are expected to explore and evaluate in their preparation work. Seminars enable immediate formative feedback delivered by seminar leaders. Summative written assessment requires students to draw upon a broad range of empirical research and understand its place in the generation of social theory.	Seminar activities require students to familiarise themselves with different perspectives and positions in sociological and social psychological enquiry, and to communicate these positions in-class. Seminars enable immediate formative feedback delivered by seminar leaders and peers. The written summative assessment requires students to demonstrate their own understanding of these topics using written communication skills.	Seminar activities will engage students in collaborative work both in preparation activities and during in-class activities where content is focused on the analysis of social problems from a range of perspectives. The social psychology element of the module includes a week of content dedicated to the understanding of group behaviour and the strengths and weaknesses of working in teams. This exercise includes a jury role play and reflection on the dynamics that informed their own decision making in a group. The final summative assessment of the module (written essay) requires students to draw upon the analytical frameworks of both sociology and social psychology. For this assignment students are required to understand the distinctiveness of these perspectives before evaluating their strengths and limitations in our understanding of a particular social problem. Seminars also enable immediate formative feedback delivered by seminar leaders and peers.	Seminar activities are designed to explore the interpretation of social problems from the perspective of a range of actors and subjects. Students explore a broad range of social inequalities relating to aspects of social difference such as sex work, ageism and racism and key theories on discrimination and prejudice from social psychology are applied to the analysis of social problems. Seminars enable immediate formative feedback delivered by seminar leaders and peers. The final summative written assignment requires students to combine theoretical perspectives from both sociology and social psychology to explore a particular social problem and explain their own understanding of how different concepts and theories illuminate difference and diversity of human experience in different ways.
Stage 2	Understanding Childhood and Youth (option)	Progress towards PLO	Students develop knowledge of the main theoretical perspectives (Social Psychology and Sociology) that have influenced the construction of childhood and youth. Students gain an understanding of how these theoretical frameworks influence social policy and practice with children and young people. Through an interdisciplinary approach to understanding childhood and youth students gain an understanding of how 'social problems' are framed in different ways and how these can complement and contradict one another.	Students will explore the conceptual underpinnings of 'childhood' and 'youth' before moving onto specific policy examples such as childhood obesity, family intervention and teenage pregnancy. By drawing upon concrete policy examples students will appreciate how theory translates into policy and practice.	Students engage with both quantitative and qualitative data appreciating the distinctive contribution they make in helping understand the experiences of children and young people. Students will distinguish between various types of data/evidence and appreciate their unique value to policy enquiry. Students explore how the theoretical frameworks surrounding childhood and youth tend to align to particular methodological approaches.	Students gain an understanding of the importance of social policy, how it impacts upon children and young people and practice with them.	Outside speakers enable students to appreciate the challenges surrounding policy implementation.	Students will explore the significance of 'difference' amongst children and young people (e.g. gender, social class, ethnicity, sexual orientation, disability) and how notions of 'difference' influence the experience of childhood and transitions to adulthood. Students will develop an understanding of how social inequalities intersect and overlap with one another and require a multi-faceted joined up social policy approach
		By working on (and if applicable, assessed through)	Seminar work facilitates analysis of key concepts and policy problems relating to a broad range of topic areas. The summative portfolio assessment consolidates knowledge through set tasks and critical engagement with a broad range of evidence. This involves tracing the development of a distinct social policy area relating to children and young people. Students are required to identify critical issues that have been raised in relation to the chosen policy area and consider the main challenges to successful policy implementation.	Seminar work consolidates independent reading to discuss real world problems. Seminar activities involve students exploring the policy making process from the formation of policy at the national level to its local implementation. Guest speakers (practitioners) in the spring term help consolidate this learning. The summative portfolio assessment requires detailed engagement with one of the following policy areas: early intervention, child poverty, teenage pregnancy, child protection and young people not engaged in education, employment or training. Students are required to draw upon a broad range of evidence to fully appreciate the challenges surrounding policy implementation.	Seminar activities involve students contrasting different types of data and evaluating their strengths/weaknesses to our understanding of adverse welfare experiences and/or 'poor' outcomes in childhood and adolescence. Students focus on a broad range of topic areas including the impact of divorce and separation, teenage pregnancy and parenthood, childhood obesity and material deprivation. Students are required to draw upon a range of appropriate data in the summative written essay and portfolio assessment.	Student presentations in classroom settings provide opportunities to practice communication skills. Outside speakers support student understanding of real world practice at local and national level. The portfolio represents a different style of communication appropriate to policy discussion and collection of evidence. During the autumn term seminar series students work in small groups on an activity relating to the theoretical underpinnings of how childhood is conceptualized. This develops students communicative/teamwork skills as well as providing a basis for formative feedback on the submission of their summative written essay.	Engagement with outside speakers requires consideration of theory in practice. The nuances surrounding effective policy implementation are to be evidenced in the summative portfolio assessment.	Seminar activities ensure students have understood key concepts of difference and how policy makers have sought to respond to the multi-faceted and complex needs of 'vulnerable' groups of children and young people. This is further consolidated through the summative portfolio assessment.

Stage 2	Policy Process (option)	Progress towards PLO	Students will develop knowledge of the theory and practice of policy analysis across a broad range of social policy areas. They will explore the institutional and other interests that operate within the policy process.	Students will apply policy analysis concepts and theories to 'real world' scenarios.	Students will gain an understanding of the role of evidence and evaluation in the policy making process. The potential for systematic reviews, quantitative and qualitative data to inform an 'evidence based' approach to policy making will be explored.	Students will develop an understanding of the policy making process through three distinct tiers of knowledge that explore the macro, meso and micro theorisations of policy formation and implementation. They will appreciate the differences in levels of debate depending on theoretical context.	Students will use role play to explore the complexity of the policy process and the role of government departments in decision making.	Students will explore the distribution of power in the policy process and how social problems become issues on the political agenda.
		By working on (and if applicable, assessed through)	Seminars are designed to explore policy challenges from macro, meso and micro perspectives, which is central to the understanding of the policy process. Policy report and government workshop reports are based on in depth application of theory to specific policy and to relevant government departments. The wider context of policy is recreated with key actors from beyond Westminster represented in the workshop.	Prior to the workshop, seminars are based on presentations, wherein students are required to use theoretical literature to explore a contemporary question pertaining to the policy process. The Government Workshop provides opportunities for students to work in teams to replicate government departments. Assessment tasks require students to engage with policy solutions and decision making.	Students are expected to document and refer to their evidence sources and their robustness in the verbal and written assessment tasks. The seminars require students to present their findings in a clear and understandable way, making use of software such as PowerPoint. Formative feedback is provided on both the content of presentations and the presentation and students have opportunities to present later in the term having reflected on this. The module as a whole makes use of the VLE, but during the government workshop this is much more dynamic. The workshop also requires students to access, analyse and then present data, both qualitative and quantitative, from a range of sources such as government reports, academic sources and grey literature. They must distill the key issues and then be able to present this to a range of different audiences - a key 'employability skill'.	The Government Workshop provides opportunities for students to work in teams to replicate government departments and to present their policy plans in a formal setting to the staff and colleagues using appropriate presentation techniques. These techniques vary dependent on the audience, with students required to present the same ideas to representatives of governments, the academy, business, and wider civil society. Students are required to be mindful of the theoretical messages from earlier in the term and their workshop report directly asks how this theoretical literature was demonstrated in action or otherwise through the workshop.	The Government Workshop requires students to work in teams to replicate government departments. A take-home message is that this is not always easy and in fact there are many barriers to working collaboratively, but that successful teamwork is a route though the workshop. The workshop encourages students to explore different models of teamwork that reflect the power relations that have been explored throughout the module. The workshop report then necessitates a critical appraisal of how successful that teamwork proved to be, how it could have been advanced and how these issues might affect 'real-world' policy making.	Throughout the module the differentiated access to and impact of the policy process are explored. Seminars ask questions such as 'how have young people been impacted by changes in the world of work?' and students engage with academic sources as well as material from think-tanks and advocacy groups in seeking to answer this. Throughout the module we explore the various stakeholders involved in the policy making process, from 'service user', through front-line service deliverers, right up to politicians. To successfully gain a 'complete' appreciation of the policy process students must appreciate how these various stakeholders have different roles in the policy process and what that then tells us about power more generally. The policy report and government workshop reports are based on in depth application of theory to specific policy and to relevant government departments and their specific group interests and challenges. The very act of splitting students into different government departments and then requiring them to speak to various policy communities is an important lesson in the difficulties and challenges faced by those trying to formulate and deliver policy that meets the diverse range of human needs.
Stage 2	Social Research Methods (Core)	Progress towards PLO	The module adopts a critical perspective regarding what constitutes evidence in social science and as such plays a role in deepening students perception of how social interests shape (the measurement of) social problems through an understanding of how research happens in the real world (lecture 2,4,5 and digital literacy session week 10)	Through detailed understanding of the role of social science research the module contributes to student understanding of the ways in which social problems are investigated and supports critical thinking skills by encouraging a critical perspective about the nature of knowledge.	The module is designed to train students in theories of social research (term 1) that facilitates critical assessment of qualitative and quantitative approaches to social research. Term 2 provides hands-on training in a range of research methods including generating quantitative data (survey design); working with data sets (quantitative analysis); generating qualitative data (talking methods; visual methods; ethnography) and analysing secondary data (documentary evidence). The final term uses workshops to draw aspects of two terms together for interactive research design sessions.	By giving students training in undertaking research and presenting data, the module supports student ability to communicate ideas effectively in written form.		A key theme of the module is concerned with the ethics and access issues related to research with disadvantaged groups and as such supports students' understanding of the ways in which inequality might be 'measured' and the ways in which social research seeks to ensure disadvantaged groups' voices are heard in the research process (Autumn term weeks 2,7,9; Spring term weeks 3,4, 7,8)
		By working on (and if applicable, assessed through)	Autumn term seminar groups require engagement with core concepts of epistemology through which students are required to demonstrate an understanding of how research is 'made' and the political and economic interests that might influence this (Seminar 2,3). The portfolio assessment part one (reflective learning) requires students to demonstrate engagement with concepts and ideas from the autumn term in a learning-log style component.	Small group seminars with leading researchers are used to introduce students to the real world of 'doing' social research. Students are required to reflect on their learning in a learning-log that forms the first part of the portfolio assessment. IN the final part of the portfolio students are confronted with a real-world social/crime related problem and develop a research design that will generate greater understanding and policy/practice solutions.	Students work on a portfolio-style assessment over the year that requires them to demonstrate that they can generate data (term 2) interpret data (term 1) and critically assess quantitative and qualitative methods (term 3). The research design project in term 3 will be based on crime-related issues.	The portfolio requires students to present data in appropriate ways thereby demonstrating an ability to communicate ideas effectively.	Research design tasks for the third part of the portfolio will require students to consider research with disadvantaged groups.	
Stage 2	Victimisation and Social Harm (option)	Progress towards PLO	Students will develop a critical understanding of the concept of victimology as a sub branch of criminology. Students will recognize the global nature of victimisation and critically evaluate contemporary national and international policies and practices for responding to victims of crime and wider social harms.	Students will interrogate a range of contemporary examples of social harm to enable them to question traditional definitions of 'crime'. They are encouraged to use examples for their projects that lie at the boundaries of legal definitions of crime and thus to explore events that require different policy and practice solutions to 'normal' crime.	Students will critically analyse primary documents and data sources such as the International Victimisation Survey and the Crime survey for England and Wales as well as data sources beyond standard criminal justice statistics. Through this analysis they will develop a clear understanding of the limitations of such sources and alternatives ways in which to retrieve information and data.	Students will critically assess international and global research on victimisation. Students will appreciate and engage with the debates around and the development of national and international policies and practices for responding to victims of crime and wider social harms.	Weekly small group seminar discussions are used to develop teamwork skills.	Students will identify and explain patterns and impacts of victimisation particularly in terms of race, gender, poverty and geography. Students will investigate how crime and the fear of crime impacts on everyday lives and wider society and will analyse the differential impact of policy and practice on those groups.
		By working on (and if applicable, assessed through)	By attending the case study workshops and working on their project report, based on a topic of their choice, students will conduct in depth analysis and interpretation of the impact of crime and social harm on a wide variety of victim groups and the policies and practices designed to meet those harms.	Students choose a real world example as the focus for their project. They must select from their learning around theories of victimisation and social harm and apply the most appropriate theory to explain the impact on their victim group; to analyse aspects of blame and responsibility; and to design alternative policy responses to the harm.	When preparing for seminars and when working on their assessed project students must utilise a range of secondary data to analyse patterns of victimisation and the impact of crime on victims. Their chosen topic will require independent engagement with a variety of data sets both from within and outside criminal justice and clear presentation of that data in their project. This process also develops key skills that students will develop further in their dissertation work in the third year.	By engaging with module reading and preparing for seminars and, more specifically, by working on their project, students must consider the different layers of responsibility that affect the generation of harm and society's responses to it. Students will use analytical models to address these drivers of social harm and the differing impact that they might have on individuals, social groups and institutions. The project assessment requires that students communicate their ideas in a written format but allows for flexibility beyond a standard essay format. Clear guidance is offered through feedback from their formative assessment where they introduce their preliminary ideas.	In weekly discussion groups students must discuss their allocated reading with their colleagues, presenting the findings and their interpretations to each other to facilitate a wider understanding of the issue for the whole group. Topics covered necessitate a sensitive and non-judgemental approach in these discussions.	Students are encouraged to use examples for their projects that lie at the boundaries of legal definitions of crime, and to analyse aspects of difference in relation to the experience of victimisation of their chosen group and any differential impact of policy and practice on those groups.
Stage 2	Comparative Social Policy (option)	Progress towards PLO	Students develop an understanding of cross-national differences in social policy arrangements, the social, political and economic contexts in which they operate and the roles of various actors. Students will become familiar with the main theoretical contributions that guide analysis and shape understanding of welfare difference.	Students develop understanding of comparative social policy theory and key concepts. Seminar activities include the exploration of specific policy challenges such as demographic and labour market change.	Students develop quantitative research skills, extracting, analysing and presenting OECD data on social policy. Through quantitative data analysis students explore trends in the development of social policy.	Students will explore the essence of different national responses to social problems and the debates that surround them. They will present their ideas to their peers and to staff using visual and data presentation techniques and communicate their ideas in written form in their essay assessment.	Seminar activities involve group work activities including presentations.	Students will draw upon a range of social indicators to explore cross national differences in social outcomes. Students will explore forms of stratification, such as class and gender when undertaking comparative welfare state analysis.

		By working on (and if applicable, assessed through)	The core reading for this module is one that explores the diversity of approaches to welfare and subsequent outcomes and seeks to explain this through an understanding of history, culture and institutions. Students are required to consider these theoretical foundations when exploring contemporary evidence that can be used to support or challenge key works of literature. In each seminar students are tasked with working collaboratively to highlight how current policy issues relate to theoretical works. The three assessments are designed to test students' understanding of the theoretical debates, ability to access and use key sources of data, and communicate effectively their conclusions to questions such as 'what can contemporary data tell us about the validity of welfare state typologies?'	The module provides a theoretical framework for understanding similarities and differences between the social policies of different countries. Early lectures and seminars are key to embedding this theoretical platform, which students are then required to both employ and critique in the seminars. These seminars present a policy area or social problem and task the students to consider how the theoretical framework(s) they have been given can aid our understanding of these issues and shape the likely and possible policy responses. A key question students must reflect on through the module relates to inequality and whether that is or should be a policy priority for different governments to tackle and how, given their history, culture, and institutions, that might be achieved.	Seminars are based on a fusion of theoretical literature and (usually quantitative) data sources. Students are expected to actively contribute to interpretations of comparative data in taught sessions. In the Spring Term two weeks of data workshops represent an intensive grounding in the relevant data sources used by key research organisations, academics and governments. Students are tasked with drawing on theory to construct sensible hypotheses that can be explored through data analysis and then presented in a way that captures the complexity of comparative research but is relatable to a range of audiences. Throughout the year students undertake data comprehension exercises, research via the use of data, and work collaboratively to present findings in seminars. Assessed individual presentations test the extent of engagement with theory, application of the principles of good research to a question of their own design, selection of appropriate measures for comparison, and presentation skills. The closed exam further tests students' understanding of the theoretical debates, ability to comprehend data and combine theory with data analysis.	Seminars during the Spring Term, are presentation-based with students required to select meaningful data from sources such as the OECD in order to explore theoretical debates or address questions relating to social problems. In the seminars students must work together to create and deliver a substantial presentation using software such as PowerPoint or Prezi. Students will present most weeks, which allows for substantial formative feedback. Students are expected to demonstrate knowledge and understanding of theory, the collection of relevant data and use of appropriate measures and indicators, the employment and correct interpretation of relevant basic statistical tests, and high-quality visual presentations. This feeds into the expectations of students during the summative assessed presentation which assesses understanding and application of theory, use of visual aids, stage presence, level of critical analysis, and time-keeping. The emphasis of the module is on the student as a researcher and communicator.	Seminar preparation work includes collaborative activities and in-class presentations. In the Autumn Term group tasks are often used in seminars to enable students to test their understanding of key theoretical work. In the Spring Term students are expected to deliver group presentations most weeks.	The module begins by introducing a framework for understanding and exploring how welfare states differ. Throughout the module students are then tasked with considering the differential outcomes experienced by citizens of different countries and how they may in turn may be further differentiated for different groups in a country. The assessed presentations are an opportunity for the students to focus on the outcomes of social policy, while the exam will require students to consider how the theoretical debates that have been explored can be used to aid data analysis with a direct focus on social outcomes.
Stage 2	Citizenship, Difference and Inequality (option)	Progress towards PLO	Students will demonstrate knowledge of a number of competing perspectives on social citizenship and reflect on the relationship between policies and practices in relation to citizenship, difference and inequality at micro, meso and macro levels. They must make coherent cogent and logically structured written and oral presentations on topics related to citizenship and social policy.	Students will reflect on the relationship between policies and practices in relation to citizenship, difference and inequality at micro, meso and macro levels.	Students will undertake independent research within the structure of a guided and indicative reading list	Students must identify the relevance of a variety of primary and secondary sources in their research organise and deliver seminar presentations. They will reflect on the relationship between policies and practices in relation to citizenship, difference and inequality at micro, meso and macro levels: They must make coherent cogent and logically structured written and oral presentations on topics related to citizenship and social policy.	Students must demonstrate a familiarity with debates concerning provision, conditionality and membership and an ability to apply these issues in relation to debates about social citizenship, difference and inequality	
		By working on (and if applicable, assessed through)	This is achieved through a consideration of the ongoing reform of the welfare state and how this relates to central elements of competing visions of social citizenship (i.e. the link between rights and responsibilities [aka conditionality] and debates about difference and social inequality/inclusion and exclusion) using the lens of competing ideologies of welfare and how differing dimensions of difference relate to citizenship and social policy. These are formally assessed via two summative essays.	Across the year the module concepts such as citizenship, social rights and responsibilities and membership and inclusion / exclusion are critically explored. More specifically in the first term service user perspectives are interrogated specifically the pros and cons of the co production of knowledge and the ontological and epistemological underpinnings of standpoint approaches and the co production of research and policy. In the second term, the module further considers how welfare policy is enacted at EU and global levels.	Students must retrieve, interrogate and present appropriate quantitative and qualitative evidence for their seminar presentations and summative assessments.	In the Autumn term all students are required to construct and present a presentation to their seminar classmates on a question they choose from a list of specified seminar questions. Through preparation and presentation of ideas in their individual seminar presentations. This is not formally part of the assessment but required.	A core focus of the entire module is difference and inequality and how these map on to competing visions of citizenship. Issues of class, race/ethnicity, gender and disability and policy in relation to these specific drivers of inequality play out in relation to the the concept of social citizenship and via the application particular policies. In respect of 'social progress' the competing ideological approaches for social citizenship that are considered in the Autumn term are effectively different visions of citizenship and the varying kinds of 'social progress' /society they envisage, encompass and promote.	
Stage 2	Debates in Criminal Justice (option)	Progress towards PLO	Students explore key debates in criminal justice policy and practice within their historical context and with the help of a theoretical framework that particularly stresses the concepts of justice, equality and discretion.	Students link theoretical concepts and debates in the literature to real-world problems of the criminal justice system, as well as the individuals and groups making up the system, particularly offenders, victims and the general public.	Students learn to search the literature, data generated by criminal justice agencies - both qualitative and quantitative - to support and formulate their arguments.	Students learn to express and challenge each other's ideas about contemporary criminal justice police throughout this module.	Students are tasked to strengthen their teamwork skills and learn to work with a range of colleagues with diverse skill sets and work ethics. They will reflect on the strengths and weaknesses of working in a team.	Students will see the significance of studying the criminal justice system and how it is linked to social inequalities, such as class, race, gender, and the impact the system has on social injustice more widely. They will see how the studied debates are about real life problems that several students will aim to tackle in their post-degree work.
		By working on (and if applicable, assessed through)	Through participating in lectures, student-driven seminars that are organised along the lines of key debates and through a summative essay and an assessed group presentation, students acquire a strong understanding of the strengths and limits of criminal justice.	Seminar activities, such as student debates and class presentations, as well as the assessed essay and group presentation challenge students to form their own arguments	The essay challenges students to draw on real-life examples and data and link this to a more theoretical question, whereas the group presentation task requires students to synthesise a large volume of data on a criminal justice field into a presentation to their peers.	Seminar preparation work includes collaborative activities and in-class presentations. In the Autumn Term group tasks are often used in seminars to enable students to test their understanding of key theoretical work. In the Spring Term students are expected to deliver group presentations most weeks.	In seminars students are asked to work in small groups and then represent their group to the whole class. In the group presentation, students are tasked to work with a group of colleagues that work differently from themselves. They will learn from each other but also how to work together in an employment-like situation under a strict deadline. They will also prepare a written reflection on the teamwork task.	The seminar discussions on at times controversial topics, the summative essay that critically assesses the contemporary criminal justice system, as well as the group presentation engaging with one particular social inequality will sensitise students to the ideas of social progress and justice which are directly linked to criminal justice today and these ideas shall stay with students beyond this module.
Stage 3	Placement (option)	Progress towards PLO	Through the development of placement-specific learning outcomes, students are expected to identify aspects of social policy or practice with which they can critically engage.	The placement enables students to engage with responses to real-world problems in an everyday setting.	Students are encouraged to engage with in-house data and information sources whilst undertaking their placement where appropriate.	Students are expected to give a presentation on their placement activities to their peers and are encouraged to share their placement report with the placement provider.		The placement allows students to develop understanding of the operation of social divisions in a real-world setting.
		By working on (and if applicable, assessed through)	Placement specific learning outcomes should specify those areas of policy or practice that will form the focus of the final report.	The final report assessment task requires students to reflect on policy and practice solutions to the issues they have encountered during the placement.	The final report assessment task should include some consideration of the available statistical evidence/data relating to the agency and/or its staff and clients.	Preparation for their presentation to peers using appropriate visual techniques and the final placement report component.		In the final report students are required to consider the impact of practice (as observed during the placement) on disadvantaged groups.

Stage 3	Sustainable Development and Social Inclusion (option)	Progress towards PLO	The impact of politics and political institutions on the development of policies of sustainable development is critically analyzed throughout the module. There is particular focus on the extent to which stakeholders are involved in the development of policies; the impact of entrenched gender inequalities on vulnerability to environmental problems and policy responses; how economic interests dominate discussions of sustainable development; how globalization and international agreements may lead to particular patterns of environmental harm; how political ideology may influence policy responses to environmental problems; how evidence is used within the decision making process. The module is heavily focused on data/evidence. The module relies on quantitative data as much of the data is grounded in the natural sciences (see 'research').	The module is heavily focused on 'real world' problems and their solutions (see 'communicate' and 'teamwork'). Students' understanding of these problems are enhanced by the application of several theoretical frameworks. The first, Baker's 6 normative principles of sustainable development (gender equality, common but differentiated responsibilities, inter and intra generational equity, justice, participation) provides an ideal version of sustainable development that can be used to critically analyze existing problems and policy responses. The second, the MUD/RED/SID conceptualizations of poverty are used to critically examine existing policy responses to social problems in the UK such as fuel poverty and hunger. Students are then encouraged to suggest alternative policy solutions to the problems discussed.	The module relies on quantitative data as much of the data is grounded in the natural sciences. Additionally some qualitative data is used when discussing the impacts of environmental problems on some groups - e.g. the effects of flooding on families, the stigma of fuel poverty/food poverty etc.	The module addresses a range of policy levels. We consider global climate change and who causes it (developed countries) and who is affected by it (poorer countries), and how best to develop a policy response; we consider transnational environmental crime - e.g. electronic waste from the UK being illegally disposed in countries like China and Ghana; gender in a development context and the relationship between gender and environmental disasters. At the national level we consider fuel poverty policy (which is also shaped by international climate policy); food aid (and its relationship with agriculture/climate change at the international level); and at the local level we consider social impacts of and policy responses to flooding using the York/Tadcaster floods as a case study. Small group presentations are required for some sessions with the intention that every student will present at least once. Students are encouraged to be creative, last year the fuel poverty team gave their presentation as a radio interview/role play	Sessions normally use small group work with students usually being required to create a mini presentation/poster on a particular issue in order to feed into broader group discussion. Tasks usually focus on a specific policy problem - e.g. considering who is most vulnerable to flooding in a local area and how to address needs; analysing the effects of fuel poverty policy on different groups defined as vulnerable by the government; critical analysis of types of food provision in the UK. Usually up to 7 students from the Environment Department take the module which provides a multidisciplinary element.	The sustainable development and social inclusion module considers the relationship between the environment and social inequalities. Social inequalities are considered as a cause and consequence of environmental damage. A broad range of inequalities are considered at the global, national and local level and include: gender, income, education. A variety of environmental problems including flooding, food insecurity, energy, climate change, and industrial pollution are considered in terms of their impacts on a variety of socio-economic groups, within and between countries.
		By working on (and if applicable, assessed through)	Workshops focus on environmental problems and related policy responses. Students are expected to analyse these in relation to appropriate theory. The essay requires students to demonstrate this critical understanding.	Workshop activities usually explore a particular theoretical concept (e.g. justice) and then link this to an environmental issue. The majority of sessions require students to consider the causes and consequences of an environmental problem, to critically assess current policy solutions, and to consider alternative policy options. The assessment also requires students to consider critically analyse policy problems and solutions.	The assessment usually requires critical analysis of existing data in order to establish the extent of the environmental problem being discussed and the likely impact of particular policy solutions. Students are also asked to make formal powerpoint presentations during the module (which usually consider the evidence base around a particular environmental issue) and are also expected to make informal poster presentations around particular environmental problems and policies during workshops.	Small group presentations are required for some sessions with the intention that every student will present at least once. Students are encouraged to be creative, last year the fuel poverty team gave their presentation as a radio interview/role play	Sessions normally use small group work with students usually being required to create a mini presentation/poster on a particular issue in order to feed into broader group discussion. Tasks usually focus on a specific policy problem - e.g. considering who is most vulnerable to flooding in a local area and how to address needs; analysing the effects of fuel poverty policy on different groups defined as vulnerable by the government; critical analysis of types of food provision in the UK. Usually up to 7 students from the Environment Department take the module which provides a multidisciplinary element.	Given the module's central focus on the relationship between environmental problems and social inequalities, these issues are critically discussed in every session during lectures and group activities. Every essay question is focused on one or more dimensions of social inequality and environmental harm.
Stage 3	Vulnerability, Deviance and Social Control (option)	Progress towards PLO	Students explore how social control operates through welfare and disciplinary interventions for vulnerable groups. They also explore wider theories which help explain social control developments and how these relate to vulnerable groups, using the concepts of vulnerability and deviance. Institutions are central but the textured ways in which institutions shape social life are drawn out. Analysing how social and criminal justice processes/systems overlap and work together to shape vulnerability is a central component of the module.	Real world social problems form the key concern for the middle segment of the module (Wks 4-8). Seminars and the formative assessment share a focus on applying critical thinking in order to develop fairer and more effective policy solutions to vulnerability.	Students explore lived experiences of vulnerability through looking at qualitative research which considers the voices of vulnerable people. They also assess qualitative and quantitative data which illuminates how social policy and criminal justice interventions which are targeted at vulnerable groups. Through reading and critically evaluating research reports and articles which draw on a wide range of data, students are encouraged to be critical of data, including using/engaging with online debates, blogs and articles on topical subjects covered in the module.	The module explores both social/criminal justice practice and social/criminal justice policy, looking from the micro to the macro. It draws upon the module convenor's own research to bring differing perspectives on salient issues such as how to appropriately deal with social vulnerability to the fore front of students learning.	Taught through a range of interactive lectures, and student led seminars and workshops, teamwork is a key focus of the module. Students on the module approach the topic from different disciplinary backgrounds (Criminology, Social Policy, Law etc) which generates insights into a wide range of perspectives on the issues, especially as they work in interdisciplinary groups together.	Concerns with inequalities in society, and in social policy and criminal justice are at the heart of this module. Students learn about how social processes shape the lives of different people differently. They are also encouraged to use the concept of intersectionality to develop a more nuanced understanding of how power operates in society and in welfare/criminal justice policy and practice.
		By working on (and if applicable, assessed through)	In order to generate deep learning and critical insights about policy, theory and lived experiences, content is built on a 'sandwich model, where theories and core concepts (vulnerability, deviance, social control) are focus Wks 2&3 (assessed through 500 word formative assignment in Wk 4). We move to vulnerable groups to explore trends/ideas empirically, then in Wk 9 & 10 return to broader theory and concepts in light of the more empirical work. Specific social problems such as sex work, anti social behaviour, worklessness and migrancy are used as case study topics through which to explore social control developments and how these shape vulnerability.	Specific social problems such as sex work (wk4), anti social behaviour (Wks), worklessness (W6), vulnerable youth (W7) and migrancy/trafficking (W8) are used as case study topics through which to explore social control developments and how these shape vulnerability. Student led workshops/seminars include a focus on designing policy solutions in response to a critical look at the social problem in question. For example, the migrancy session involves designing an ethical social media campaign on trafficking (creativity skills, and also enhancing digital literacy). The summative assignment has three sections, one of which is about applying critical thinking to recommend 3 policy measures which could improve the lives of vulnerable people.	The mixture of lectures, seminars and groupwork policy activities incorporate analysis of data on vulnerability and social control. There are some seminar activities which explicitly focus on students conducting independent research on one particular issue and then pooling this work in the seminar to critically analyse one problem in a way that includes a range of perspectives.	Students learn predominantly about vulnerability and social control in the UK, but with local variation a key focus and theory providing a more international perspective. For example, one of the 3 hour sessions focusses explicitly evaluating a street sex work partnership initiative which the module convenor was involved in developing and researching. One summative assessment choice is in the style of a report (most students select this option), creating room for flexibility in visual presentation techniques and developing report-writing style which is useful for communicating to a wide range of audiences.	Perspective taking is explicitly focussed on in seminar work. For example, sometimes students are asked to work in groups to represent particular stakeholders in the policy process (ASB session Wk 5). The focus on deviance and social control as core elements/concepts encourages students to consider 'norms' in a detailed way, and through this, they develop greater sensitivity to the perspectives of a wide range of value systems and how these are regulated in policy processes. The use of qualitative data which reports the voices of vulnerable/deviant groups is regularly a focus of set readings, which enhances sensitivity to the voices and perspectives of a diversity of service users.	Issues of difference related to gender, ethnicity/race and age and disability are especially central to this module. Intersectional understanding of vulnerability is developed through each weekly seminar/workshop activity. In these sessions, students explore different vulnerable groups and how they are affected by policy (for example, in the worklessness week they consider young people, lone parents, single men, disabled people etc). Sessions which focus on theories which have sought to develop understandings about how social control operates to shape social divisions and discrimination then encourage students to understand policy as producing a diverse range of outcomes for different people and groups.
Stage 3	Citizenship, Gender and the Welfare State (option)	Progress towards PLO	Focuses on critical analysis of policy in a cross-national context to understand the extent to which policy is designed with gender equality as a focus, how far the welfare state serves to reinforce the breadwinner /female carer model of the family and the impact that policy has upon gender equality outcomes.	Critically examines policy to understand the extent to which policy tackles gender equality. Examines outcomes to understand the impact of policy on gender equality outcomes. The module is designed to understand how to operationalise theoretical concepts such as citizenship and gender equality, and undertake empirical cross-national research to measure how well welfare states are doing.	The module is designed to enable students to understand how to operationalise theoretical concepts of citizenship and gender equality, and undertake empirical cross-national research to measure how well welfare states are doing in relation to these. It helps students understand how to undertake cross-national analysis, focusing upon index building to measure gender equality in relation to both policy and outcomes.	Four sessions focus on policy (employment, care, income and time policy) to understand and how far gender equality is supported in a cross-national context. The final week examines these policy areas together to understand which welfare state regime supports gender equality.	In weekly seminars, students debate competing perspectives of gender equality. They also work together in smaller groups to interpret data and debate the impact of different policy areas on gender equality. The module also considers how culture (and nature) as well as policy play a part in perpetuating gender role norms. They work together to produce a group presentation in week 10 to understand the extent to which welfare state regimes support gender equality.	The whole focus of the module is to understand the impact on policies for women and men, particularly the part they play in tackling inequalities between men and women. It seeks to understand how far policy plays a part in sustaining gender roles, and whether culture (and nature) have a role to play. It also considers the impact this has upon children and child wellbeing.
		By working on (and if applicable, assessed through)	Students critically discuss in seminars theoretical ways of understanding gender equality, and how the definition adopted by welfare states cross-nationally impacts upon how policy shapes gender equality.	Workshops are designed to enable students to look at OECD comparative data to understand how gender equality outcomes differ. Students discuss the extent to which policy, and welfare state differences can explain these outcomes.	Student use OECD data presented in Excel to choose appropriate quantitative indicators of gender equality outcomes, depending upon the definition of gender equality. They use excel to produce scatter plots and bar charts to interpret and critically assess the extent to which welfare states successfully support gender equality. To further their digital literacy, they communicate their findings to the group using power point.	In seminars students discuss the extent to which different welfare state regimes support policy in each area. In the final week they bring these policy areas together by summarising using an index to understand the extent to which welfare states support gender equality. This enables them to understand how to summarise complex material. They then undertake a presentation to their peers using powerpoint.	In weekly seminars, students discuss the issues in the wider group, but also work together in smaller groups - particularly in the 4 policy focused weeks. They work together to produce a group presentation in week 10 to understand the extent to which welfare state regimes support gender equality.	By undertaking cross-national comparison of both policy and outcomes, students are made aware that policy intentions are not always born out in practice. Policy has different impacts upon gender equality depending upon the context within which it is designed, including culture.

Stage 3	Dissertation (core)	Progress towards PLO	Students must undertake a dissertation on a topic related to social policy with consideration of the range of relevant institutions, actors and interests.	The dissertation should consider policy and practice responses and solutions and (where appropriate) make recommendations for change.	The dissertation can be based on primary research undertaken by the student with support from their dissertation supervisor.	The dissertation requires demonstration of command of a range of relevant debates and the effective communication of both the student's own ideas and those contained in the sources used in preparation.		Appropriate to the dissertation topic, students are expected to demonstrate an appreciation of social inequalities and sensitivity to the diversity of human need as an essential element of critical awareness, as well as engagement with existing knowledge and research.
		By working on (and if applicable, assessed through)	The final dissertation must contain an appropriate critical analysis of the topic.	The dissertation should include consideration of policy and practice solutions (where appropriate).	The dissertation should engage with up to date, relevant data including appropriate ethical debates.	The dissertation requires the synthesis and communication of complex material in written form.		Students will draw, as appropriate to their dissertation topic, on the knowledge and understanding gained in their taught modules that is relevant to the operation of social inequality and the diversity of need. This will inform their dissertation project and where appropriate their recommendations for change.
Stage 3	Poverty, Inequality and Citizenship (option)	Progress towards PLO	Discusses and critically examines competing definitions and measurements of poverty and inequality. Examines the extent and impact of poverty and inequality, and how different perspectives on the causes of poverty shape how society and policy view and respond to poverty.	Examines the concepts of poverty and inequality to understand how responses to these social problems depend upon decisions surrounding measurement and consideration of the causes of poverty and inequality and their impacts.	In exploring concepts of poverty and inequality, both qualitative and quantitative evidence bases are discussed. The second part of the module is based around the use of quantitative evidence relating to poverty and inequality.	The module discusses policy solutions to poverty and inequality, how policy responses have changed over time, and uses evidence to assess competing political opinions relating to the causes and measurement of poverty.	We discuss competing ways to measure poverty and inequality and the causes of poverty and inequality. We use vignettes to debate pathological or structural causes of poverty and the idea of deserving or undeserving poor. Data workshops involve students working in groups to assess competing perspectives on poverty and inequality.	The whole focus of this module is poverty and inequality, including exploring the causes and drivers of poverty and inequality. The differential impact of policies on social groups is a key focus, including discussion of who is poor, and the impact of poverty on different groups.
		By working on (and if applicable, assessed through)	In seminars vignettes are used to explore how competing views of poverty, and who is poor, are shaped by perspectives of the causes of poverty. Workshops involve undertaking quantitative analysis using SPSS to examine and understand poverty and inequality. The final session involves student presentations to examine and present solutions to various aspects of poverty and inequality. The summative assessment for this module requires students to use empirical evidence to assess competing perspectives.	Workshops involve undertaking quantitative analysis using real' data from key sources such as the Poverty and Social Exclusion survey, OECD and LIS to examine and understand the concepts of poverty and inequality. These sessions extend student's digital literacy skills by assisting them in locating, preparing, analysing and presenting data. This final session also requires students to consider the policy responses that might follow from the evidence they examine.	Seminars involve discussing issues such as: how to undertake research on poverty with children and how to measure and poverty equalise income. Data workshops in the second part of the module give students hands on experience how to quantitatively examine poverty and inequality; these sessions extend student's digital literacy skills by assisting them in locating, preparing, analysing and presenting data. The summative assessment for this module requires students to include the results of their own analysis of statistical data.	Workshops gives students the opportunity to explore empirical data themselves and present their interpretations using PowerPoint; this allows module tutors to provide instant feedback as their data analysis skills develop. The final session involves students presenting findings from group research projects where they receive formative feedback from module tutors, covering both presentation technique and analytic depth. The summative assessment for this module requires students to communicate their own analysis of statistical data.	Seminars involve working in groups to discuss and debate various issues surrounding poverty and inequality. The final session involves group presentations to discuss approaches and solutions to poverty. The final session involves students presenting findings from group research projects where they work in teams to explore real world policy problems - strengthening student's employability.	Given poverty and inequality are the focus of the module, all seminar and workshop tasks address issue around social inequalities. The group research project and the summative assessment for the module also explore these issues.
Stage 3	Welfare States and Economic Crises (option)	Progress towards PLO	Gaining knowledge of the roles of international actors and the comparative exploration of national economic and political interests stretches students' horizon of policy analysis to incorporate a global perspective into their programme studies. The focus of the module on political and policy responses to economic crises crystallises knowledge and understanding of institutional interests and they ways in which they shape policy and establishes the importance of the relationship between policy-making and economic systems.	Module content consolidates knowledge of the policy making process and explores its operation at the global level. Social science concepts are applied in the analysis of contrasting spheres of policy-making and the operation of power and influence at global, world-regional and national levels.	Students hone skills in interpretation and critical assessment of a series of published empirical sources throughout the module. A range of international quantitative and qualitative data sources are explored in the examination and evaluation of national and international policy responses.	Students collectively reflect upon their critical commentaries on empirical sources and key readings and communicate ideas in class discussion.		Reflection on the drivers of social and economic inequalities at the global and world-regional level is undertaken through class discussion applying and enabling deep learning of social science concepts and theories.
		By working on (and if applicable, assessed through)	Weekly formative reading and review tasks and the discussion of these during workshops enables students to communicate their ideas in both written form and verbally to their peers and staff. Readings include those which focus on the distribution of power in international policy-making. Student reviews are then undertaken as a summative assessment.	Students are expected to reflect on the policy-making process and policy responses to economic crises, at the global, world-regional and national levels and analyse these processes in their weekly discussions and in their written essay assessment.	Students produce weekly critical commentaries on a variety of empirically rich sources and key readings. These are formatively assessed each week and help to inform a summative portfolio assessment. Students are expected to demonstrate command of data sources and their interpretation in their written essay assessment.	The weekly formative assessment of students' critical commentaries on key reading and empirical sources enables the development of skills in the production of clear concise summaries and practise of short word-length writing techniques. In their essay assessment students are expected to demonstrate engagement with policy debate beyond the UK context.		Students are expected to reflect on the nature and form of global inequalities in their written essay assessment.
Stage 3	Understanding Families and Family Life (option)	Progress towards PLO	This module provides students with an in-depth and critical understanding of contemporary social change in family life as well as the UK policy responses to that change as it relates to families with dependent children.	Students focus on real world problems arising out of social change (the rise in unmarried cohabitating families and lone parent families for example). They learn how such social change exercises the minds of policy makers to frame the issues in moral terms in order to uphold a particular political ideology and policy solution. Students gain a deeper understanding of the political and policy process which enables them to question their own worldviews about 'families' and the political and media influences that shape views in often stereotypical ways.	Students retrieve a broad range of materials including journal articles, research studies and other written materials which they interpret and apply to debates about current approaches to family policy and social change.	The seminar reading activities focus primarily on UK based policy debates and research evidence, but does make international comparisons where relevant. Students engage with these debates working in small discussion groups.	Students gain an understanding of competing explanations for social problems from different disciplinary backgrounds: including sociology, politics and social policy.	The students gain a deeper appreciation of the diversity and difference in family types, partnership formation and dissolution and the differential family contexts for parenting. They are challenged to question their own stereotypical views about the 'ideal family' and appreciate how and in what ways these have been influenced by policy makers, political rhetoric and political discourse. In addition, the gendered assumptions in a range of policies pertaining to families are exposed and questioned and particularly as they impact on disadvantaged lone parent families.
		By working on (and if applicable, assessed through)	The course is delivered in a 3 hour interactive session using a mix of lectures, seminar activities, and one to one feedback sessions with the tutor. Throughout the course students learn about the demographic patterns of family change; political interests that frame understandings about family life and which also drive policy solutions; and multiple sociological theories that explain contemporary partnership formation and 'family practices'. The students also explore family policies in depth (childcare, social security and work activation policies for lone parent families, work-life balance policies). The students critically examine these policies and their gendered aspects and construct their own summative essay question on a topic of their choosing (with one to one support from the tutor). They also provide a formative assessment mid course detailing their essay question and plan about which they receive individual face to face and written feedback. At the end of the course students provide an individual presentation on their unique individually constructed essay question.	In the first part of the course students focus on the demographic and political context to family change. They learn about the policy framing of social problems and the use of political stereotyping to achieve policy goals. Each week students undertake compulsory reading exercises that contain different sociological theories which explain aspects of family change. Students debate their reading in class in small groups and use it to call into question policy assumptions, policy responses and how they impact on real people's lives. In effect, throughout the course students are provided with a toolbox of theories that they choose from to apply to the individual summative essays that they have created to address a specific problem and/or family policy. The essay questions are unique to each student and it requires a mix of knowledge and imagination to generate a good question as well as to gather relevant material to answer it.	Students undertake compulsory reading exercises that contain sociological theories and research evidence from a variety of qualitative and quantitative studies that evaluate family policies. One example, is where students have to assess the evidence in order to decide whether lone parent families really are better off financially in paid work. In doing that, students evaluate complex quantitative analysis showing changes in incomes across different employment scenarios for different types of lone parent families. Students also apply and critically appraise competing sociological theories to aid them in considering more imaginative policy solutions. For example students learn about an 'ethic of care' perspective which offers a counter argument to the economic rationality approach commonly applied in UK family policy making. Students are explicitly requested to apply theories in their final summative essay - for which they have to gather their own material from the module resources but also outside that, as each essay question is unique to the student and reading resources cannot be predicted beforehand.	Each week in the seminar activities, students work in small groups to answer a series of key questions. They communicate with each other orally and are supported in their discussions with aid of TV documentaries and news debates. In the last two weeks of the course, students run a mock conference and using PowerPoint, give individual presentations based on their summative essays. In this way they demonstrate how they have synthesised a range of empirical and theoretical material to answer their individually unique essay question and have to present clear messages to their peers and the tutor. The challenge here is applying a mix of knowledge and imagination to generate a suitable essay question, find materials to answer it and present it clearly to their peers and the tutor.	In applying a range of theories and empirical evidence to their seminar discussions and summative essays (which focus on a social problem and or specific policy), they are in practice applying multidisciplinary if not competing perspectives.	In designing their own essay questions, students must choose relevant sociological theories and apply them to either a specific disadvantaged family type (like lone parents) or a set of constrained circumstances. In both instances, it exposes how policy leads to gender inequalities (for example childcare and work-life balance policies) that are disproportionately directed at and used by mothers and thereby generate and perpetuate those same inequalities. Students should therefore appreciate these taken for granted cultural and social norms that lead to gendered family practices and policy making which in turn result in differential impacts on mothers and fathers in different types of families. Some students are already parents or lone parents and this course gives them a deeper understanding of the social and political forces that have shaped their family lives. For students yet to be parents, they are more aware of the constraints that parenthood might bring and the importance of policy to reduce disadvantage and to support parenting in all family types.

Stage 3	The well-being of children and young people (option)	Progress towards PLO	Students are introduced to the concept of child well-being and to the different debates about how best to conceptualise and measure it comparatively across countries to help inform UK policy makers to identify solutions to improve the lives of children and young people.	Students are introduced to the key concepts, measurement tools and analytical frameworks that are applied to assess the well-being of children and young people comparatively. This provides students with: a critical understanding of the state of child well-being across the OECD countries; an appreciation of the level of well-being in the UK compared to other countries; knowledge of the different dimensions of well-being and how they might be shaped by socio-economic circumstances; and a critical appreciation of the difference between dimensions and what they tell us about the lives of children and young people. This enables students to investigate which dimensions require closer scrutiny and policy intervention.	Students are introduced to an extensive range of empirical data sources that are used internationally to measure and critically analyse child- well-being across many dimensions of life: for example Health; material circumstances; and educational performance. Students learn about the different ways in which these data sources are applied in matrices as well as learn how the matrices themselves are constructed using a framework of components (domains, dimensions, indicators and measures). Students will gain an understanding in how the components relate to one another, the difference between objective and subjective measures and the debates about the advantages and limitations of each type of measure. The technical elements of measuring subjective levels of 'happiness' and 'life satisfaction' using unique data sets, complex matrices and scoring systems are also covered as are the technical elements and debates involved in measuring poverty and material deprivation.	Students are engaged in learning about the social policy and empirical debates about how best to measure child well-being at the national and international level as well as learning about how the evidence is presented and communicated by different organisations (Unicef, children's society for example). They also learn how to present this material themselves in the weekly seminars and the summative assessment verbally and in written form.	Students gain knowledge of competing perspectives on child well-being and on the substantive debates around using objective or subjective measures and the different challenges these present to policy makers across countries. The many domains of child well-being that students study require them to engage with multidisciplinary ideas across areas such as health, healthy behaviours, education as well as subjective understandings of well being from psychological and sociological perspectives.	As part of the activities students pursue in their analysis of child well-being indicators they have to consider the differences in outcomes by gender, by socio-economic circumstances and how living in disadvantage and poverty affects various child outcomes. They make comparisons across countries and learn to appreciate that Nordic welfare states are producing better child outcomes as they ameliorate some of the socio-economic disadvantages and reduce inequalities.
		By working on (and if applicable, assessed through)	Students are taught in a 3 hour interactive session that every week combines a lecture with workshop activities and group presentations and debate about the evidence on the well-being of children and young people. For example, each week students work in groups to explore one dimension of well-being in which they scrutinise the evidence and present their findings to the class for discussion and debate. The seminars enable immediate formative feedback from the tutor and peer-to-peer discussions. Students are expected to apply what they have learned in the formative essay which focuses on debates about conceptualisation of child well-being. Students are expected to apply this conceptualisation to the empirical evidence they have sourced to describe 2-3 domains of child well-being in-depth.	Students interrogate the real data to help expose the state of child well-being outcomes across different dimensions and across countries. Each week students work in groups to explore one dimension of well-being about which they scrutinise the evidence and present their findings to the class for discussion and debate. Students are expected to apply what they have learned in the summative essay assessment by providing the empirical evidence on 2-3 domains of child well-being, highlighting the key areas of concern about child outcomes in those domains as well as engage in critical discussion about the problems of conceptualising well-being. Students choose their own three domains of well-being and collect the evidence throughout the course. Students must then collate the evidence and construct a coherent and critical written account in their summative essay. They are guided in making their choice of domains in individual face to face sessions with the tutor in which they also receive feedback on their formative assessment.	Each week students retrieve analysis of different quantitative data sets provided by different organisations (OECD, EU, Children's Society) by going to the original sources available digitally. Students present a synthesis of these analyses using graphs and charts and they explain how the analysis of specific domains fit into different matrices of child well-being. Students do this by interpreting their results in each group first before sharing this with the whole class for wider discussion. Students are expected to demonstrate their understanding in their presentations in which they get immediate feedback from the tutor. In the seminars and the summative essay assessment, they must also demonstrate an in-depth understanding about how the data is generated, how the specific child well-being outcomes are measured using different combinations of indicators from different data sets, whether the indicators are subjective or objective and how all the indicators fit together in different matrices.	Students communicate orally each week delivering their findings on a specific domain of child well-being in a group presentation to their peers and to the tutor. They use PowerPoint to explain the evidence they have gathered and provide an interpretation of their results. In these presentations and in their written work for summative essays, they are expected to embed diagrams, charts and graphs using the latest data to illustrate their analysis. Students must also communicate effectively face to face with the tutor on a one to one basis when discussing their choice of domains for their summative assessments and when receiving face to face feedback on their formative assessment. Students get plenty of practice throughout the course in communicating in a variety of ways and in synthesising and delivering explanations of complex quantitative information. They receive regular feedback on presentations skills too from the tutor.	The students get plenty of practice in working collaboratively in small groups each week. They also have to engage with multidisciplinary explanations of the different domains of child well-being throughout the course. Also, in retrieving analysis of well-being indicators provided by NGO's (such as Unicef) students engage with the values and principles of those organisations and learn to understand how they have different perspectives and purposes in promoting child-well-being.	The more detailed work on looking at the various factors shaping outcomes is embedded in students' seminar activities, in their group presentations reporting their findings and in their summative essay - especially the second half where they have to provide analysis of 3 domains of child well-being. In addition, the first part of the essay requires students to outline the underlying rationales for various different approaches to conceptualising and measuring child well-being - for example they are expected to discuss a child's rights perspective a development perspective etc. These different perspectives are applied to the development of different matrices of well-being, the purpose of which is to pursue social justice to improve the lives of children and young people. Otherwise there would be no point in attempting to measure it in the first place.
Stage 3	Illicit Drug Use (option)	Progress towards PLO	Students critically engage with international and national drug policy debates comparing and contrasting the approaches taken in the UK to those in other countries and make reasoned and evidenced assessments as to which approaches work most effectively.	Students interrogate the causalities of drug use applying structural and individual explanations in order to assess the complexity of these causalities and to appreciate the need for imagination and flexibility in the corresponding policy and practice solutions.	In seminar discussions, students will critically assess sources of competing and countervailing qualitative and quantitative evidence around theories of causalities and policy and practice to develop rigorous and well-evidenced arguments as to the strength of that evidence.	Debates around illicit drug use are politically, emotionally and scientifically influenced and are often controversial. Students must engage with these ideas and communicate them to one another in workshops by sharing collaboratively the different sources they have explored in preparation.	In seminar discussions, students will critically assess sources of competing and countervailing evidence around competing approaches to problematic drug use particularly in terms of harm reduction and recovery and the political, social and clinical influences on policy and practice stemming from these diverse perspectives. Due to the often controversial nature of the topic, students must be sensitive at all times to other people's perspectives - both in the literature and in their groups.	Students critically analyse the differential impact of drug policy and practice on vulnerable groups in society in terms of production, usage, impacts and harms. Their critical engagement allows them to see beyond simplistic paradigms relating to drug policy and practice.
		By working on (and if applicable, assessed through)	Students develop their own drug policy in seminar sessions drawing upon their knowledge of national and international approaches. In their assessment students must critically engage with the policy and practice approach taken for their choice of drug and reflect upon alternative strategies.	Seminar activities include students developing their own drug policy incorporating their knowledge of current drug policies nationally and globally. They are required to think radically and imaginatively about alternative approaches. They must then reflect these ideas in their assessment. Written formative feedback is given in response to submitted essay plans.	The assessment requires students to independently retrieve, assess and present qualitative and quantitative data and other forms of evidence about their drug of choice in terms of production, usage, effects and harms in a reasoned written account.	Workshops incorporate debates on several key issues including decriminalisation. Students must work in teams to construct arguments collaboratively that either support or refute the decriminalisation of illegal drugs. They must then present these arguments to their colleagues orally using evidence to support their stance.	Preparation for seminars, seminar discussions and the assessment require students to interrogate these competing approaches and to synthesise the evidence that supports these diverse perspectives.	Students must reflect their learning in their assessment by critically assessing the impact of drug policy and practice on vulnerable groups for their drug of choice. Seminar activities and discussion support this process throughout the module and written formative feedback is given in response to submitted essay plans.
Stage 3	Criminal Justice and Policing (option)	Progress towards PLO	Analysis of criminal justice policy as practiced by the police service. And the ways in which political and institutional interests shape societal responses to crime (through policing).	Responses to crime are a key real-world issue for policy makers and practitioners and the module provides an in depth analysis of the police as the primary definer of crime and criminality. In doing so the module allows students to consider the role and function of the police in relation to other debates in criminal justice (drawing on year 1 and 2 core modules), thereby consolidating and expanding their capacity to contribute to effective policy and practice solutions to crime.	The module aims to give students the opportunity to explore a range of data sources about the police and support them in critical analysis of this data.	The module focuses on local and national level debates about the role of policing in society. In doing so students are required to demonstrate an understanding of the complexity of policing in contemporary society and be able to explain this to others.	The module explores the ways in which the police are increasingly required to work with multidisciplinary teams and as such identifies the kinds of tensions in multi-agency working that students might encounter in future employment if they are working in crime-related jobs.	A key theme of the module is to explore the impact of criminal justice policy on disadvantaged groups, particularly in relation to gender, race and social class.
		By working on (and if applicable, assessed through)	Seminar activities engage students in critical analysis of police policy (PACE). Assessment tasks (essay question) are designed to ensure that students must engage in critical debate about the role of policing in society.	Seminar activities engage students in applying styles of policing to specific crimes in order to critically engage with policy and practice. Students may choose an assessment task that requires them to critically assess styles of policing in relation to a crime of their choice.	Seminar activities require students to engage with official data about police strength, stop and search statistics, corruption data and victim satisfaction data. Students use this data to construct a critical analysis of police discretion, discrimination and malpractice. In assessment students are expected to draw on up to date statistics and qualitative evidence to support their arguments.	Assessment tasks require students to develop a clear argument in written form. A 'murder investigation' activity (week 6) requires students to present their case to peers from the perspective of police officers, suspects and victims.	Ice breaker activities ask students about their perceptions of the police which usually identifies very different perspectives that they are encouraged to reflect on in group work. Seminar work requires small group participation and the inclusion of all ideas in feedback sessions. A specific session on community policing explores multidisciplinary working in policing with students taking different positions in a multi-disciplinary team to address crime problems.	Seminar activities explore the impact of criminal justice policy on disadvantaged groups through exploration of policy (week 2) practice (week 3) cop culture (week 4) styles of policing (week 5). Seminar tasks also explore aspects of discrimination in relation to gender and race (week 7). Assessment tasks (essay questions) are designed in ways that ensure students have to address issues of inequality in their arguments.

Stage 3	Prisons and Penal Policy (option)	Progress towards PLO	The module provides a deep learning opportunity for students to explore prisons and penal policy making. It specifically aims to take students on a critical journey to explore the tensions generated by approaches that seek to punish but also rehabilitate. The overall aim of the module is for students to ascertain as full a picture as possible as to ultimately whether or not prison works from multiple dimensions which include political, economic and social perspectives.	The theme of the module is to ascertain whether or not prison works as a solution to criminal behaviour.	The module draws upon a range of data, both quantitative in terms of official statistics and qualitative (using data sets from research studies provided via the UK data service) to encourage students to explore a range of different perspectives on the use of custody. The students will be encouraged to engage with social media platforms such as Twitter and specialist resources such as the Inside Times prison newspaper. The students will also be shown documentaries.	The module explores both the practice of imprisonment and penal policy, looking from the micro of prisoner and staff perspectives to the macro of international approaches to imprisonment. It draws on the module convenor's own research and experience of visiting prisons to bring differing perspectives on salient issues such as how to appropriately deal with different members of the population who face different challenges in the custodial estate, e.g. children, women and older prisoners.	The module introduces multi-disciplinary approaches to understanding prisons and penal policy including perspectives of offenders, victims and professionals. In doing so the module encourages students to see penal policy as a complex area of decision-making that is not simply about punishment but one that is embedded in a historical and political rhetoric. A key question raised throughout the module is whether or not prison works.	Students will explore the significance of 'difference' amongst prison populations (e.g. gender, social class, ethnicity, age) and how notions of 'difference' influence the experience that those incarcerated face. Students will develop an understanding of how social inequalities intersect and overlap with one another and require a multi-faceted joined up penal policy approach.
		By working on (and if applicable, assessed through)	The module is taught in a 3 hour format with the sessions divided (not necessarily equally) between a lecture and seminar/workshop based discussion and activities. Each week students will have two readings to complete, one which is theoretical in its discussion and another which contrasts in perspective. The supporting questions will encourage students to engage with debates around the use of imprisonment.	One of the formative assessments within the module is for students to draft a policy response to a particular issue which is apparent in the penal estate, this could be for example the use of short term prison sentences. The summative assessment for the module asks students in groups to design their own prison. They are provided with criteria of what the design must include but are encouraged to be as imaginative and creative with their choices as possible drawing on the range of evidence that exists around prison design both historical and contemporary, national and international.	Data on imprisonment will be presented throughout the module but is specifically the a feature of workshop activities in week 3, 4, 5 and 6. Students will be exposed to different sources of information some of which they will not have encountered before because they are specialist to this area of interest such as the Inside Times newspaper. The students for their summative group poster presentation will have to use digital resources in order to design and produce the poster therefore enhancing their use of technology.	Students learn predominantly about the way in which custody operates in England and Wales but within a lens of local variation and in a wider context of the international picture. For example, the final session of the module raises the question of whether ultimately we need prisons putting forward the heavily theoretical case for penal abolition. Within the workshop for this session the students will be tasked with comparing international approaches to imprisonment namely contrasting the supermax approach in America to the much less punitive approach of Scandinavia. Moreover, the summative assessment is in two formats of a group poster presentation and an individual report. Both of these tasks create room for flexibility and creativity in visual presentation techniques and in developing report-writing skills which are useful for communicating to a wide range of audiences.	The seminar and workshop activities are all group focused and encourage students to debate and discuss significant issues such as whether we should imprison children and/or women, the effectiveness of short term prison sentences and the conditions within custody. In some sessions, students are deliberately encouraged to perspective take, thinking about how different stakeholders (media, government, prison officers, inmates) might all operate prisons differently. The summative assessment is a group poster presentation where the overall task is to design a new prison where the chief aim is to reduce reoffending. The students will be tasked to work in groups to design and present a poster which covers their prison design, the prison regime, who staffs it and the rules of the prison. They will need to account for differing perspectives people involved in the process will have such as the different needs different types of inmates will have. Moreover, the module will have three guest speakers who will speak from different perspectives about the prison system; two ex-offenders will deliver guest lectures to the students talking about their contrasting experiences of being in prison and a current prison officer will also speak from their perspective of working in the prison environment. This will provide students with the opportunity to hear directly from those who have been part of or worked in the system.	Concerns with inequalities in prison are at the heart of this module. Issues of difference related to gender, ethnicity and age are especially central, and disproportionalities in the prison system form their own bespoke session in week 4 as well as being of significance throughout the module. Students are asked to consider the different needs different groups will have when designing their prison (summative assessment); this is particularly important when they reflect on the healthcare, diet and education provision their prison will have.
Stage 3	Criminal Justice and Policing (option)	Progress towards PLO	This module enables students to engage with the broader fields of social policy, criminal justice and policing, providing an alternative 'worldview' through which to critically analyse key policy frameworks that have direct/indirect impacts on children and young people's lives. Whilst not directly related to how key institutions shape social problems and policy responses to children and young people this is one of many modules on offer that highlight the interlinking and overlapping nature of topic areas within social policy and the implications this has for broader areas of interest. The module will focus upon analysis of criminal justice policy as practiced by the police service. And the ways in which political and institutional interests shape societal responses to crime (through policing). The module will focus upon analysis of criminal justice policy as practiced by the police service. And the ways in which political and institutional interests shape societal responses to crime (through policing).	Responses to crime are a key real-world issue for policy makers and practitioners and the module provides an in depth analysis of the police as the primary definer of crime and criminality. In doing so the module allows students to consider the role and function of the police in relation to other debates in criminal justice (drawing on year 1 and 2 core modules), thereby consolidating and expanding their capacity to contribute to effective policy and practice solutions to crime.	The module aims to give students the opportunity to explore a range of data sources about the police and support them in critical analysis of this data.	The module focuses on local and national level debates about the role of policing in society. In doing so students are required to demonstrate an understanding of the complexity of policing in contemporary society and be able to explain this to others.	The module explores the ways in which the police are increasingly required to work with multi-disciplinary teams and as such identifies the kinds of tensions in multi-agency working that students might encounter in future employment if they are working in crime-related jobs.	A key theme of the module is to explore the impact of criminal justice policy on disadvantaged groups, particularly in relation to gender, race and social class.
		By working on (and if applicable, assessed through)	Seminar activities engage students in critical analysis of police policy (PACE). Assessment tasks (essay question) are designed to ensure that students must engage in critical debate about the role of policing in society.	Seminar activities engage students in applying styles of policing to specific crimes in order to critically engage with policy and practice. Students may choose an assessment task that requires them to critically assess styles of policing in relation to a crime of their choice.	Seminar activities require students to engage with official data about police strength, stop and search statistics, corruption data and victim satisfaction data. Students use this data to construct a critical analysis of police discretion, discrimination and malpractice. In assessment students are expected to draw on up to date statistics and qualitative evidence to support their arguments.	Assessment tasks require students to develop a clear argument in written form. A 'murder investigation' activity (week 6) requires students to present their case to peers from the perspective of police officers, suspects and victims.	Ice breaker activities ask students about their perceptions of the police which usually identifies very different perspectives that they are encouraged to reflect on in group work. Seminar work requires small group participation and the inclusion of all ideas in feedback sessions. A specific session on community policing explores multi-disciplinary working in policing with students taking different positions in a multi-disciplinary team to address crime problems.	Seminar activities explore the impact of criminal justice policy on disadvantaged groups through exploration of policy (week 2) practice (week 3) cop culture (week 4) styles of policing (week 5). Seminar tasks also explore aspects of discrimination in relation to gender and race (week 7). Assessment tasks (essay questions) are designed in ways that ensure students have to address issues of inequality in their arguments.
Stage 3	Youth Justice (option)	Progress towards PLO	The module critically explores the nature of youth offending and how the state responds to such behaviour. It looks explicitly at the youth justice system, but places this in a wider context of welfare developments.	Problem solving skills are encouraged through critical engagement with key issues in criminal justice practice (such as sentencing processes; the use of prison)	The module introduces students to how youth crime is measured by criminal justice institutions and the limitations of official statistics. The module also introduces students to official reports and inspection reports as a form of documentary evidence that can be used to analyse the quality of provision within the youth justice system.	The module explores both youth justice practice and youth justice policy, looking from the micro to the macro. It draws upon the module convenor's own research to bring differing perspectives on salient issues such as how to appropriately deal with youth crime to the fore front of students learning.		The module explores diversity and disproportionality within the youth justice system particularly in week 3 and week 5.

		By working on (and if applicable, assessed through)	The module is taught in a 3 hour session which is broken down into a lecture, seminar and workshop. Workshop activities consolidate the lecture and independent reading. For the summative assessment, students are asked as part of the task to explore the ways in both societal and individual level issues have shaped the young person's journey into the criminal justice system. Some parts of the assignment focus on criminal justice, some focus on social policy issues.	Seminar and workshop activities encourage students to explore the different ways different problems could be addressed. One specific example occurs in week 6 where the session takes place in the Moot court room in the Law School- students are asked to explore the roles the different officials have in the youth court and are taken through the range of sentences available before being asked to sentence an example young person's case. The assessment for the module is an analysis of a 'real' young person's case drawn from the module convenors own research projects, with students critically evaluating the policy and practice response to the young person's case.	Data on youth justice is the focus of one entire 3 hour session on the module, as well as being embedded within other sessions. One core element of the summative case study assessment requires that students to explore official data and link it to their chosen case study young person. The student is encouraged to highlight the ways in which the young person is either 'typical' or 'atypical' of young people in the system, and to critically evaluate the implications in terms of criminal and social justice.	Students learn predominantly about the UK youth justice system, but with local variation and in a wider context of the international picture. For example, one of the 3 hour sessions focusses explicitly on international youth justice, with students comparing the strengths and weaknesses of different youth justice models around the world. The case study assessment requires students to consolidate a range of evidence in order to answer the questions posed. One of the options in the case study assignment is to write about international issues. The summative assessment is in the style of a report, creating room for flexibility in visual presentation techniques and developing report-writing style which is useful for communicating to a wide range of audiences.	The seminar and workshop activities are all group focused and encourage students to debate and discuss significant issues such as whether we should imprison children. In some collaborative group sessions, students are deliberately encouraged to perspective take, thinking about how different stakeholders (media, government, local practitioners, young people, voluntary sector) might all construct policy solutions differently.	Concerns with inequalities in the youth justice system are at the heart of this module. Issue of difference related to gender, ethnicity, race and age are especially central, and disproportionality in the profiles of young people in the youth justice system are critiqued in detail. Students are asked to reflect within their summative assessment on how typical their chosen young person is in relation to broader youth justice trends; they are specifically asked to reflect upon the young persons age, gender, socio-economic status, race, family status, and how 'fair' their young person's treatment in the criminal justice system is. In the final session, students are asked to redesign the youth justice system in groups - presenting recommendations to the prime minister for a fairer and more effective system.
Stage 3	Illicit drug use (option)	Progress towards PLO	Students critically engage with international and national drug policy debates comparing and contrasting the approaches taken in the UK to those in other countries and make reasoned and evidenced assessments as to which approaches work most effectively.	Students interrogate the causalities of drug use applying structural and individual explanations in order to assess the complexity of these causalities and to appreciate the need for imagination and flexibility in the corresponding policy and practice solutions.	In seminar discussions, students will critically assess sources of competing and countervailing qualitative and quantitative evidence around theories of causalities and policy and practice to develop rigorous and well-evidenced arguments as to the strength of that evidence.	Debates around illicit drug use are politically, emotionally and scientifically influenced and are often controversial. Students must engage with these ideas and communicate them to one another in workshops by sharing collaboratively the different sources they have explored in preparation.	In seminar discussions, students will critically assess sources of competing and countervailing evidence around competing approaches to problematic drug use particularly in terms of harm reduction and recovery and the political, social and clinical influences on policy and practice stemming from these diverse perspectives. Due to the often controversial nature of the topic, students must be sensitive at all times to other people's perspectives - both in the literature and in their groups.	Students critically analyse the differential impact of drug policy and practice on vulnerable groups in society in terms of production, usage, impacts and harms. Their critical engagement allows them to see beyond simplistic paradigms relating to drug policy and practice.
		By working on (and if applicable, assessed through)	Students develop their own drug policy in seminar sessions drawing upon their knowledge of national and international approaches. In their assessment students must critically engage with the policy and practice approach taken for their choice of drug and reflect upon alternative strategies.	Seminar activities include students developing their own drug policy incorporating their knowledge of current drug policies nationally and globally. They are required to think radically and imaginatively about alternative approaches. They must then reflect these ideas in their assessment. Written formative feedback is given in response to submitted essay plans.	The assessment requires students to independently retrieve, assess and present qualitative and quantitative data and other forms of evidence about their drug of choice in terms of production, usage, effects and harms in a reasoned written account.	Workshops incorporate debates on several key issues including decriminalisation. Students must work in teams to construct arguments collaboratively that either support or refute the decriminalisation of illegal drugs. They must then present these arguments to their colleagues orally using evidence to support their stance.	Preparation for seminars, seminar discussions and the assessment require students to interrogate these competing approaches and to synthesise the evidence that supports these diverse perspectives.	Students must reflect their learning in their assessment by critically assessing the impact of drug policy and practice on vulnerable groups for their drug of choice. Seminar activities and discussion support this process throughout the module and written formative feedback is given in response to submitted essay plans.
Stage 3	Death and social policy (option)	Progress towards PLO	Students will understand the central role of social policy in mediating the management of mortality and funerary behaviour by key statutory and third sector agencies and by the market.	Students will develop the capacity to understand the complexity of framing social policy around a subject area that is highly personal, ethically contentious and uniquely challenging in requiring pragmatic resolution.	The module will develop student skills in critically assessing a range of statistical and qualitative data produced which illustrate the effectiveness of a range of types of policy.	Students will have the capacity to engage effectively on death-related policy issues, and carry the capacity to connect death related issues to other social policy areas.	The module aims to encourage the creation and substantiation of competing interpretations of social policy responses to aspects of mortality.	Students will understand the need for effective social policy interventions in the area of mortality and funerary activity, as measures which protect the emotional well being of citizens, and allow for the expression of difference.
		By working on (and if applicable, assessed through)	Successive seminar tasks lead students through the development of a critical understanding of the way in which mortality is shaped by policy interventions, which are themselves framed by changing attitudes towards mortality.	The seminar process will lead students through current debates on alternative policy options, and use interactive role-playing scenarios to develop an understanding of how policy decisions are made.	Seminar tasks will include critical evaluation of a range of information and data produced by practitioners, lobbyists and policy makers. The module evaluation through written work will actively seek evidence of critical engagement with primary and secondary data. The module also includes a fieldwork visit and team collaboration to interview a death professional who will be attending a seminar.	Seminar modules will require one student each week to produce a short 'spot presentation' highlighting an aspect of the theme under consideration. Students working in teams will be required to complete at least one presentation to their peers.	Students will be expected to develop within- and outside-seminar team working on a range of tasks. Students will be invited to discuss each other's conclusions in a constructive way, and to work with different attitudes and opinions to shape policy solutions.	Students will examine a range of death-related social policies in the context of social inequality and religious and ethnic diversity. Students will be considering how those policies operate, and how they might be improved.
Stage 3	Gender and youth cultures (option)	Progress towards PLO	This module allows crime and criminal justice students to critically engage with key policy frameworks that affect children and young people. Such modules highlight for this cohort the interlinking and overlapping nature of topic areas within social policy, and the implications this has for both their specialist areas of interest and more widely; including those areas where they make seek employment. Students will develop a more sophisticated sociological understanding of the ways in which key institutions shape social problems and representations of young people.	The module focuses upon a broad range of pertinent issues that young people face in contemporary society. The module critically explores the implications of social change on young peoples contemporary transitions to adulthood.	Students engage with both quantitative and qualitative data appreciating the distinctive contribution they make in helping understand the experiences of young people. Students will distinguish between various types of data/evidence and provide a critical account of their role in the generation of social concepts/theory.	Whilst students predominantly focus on western conceptualizations of youth week 7 requires students to adopt a global perspective on the lived experiences of young people.	Students will develop knowledge and critical understanding of social constructions of youth from multiple perspectives. Lectures, seminars and group activities draw from a broad range of disciplines including sociologists, youth geographers and cultural theorists.	Students will gain an understanding of the holistic nature of young people's lives and the interplay of social inequalities to their emerging identities. The module aims to give students an appreciation of the changing shape of youth cultures and the importance of differences based on sexuality, social class and ethnicity, amongst a whole range of other complex social dynamics. The module also explores youth cultures wider afield, appreciating difference and diversity, and the many ways in which young people play out their gendered identities on a global, national and local scale. Students will explore how young people perform and regulate their gendered identities
		By working on (and if applicable, assessed through)	Seminar activities focus on the social construction of youth with a particular focus on groups who are represented as 'vulnerable', 'problematic' or 'dangerous'. Students will gain an understanding of key theoretical frameworks such as 'youth sub cultures' that have contributed to our understanding of youth. The module also focuses upon the role that gender plays in the generation of social theory. Specific topics such as youth riots, teenage pregnancy and young peoples use of social media are explored during seminars/lectures. Critical engagement with these topics through a variety of group activities allows for valuable formative feedback on their summative written essay.	A mixture of lectures, seminars and group work activities explore the representation of 'social problems' associated with youth. This includes the so called 'crisis of masculinity', 'teenage pregnancy' and youth consumption	For the summative assignment (written essay) students are required to independently research and critically evaluate various forms of data (qualitative and quantitative) and understand their place in the generation of social theory. During seminars/group work activities students are provided with valuable formative feedback on how various forms of empirical evidence can provide unique insights into the lived experiences of young people in contemporary society.	In week 7 students explore the importance of spatiality. This involves critically exploring global and local dimensions of growing up. Students are required to research particular case studies from across the globe (child soldiers, child migration etc.) and reflect upon the importance of space and place to our understanding of youth.	Students are required to present a broad range of evidence from multiple perspectives. A number of seminar activities involve students making links between empirical academic research and representations of youth through media outlets, online blogs, films and social media. In week 6 students are required to collate this information and present the findings to the wider group through a PowerPoint presentation. This also allows the module convenor to provide formative feedback on topic areas relating to the summative written assessment.	The interplay of various forms of social inequalities are critically explored each week during lectures, seminars and group work activities. Students debate and discuss a variety of issues that include inequalities relating to gender, age, social class, and young peoples religious identities. Students explore the intersectionality of these various forms of difference and the theoretical frameworks that have been employed to make sense of the issues facing young people in contemporary society.