<table>
<thead>
<tr>
<th>Programme Information &amp; PLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title of the new programme – including any year abroad/in industry variants</strong></td>
</tr>
<tr>
<td>BA Social Policy - Children and Young People</td>
</tr>
<tr>
<td><strong>Level of qualification</strong></td>
</tr>
<tr>
<td>Please select: Level 6</td>
</tr>
<tr>
<td><strong>Please indicate if the programme is offered with any year abroad / in industry variants</strong></td>
</tr>
<tr>
<td><strong>Year in Industry</strong></td>
</tr>
<tr>
<td>Please select Y/N</td>
</tr>
<tr>
<td><strong>Year Abroad</strong></td>
</tr>
<tr>
<td>Please select Y/N</td>
</tr>
<tr>
<td><strong>Department(s):</strong></td>
</tr>
<tr>
<td>Where more than one department is involved, indicate the lead department</td>
</tr>
<tr>
<td>Lead Department</td>
</tr>
<tr>
<td>Other contributing Departments:</td>
</tr>
<tr>
<td><strong>Programme Leader</strong></td>
</tr>
<tr>
<td>Dr Aniela Wenham</td>
</tr>
</tbody>
</table>

**Purpose and learning outcomes of the programme**

**Statement of purpose for applicants to the programme**
In studying for this degree, students will identify and examine the main social, political and economic institutions of ‘welfare’ affecting children and young people. You will explore the policy frameworks and structures for children and young people across a broad range of topic areas such as ‘childhood poverty’, ‘child sexual exploitation’ and ‘teenage pregnancy’. Students will examine the significance of ‘difference’ amongst children and young people (e.g. gender, social class, ethnicity, disability) and how notions of ‘difference’ influence variations in the experience of childhood and youth. Students will be able to critically assess the effectiveness of social policy and practice in supporting (or hindering) children’s well-being and young people’s transitions to adulthood. This pathway will also explore how key theoretical perspectives such as social psychology and sociology have influenced the constructions of childhood and youth. You will appreciate how particular theoretical frameworks have framed ‘social problems’ and then how these in turn impact upon policy and practice with children and young people. Concrete policy examples, such as childhood obesity and child protection, will be drawn upon to complement the conceptual underpinnings of childhood and youth so that students can appreciate how theory translates into policy and practice. By examining social policy in relation to children and young people, York students graduate with the knowledge and skills to work in a broad range of careers aimed at improving policy and practice with children and young people. The degree will equip graduates with the necessary critical thinking, communication and research skills to make them effective graduate employees within such arenas as local and central government; the law; research; and the voluntary or charitable sectors. Students will be independent critical thinkers equipped to tackle complex problems and produce creative solutions through collaborative 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 social policy to develop informed judgements through a critical understanding of the ways in which social, political, economic and institutional interests shape social problems and policy responses to children and young people.</td>
</tr>
<tr>
<td>2</td>
<td>Identify and investigate real world ‘social problems’ in relation to children and young people and apply problem-solving skills and critical thinking to those issues in order to contribute to imaginative, flexible and effective policy and practice solutions.</td>
</tr>
<tr>
<td>3</td>
<td>Retrieve, generate, interpret and critically assess qualitative and quantitative data using innovative research methods, digital resources and policy-relevant analytical techniques to investigate social issues relating to children and young people, assess evidence and produce reasoned written accounts of social policy enquiry.</td>
</tr>
<tr>
<td>4</td>
<td>Engage in social policy debates 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 the issues children and young people face, and by recognising the value of collaborative and participatory approaches to problem-solving and the shaping of policy solutions whilst being sensitive to the values and perspectives of others.</td>
</tr>
<tr>
<td>6</td>
<td>Appreciate the drivers of social inequalities taking into account factors such as class, ethnicity, gender, sexuality and the differential impact of social policies.</td>
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<td>---</td>
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</tr>
<tr>
<td>7</td>
<td>Critically reflect upon what constitutes best practice in work with children and young people drawing upon both their academic knowledge and their work placement experience.</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?

Set within a Social Policy framework students will examine the most recent developments in research, policy and practice that relate to children and young people's lives. The programme will require students to draw upon theories and concepts from social policy and apply these to 'real world' problems and decision making processes with a particular focus on children and young people. The PLO's enable students to develop a sophisticated understanding of the contemporary issues facing children and young people's through a range of multidisciplinary perspectives. Drawing from a range of complex theoretical frameworks and applying these to the social policy context, provides students with a strong foundation for a range of professional careers in childhood and youth services and research.

ii) The ways in which these outcomes are distinctive or particularly advantageous to the student:
Students will benefit from studying in a research-active Department and from a clear emphasis on the application of theories and concepts from social policy, sociology and social psychology to real world issues that affect children and young people. This distinctive approach gives students a strong sense of the social, political and economic context to policy in relation to children and young people and the institutional context within which policy is made. As such the programme is focused on ‘real world’ problems and decision making processes. Through a combination of classroom experience and placement work they will develop the range of sound academic and transferable skills reflected in the PLO’s which will prepare them effectively for the world of employment. The distinctiveness of the PLO’s provide students with a strong foundation for a range of professional careers in childhood and youth services and research.

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)?

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. 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 Social Policy. 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 will 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 programme and associated PLO’s develop transferable skills that can be applied in a wide range of problem-solving contexts within employability such as being able to read, interpret and critically evaluate complex material and develop and communicate such material to a variety of audiences. The programme has been designed to require students to write in a wide variety of formats for differing audiences and recipients. Verbal communication skills are developed through group and individual presentation opportunities and work-based placements. Students will develop a rounded awareness of a range of perspectives and interests that will be essential for employability in the social policy/children and young people field and more widely. 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 these skills are used to inform specific research-based teaching in social research methods and dissertation supervision. The programme content is also driven by research-led interests and strengths, so for example the emphasis on teaching around the policy making process (politics) and the study of children and young people from a distinctly applied perspective is based primarily around departmental research strengths. This programme is also underpinned by wider commitments to research in relation to children and young people that are manifested in a research Centre that draws wider expertise to bear on specific topics for teaching.

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)

<p>| Stage 1 |
|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| On progression from the first year (Stage 1), students will be able to: | <strong>Global statement</strong> |
| PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 |</p>
<table>
<thead>
<tr>
<th>Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>On progression from the second year (Stage 2), students will be able to:</td>
</tr>
</tbody>
</table>

<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 in relation to children and young people to develop a critical understanding of the ways in which social, political, economic and institutional interests shape social problems and societal responses.</td>
<td>Identify and critically analyse real world social 'problems' and apply theories and concepts from the wider social sciences to those problems.</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 policy debates and gain experience of communicating ideas to peers both in writing and verbally, using up-to-date visual presentation techniques.</td>
<td>Work in teams to begin to understand the value of collaborative and participatory approaches to problem-solving.</td>
<td>Understand the drivers of social inequalities, and begin to recognise the differential impact of social policies on social groups and individuals.</td>
<td>Critically reflect upon what constitutes best practice in work with children and young people, drawing upon their academic knowledge.</td>
<td></td>
</tr>
</tbody>
</table>

Global statement

<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 in relation to children and young people to develop a critical understanding of the ways in which social, political, economic and institutional interests shape social problems and societal responses.</td>
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<td>Critically reflect upon what constitutes best practice in work with children and young people, drawing upon their academic knowledge.</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>Global statement</th>
</tr>
</thead>
</table>

<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>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Individual statements

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 (eg. 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)

### Stage 1

<table>
<thead>
<tr>
<th>Credit</th>
<th>Module</th>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
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<tr>
<td></td>
<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>
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<tr>
<td></td>
<td></td>
<td>Introducing Social Policy</td>
<td>S</td>
<td>A</td>
</tr>
<tr>
<td>30</td>
<td>SPY - 2C</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Credit</td>
<td>Module</td>
<td>Title</td>
<td>Autumn Term</td>
<td>Spring Term</td>
</tr>
<tr>
<td>--------</td>
<td>------------</td>
<td>------------------------------------------------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>30</td>
<td>SPY - 1C</td>
<td>Introducing Sociology and Social Psychology</td>
<td>S</td>
<td>A</td>
</tr>
<tr>
<td>30</td>
<td>SPY - 20C</td>
<td>Exploring Social Policy and Society</td>
<td>S</td>
<td>A</td>
</tr>
<tr>
<td>30</td>
<td>SPY - 3C</td>
<td>Politics and Economics for Social Policy</td>
<td>S</td>
<td>A</td>
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<tr>
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<td>Stage 2</td>
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<td></td>
</tr>
<tr>
<td>Credit</td>
<td></td>
<td>Module</td>
<td>Autumn Term</td>
<td>Spring Term</td>
</tr>
<tr>
<td>30</td>
<td>Code</td>
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<tr>
<td>30</td>
<td>SPY - 12I</td>
<td>Social Research Methods</td>
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<tr>
<td>30</td>
<td>SPY - 23I</td>
<td>Understanding Childhood and Youth</td>
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<td>A</td>
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<tr>
<td>30</td>
<td>SPY - 2I</td>
<td>Policy Process</td>
<td>S</td>
<td>A</td>
</tr>
<tr>
<td>30</td>
<td>Option</td>
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</tbody>
</table>
### Stage 3

<table>
<thead>
<tr>
<th>Credits</th>
<th>Module</th>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
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<tr>
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<td>Code</td>
<td>Title</td>
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<td>2</td>
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<tr>
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<td>E</td>
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<td>40</td>
<td>SPY - 3H</td>
<td>Dissertation</td>
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### Stage 4

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<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>
</tbody>
</table>
### 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 (Current)</th>
<th>Option List B Level 2 (Current)</th>
<th>Option List A From 2019 (for 2017 cohort)</th>
<th>Option List B From 2019 (for 2017 cohort)</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>Gender and Youth Cultures</td>
<td>Victimisation and Social Harm</td>
<td>Wellbeing of Children and Young People</td>
<td>Criminal Justice and Policing</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Wellbeing of Children and Young People</td>
<td>Debates in Criminal Justice</td>
<td>Understanding Families and Family Life</td>
<td>Prisons and Penal Policy</td>
<td></td>
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</tr>
<tr>
<td>Understanding Families and Family Life</td>
<td>Citizenship, Difference and Inequality</td>
<td>Youth Justice</td>
<td>Vulnerability, Deviance and Social Control</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Youth Justice</td>
<td>Comparative Social Policy</td>
<td>Gender and Youth Cultures</td>
<td>Illicit Drug Use</td>
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<tr>
<td>Criminal Justice and Policing</td>
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<td>Sustainable Development and Social Inclusion</td>
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<tr>
<td>Prisons and Penal Policy</td>
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<td></td>
<td></td>
<td>Housing Policy</td>
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<tr>
<td>Vulnerability, Deviance and Social Control</td>
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<td></td>
<td></td>
<td>Poverty and Inequality</td>
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<tr>
<td>Illicit Drug Use</td>
<td></td>
<td></td>
<td></td>
<td>Welfare States and the Economic Crisis</td>
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<tr>
<td>Sustainable Development and Social Inclusion</td>
<td></td>
<td></td>
<td>Death and policy</td>
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<tr>
<td>Housing Policy</td>
<td></td>
<td></td>
<td>Gender, Citizenship and the Welfare State</td>
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<tr>
<td>Poverty and Inequality</td>
<td></td>
<td></td>
<td>Sustainable Development and Social Inclusion</td>
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<tr>
<td>Death and policy</td>
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<tr>
<td>Gender, Citizenship and the Welfare State</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.

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

<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) Social Policy - Children and Young People</td>
<td>3</td>
<td>Full-time</td>
<td>Please select</td>
<td>Face-to-face, campus-based</td>
</tr>
<tr>
<td>Language(s) of study</td>
<td></td>
<td></td>
<td>Please select Y/N</td>
<td>Distance learning</td>
</tr>
<tr>
<td>Language(s) of assessment</td>
<td></td>
<td></td>
<td>Yes</td>
<td>Other</td>
</tr>
<tr>
<td>English.</td>
<td></td>
<td></td>
<td>Please select Y/N</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td></td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

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

Is the programme recognised or accredited by a PSRB?

<table>
<thead>
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<th>Please Select Y/N:</th>
<th>No</th>
<th>If No move to next Section</th>
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<td>If Yes complete the following questions</td>
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**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: [ ] 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](https://www.york.ac.uk/media/staffhome/learningandteaching/documents/policies/Framework%20for%20Programme%20Design%20-%20UG.pdf))

Please Select Y/N: [ ] 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? [ ] Y [ ] N

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. Students from the ASS (CYP) programme would also be able to transfer to the ASS route during year 2 or 3. 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. Students from the ASS (CYP) programme would also be able to transfer to the ASS route during year 2 or 3. 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 | Date approved |
| Please detail any exceptions to University Award Regulations approved by UTC |  |

**Date on which this programme information was updated:**

19/12/2016
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 (Core)

Progress towards PLO 1.0

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.

**Core Knowledge**

- 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 concerns and theories are introduced and applied to the exploration of distributed processes. Emphasis is placed on the identification of gaps and problems that require further solutions. Contemporary policy challenges and problems are presented in relation to each key domain.

**Research**

- Before material identifies a range of theoretical and empirical sources and key social questions from the basis of social science enquiry. Students are also included into the ethics of academic activity including learning, research and writing.

- Students are required to produce individual assessed task on a group project's progress and a reflective individual report, both of which explicitly require evidence from different types of data sources. The group project requires students to draw on conceptual analysis and data analysis. In the Summer Term, students undertake a group research project, bringing together the full range of professional settings, both in writing and orally, using up-to-date research presentation techniques.

- Students are introduced to key concepts and themes in social policy that impact on work with children and young people.

**Reflective Practice**

- Students are introduced to key concepts and themes in social policy that impact on work with children and young people.

**Stage 2**

Exploring Social Policy (Core)

Progress towards PLO 2.0

Students become familiar with fundamental conceptual debates concerning justice, rights, needs, equality and wellbeing in social policy analysis. They develop their understanding of the ways in which social, political and economic actors shape policy solutions whilst being aware of the ethical values appropriate to social scientific enquiry and writing in the social sciences.

**Core Knowledge**

- Students become familiar with conceptual and empirical concepts, different types of evidence and key social questions that explicitly require evidence from different types of data sources. The group project requires students to draw on conceptual analysis and data analysis. In the Summer Term, students undertake a group research project, bringing together the full range of professional settings, both in writing and orally, using up-to-date research presentation techniques.

**Research**

- Students are required to produce individual assessed task on a group project's progress and a reflective individual report, both of which explicitly require evidence from different types of data sources. The group project requires students to draw on conceptual analysis and data analysis. In the Summer Term, students undertake a group research project, bringing together the full range of professional settings, both in writing and orally, using up-to-date research presentation techniques.

- Students are introduced to key concepts and themes in social policy that impact on work with children and young people.

**Reflective Practice**

- Students are introduced to key concepts and themes in social policy that impact on work with children and young people.

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**Assessment**

- Students are introduced to key concepts and themes in social policy that impact on work with children and young people.

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**Critical Reflection**

- Students are introduced to key concepts and themes in social policy that impact on work with children and young people.

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<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Introducing Social Policy and Social Psychology</th>
<th>Progress towards</th>
<th>PLO3</th>
<th>PLO1</th>
<th>PLO2</th>
<th>PLO4</th>
<th>PLO5</th>
<th>PLO6</th>
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<tr>
<td><strong>KNOWLEDGE</strong></td>
<td><strong>CREATIVITY</strong></td>
<td><strong>RESEARCH</strong></td>
<td><strong>COMMUNICATE</strong></td>
<td><strong>TEAMWORK</strong></td>
<td><strong>CHALLENGE</strong></td>
<td><strong>REFLECTIVE PRACTICE</strong></td>
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<td>Lecture: contemporary political and social issues and explore the ways in which these intersect with one another.</td>
<td>Seminar: Develop theoretical ideas relevant to social problems and policy making.</td>
<td>Students develop knowledge of competing explanations of social problems and social policy making processes.</td>
<td>Students develop the ability to explain their choices and decisions in more complex world.</td>
<td>Students gain a deep understanding of the political economy of policy making.</td>
<td>Students are introduced to the political and economic context in which work with children and young people takes place.</td>
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<td>Students are introduced to analytical perspectives in Sociology and Social Psychology.</td>
<td>Students gain a detailed knowledge of key theories, concepts and evidence evaluation at a foundation level, exploring different ways of understanding the social world and their strengths and limitations.</td>
<td>Students develop understanding of key economic issues and practical approaches to problem solving.</td>
<td>Students develop effective communication skills and contribute to the pursuit of social progress.</td>
<td>Students critically reflect upon what constitutes best practice in work with children and young people.</td>
<td>Students are introduced to analytical perspectives in Sociology and Social Psychology.</td>
<td>Students gain an understanding of diverse social problems and the practical and ethical issues surrounding ageing, family formation, labour markets and behaviour change.</td>
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**Workshops**

**Stage 1**

**Introducing Social Policy and Social Psychology**

- **PLO3**
- **PLO1**
- **PLO2**
- **PLO4**
- **PLO5**
- **PLO6**

**Workshops**

**Stage 1**

**Introducing Social Policy and Social Psychology**

- **PLO3**
- **PLO1**
- **PLO2**
- **PLO4**
- **PLO5**
- **PLO6**

**Workshops**

**Stage 1**

**Introducing Social Policy and Social Psychology**

- **PLO3**
- **PLO1**
- **PLO2**
- **PLO4**
- **PLO5**
- **PLO6**

**Workshops**
Stage 1 | Module | Title
--- | --- | ---
Course | Research | Analysis and evaluate social policy to develop deeper understanding of the social, economic and institutional factors that shape policy and its impact on childhood and young people. Students develop knowledge of the impact of social policy on childhood and young people and apply problem-solving skills to real world situations to contribute to an inclusive society. Students will develop foundational knowledge of key concepts and theoretical perspectives, and enable personal exploration of these through interaction with peers. Students will engage in formative feedback delivery by seminar leader(s). Students will develop skills in conducting research and developing critical thinking and problem-solving skills. Students will engage in group discussions to develop foundational knowledge of key concepts and theoretical perspectives, and enable personal exploration of these through interaction with peers. Students will engage in formative feedback delivery by seminar leader(s). Students will develop skills in conducting research and developing critical thinking and problem-solving skills.

Stage 2 | Knowledge | Students develop knowledge of the impact of social policy on childhood and young people. Through an interdisciplinary approach, students will gain an understanding of how social problems are framed in different ways and how they can complement and contradict one another. Students will explore the conceptual underpinnings of childhood and youth politics and sociology. Students will gain an understanding of the importance of social policy, how it impacts upon childhood and young people and practice with them. Students will develop knowledge of the impact of social policy on childhood and young people. Students will gain an understanding of the importance of social policy, how it impacts upon childhood and young people and practice with them.

Stage 3 | Creativity | Students will gain an understanding of the importance of social policy, how it impacts upon childhood and young people and practice with them. Students will develop knowledge of the impact of social policy on childhood and young people. Students will gain an understanding of the importance of social policy, how it impacts upon childhood and young people and practice with them.

Stage 4 | Teamwork | Students will develop knowledge of the impact of social policy on childhood and young people. Students will gain an understanding of the importance of social policy, how it impacts upon childhood and young people and practice with them. Students will develop knowledge of the impact of social policy on childhood and young people. Students will gain an understanding of the importance of social policy, how it impacts upon childhood and young people and practice with them.

Stage 5 | Challenge | Students will develop knowledge of the impact of social policy on childhood and young people. Students will gain an understanding of the importance of social policy, how it impacts upon childhood and young people and practice with them. Students will develop knowledge of the impact of social policy on childhood and young people. Students will gain an understanding of the importance of social policy, how it impacts upon childhood and young people and practice with them.

Stage 6 | Reflective Practice | Students will develop knowledge of the impact of social policy on childhood and young people. Students will gain an understanding of the importance of social policy, how it impacts upon childhood and young people and practice with them. Students will develop knowledge of the impact of social policy on childhood and young people. Students will gain an understanding of the importance of social policy, how it impacts upon childhood and young people and practice with them.
The module adopts a critical approach to social science, in particular national and international policies and practices for responding to victims of crime and wider social harms. Students will be able to demonstrate an understanding of the roles and responsibilities of key actors in responding to violent crime and the fear of crime impacts on individuals and communities. Students will be able to apply knowledge and skills from previous modules to develop informed judgements and engage in policy and practice on disadvantaged groups.

The module is designed to develop student's critical and creative thinking skills by encouraging them to question the nature of knowledge and practice in social science. The module aims to develop students' critical thinking skills by encouraging them to question the nature of knowledge and practice in social science. The module provides opportunities for students to develop informed judgements and engage in policy and practice on disadvantaged groups. By giving students training in undertaking research and presenting data, the module supports student ability to communicate ideas effectively in written form.

Throughout the module, students will be able to apply knowledge and skills from previous modules to develop informed judgements and engage in policy and practice on disadvantaged groups. By giving students training in undertaking research and presenting data, the module supports student ability to communicate ideas effectively in written form.

The module is designed to develop student's critical and creative thinking skills by encouraging them to question the nature of knowledge and practice in social science. The module provides opportunities for students to develop informed judgements and engage in policy and practice on disadvantaged groups. By giving students training in undertaking research and presenting data, the module supports student ability to communicate ideas effectively in written form.

By giving students training in undertaking research and presenting data, the module supports student ability to communicate ideas effectively in written form.
### Stage 2: Comparative Social Policy (Optional)

**Progress towards:** 1.0L

Students develop an understanding of cross-national differences in social policy related to citizenship, difference and inequality. They will study 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 state differences.

**Taking into account:** If applicable, Landscape!

#### KNOWLEDGE

Students develop an understanding of cross-national differences in welfare states, their institutional and policy arrangements, the social, political and economic contexts in which they operate and the roles of various actors. They will become familiar with the main theoretical contributions that guide analysis and shape understanding of welfare state differences.

#### CREATIVITY

Students develop an understanding of cross-national differences in welfare states, their institutional and policy arrangements, the social, political and economic contexts in which they operate and the roles of various actors. They will become familiar with the main theoretical contributions that guide analysis and shape understanding of welfare state differences.

#### RESEARCH

**COMmUnICATE**

Students engage in group and individual presentations. They must deliver group presentations most weeks. They will present their topics in seminars and written presentations. These presentations should reflect their reading list and seminars. Students will engage in the process of reflecting upon their contributions and the contributions of others. They will also learn how to evaluate and engage with other people’s presentations. Students will engage in the process of reflecting upon their contributions and the contributions of others. They will also learn how to evaluate and engage with other people’s presentations.

#### TEAMWORK

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. Topical research is a sensitive and non-judgemental approach in these discussions.

#### CHALLENGE

Students are encouraged to use examples of their projects that are at the boundaries of legal definitions of crime, and explore 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.

#### REFLECTIVE PRACTICE

Students will draw upon a range of social indicators to explore cross-national differences in their reading list and seminars. They will engage in the process of reflecting upon their contributions and the contributions of others. They will also learn how to evaluate and engage with other people’s presentations.

### Stage 3: Citizenship, Difference and Inequality

**Progress towards:** 1.0L

Students will demonstrate knowledge of a number of competing perspectives on citizenship, difference and inequality, and reflect on the relationship between policies and practices in relation to citizenship, difference and inequality. They will be able to construct cogent and logically structured written and oral presentations on topics related to citizenship and social policy.

### Analysis and Evaluate Social Policy Change through a Critical Understanding of How Society Has Developed through a Cross-National and Comparative Perspective and the Role of the State, Political Economy and Social Institutions in the Development of Social Policy

**Competencies**

- Students develop an understanding of cross-national differences in social policy related to citizenship, difference and inequality.
- Students develop an understanding of cross-national differences in welfare states, their institutional and policy arrangements, the social, political and economic contexts in which they operate and the roles of various actors. They will become familiar with the main theoretical contributions that guide analysis and shape understanding of welfare state differences.

#### Task 1: Engage in Social Policy debates at local, national and global level, synthesising evidence and presenting complex ideas effectively to peers, policy actors, and academic colleagues. Students must consider the different layers of responsibility that affect the generation and analysis of data. They will present their findings to each other and to the broader academic community in seminars and individual presentations.

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This module enables students to engage with the broader fields of sustainable development and social inclusion, providing students with an understanding of the role that sustainable development and social inclusion play in the real world. This understanding is reinforced through the completion of a selection of theoretical and practical tasks. The module is heavily focused on real-world problems and issues such as fuel poverty and inequality, as well as the need for innovative research methods, digital resources and the use of alternative assessment methods. The module is designed to be assessed via two essay assignments, an assessed group presentation task, and a project. Students are tasked to strengthen their teamwork skills and to learn to work with a range of colleagues, both on an individual and collective level, synthesizing and communicating ideas. The seminar discussions on at times controversial topics, the essay assignments, and the assessment tasks critically assess students’ knowledge and understanding of the contemporary criminal justice system, as well as the ability to engage with the broader fields of sustainable development and social inclusion.

Stage 3: Sustainable Development and Social Inclusion (20% Optional, 15% Optional)

This module provides students with an understanding of the role of sustainable development and social inclusion in the formulation of policy and practice. The module is heavily focused on real-world problems and issues such as fuel poverty and inequality. Students are tasked to strengthen their teamwork skills and to learn to work with a range of colleagues, both on an individual and collective level, synthesizing and communicating ideas. The seminar discussions on at times controversial topics, the essay assignments, and the assessment tasks critically assess students’ knowledge and understanding of the contemporary criminal justice system, as well as the ability to engage with the broader fields of sustainable development and social inclusion.

Stage 2: Debates in Criminal Justice (Optional)

This stage introduces students to the theories and concepts underlying debates in criminal justice. The module is heavily focused on real-world problems and issues such as fuel poverty and inequality. Students are tasked to strengthen their teamwork skills and to learn to work with a range of colleagues, both on an individual and collective level, synthesizing and communicating ideas. The seminar discussions on at times controversial topics, the essay assignments, and the assessment tasks critically assess students’ knowledge and understanding of the contemporary criminal justice system, as well as the ability to engage with the broader fields of sustainable development and social inclusion.

Stage 1: Research, Reflective Practice, Communicate, Challenge

This stage introduces students to the theories and concepts underlying debates in criminal justice. The module is heavily focused on real-world problems and issues such as fuel poverty and inequality. Students are tasked to strengthen their teamwork skills and to learn to work with a range of colleagues, both on an individual and collective level, synthesizing and communicating ideas. The seminar discussions on at times controversial topics, the essay assignments, and the assessment tasks critically assess students’ knowledge and understanding of the contemporary criminal justice system, as well as the ability to engage with the broader fields of sustainable development and social inclusion.

In sum, the module provides a comprehensive understanding of the theories and concepts underlying debates in criminal justice. The seminar discussions on at times controversial topics, the essay assignments, and the assessment tasks critically assess students’ knowledge and understanding of the contemporary criminal justice system, as well as the ability to engage with the broader fields of sustainable development and social inclusion.

In conclusion, the module provides a comprehensive understanding of the theories and concepts underlying debates in criminal justice. The seminar discussions on at times controversial topics, the essay assignments, and the assessment tasks critically assess students’ knowledge and understanding of the contemporary criminal justice system, as well as the ability to engage with the broader fields of sustainable development and social inclusion.

21
This module enables students to progress towards the dissertation. The dissertation requires students to demonstrate this critical understanding. By working on environmental issues and related policy challenges, students are expected to critically analyse these in relation to appropriate theory. The essay focus requires students to demonstrate this critical understanding.

**By working on environmental issues and related policy challenges (week 1 if applicable, through week 4)**

**KNOWLEDGE**
- Focus on environmental issues and related policy challenges, students are expected to critically analyse these in relation to appropriate theory. The essay focus requires students to demonstrate this critical understanding.

**CREATIVITY**
- Students will develop a critical account of the policy or practice area of their choice.

**RESEARCH**
- By working on environmental issues and related policy challenges, students are expected to critically analyse these in relation to appropriate theory. The essay focus requires students to demonstrate this critical understanding.

**COMMUNICATE**
- Students will develop a critical account of the policy or practice area of their choice.

**TEAMWORK**
- Students will develop a critical account of the policy or practice area of their choice.

**CHALLENGE**
- Students will develop a critical account of the policy or practice area of their choice.

**REFLECTIVE PRACTICE**
- Students will develop a critical account of the policy or practice area of their choice.

By working on environmental issues and related policy challenges, students develop a critical account of the policy or practice area of their choice. This includes critical analysis of relevant theories, empirical research, and stakeholder perspectives. Students are expected to engage with the broader fields of social policy, criminal justice, and policing, providing students with an alternative 'workforce' through which to critically analyse key policy frameworks that both direct and indirect impacts on children and young people’s lives. Such modules highlight the shrinking and overlapping nature of topic areas within social policy, and the implications this has for both their specialist areas of interest and new areas of research. By working on environmental issues and related policy challenges, students are expected to critically analyse these in relation to appropriate theory. The essay focus requires students to demonstrate this critical understanding.

**Stage 3**

**Criminal Justice and Policing (option module) (Lic B Sc 2017)**

This module enables students to engage with the broader fields of social policy, criminal justice and policing, providing students with an alternative 'workforce' through which to critically analyse key policy frameworks that both direct and indirect impacts on children and young people’s lives. Such modules highlight the shrinking and overlapping nature of topic areas within social policy, and the implications this has for both their specialist areas of interest and new areas of research. By working on environmental issues and related policy challenges, students are expected to critically analyse these in relation to appropriate theory. The essay focus requires students to demonstrate this critical understanding.

By working on environmental issues and related policy challenges, students develop a critical account of the policy or practice area of their choice. This includes critical analysis of relevant theories, empirical research, and stakeholder perspectives. Students are expected to engage with the broader fields of social policy, criminal justice, and policing, providing students with an alternative 'workforce' through which to critically analyse key policy frameworks that both direct and indirect impacts on children and young people’s lives. Such modules highlight the shrinking and overlapping nature of topic areas within social policy, and the implications this has for both their specialist areas of interest and new areas of research. By working on environmental issues and related policy challenges, students are expected to critically analyse these in relation to appropriate theory. The essay focus requires students to demonstrate this critical understanding.
The module critically explores the PLO1 and PLO4 of the module.

Stage 3

Youth Justice (Option List A from 2023)

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.

By working in small groups, students develop their communication, research, and teamwork skills.

The module is taught in 3 hour sessions which have been broken down into a lecture, seminar, and workshop. Workshops consolidate the lecture, seminar, and workshop. 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 Most Court room in the Law School. Students are asked to role play the role of the different officials in the youth court and are taken through the process of a case study of a young person. They are asked to consider any evidence and arguments presented by the young person before being asked to sentence the young person for the case.

The seminar and workshop activities are all focused on encouraging 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 approach the topic from different perspectives. Unlike prevailing approaches, the module gives students the opportunity to present their arguments in a live court setting.

The module explores a range of issues in the youth justice system, challenging students to consider how different stakeholders might approach the topic from different perspectives.

The module explores diversity and disproportionality within the youth justice system particularly in weeks 5 and 6.

The module covers key debates such as the sentencing of young people, the age of criminal responsibility and custody for children. It asks students to reflect on other approaches to youth offending or whether the current systems are better or worse than the systems in place in other countries.

The module is assessed through a case study essay on problems of youth justice and a presentation on the criminal justice system.

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<tr>
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<tr>
<td>Stage C</td>
<td>To develop knowledge and skills in the assessment and evaluation of social policy to understand the implications of social inequality and the impact of social policy on vulnerable groups.</td>
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In order to generate clear learning and critical insights about drug use, students engage with a range of perspectives and develop an understanding of the complex interplay of social, political, economic, and institutional factors that shape social problems and policy responses to children and young people. Students develop the ability to critically evaluate drug policy proposals and to understand the implications of social inequality and the impact of social policy on vulnerable groups.

The module enables students to engage with the broader fields of social policy, drug use, providing students with an alternative approach to their studies. Students explore the social, political, economic, and institutional factors that shape social problems and policy responses to children and young people. The module highlights the interrelated nature of these factors and the implications they have for both the specialized areas of research and more widely, including those areas where they make treatment or support work. Students critically engage with a range of perspectives and develop an understanding of the implications for policy and practice.

The module also focuses on developing students' critical thinking and reasoning skills, enabling them to engage in complex discussions and to develop a range of perspectives that are useful for communicating to a wide audience. Students critically engage with a range of perspectives and develop an understanding of the implications for policy and practice.

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Through analysis of poverty, students are made aware that policy intentions are not always translated into practice. They also work together in smaller groups - particularly in the 4 policies 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.

In week 10 seminars student discuss the issues in the wider group, but also work together in smaller groups - particularly in the 4 policies 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.

In seminars student 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 state regimes support policy. Students work together to produce a group presentation in week 10 to understand the extent to which welfare state regimes support gender equality.

Through discussion of poverty, inequality and identity, how policy responses have changed over time, and use evidence to assess competing political opinions relating to the causes and measurement of poverty.

Seminars involve discussing issues such as how to undertake research on poverty with children and how to measure and poverty equivalence income. Data workshops in the second part of the module give students hands on experience of how to undertake research on poverty with children and how to measure and poverty equivalence income. Students work together in small groups - particularly in the 4 policies 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.

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Workshops give students the opportunity to discuss empirical evidence and present their interpretations using PowerPoint. This allows modules to provide instant feedback on their data analysis skills. The final session involves group presentations in which students present findings from group projects where they work in small teams to explore real world policy questions and demonstrate their growing employability.

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Students are introduced to the key concepts, measurement frameworks that are applied to assess the well-being of children and young people 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 concepts of child well-being and to the different debates about how best to measure and comparatively across countries to help inform UK policy makers to identify solutions to improve the lives of children and young people.

Students are taught in a 3 hour interactive session that every week combines a lecture with workshop interactive session that every week exposes the state of child well-being and on the substantial debates around 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, wellbeing, education, and social justice through the appreciation of the level of well-being in children’s society for example). They also learn how to present this material themselves in the weekly seminars and the summative assessment orally and in written form.

The seminar reading activities focus primarily on 

- working effectively in multidisciplinary teams to understand different perspectives and purposes in promoting child-well being.
- The seminar reading activities focus primarily on working collaboratively in small groups and engage with multidisciplinary explorations of the different dimensions of child well-being throughout the course. Also in retaining arguments and explanations and as a means of communicating effectively face to face with the tutor or one to one when discussing their choice of domain for their summative assessment and when presenting face to face on their formative assessment.
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The seminar reading activities focus primarily on working effectively in multidisciplinary teams to understand 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 to the class and in their summative assessment, for example, the second half where they have to consider the differences in outcomes by gender, as the essay requires students to outline the different analytical approaches to conceptualising and explaining child well-being outcomes. For example, they are expected to discuss children’s perspectives in developing perspectives on child outcomes. These different perspectives are applied to discuss the different dimensions of child well-being, the purpose of which is to inform 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.

The students gain an understanding of competing social policy debates at local, national and international level as well as learning about the many domains of child well-being that students study require them to engage with multidisciplinary ideas across areas such as health, wellbeing, education, and social justice through the appreciation of the level of well-being in children’s society for example). They also learn how to present this material themselves in the weekly seminars and the summative assessment orally and in written form.

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Students will develop a more informed understanding of the social construction of youth with a particular focus on those aspects associated with gender. This includes the ways in which gender roles and identities are constructed, the impact of social inequality on young people, and the ways in which young people navigate and resist these processes. The module also focuses upon the role that gender plays in the generation of social inequality among young people. The module also examines the ways in which young people engage with the media and the ways in which social movements and youth culture contribute to these processes. Throughout the module, students are encouraged to develop their critical thinking skills in order to understand the complex and dynamic nature of youth culture and social inequality in contemporary society.

Students will gain an understanding of key theoretical frameworks such as gender, class, and social identity, and the ways in which these concepts are applied to understand the experiences of young people. The module also examines the ways in which young people engage with the media and the ways in which social movements and youth culture contribute to these processes. Throughout the module, students are encouraged to develop their critical thinking skills in order to understand the complex and dynamic nature of youth culture and social inequality in contemporary society.

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Through analysis of prisons and penological practice, this module enables students to engage with thepenal system and penal policy through a critical understanding of the broader contexts in which these issues occur. Students will learn about the processes and issues surrounding imprisonment and the experiences of those who are detained, and how these are shaped by social, political, economic and cultural forces. Students will be encouraged to develop critical thinking skills and to reflect on the implications of the material studied in relation to their own interests and experiences. The module aims to equip students with the skills and knowledge necessary to engage in debates about the penal system and its impact on individuals, groups and society as a whole.

The module is delivered through a combination of lectures, seminars, workshops, and guest lectures. Students will also be required to undertake a group project, which involves researching and presenting a poster on a chosen topic related to the module. The poster presentation is assessed through a summative assessment that includes a written report. The module also includes formative assessments, such as reflective diaries and group presentations, which are intended to provide feedback on students' progress and help them to develop their skills.

The learning outcomes for this module are:
- Understand the key concepts and debates surrounding imprisonment and penal policy
- Develop critical thinking and research skills
- Understand the role of research and evidence in informing penal policy
- Engage in debates about the penal system and its impact on individuals, groups and society as a whole.

By the end of the module, students will be able to:
- Demonstrate a critical understanding of the penal system and penal policy
- Reflect on the implications of the material studied in relation to their own interests and experiences
- Engage in debates about the penal system and its impact on individuals, groups and society as a whole
- Communicate their ideas and arguments effectively in both written and oral forms.
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<tr>
<th>Stage</th>
<th>Module</th>
<th>Holistic</th>
<th>CREATIVITY</th>
<th>RESEARCH</th>
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<th>TEAMWORK</th>
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<tr>
<td></td>
<td>PLO1</td>
<td>Identify and investigate real world social problems in relation to children and young people and apply problem-solving skills and critical thinking to this, in order to contribute to imaginative, flexible and effective policy and practice solutions.</td>
<td>Through analysis of state intervention surrounding mortality, this module enables students to engage with broader fields of social policy, providing students with an alternative window through which to critically analyse key policy frameworks that have both direct and indirect impacts on children and young people’s lives. Such modules highlight the intersecting and overlapping nature of the inter-related social factors in the lives of children and young people, and the specialist areas of interest and more widely, including those areas where they make weak employment. 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.</td>
<td>The module will develop students 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.</td>
<td>Students will have encountered during the placement</td>
<td>The final report assessment task should include some consideration of the available statistical evidence related to the agency and its staff and clients. Students present their placement to peers using appropriate presentation techniques. Students are encouraged to share their report with the placement provider if appropriate.</td>
<td>The final report requires students to consider the impact of practice (as observed during the placement) on disadvantaged groups.</td>
<td>The final report requires students to describe and analyse their placement in relation to academic theory. Students also submit their fieldnote dates and are required to reflect on the experience and any policy issues arising from their experience.</td>
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<td>PLO2</td>
<td>Analyse and evaluate social policy to develop informed judgements through a critical understanding of how policy options, and use interactive role-playing scenarios to develop an understanding of how policy decisions are made.</td>
<td>Students through current debates on alternative policy options, and use interactive role-playing scenarios to develop an understanding of how policy decisions are made.</td>
<td>The final report assessment task requires students to reflect on policy and practice solutions to the issues they have encountered during the placement.</td>
<td>Students present their placement to peers using appropriate presentation techniques. Students are encourage to share their report with the placement provider if appropriate.</td>
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<td>PLO3</td>
<td>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.</td>
<td>The module 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.</td>
<td>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 debates and policies. Students will be required to complete at least one presentation to their peers.</td>
<td>Students will be expected to develop within-and outside-seminar learning working on a range of tasks. Students will be invited to discuss each other’s conclusions in a constructive way, and to put forward views and opinions to shape policy solutions.</td>
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<td>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 these policies operate, and how they might be improved.</td>
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<td>PLO4</td>
<td>Students will develop the capacity to engage effectively on death-related policy issues, and carry the capacity to connect death related issues to other social policy areas.</td>
<td>The module 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.</td>
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<td>PLO7</td>
<td>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.</td>
<td>The module 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.</td>
<td>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 debates and policies. Students will be required to complete at least one presentation to their peers.</td>
<td>Students will be expected to develop within-and outside-seminar learning working on a range of tasks. Students will be invited to discuss each other’s conclusions in a constructive way, and to put forward views and opinions to shape policy solutions.</td>
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<td>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 these policies operate, and how they might be improved.</td>
<td>By working on (and if applicable, assessed through)</td>
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