**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**

<table>
<thead>
<tr>
<th>Year in Industry</th>
<th>Please select Y/N</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Abroad</td>
<td>Please select Y/N</td>
<td>No</td>
</tr>
</tbody>
</table>

**Department(s):**

Where more than one department is involved, indicate the lead department

<table>
<thead>
<tr>
<th>Lead Department</th>
<th>SPSW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other contributing Departments:</td>
<td>None</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>PLO</th>
<th>On successful completion of the programme, graduates will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>Design creative solutions to complex real world social problems by applying theories and concepts from the social sciences and accounting for social difference.</td>
</tr>
<tr>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>5</td>
<td>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.</td>
</tr>
<tr>
<td>6</td>
<td>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</td>
</tr>
</tbody>
</table>
### 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**

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

**Stage 2**
On progression from the second year (Stage 2), students will be able to:

<table>
<thead>
<tr>
<th>PLO 1</th>
<th>PLO 2</th>
<th>PLO 3</th>
<th>PLO 4</th>
<th>PLO 5</th>
<th>PLO 6</th>
<th>PLO 7</th>
<th>PLO 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyse policy with a critical understanding of the ways in which social, political, economic and institutional interests shape social problems and societal responses.</td>
<td>Apply theories and concepts from the social sciences to critically reflect on social problems, social divisions and the construction of societal responses.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Stage 3

(For Integrated Masters) On progression from the third year (Stage 3), students will be able to:

<table>
<thead>
<tr>
<th>PLO 1</th>
<th>PLO 2</th>
<th>PLO 3</th>
<th>PLO 4</th>
<th>PLO 5</th>
<th>PLO 6</th>
<th>PLO 7</th>
<th>PLO 8</th>
</tr>
</thead>
</table>

Programme Structure
Module Structure and Summative Assessment Map

Please complete the summary table below which shows the module structure and the pattern of summative assessment through the programme.

‘Option module’ can be used in place of a specific named option. If the programme requires students to select option modules from specific lists these lists should be provided in the next section.

From the drop-down select 'S' to indicate the start of the module, 'A' to indicate the timing of each distinct summative assessment point (e.g. essay submission/exam), and 'E' to indicate the end of the module (if the end of the module coincides with the summative assessment select 'EA'). It is not expected that each summative task will be listed where an overall module might be assessed cumulatively (for example weekly problem sheets).

If summative assessment by exams will be scheduled in the summer Common Assessment period (weeks 5-7) a single ‘A' can be used within the shaded cells as it is understood that you will not know in which week of the CAP the examination will take place.

Stage 0 (if you have modules for Stage 0, use the toggles to the left to show the hidden rows)

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Credit</th>
<th>Module</th>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Code</td>
<td>Title</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>30</td>
<td>SPY - 2C</td>
<td>Introducing Social Policy</td>
<td>S</td>
<td>A</td>
<td>E</td>
</tr>
<tr>
<td>30</td>
<td>SPY - 20C</td>
<td>Exploring Social Policy</td>
<td>S</td>
<td>A</td>
<td>EA</td>
</tr>
<tr>
<td>30</td>
<td>SPY - 3C</td>
<td>Politics and Economics of Social Policy</td>
<td>S</td>
<td>A</td>
<td>E</td>
</tr>
<tr>
<td>30</td>
<td>SPY - 1C</td>
<td>Introducing Sociology and Social Psychology</td>
<td>S</td>
<td>A</td>
<td>E</td>
</tr>
</tbody>
</table>
### Stage 2

<table>
<thead>
<tr>
<th>Credit(s)</th>
<th>Module</th>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Code</td>
<td>Title</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>30</td>
<td>SPY - 12I</td>
<td>Social Research Methods</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Option</td>
<td></td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Option</td>
<td></td>
<td>S</td>
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</table>

### Stage 3

<table>
<thead>
<tr>
<th>Credit(s)</th>
<th>Module</th>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Code</td>
<td>Title</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>40</td>
<td>SPY - 3H</td>
<td>Dissertation</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Option</td>
<td></td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Option</td>
<td></td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Option</td>
<td></td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Option</td>
<td></td>
<td>S</td>
<td></td>
</tr>
</tbody>
</table>
### Stage 4

<table>
<thead>
<tr>
<th>Credits</th>
<th>Module</th>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
<td>Title</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
</tbody>
</table>

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#### Optional module lists

If the programme requires students to select option modules from specific lists these lists should be provided below. If you need more space, use the toggles on the left to reveal ten further hidden rows.

<table>
<thead>
<tr>
<th>Option List A Level 3</th>
<th>Option List B Level 2</th>
<th>Option List E</th>
<th>Option List F</th>
<th>Option List G</th>
<th>Option List H</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Justice and Policing</td>
<td>Victimisation and Social Harm</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prisons and Penal Policy</td>
<td>Debates in Criminal Justice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vulnerability, Deviance and Social Control</td>
<td>Understanding Childhood and Youth</td>
<td></td>
<td></td>
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<tr>
<td>Illicit Drug Use</td>
<td>Citizenship, Difference and Inequality</td>
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<tr>
<td>Placement</td>
<td>Comparative Social Policy</td>
<td></td>
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<tr>
<td>Youth Justice</td>
<td>Policy Process</td>
<td></td>
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<tr>
<td>Gender and Youth Cultures</td>
<td></td>
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<tr>
<td>Wellbeing of Children and Young People</td>
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<tr>
<td>Understanding Families and Family Life</td>
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<tr>
<td>Housing Policy</td>
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<tr>
<td>Poverty and Inequality</td>
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<tr>
<td>Welfare States and Economic Crises</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Death and policy</td>
<td></td>
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<tr>
<td>Gender, Citizenship and the Welfare State</td>
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<tr>
<td>Sustainable Development and Social Inclusion</td>
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<tr>
<td>Placement</td>
<td></td>
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</tr>
</tbody>
</table>
### 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.


### 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

<table>
<thead>
<tr>
<th>Programme</th>
<th>Length (years)</th>
<th>Status (full-time/part-time)</th>
<th>Start dates/months (if applicable – for programmes that have multiple intakes or start dates that differ from the usual academic year)</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA (Hons) Applied Social Science</td>
<td>3</td>
<td>Full-time</td>
<td>Please select</td>
<td>Face-to-face, campus-based</td>
</tr>
<tr>
<td></td>
<td></td>
<td>n/a</td>
<td></td>
<td>Distance learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Please select Y/N</td>
<td>Other</td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>Please Select Y/N:</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If No move to next Section</td>
<td></td>
</tr>
<tr>
<td>If Yes complete the following questions</td>
<td></td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Programme excluded from Placement Year?</th>
<th>No</th>
<th>If yes, what are the reasons for this exemption:</th>
</tr>
</thead>
</table>

### 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**

<table>
<thead>
<tr>
<th>Exception</th>
<th>Date approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please detail any exceptions to University Award Regulations approved by UTC</td>
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**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 1  Introducing Social Policy (10) Progress Towards:roduce Students study the operation of key social, political and economic actors and the ways in which their interests influence social policy development.

**Programme Learning Outcomes**

- **PLO1** CREATIVITY
- **PLO3** KNOWLEDGE

**Explain how different social science theories and concepts contribute to social policy development.**

**By working on and if applicable, assessed through:**

Seminars and role-play exercises are designed to familiarise students with the operation of key interest groups in the formation of policy and to recognize the constraints in which policy is developed. 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 social, political and economic interests and the influence on policy development.

**By working on and if applicable, assessed through:**

Students become familiar with fundamental conceptual debates concerning justice, rights, needs, inequality, political economy and policy analysis. In the Autumn, Spring and Summer terms these debates are introduced and applied to the evaluation of policy problems. 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 understanding the ethical values appropriate to social scientific enquiry.

**Stage 2  Introducing Social Policy (20) Progress Towards:**

- **PLO2** CREATIVITY
- **PLO4** KNOWLEDGE

**Explain how different social science theories and concepts contribute to social policy development.**

**By working on and if applicable, assessed through:**

Autumn term seminars task requires students to prepare arguments representing competing conceptual perspectives in order to develop their ability to use concepts in a critical fashion and to understand how competing conceptual perspectives relate to real world situations. The seminar debates enable immediate formative feedback to be delivered by seminar leaders, supporting students in developing their conceptual analytic skills. The essay assessment involving one of these debates provides summative feedback on these skills.

**Stage 3  Politics and Economics of Social Policy (20) Progress Towards:**

- **PLO5** CREATIVITY
- **PLO6** KNOWLEDGE

**Explain how different social science theories and concepts contribute to social policy development.**

**By working on and if applicable, assessed through:**

Students will gain knowledge of political and institutional structures, and the ways in which these interact with power structures in the development and implementation of policy. Students develop familiarity with key political and economic debates relevant to social policy and the platforms from which these are undertaken.

**Stage 4  Knowledge of Social Policy (40) Progress Towards:**

- **PLO7** CREATIVITY
- **PLO8** KNOWLEDGE

**Explain how different social science theories and concepts contribute to social policy development.**

**By working on and if applicable, assessed through:**

Students develop a detailed understanding of the principal fields of social policy issues and with the policy processes generated by political and economic power structures.

**Stage 5  Knowledge of Social Policy (20) Progress Towards:**

- **PLO9** CREATIVITY
- **PLO10** KNOWLEDGE

**Explain how different social science theories and concepts contribute to social policy development.**

**By working on and if applicable, assessed through:**

Students develop a detailed understanding of the principal fields of social policy issues and with the policy processes generated by political and economic power structures.
Students gain detailed knowledge of key theories, concepts and paradigms that underpin the study of Sociology and Social Policy. 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 an understanding of ways in which theory is used to explain social problems and how this affects sociology research problems.

Seminar work enables students to develop understanding of key theoretical concepts and the problematic nature of social issues and the frameworks that underpin them. A broad range of tools are considered, and links with policy responses are highlighted. Theoretical topics are aligned to provide more detailed focus on the key social institutions that shape social inequality and social responses to them. Seminar enables immediate formative feedback delivered by seminar leaders. Seminar work is designed to increase in complexity as the module progresses.

Stage 1
Introducing Sociology and Social Policy (core) Progress towards (N/D)

Seminar work enables students to develop understanding of key theoretical concepts and the problematic nature of social issues and the frameworks that underpin them. A broad range of tools are considered, and links with policy responses are highlighted. Theoretical topics are aligned to provide more detailed focus on the key social institutions that shape social inequality and social responses to them. Seminar enables immediate formative feedback delivered by seminar leaders. Seminar work is designed to increase in complexity as the module progresses.

Stage 2
Understanding Childhood and Youth (optional) Progress towards (N/D)

Seminar work facilitates analysis of key concepts and policy problems relating to a broad range of topical areas. The summative portfolio assessment consolidates knowledge through set tasks and critical engagement with a small range of key sources. The summative portfolio assessment also represents a different style of evidence to fully appreciate the challenges surrounding policy implementation.

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Students will develop knowledge of the theory and practice of policy analysis across a broad range of social issues. They will engage with the institutional and other interests that operate within the policy-making process. They will explore the role of evidence in guiding policy-making in various political contexts.

The module adopts a critical perspective on the process of policy-making. Students will develop an understanding of cross-national differences in policy-making arrangements, the social, political and economic factors that shape the development of national and international policies, and the differing impact that they might have on individuals, social groups and institutions. The module explores the various stakeholders involved in the policy-making process, and the power relations that have been demonstrated in action or otherwise through the workshop.

The module is designed to train students in theories of social research (term 1) that facilitate critical assessment of qualitative and quantitative approaches to social research. Term 2 provides hands-on training in a range of research methods and digital data presentation techniques, working with data sets (quantitative analysis, generating descriptive statistics, qualitative data analysis); visual methods; ethnography) and secondary data (documentary evidence). The final term uses workshops to develop aspects of two terms together for interactive research design sessions.

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.

Students will critically analyse primary documents and data sources such as the International Crime Victimisation Survey, government reports, academic sources and grey literature. They must apply the focus for their project. They must select a real world example as a policy/practice solution.

Students will develop an understanding of the role of policy-making through three distinct lenses of knowledge: that the macro, meso and micro theories of policy formation and implementation may explain the differences in levels of debate depending on theoretical context.

The Government Workshop provides opportunities for students to work in teams to replicate government departments and to present their 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 that reflect the work done, the workshop report demonstrated in action or otherwise through the workshop.

Students will use role play to explore the complexity of the policy process and the role of government departments in decision making.

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 the effective use of a 'service user' through front-line service deliverers, right up to policymakers. They successfully gain a critical appreciation of how successful policy making can happen and the difficulties and challenges faced.

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 seminar to answer. During the workshop the module explores the various stakeholders involved in the policy-making process, the power relations that have been demonstrated in action or otherwise through the workshop.

In week 10 individual and group presentations, wherein students are expected to interpret the content of presentations and the presentation of 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, using evidence from sources such as Powerpoint. Formative feedback is provided on both the content of presentations and the seminars. Students prepare written case studies and present them to their peers in each other to facilitate a wider understanding of the issue for the whole group.

In week 10, small group seminar discussions are used to develop teamwork skills. The seminars focus on the exploration of specific policy challenges and the development of national and international policies and practices for responding to victims of crime and wider social harms.

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 Students will develop an understanding of cross-national differences in social policy making arrangements, the role of evidence in guiding policy-making in various political contexts, the social, political and economic factors that shape the development of national and international policies, and the differing impact that they might have on individuals, social groups and institutions. The seminars require students to present their findings in a clear and understandable way, using evidence from sources such as Powerpoint. Formative feedback is provided on both the content of presentations and the seminars. Students prepare written case studies and present them to their peers in each other to facilitate a wider understanding of the issue for the whole group.

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By working on (if applicable, assessed)
The core reading for this module is one that explores the diversity of approaches to welfare and subsequent outcomes between social policies of different countries. Early lectures and seminars focus on exploring the theoretical foundations of welfare state typologies, 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 frameworks(s) have been given can aid in addressing contemporary policy questions. Students are expected to critically engage with the seminar debates and present their arguments. A key question students must reflect on through the module relates to inequality and whether or not is a policy area that is addressed differently for different governments. Students will gain an understanding of key debates and thus be able to critically engage with them.

Semesters are based on a fusion of theoretical literature (and a quantity of) data sources. Students are expected to critically engage with the seminar debates and present their arguments. A key question students must reflect on through the module relates to inequality and whether or not should be a policy area that is addressed differently for different governments. Students will gain an understanding of key debates and thus be able to critically engage with them.

Students are required to undertake independent research within the structure of a guided and interactive reading list. Students must retrieve, interpret and present appropriate quantitative and qualitative evidence for their seminar presentations and summative assessments. Through participating in lectures, student-driven seminars and group presentations, students must be able to communicate effectively their own concepts to questions such as: what can contemporary social policy tell us about the validity of welfare state theories?

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Stage 2: Citizenship, difference and inequality (option) Progress towards (A) Students will reflect on the relationship between policies and practices in relation to citizenship, difference and inequality at micro, meso and macros levels. Students will reflect on the relationship between policies and practices in relation to citizenship, difference and inequality at micro, meso and macros levels. Students will undertake independent research within the structure of a guided and interactive reading list. Students must retrieve, interpret and present appropriate quantitative and qualitative evidence for their seminar presentations and summative assessments. Through participating in lectures, student-driven seminars and group presentations, students must be able to communicate effectively their own concepts to questions such as: what can contemporary social policy tell us about the validity of welfare state theories?

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The impact of politics and political institutions on the development of policies of sustainable development is critically analysed throughout the module. Any particular focus on the extent to which stakeholders are involved in the development of policies, the impact of entrenched gender inequalities on unsustainable environmental policies and policy responses, how economic interests dominate policy making, and how globalization and international agreements may lead to policy convergence or divergence in environmental policy. The module explores the relationship between 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’.

Workshop activities usually examine a particular theoretical concept (e.g. justice) and then look at this in an environmental context. The majority of seminar 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 analysis policy problems and solutions.

The module addresses a range of policy levels. We consider global climate change and who causes it (national and international level) and how best to develop a policy response; we consider transnational environmental crime e.g. electronic waste from the UK being illegally disposed in Germany or China and fisheries in a development context and the relationship between gender and environmental policy. We also consider consider rural poverty policy which (and if applicable, By working on PLO Progress towards assessed (and if applicable, policy is designed with gender equality as a critical, last year the fuel poverty team gave their presentation as a radio interview/role play)

Workshop activities usually examine a particular theoretical concept (social control) and how these shape vulnerability. Student led seminars and workshops, teamwork is a key focus of the module. Students on the module approach the topic from different disciplinary perspectives (e.g. geography, social policy, law and social work) and through this, they develop greater sensitivity to the perspectives of a diversity of service users.

The module explores both social control and justice and social control; justice policy making, looking at the micro to the macro level. It looks at how the macro level informs (or is influenced by) and how these shape sustainable development. Students explore how sustainable development is affected by the policy process (ASB session Wk 5). The focus on discussions of sustainable development provide an ideal context in which to inform and assess the outcomes of student led workshops and group presentations. Students are also asked to make formal powerpoint presentations during the workshop (which usually consider the evidence base around environmental policy issues). Students are also expected to make informal poster presentations around particular environmental problems and policies during workshops.

Students explore how social control operates through welfare and disciplinary interventions for sustainable development. They also explore theories which explain sustainability social control and how these shape sustainability. They work together to produce a range of perspectives. For example, one of the 3 hour sessions (Wk 8) are used as case study topics through which students develop arguments about sustainability social control (and nature) have a role to play. It also considers the extent to which welfare state regimes support gender equality. This enables them to understand how to communicate and teamwork). Students’ work is assessed on the extent to which students critically analyse the extent to which welfare state regimes support gender equality.

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Students critically discuss in seminars theoretical approaches to gender and sustainability, and the definition adopted by welfare states cross-nationally. Impacts upon how shape gender outcomes. Workshop activities are usually examining a particular theoretical concept (e.g. social control) and how these shape sustainability. Student led seminars and workshops, teamwork is a key focus of the module. Students on the module approach the topic from different disciplinary perspectives (e.g. geography, social policy, law and social work) and through this, they develop greater sensitivity to the perspectives of a diversity of service users.

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Progress towards
Stage 3
Family Life
Poverty, Dissertation
assessed
By working on (if applicable, assessed through)
The final dissertation must contain appropriate
critical analysis of the topic.
The dissertation should include consideration of
dissertation problems and solutions (where appropriate).
The dissertation should engage with up to date,
discussion topics of poverty and inequality.
The dissertation requires synthesis and
completing of material in written form.
We discuss competing ways to measure poverty and
inequality and the causes of poverty and inequality.
Workshops 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
preparing findings from group research projects
where they work in teams to explore real world policy
problems - strengthening student’s employability.
Appropriate to the dissertation topic, students are expected
to demonstrate an appreciation of social
inequalities and sensitivity to the diversity of
students perceived on the basis of social inequality and the
diversity of need. This will inform their
analysis and when appropriate
recommendations for change.

Stage 3
Poverty, inequality, and Citizenship issues
Progress towards
Poverty, inequality, and Citizenship issues
assessed
By working on (if applicable, assessed through)
In seminars students are invited to explore how
contemporary 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
presentation on evidence and present solutions
to various aspects of poverty and inequality.
The summative assessment is designed
for students to use empirical evidence to assess
progress towards
Poverty, inequality, and Citizenship issues
assessed
By working on (if applicable, assessed through)

For students yet to be parents, the focus of the
module is on understanding how their family life
shape their family lives. For students who are parents or
are in a relationship with a partner who is a parent,
the focus of the module is on understanding how
their family life shapes their family lives. Some students
are already parents or lone parents and this course gives
them a deeper understanding of how their family life
influences their own family life and the type of
support they need to provide to their children.

The seminar reading activities focus primarily on
UK policy debates and research evidence, but does
include international examples and other
international case studies. The seminar reading activities
are designed to engage students in discussion of
national and global inequalities in their written essay assessment.

Students are expected to reflect on the nature and form
of global inequalities in their written essay assessment.

Stage 3
Understanding inequalities and family life
Progress towards
Understanding inequalities and family life
assessed
By working on (if applicable, assessed through)

The course is delivered in a 4 hour interactive session
using a range of techniques, and is one of the key
modules in the social policy BSc. The module is
valued by students for its use of examples and
CASE STUDIES, in which students explore
problematic situations that present
practical challenges to social policy. This includes
understanding poverty and inequality and
understanding the social and political issues that
impact on disadvantaged families.

The course is delivered in a 4 hour interactive session
using a range of techniques, and is one of the key
modules in the social policy BSc. The module is
valued by students for its use of examples and
CASE STUDIES, in which students explore
problematic situations that present
practical challenges to social policy. This includes
understanding poverty and inequality and
understanding the social and political issues that
impact on disadvantaged families.

The course is delivered in a 4 hour interactive session
using a range of techniques, and is one of the key
modules in the social policy BSc. The module is
valued by students for its use of examples and
CASE STUDIES, in which students explore
problematic situations that present
practical challenges to social policy. This includes
understanding poverty and inequality and
understanding the social and political issues that
impact on disadvantaged families.

The course is delivered in a 4 hour interactive session
using a range of techniques, and is one of the key
modules in the social policy BSc. The module is
valued by students for its use of examples and
CASE STUDIES, in which students explore
problematic situations that present
practical challenges to social policy. This includes
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understanding the social and political issues that
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Students are introduced to the concept of child well-being and to the different debates about how to measure and ameliorate child well-being across different countries to help inform UK policy makers to identify solutions to improve the lives of children and young people. This is followed by an analysis of the state of child well-being across the OECD countries to give an account of the levels of child well-being being assessed 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 interrogate which dimensions which they feel are important. Students are expected to apply this conceptualisation to the empirical evidence they have sourced to describe 2-3 domains of child well-being and in detail.

Students are engaged in learning about the social policy and empirical debates about how to measure and ameliorate child well-being at the national and international level as well as learning about how the evidence is presented and promoted by different organisations (OECD, children’s society). Students must then present their arguments to their peers from the perspective of police officers, suspects and their families. Students then work in groups to explore a range of data sources about the police and crime (through policing). They receive regular feedback on their formative assessment. The module focuses on the need to support the development of effective policing policy and practice solutions. Students are expected to critically assess the impact of drug policy and practice on different groups of people and to synthesise the evidence in order to support the development of effective policy and practice solutions. 

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The module provides a deep learning opportunity for students to explore prisons and penal policy making in specific aims to take students on a critical journey to explore the tensions generated by that task, which but also reflects the overall aim of the module is for students to assimilate on full a picture as possible so ultimately whether or not prisons works from multiple points of view, students will critically engage with social media platforms such as Twitter and specialist resources available.

The module explores the practice of imprisonment and penal policy making, focusing on the micro of policing and strategy perspectives to the macro of institutional approaches to imprisonment. It strives to develop the module’s understanding of complex areas of decision making in the prison system, including the criminal justice system’s response to penal organizations and the implications of different forms of penal policy.

Students will explore the implications of ‘different’ prison populations (e.g. gender, social class, ethnicity, age) and how different institutions influence the experience of those incarcerated. Students will develop an understanding of how social inequalities (gender, ethnicity, age, socio-economic status) influence the ways in which different positions are taken and engage with debates around the use of imprisonment.

The module aims to give students the opportunity to explore a range of data sources about the police and to support them in critical analysis of statistical data. Students are required to present their own data about the police from different perspectives in their arguments. Seminar activities explore the impact of criminal justice policy on disadvantaged groups. Students will be required to engage in critical debate about the role of policing in society.

Seminar activities engage students in applying critical analysis of police policy (PiAC). Assessment tasks focus on the presentation of critical analysis of police policy and the implications that it has for broader areas of policing. The module will focus upon analysis of critical justice policy as practiced by the police service. And the ways in which political and institutional interests shape societal responses to crime through policing.

By working in small groups and through discussions, the module provides an insight into the complex nature of the police and its role in society. Students will be encouraged to engage with social media platforms such as Twitter and specialist resources available.

The module critically explores the nature of youth offending and how the state responds to such behavior. It is taught explicitly in the youth justice system, but places this in a wider context of welfare developments. Students will be encouraged to critically engage with social media platforms such as Twitter and specialist resources available.

The module aims to understand the ways in which the state responds to youth crime. Students are required to present their own data about the police from different perspectives in their arguments. Seminar activities explore the impact of criminal justice policy on disadvantaged groups. Students will be required to engage in critical debate about the role of policing in society.

Seminar activities engage students in applying critical analysis of police policy (PiAC). Assessment tasks focus on the presentation of critical analysis of police policy and the implications that it has for broader areas of policing. The module will focus upon analysis of critical justice policy as practiced by the police service. And the ways in which political and institutional interests shape societal responses to crime through policing.
Students critically engage with international and cultural perspectives on how they can improve the system and to critically evaluate the policies and practice response to the young person’s case.

Seminar and workshop activities encourage students to explore the different ways different groups of young people can experience social harm and explore these through debates, presentations, and group discussions.

Students critically analyse the impact of different drug polices 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.

Stage 3: Homicide and youth justice (option) Progression: N.D.

The module aims to encourage the creation and use of a simulated youth justice system to understand the experiences of young people.

The seminar process will lead students through the development of their own drug policy in seminar sessions focusing on the need to reflect on current debates on alternative drug policy options.

The seminar and workshop activities explore the representation of ‘social problems’ associated with youth. This includes the implications of social change on youth identities. Students explore the intersectionality of identities. Students explore the intersectionality of identities.

The module focuses upon a broad range of theoretical frameworks that have been employed to make sense of the experiences of young people.

Stages will be invited to discuss each other’s presentations, outside seminar team working on a range of tasks.

Students must critically analyse the different 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.

Stage 3: Gender and youth cultures (option) Progression: N.D.

The module aims to encourage the creation and use of a simulated youth justice system to understand the experiences of young people.

The seminar process will lead students through the development of their own drug policy in seminar sessions focusing on the need to reflect on current debates on alternative drug policy options.

The seminar and workshop activities explore the representation of ‘social problems’ associated with youth. This includes the implications of social change on youth identities. Students explore the intersectionality of identities.

The module focuses upon a broad range of theoretical frameworks that have been employed to make sense of the experiences of young people.

Stages will be invited to discuss each other’s presentations, outside seminar team working on a range of tasks.

Students must critically analyse the different 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.

Stage 3: Health and social policy (option) Progression: N.D.

Students will understand the importance of space and place to our understanding of social constructions of youth from child soldiers, child migration etc. and reflect upon the ways in which morbidity is shaped by policy interventions.

The seminar and workshop activities encourage students to explore the different ways different groups of young people can experience social harm and explore these through debates, presentations, and group discussions.

Students critically analyse the impact of different drug polices 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.

Stage 2: Risk-taking and capturing Progression: N.D.

Students develop their own drug policy in seminar sessions focusing on the need to reflect on current debates on alternative drug policy options.

The seminar and workshop activities encourage students to explore the different ways different groups of young people can experience social harm and explore these through debates, presentations, and group discussions.

Students critically analyse the impact of different drug polices 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.

Stage 1: Risk-taking and capturing Progression: N.D.

Students develop their own drug policy in seminar sessions focusing on the need to reflect on current debates on alternative drug policy options.

The seminar and workshop activities encourage students to explore the different ways different groups of young people can experience social harm and explore these through debates, presentations, and group discussions.

Students critically analyse the impact of different drug polices 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.