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

<table>
<thead>
<tr>
<th>Level of qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please select: Level 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Please indicate if the programme is offered with any year abroad / in industry variants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year in Industry</td>
</tr>
<tr>
<td>Please select Y/N</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Year Abroad</td>
</tr>
<tr>
<td>Please select Y/N</td>
</tr>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where more than one department is involved, indicate the lead department</td>
</tr>
<tr>
<td>Lead Department</td>
</tr>
<tr>
<td>SPSW</td>
</tr>
<tr>
<td>Other contributing Departments:</td>
</tr>
<tr>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programme Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please name the programme leader and any key members of staff responsible for designing, maintaining and overseeing the programme.</td>
</tr>
<tr>
<td>Dr Zoë Irving</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Purpose and learning outcomes of the programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement of purpose for applicants to the programme</td>
</tr>
</tbody>
</table>
Social progress depends on effectively designed social policies that aim to distribute resources in ways that maximise human welfare and minimise social disadvantage. Social Policy study addresses the best ways to achieve these outcomes, drawing on concepts and theories from all social science disciplines, and actively applying them to solving social problems from the local and national, to the global level. Students of Social Policy consider the diversity of human needs and sources of inequality, and analyse the social, political and economic context in which they exist. Aiming to understand and improve societal responses to social problems and disadvantage also engages students with active examination of the complexity of the policy-making process in the UK and beyond. Students will learn how to investigate and critically assess the role of citizens, governments, markets and other policy actors in shaping policy, and to evaluate the evidence on which policy is based. As independent, critical thinkers, York graduates in Social Policy are equipped to tackle complex problems and produce creative solutions, applying sophisticated theoretical knowledge of the social and policy worlds and promoting collaboration and participatory approaches in their working lives. Our programme is outward-looking and incorporates strong links with the non-academic policy community, opportunities to undertake placements in policy organisations and an international perspective to studying social issues. Our Graduates have a versatility of knowledge and skills that will enable them to pursue a wide range of careers in the public, private and voluntary sectors.

**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 policy for effective delivery and outcome, drawing on understanding of the policy making process and applying theories and concepts from the social sciences to real world problems.</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, assess evidence and produce reasoned written accounts of social policy enquiry.</td>
</tr>
<tr>
<td>4</td>
<td>Engage with policy 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.

**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.

**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 in the work and activities of policy communities at a number of levels and in different ways. It is expected that they will do this equipped with both 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. The ability to tackle complexity in their future lives and careers using a range of conceptual and theoretical tools for analysis, as well as skills in communication and collaboration combined with a policy orientation will be especially advantageous.
### 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 Social Policy 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 with 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 the PLOs support and enhance the students’ employability (for example, opportunities for students to apply their learning in a real world setting)?

The PLOs include a suite 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 the social policy fields 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.

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

At level 1 students will become familiar with 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?

http://www.york.ac.uk/about/departments/support-and-admin/careers/staff/
All teaching staff are active researchers and the programme content is driven by research-led interests and strengths. 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. Further integration of the two research centres located in the Department (CHP and SPRU) with learning and teaching strategies is also a departmental aim.

Stage-level progression
Please complete the table below, to summarise students’ progressive development towards the achievement of PLOs, in terms of the characteristics that you expect students to demonstrate at the end of each year. This summary may be particularly helpful to students and the programme team where there is a high proportion of option modules.

Note: it is not expected that a position statement is written for each PLO, but this can be done if preferred (please add information in the ‘individual statement' boxes). For a statement that applies across all PLOs in the stage fill in the ‘Global statement’ box.

### Stage 0 (if your programme has a Foundation year, use the toggles to the left to show the hidden rows)

### Stage 1

On progression from the first year (Stage 1), students will be able to:

<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 policy making process and apply theories and concepts from the social sciences to real world 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 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>

Global statement

### 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>Global statement</td>
<td></td>
<td></td>
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<td></td>
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<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><strong>Analyse policy with a critical understanding of the ways in which social, political, economic and institutional interests shape social problems and societal responses.</strong></td>
<td><strong>Design policy, drawing on understanding of the policy making process and application of theories and concepts from the social sciences to real world problems.</strong></td>
<td><strong>Retrieve, generate and interpret qualitative and quantitative data using appropriate research methods, and policy-relevant analytical techniques to investigate social questions, assess evidence and produce reasoned written accounts of social policy enquiry.</strong></td>
<td><strong>Appreciate the complexity of policy debate at local, national and global level, communicating ideas effectively both in writing and verbally to peers, using appropriate visual presentation techniques.</strong></td>
<td><strong>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.</strong></td>
<td><strong>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.</strong></td>
<td></td>
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</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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</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 (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)

<table>
<thead>
<tr>
<th>Stage 1</th>
<th></th>
<th>Credits</th>
<th>Module</th>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Code</td>
<td>Title</td>
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<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>
<tr>
<td>30</td>
<td>SPY - 2C</td>
<td>S</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>S</td>
<td>Exploring Social Policy</td>
<td>S</td>
<td>A</td>
<td>EA</td>
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<tr>
<td>30</td>
<td>SPY - 3C</td>
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<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>S</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>Credits</th>
<th>Module</th>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></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>
<tr>
<td>30</td>
<td>SPY - 12I Social Research Methods</td>
<td>S</td>
<td></td>
<td>E A</td>
</tr>
<tr>
<td>30</td>
<td>SPY - 1I Comparative Social Policy</td>
<td>S</td>
<td>A</td>
<td>EA A</td>
</tr>
<tr>
<td>30</td>
<td>SPY - 2I The Policy Process</td>
<td>S</td>
<td>A</td>
<td>A E A</td>
</tr>
<tr>
<td>30</td>
<td>Option</td>
<td>S</td>
<td>A</td>
<td>E A</td>
</tr>
</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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</thead>
<tbody>
<tr>
<td></td>
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<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>
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<td>40</td>
<td>SPY - 3H Dissertation</td>
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<td></td>
<td>E A</td>
</tr>
<tr>
<td>20</td>
<td>Option</td>
<td>S</td>
<td>E A</td>
<td></td>
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<tr>
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<td>Option</td>
<td>S</td>
<td>E A</td>
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<td>Option</td>
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<td>E A</td>
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</tr>
<tr>
<td>20</td>
<td>Option</td>
<td>S</td>
<td>E A</td>
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### Stage 4

<table>
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<tr>
<th>Credit</th>
<th>Module</th>
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<th>Spring Term</th>
<th>Summer Term</th>
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</thead>
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<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>

**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 Level 3</th>
<th>Option List B Level 2</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>Prisons and Penal Policy</td>
<td>Debates in Criminal Justice</td>
<td>Poverty and Inequality</td>
<td>Poverty and Inequality</td>
<td>Welfare States and Economic Crisis</td>
<td>Illicit Drug Use</td>
<td>Illicit Drug Use</td>
<td>Illicit Drug Use</td>
</tr>
<tr>
<td>Vulnerability, Deviance and Social Control</td>
<td>Understanding Childhood and Youth</td>
<td>Welfare States and Economic Crisis</td>
<td>Welfare States and Economic Crisis</td>
<td>Welfare States and Economic Crisis</td>
<td>Illicit Drug Use</td>
<td>Illicit Drug Use</td>
<td>Illicit Drug Use</td>
</tr>
<tr>
<td>Illicit Drug Use</td>
<td>Citizenship, Difference and Inequality</td>
<td>Death and Policy</td>
<td>Gender and Youth Cultures</td>
<td>Gender, Citizenship and the Welfare State</td>
<td>Youth Justice</td>
<td></td>
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</tr>
<tr>
<td>Placement</td>
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<td>Gender, Citizenship and the Welfare State</td>
<td>Youth Justice</td>
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<tr>
<td>Youth Justice</td>
<td>Sustainable Development and Social Inclusion</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Gender and Youth Cultures</td>
<td>Placement</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Wellbeing of Children and Young People</td>
<td>Wellbeing of Children and Young People</td>
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<tr>
<td>Understanding Families and Family Life</td>
<td>Understanding Families and Family Life</td>
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</tr>
<tr>
<td>Housing Policy</td>
<td>Vulnerability, Deviance and Social Control</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Poverty and Inequality</td>
<td>Welfare States and Economic Crisis</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Death and Policy</td>
<td>Gender, Citizenship and the Welfare State</td>
<td></td>
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</tr>
<tr>
<td>Sustainable Development and Social Inclusion</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  BTEC Extended Diploma DDM DDD 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</td>
<td>3</td>
<td>Full-time</td>
<td>n/a</td>
<td>Face-to-face, campus-based</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Please select Y/N</td>
<td>Distance learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Yes</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

Please Select Y/N: if No move to next Section
if Yes complete the following questions

Name of PSRB
n/a

### 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)

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### 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?**

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<th>Please Select Y/N:</th>
<th>if Yes, provide details</th>
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(max 200 words)

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### 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))

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### 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.

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<th>Programme excluded from Placement Year?</th>
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### 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/

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**Additional information**

**Transfers out of or into the programme**

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<th>ii) Transfers into the programme will be possible? (please select Y/N)</th>
<th>Yes</th>
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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 Social Policy 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 year 1 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.

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<th>ii) Transfers out of the programme will be possible? (please select Y/N)</th>
<th>Yes</th>
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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 Social Policy 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 year 1 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**

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<th>Exception</th>
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<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:**

03/02/2017
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.
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.

Lecture material identifies a range of theoretical and empirical sources and key social questions which form the basis of social science enquiry. Students are also introduced into the ethics of academic activity including learning, research and writing. Students are enabled to explore debates in social policy and the platforms from which these are undertaken. Students are familiarised with the operation of key social, political and economic actors in social policy development, and the ways in which their interests are privileged in particular contexts leading to inequalities. The dimensions of inequality within and across social groups in relation to their experience of social policy are examined using a range of empirical data sources.

Seminar tasks including debates and role-play exercises are designed to develop teamwork skills, in addition to fostering teamwork skills, the group project requires students to draw on competences in conceptual analysis and data analysis. Students are expected to refer back to these data sources in order to produce reasoned written answers. Students are also expected to demonstrate that they are equipped with skills in academic integrity and understand the ethical values appropriate to social scientific enquiry and writing in the social sciences.

In the Autumn and Spring terms students are asked to relate conceptual debates to empirical evidence. In the Spring Term, students undertake a research project, presenting their findings to peer members. A group research project, exploring a real world policy issue, and potential policy solutions, provides the focal point of the Summer Term’s activity. In addition to fostering teamwork skills, the group project requires students to draw on competing conceptual perspectives and a variety of different data sources, using ideas from a range of social science disciplines.

The Summer Term group projects lay down challenges for each group of students, providing them with real world policy problems and asking them to explore possible solutions. An analysis of how their solutions relate to competing notions of key concepts such as fairness, justice, needs, citizenship or equality will require an appreciation of the drivers of social inequalities, awareness of the differential impact of policies on social groups and individuals and sensitivity to the diversity of human needs.
Students will gain knowledge of political and economic institutions, and the way in which these interact with power structures in the development and implementation of policy. Students develop familiarity with the political and economic approaches to the analysis of social issues and with the policy complexity generated by political and economic power structures. All seminars are required to focus on contemporary political and economic issues and explore these through theoretical literature. In the Autumn Term, lectures take contemporary political and economic issues and explore these through theoretical literature. In the Autumn Term lectures explore issues that have appeared in the news within the previous week, tying these news stories to themes running through the Autumn Term. Students are supported through seminar work on a group project which brings together more different strands, where students work on live policy issues using the conceptual and analytic skills developed in the Autumn and Spring terms. These projects are assessed through a group presentation and a reflective individual report, each assessing both substantive content and (separately and explicitly) the use of concepts, different types of evidence and the critical evaluation of each. Students develop familiarity with the political and economic approaches to the analysis of social issues and with the policy complexity generated by political and economic power structures. Students develop knowledge of political and economic institutions, and the way in which these interact with power structures in the development and implementation of policy. Students develop familiarity with the political and economic approaches to the analysis of social issues and with the policy complexity generated by political and economic power structures. All seminars are required to focus on contemporary political and economic issues and explore these through theoretical literature. In the Autumn Term, lectures take contemporary political and economic issues and explore these through theoretical literature. In the Autumn Term lectures explore issues that have appeared in the news within the previous week, tying these news stories to themes running through the Autumn Term. Students are supported through seminar work on a group project which brings together more different strands, where students work on live policy issues using the conceptual and analytic skills developed in the Autumn and Spring terms. These projects are assessed through a group presentation and a reflective individual report, each assessing both substantive content and (separately and explicitly) the use of concepts, different types of evidence and the critical evaluation of each.
**Stage 1: Introducing Sociology and Social Psychology (core)**

**Progress towards PLO:**
- Students gain detailed knowledge of key theories, concepts and perspectives that underpin the study of Sociology and Social Psychology. Students will also engage in evidence evaluation at a foundation level, exploring different ways of understanding the social world and their strengths and limitations. Students will develop understanding of ways in which theory is used to explain social problems and how this affects societal responses to social problems.

**The development of understanding key concepts is combined with the consideration of a range of theoretical perspectives that can be used in the critical analysis of social difference and inequality. Students will also explore the differences between theoretical and empirical arguments and the strengths and weaknesses of both. Seminar work enables students to recognise the ways that sociological and social psychological understandings of social problems might operate to inform policy.**

**Module content is focused on key sociological and social psychological debates relevant to the study of social problems and inequality. Key fields of enquiry relevant to policy debates include demographic changes surrounding ageing, family formation, labour markets and behaviour change. Students become familiar with key explanations surrounding these changes as well as critical analysis of state intervention in response to them.**

**Students gain knowledge of competing explanations of social problems and social behaviour.**

A key focus of this module is to introduce students to the analytical frameworks used to understand the sources of inequality and social divisions. Through a sociological lens, students explore how the social world is stratified according to social class, gender, sexuality. Students will also consider the role of social policies and the impact of these policies on individuals, communities, and wider society. The seminar activities will engage students in the interpretation of social problems from the perspective of a range actors and subjects. Students explore a broad range of social inequalities relating to aspects of social difference such as sex work, ageism and racism and key theories on discrimination and prejudice from social psychology are applied to the analysis of social problems. Seminars will enable immediate formative feedback delivered by seminar leaders and peers. The final summative assignment requires students to combine theoretical perspectives from both sociology and social psychology to explore a particular social problem and explain their own understanding of how different concepts and theories illuminate difference and diversity of human experience in different ways.

**By working on (and if applicable, assessed through):**
- Seminar work enables students to develop awareness of the social and psychological dimensions of social problems and the analytical frameworks used to understand them. A broad range of theories are considered, and links with policy responses are highlighted. Theories/topics are selected to provide a more detailed focus on the key social institutions that shape social inequalities and societal responses to them. Seminars enable immediate formative feedback delivered by seminar leaders. The summative assessment asks students to demonstrate that they understand the difference between sociological and social psychological theories as they are used to explain particular policy problems.

- Seminar work uses group discussion to develop foundational knowledge of key concepts and theoretical perspectives, and enable personal exploration of these through interaction with peers. Seminars enable immediate formative feedback delivered by seminar leaders.

- Seminar tasks require students to become familiar with sources of sociological and psychological knowledge which they are expected to explore and evaluate in their preparation work. Seminars enable immediate formative feedback delivered by seminar leaders. Summative written assessment requires students to draw upon a broad range of empirical research and understand its place in the generation of social theory.

- Seminar activities require students to familiarise themselves with different perspectives and positions in sociological and social psychological enquiry, and to communicate these positions in-class. Seminars enable immediate formative feedback delivered by seminar leaders and peers. The written summative assessment requires students to demonstrate their own understanding of these topics using written communication skills.

- Seminar activities will engage students in collaborative work both in preparation activities and during in-class activities where content is focused on the analysis of social problems from a range of perspectives. The social psychology element of the module includes a week of content dedicated to the understanding of group behaviour and the strengths and weaknesses of working in teams. This exercise includes a jury role play and reflection on the dynamics that informed their own decision making in a group. The final summative assessment of the module (written essay) requires students to draw upon the analytical frameworks of both sociology and social psychology. For this assignment students are required to understand the distinctiveness of these perspectives before evaluating their strengths and limitations in our understanding of a particular social problem. Seminars also enable immediate formative feedback delivered by seminar leaders and peers.

**Stage 2: Understanding Childhood and Youth**

**Progress towards PLO:**
- Students develop knowledge of the main theoretical perspectives (Social Psychology and Sociology) that have influenced the construction of childhood and youth. Students gain an understanding of how these theoretical frameworks influence social policy and practice with children and young people. Through an interdisciplinary approach to understanding childhood and youth students gain an understanding of how social problems are framed in different ways and how these can complement and contradict one another.

- Students will explore the conceptual underpinnings of ‘childhood’ and ‘youth’ before moving onto specific policy examples such as childhood obesity, family intervention and teenage pregnancy. By drawing upon concrete policy examples students will appreciate how theory translates into policy and practice.

- Students engage with both quantitative and qualitative data appreciating the distinctive contribution they make in helping understand the experiences of children and young people. Students will distinguish between various types of data/evidence and appreciate their unique value to policy enquiry. Students explore how the theoretical frameworks surrounding childhood and youth tend to align to particular methodological approaches.

- Students gain an understanding of the importance of social policy, how it impacts upon children and young people and practice with them.

- Students gain knowledge of competing explanations of social problems and social behaviour.

- Students will explore the significance of ‘difference’ amongst children and young people (e.g. gender, social class, ethnicity, sexual orientation, disability) and how notions of ‘difference’ influence the experience of childhood and transitions to adulthood. Students will develop an understanding of how social inequalities interact and overlap with one another and require a multi-faceted joined up social policy approach.

Students gain an understanding of social policy and its importance to both children and young people. Students will develop an understanding of how social inequalities impact upon children and young people and practice with them. Outside speakers enable students to appreciate the challenges surrounding policy implementation.
Progress towards Stage 2

Youth (and if applicable, By working on through)

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 broad range of evidence. This involves tracing the development of a distinct social policy area relating to children and young people. Students are required to identify critical issues that have been raised in relation to the chosen policy area and consider the main elements of successful policy implementation.

Seminar work consolidates independent reading to discuss real world problems. Seminar activities involve students exploring the policy making process from the formation of policy at the national level to its local implementation. Guest speakers (practitioners) in the spring term help consolidate this learning. The summative portfolio assessment requires detailed engagement with one of the following policy areas: early intervention, child poverty, teenage pregnancy and parenthood, childhood obesity and material deprivation. Students are required to draw upon a range of appropriate data in the summative written essay and portfolio assessment.

Seminar activities involve students contrasting different types of data and evaluating their strengths/weaknesses to our understanding of adverse welfare experiences and/or 'poor' outcomes in childhood and adolescence. Students focus on a broad range of topical areas including the impact of divorce and separation, teenage pregnancy and parenthood, childhood obesity and material deprivation. Students are required to draw upon a range of appropriate data in the summative written essay and portfolio assessment.

Student presentations in classroom settings provide opportunities to practice communication skills. Outside speakers support student understanding of real world practice at local and national level. The portfolio represents a different style of communication appropriate to policy discussion and collection of evidence. During the autumn term seminar series students work in small groups on an activity relating to the theoretical underpinnings of how childhood is conceptualised. This describes students communicative/teamwork skills as well as providing a basis for formative feedback on the submission of their summative written essay.

Engagement with outside speakers requires consideration of theory in practice. The nuances surrounding effective policy implementation are to be evidenced in the summative portfolio assessment.

Seminar activities ensure students have understood key concepts of difference and how policy makers have sought to respond to the multi-faceted and complex needs of ‘vulnerable’ groups of children and young people. This is further consolidated through the summative portfolio assessment.

Stage 2

Policy Process (Core)

Progress towards PUD

Students will develop knowledge of the theory and practice of policy analysis across a broad range of social policy areas. They will explore the institutional and other interests that operate within the policy process.

Students will apply policy analysis concepts and theories to ‘real world’ scenarios. Students will gain an understanding of the role of evidence and evaluation in the policy making process. The potential for systematic reviews, quantitative and qualitative data to inform an ‘evidence based’ approach to policy making will be explored.

Students will develop an understanding of the policy making process through three distinct tiers of knowledge that explore the macro, meso and micro implementation. They will appreciate the differences in levels of debate depending on theoretical context.

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

Students will explore the distribution of power in the policy process and how social problems become issues on the political agenda.

By working on (and if applicable, assessed through)

Seminars are designed to explore policy challenges from macro, meso and micro perspectives, which is central to the understanding of the policy process. Policy report and government workshop reports are based on in depth application of theory to specific policy and to relevant government departments. The wider context of policy is recreated with key actors from beyond Westminster represented in the workshop.

Prior to the workshop, seminars are based on presentations, wherein students are required to use theoretical literature to explore a contemporary question pertinent to the policy process. The Government Workshop provides opportunities for students to work in teams to replicate government departments. Assessment tasks require students to engage with policy solutions and decision making.

The Government Workshop provides opportunities for students to work in teams to replicate government departments and to present their policy in a formal setting to the staff and colleagues using appropriate presentation techniques. These techniques vary dependent on the audience, with students required to present the same ideas to representatives of governments, the academy, business, and wider civil society. Students are required to be mindful of the theoretical messages from earlier in the term and their workshop report directly asks how this theoretical literature was demonstrated in action or otherwise through the workshop.

The Government Workshop requires students to work in teams to replicate government departments. A take-home message is that this is not always easy and in fact there are many barriers to working collaboratively, but that successful teamwork is a route through the workshop. The workshop encourages students to explore different models of teamwork that reflect the power relations that have been explored throughout the module. The workshop report then necessitates a critical appraisal of how successful that teamwork proved to be, how it could have been advanced and how these issues might affect ‘real-world’ policy making.

Throughout the module the differentiated access to and impact of the policy process are explored. Seminars ask questions such as ‘how have young people been impacted by changes in the world of work?’ and students engage with academic sources as well as material from think-tanks and advocacy groups in seeking to answer this. Throughout the module we explore the various stakeholders involved in the policy making process, from ‘service user’, through front-line service deliverers, right up to politicians. To successfully gain a complete appreciation of the policy process students much appreciate how these various stakeholders have different roles in the policy process and what that then tells us about power more generally. The policy report and government workshop reports are based on in depth application of theory to specific policy and to relevant government departments and their specific group interests and challenges. The very act of splitting students into different government departments and then requiring them to speak to various policy communities is an important lesson in the difficulties and challenges faced by those trying to formulate and deliver policy that meets the diverse range of human needs.
The module adopts a critical perspective regarding what constitutes evidence in social science and as such plays a role in deepening students' perception of how social interests shape (the measurement of) social problems through an understanding of how research happens in the real world (lecture 2,4,5 and digital literacy session week 10).

Through detailed understanding of the role of social science research the module contributes to student understanding of the ways in which social problems are investigated and supports critical thinking skills by encouraging a critical perspective about the nature of knowledge.

The module is designed to train students in theories of social research (term 3) that facilitates critical assessment of qualitative and quantitative approaches to social research. Term 2 provides hands-on training in a range of research methods including generating quantitative data (survey design); working with data sets (quantitative analysis); generating qualitative data (talking methods; visual methods; ethnography) and analysing secondary data (documentary evidence). The final term uses workshops to draw aspects of two terms together for interactive research design sessions.

By giving students training in undertaking research and presenting data, the module supports student ability to communicate ideas effectively in written form.

A key theme of the module is concerned with the ethics and access issues related to research with disadvantaged groups and as such supports students' understanding of the ways in which inequality might be 'measured' and the ways in which social research seeks to ensure disadvantaged groups' voices are heard in the research process (Autumn term weeks 2,7,8; Spring term weeks 3,4,7,8).

By working on (and if applicable, assessed through) Autumn term seminar groups require engagement with core concepts of victimology through which students are required to demonstrate an understanding of how research is made and the political and economic interests that might influence this (Seminar 2,3), the portfolio assessment part one (reflective learning) requires students to demonstrate engagement with concepts and ideas from the autumn term in a learning log-style component.

Small group seminars with leading researchers are used to introduce students to the real world of 'doing' social research. Students are required to reflect on their learning in a learning-log that forms the first part of the portfolio assessment. In the final part of the portfolio students are confronted with a real-world social/crime related problem and develop a research design that will generate greater understanding and policy/practice solutions.

Students work on a portfolio-style assessment over the year that requires them to demonstrate that they can generate data (term 2); interpret data (term 1) and critically assess quantiative and qualitative methods (term 3). The research design project in term 3 will be based on crime-related issues.

The portfolio requires students to present data in appropriate ways thereby demonstrating an ability to communicate ideas effectively.

Research design tasks for the third part of the portfolio will require students to consider research with disadvantaged groups.

By working on (and if applicable, assessed through) Autumn term seminar groups require engagement with core concepts of victimology as a sub-branch of criminology. Students will recognize the global nature of victimisation and critically evaluate contemporary national and international policies and practices for responding to victims of crime and wider social harms.

Students will interrogate a range of contemporary examples of social harm to enable them to question traditional definitions of 'crime'. They are encouraged to use examples for their projects that lie at the boundaries of legal definitions of crime and thus to explore events that require different policy and practice solutions to 'normal' crime.

Students will critically analyse primary documents and data sources such as the International Victimisation Survey and the Crime survey for England and Wales as well as data sources beyond standard criminal justice statistics. Through this analysis they will develop a clear understanding of the limitations of such sources and alternatives ways in which to retrieve information and data.

Students will critically assess international and global research on victimisation. Students will appreciate the importance of victimisation, the ways in which inequality might be generated and the development of national and international policies and practices for responding to victims of crime and wider social harms.

Weekly small group seminar discussions are used to develop teamwork skills.

Students will identify and explain patterns and impacts of victimisation particularly in terms of race, gender, poverty and geography. Students will investigate how crime and the fear of crime impacts on everyday lives and wider society and will analyse the differential impact of policy and practice on those groups.

By attending the case study workshops and working on their project report, based on a topic of their choice, students will conduct in depth analysis and interpretation of the impact of crime and social harm on a wide variety of victim groups and the policies and practices designed to meet those harms.

Students choose a real world example as the focus for their project. They must select from their learning around theories of victimisation and social harm and apply the most appropriate theory to explain the impact on their victim group, to analyse aspects of blame and responsibility, and to design alternative policy responses to the harm.

When preparing for seminars and when working on their assessed project students must utilise a range of secondary data to analyse patterns of victimisation and the impact of crime on victims. Their chosen topic will require (independent engagement with a variety of data sets both from within and outside criminal justice) and clear presentation of that data in their project.

This process also develops key skills that students will develop further in their dissertation work in the third year.

By engaging with module reading and preparing for seminars and, more specifically, by working on their project, students must consider the different ways of responsibility that affect the generation of harm and society’s responses to it. Students will use analytical models to address these drivers of social harm and the differing impact that they might have on individuals, social groups and institutions.

The project assessment requires that students communicate their ideas in a written format but allows for flexibility beyond a standard essay format. Clear guidance is offered through feedback from the formative assessment where they introduce their preliminary ideas.

In weekly discussion groups students must discuss their allocated reading with their colleagues, presenting the findings and their interpretations for each other to facilitate a wider understanding of the issue for the whole group. Topics covered need to cover a sensitive and non-judgemental approach in these discussions.

Students are encouraged to use examples for their projects that lie at the boundaries of legal definitions of crime, and to analyse aspects of difference in relation to the experience of victimisation of their chosen group and any differential impact of policy and practice on those groups.

By working on (and if applicable, assessed through) Students develop an understanding of comparative social policy (core) Students develop an understanding of comparative social policy theory and key concepts. Seminar activities include the exploration of specific policy challenges such as demographic and labour market change.

Students develop quantitative research skills, extracting, analysing and presenting OECD data on social policy. Through quantitative data analysis students explore trends in the development of social policy.

Students will explore the essence of different national responses to social problems and the debates that surround them. They will present their ideas to their peers and to staff using visual and data presentation techniques and communicate their ideas in written form in their essay assessment.

Seminar activities involve group work activities including presentations.

Students will draw upon a range of social indicators to explore cross national differences in social outcomes. Students will explore trends of stratification, such as class and gender when undertaking comparative welfare state analysis.
### Stage 2: Citizenship, Difference and Inequality (option)

**Progress towards PLO**

| PLO | Students will demonstrate knowledge of a number of competing perspectives on social citizenship and reflect on the relationship between policies and practices in relation to citizenship, difference and inequality at micro, meso and macro levels. | Students will reflect on the relationship between policies and practices in relation to citizenship, difference and inequality at micro, meso and macro levels. | Students will undertake independent research within the structure of a guided and indicative reading kit. | Students must identify the relevance of a variety of primary and secondary sources in their research organise and deliver seminar presentations. They will reflect on the relationship between policies and practices in relation to citizenship, difference and inequality at micro, meso and macro levels. They must make coherent cogent and logically structured written and oral presentations on topics related to citizenship and social policy. | Students will demonstrate a familiarity with debates concerning provision, conditionality and membership and an ability to apply these issues in relation to debates about social citizenship, difference and inequality. |

**By working on (and if applicable, assessed through)**

- This is achieved through a consideration of the ongoing reform of the welfare state and how this relates to central elements of competing visions of social citizenship (i.e. the link between rights and responsibilities): a) conditionality and b) debates about difference and inequality (micro, meso, macro) and the relationship between these elements of citizenship and social policy. These are formally assessed via two summative essays.

- Across the year the module concepts such as citizenship, social rights and responsibilities and membership and inclusion / exclusion are critically explored. More specifically in the first term service user perspectives are interrogated specifically the pros and cons of citizenship and participatory processes in understanding the ontological and epistemological underpinnings of stakeholder approaches and the co-production of knowledge and policy. In the second term, the module further considers how welfare policy is enacted at EU and global levels.

- Students must retrieve, interrogate and present appropriate theoretical and qualitative evidence for their seminar presentations and summative assessments. In the Autumn term all students are required to construct and present a seminar presentation to their seminar classmates on a question they choose from a list of specified seminar questions. Through preparation and presentation of their ideas in their individual seminar presentations. This is not formally part of the assessment but required.

- A core focus of the entire module is on competing visions of citizenship, issues of class, race/ethnicity, gender and disability and policy in relation to these specific drivers of inequality. They are presented in relation to debates about social citizenship and via the application of relevant frameworks. In respect of 'social progress' the module introduces a number of perspectives on social citizenship that are considered in the Autumn term are effectively different visions of citizenship and the varying kinds of 'social progress' /social justice they envisage, encompass and promote.

### Stage 2: Debates in Criminal Justice (option)

**Progress towards PLO**

| PLO | Students explore key debates in criminal justice policy and practice within their historical context and with the help of a theoretical framework that particularly stresses the concepts of justice, equality and discretion. | Students link theoretical concepts and debates in the literature to real-world problems of the criminal justice system, as well as the individuals and groups making up the system, particularly offenders, victims and the general public. | Students learn to search the literature, data generated by criminal justice agencies - both qualitative and quantitative - to support and formulate their arguments. | Students learn to express and challenge each other's ideas about contemporary criminal justice police throughout this module. | Students are tasked to strengthen their teamwork skills and learn to work with a range of colleagues with diverse skill sets and work ethics. They will reflect on the strengths and weaknesses of working in a team. | Students will see the significance of studying the criminal justice system and how it is linked to social inequalities, such as class, race, gender, and the impact the system has on social injustice more widely. They will be able to develop strategies to deal with life problems that several students will aim to tackle in their post-degree work. |

**By working on (and if applicable, assessed through)**

- The core reading for this module is one that explores the diversity of approaches to welfare and subsequent outcomes and works to explain this through an understanding of history, culture and institutions. Students are required to consider these theoretical foundations when exploring contemporary evidence that can be used to support or challenge key works of literature. In each seminar students are tasked with working collaboratively to highlight how current policy issues relate to theoretical works. The three assessments are designed to test students' understanding of the theoretical debates, ability to access and use key sources of data, and communicate effectively their conclusions to questions such as 'What can contemporary data tell us about the validity of welfare state typologies?'

- The module provides a theoretical framework for understanding similarities and differences between the social policies of different countries. Early lectures and seminars are key to embedding this theoretical platform, which students are then required to both employ and critique in the seminars. These seminars present a policy area or social problem and task the students to consider how the theoretical framework(s) they have been given can add our understanding of these issues and shape the likely and possible policy responses. A key written students must reflect on through the module relates to inequality and whether that is or should be a policy priority for different governments to tackle how, given their history, culture, and institutions, that might be achieved.

- Seminars are based on a fusion of theoretical literature and (usually) quantitative data sources. Students are expected to actively contribute to interpretations of comparative data in taught sessions. In the Spring Term two weeks of data workshops represent an intensive grounding in the relevant data sources used by key research organisations, academics and governments. Students are tasked with drawing on theory to construct sensible hypotheses that can be explored through data analysis and then presented in a way that captures the complexity of comparative research but is relatable to a range of audiences. Throughout the year students undertake data comprehension exercises, research via the use of data, and work collaboratively to present findings in seminars. Assessed individual presentations test the extent of engagement with theory, application of the principles of good research to a question of their own design, selection of appropriate measures for comparison, and presentation skills. The closed exam further tests students' understanding of the theoretical debates, ability to comprehend data and combine theory with data analysis.

- Students during the Spring Term, are required to select meaningful data from sources such as the OECD in order to explore theoretical debates or address questions relating to social problems. Students are then tasked together to create and deliver a substantial presentation using software such as PowerPoint or Prezi. Students will present most weeks, which allows for substantial formative feedback. Students are expected to demonstrate knowledge and understanding of citizenship, social rights and responsibilities and discretion. The module is on the student as a researcher and communicator.

- Students are expected to deliver group presentations most weeks.

- The module begins by introducing a framework for understanding and exploring how welfare states differ. Throughout the module students are then tasked with considering the differential outcomes experienced by citizens of different countries and how they may in turn may be further differentiated for different groups in a country. The assessed presentations are an opportunity for the students to focus on the outcomes of social policy, while the exam will require students to consider how the theoretical debates that have been explored can be used to aid data analysis with a direct focus on social outcomes.
By working on (and if applicable, assessed through)

Through participating in lectures, student-driven seminars which are organised along the lines of key debates and through a summative essay and an assessed group presentation, students acquire a strong understanding of the strengths and limits of criminal justice. Seminar activities, such as student debates and class presentations, as well as the assessed essay and group presentation challenge students to form their own arguments. The essay challenges students to draw on real-life examples and data and link this to a more theoretical question, whereas the group presentation task requires students to synthesise a large volume of data on a criminal justice field into a presentation to their peers. Seminar preparation work includes collaborative activities and in-class presentations. In the Autumn Term group tasks are often used in seminars to enable students to test their understanding of key theoretical work in the Spring Term students are expected to deliver group presentations most weeks. In seminars students are asked to work in small groups and then represent their group to the whole class. In the Spring Term the students are tasked to work with a group of colleagues that work differently from themselves. They will learn from each other but also how to work together in an employment-like situation under a strict deadline. They will also prepare a written reflection on the teamwork task.

The seminar discussions on at times controversial topics, the summative essay that critically assesses the contemporary criminal justice system, as well as the group presentation engaging with one particular social inequality will sensitivise students to the ideas of social progress and justice which are directly linked to criminal justice today and these ideas shall stay with students beyond this module.

Stage 3

Placement (option)

Progress towards PDU

Through the development of placement specific learning outcomes, students are expected to identify aspects of social policy or practice with which they can critically engage. The placement enables students to engage with responses to real-world problems in an everyday setting. Students are encouraged to engage with in-house data and information sources whilst undertaking their placement where appropriate. Students are expected to give a presentation on their placement activities to their peers and are encouraged to share their placement report with the placement provider.

The placement allows students to develop understanding of the operation of social divisions in a real-world setting.

By working on (and if applicable, assessed through)

Placement specific learning outcomes should specify those areas of policy or practice that will form the focus of the final report. The final report assessment task requires students to reflect on policy and practice solutions to the issues they have encountered during the placement. Preparation for their presentation to peers using appropriate visual techniques and the final placement report component. In the final report students are required to consider the impact of practice (as observed during the placement) on disadvantaged groups.

Stage 3

Sustainable Development and Social Inclusion (option)

Progress towards PDU

The impact of politics and political institutions on the development of policies of sustainable development is critically analysed throughout the module. There is particular focus on the extent to which stakeholders are involved in the development of policies, the impact of entrenched gender inequalities on vulnerability to environmental problems and policy responses; how economic interests dominate discussions of sustainable development; how globalization and international agreements may lead to particular patterns of environmental harm; how political ideology may influence policy responses to environmental problems; how evidence is used within the decision making process. The module is heavily focused on data/evidence. The module relies on quantitative data as much of the data is grounded in the natural sciences. Additionally some qualitative data is used when discussing the impacts of environmental problems on some groups - e.g. the effects of flooding on families, the stigma of fuel poverty/food poverty etc.

The module addresses a range of policy levels. We consider global climate change and who causes it (developed countries) and who is affected by it (poorer countries), and how best to develop a policy response; we consider transnational environmental crime - e.g. electronic waste from the UK being illegally disposed in countries like China and Ghana; gender in a development context and the relationships between gender and environmental disasters. At the national level we consider fuel poverty policy (which has changed by international climate policy); food aid and its relationship with agriculture/climate change at the international level; and at the local level we consider social impacts of and policy responses to flooding using the York/Tuscarora floods as a case study. Small group presentations are required for some sessions with the intention that every student will present at least once. Students are encouraged to be creative, last year the fuel poverty team gave their presentation as a radio interview/rave play.

In the Spring Term students are asked to work together in an employment-like situation under a strict deadline. They will also prepare a written reflection on the teamwork task.

The seminar discussions on at times controversial topics, the summative essay that critically assesses the contemporary criminal justice system, as well as the group presentation engaging with one particular social inequality will sensitivise students to the ideas of social progress and justice which are directly linked to criminal justice today and these ideas shall stay with students beyond this module.

By working on (and if applicable, assessed through)

Workshops focus on environmental problems and related policy responses. Sessions normally use small group work with students usually being required to create a mini presentation/poster on a particular issue in order to feed into broader group discussion. Tasks usually focus on a specific policy problem - e.g. considering who is most vulnerable to flooding in a local area and how to address needs; analysing the effects of fuel poverty policy on different groups defined as vulnerable by the government; critical analysis of types of food provision in the UK. Usually up to 7 students from the Environment Department take the module which provides a multidisciplinary element.

The sustainable development and social inclusion module considers the relationship between the environment and social inequalities. Social inequalities are considered as a cause and consequence of environmental damage. A broad range of inequalities are considered at the global, national and local level and include gender, income, education. A variety of environmental problems including flooding, food insecurity, energy, climate change, and industrial pollution are considered in terms of their impacts on a variety of socio-economic groups, within and between countries.
Stage 3: Vulnerability, Deviance and Social Control

Progress towards PLO

Students explore how social control operates through welfare and disciplinary interventions for vulnerable groups. They also explore wider theories which help explain social control developments and how these relate to vulnerable groups, using the concepts of vulnerability and deviance. Institutions are central but the textured ways in which institutions shape social life are drawn out. Analyzing how social and criminal justice processes/systems overlap and work together to shape vulnerability is a central component of the module.

Real world social problems form the key concern for the middle segment of the module (Wks 4-8). Seminar and the formative assessment share a focus on applying critical thinking in order to develop farer and more effective policy solutions to vulnerability.

Students explore lived experiences of vulnerability through looking at qualitative research which considers the voices of vulnerable people. They also assess qualitative and quantitative data which inform how social policy and social/ criminal justice interventions which are targeted at vulnerable groups. Through reading and critically evaluating research reports and articles which draw on a wide range of data, students are encouraged to be critical of data, including using engaging with online debates, blogs and articles on topical subjects covered in the module.

Students learn predominantly about vulnerability and social control in the UK, but with local variation a key focus and theory providing a more international perspective. For example, one of the 3 hour sessions focuses explicitly evaluating a street sex work partnership initiative which the module convener was involved in developing and researching. One summative assessment choice is in the style of a report (most students select this option), creating room for flexibility in visual presentation techniques and developing report-writing style which is useful for communicating to a wide range of audiences.

Perspective taking is explicitly focused on seminar work. For example, sometimes students are asked to work in groups to represent particular stakeholders in the policy process (ASB session Wk 5). The focus on deviance and social control as core elements/concepts encourages students to consider 'nora' in a detailed way, and through this, they develop greater sensitivity to the perspectives of a wide range of value systems and how these are regulated in policy processes. The use of qualitative data which reports the voices of vulnerable/deviant groups is regularly a focus of set readings, which enhances sensitivity to the voices and perspectives of a diverse service users.

Issues of difference related to gender, ethnicity/ race and age and disability are especially central to this module. Intersectional understanding of vulnerability is developed through each weekly seminar/weekworkshop activity. In these sessions, students explore different vulnerable groups and how they are affected by policy (for example, in the worklessness week they consider young people, lone parents, single men, disabled people etc). Sessions which focus on theories which have sought to develop understandings about how social control operates to shape social divisions and discrimination then encourage students to understand policy as producing a diverse range of outcomes for different people and groups.

Stage 3: Citizenship, Gender and the Welfare State

Progress towards PLO

Focuses on critical analysis of policy in a cross-national context to understand the extent to which policy is designed with gender equality as a focus, how far the welfare state serves to reinforce the broader gender division in family and the impact that policy has upon gender equality outcomes.

Critically examines policy to understand the extent to which policy tackles gender equality. Examines outcomes to understand the impact of policy on gender equality outcomes. The module is designed to understand how to operationalise theoretical concepts such as citizenship and gender equality, and undertake empirical cross-

research to measure how well welfare states are doing.

Students learn predominantly about vulnerability and social control in the UK, but with local variation a key focus and theory providing a more international perspective. For example, one of the 3 hour sessions focuses explicitly evaluating a street sex work partnership initiative which the module convener was involved in developing and researching. One summative assessment choice is in the style of a report (most students select this option), creating room for flexibility in visual presentation techniques and developing report-writing style which is useful for communicating to a wide range of audiences.

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Stage 3: Dissertation (core)

Progress towards PLO

Students must undertake a dissertation on a topic related to social policy with consideration of the range of relevant institutions, actors and interests.

The dissertation should consider policy and research undertaken by the student with support from their dissertation supervisor.

The dissertation can be based on primary research undertaken by the student with support from their dissertation supervisor. Students learn about how to improve their research methods. They develop their skills to engage with the wider academic community and to communicate their findings to the group using powerpoint. They communicate their findings to the group using powerpoint.

The dissertation should consider policy and research undertaken by the student with support from their dissertation supervisor. They are encouraged to use the concept of intersectionality to develop a more nuanced understanding of how power operates in society and in welfare/ criminal justice policy and practice.

The whole focus of the module is to understand the impact on policies for women and men, particularly the part they play in tackling inequalities between men and women. It seeks to understand how far policy plays a part in sustaining gender roles, and whether culture (and nature) have a role to play. It also considers the impact this has upon children and child wellbeing.
Discusses and critically examines the roles of Economic Welfare States and Citizenship. Inequality and Poverty, through) assessed By working on PLO through) assessed (and if applicable, assessed)

Stage 3: Poverty, Inequality and Citizenship (option)

Progress towards PLO

By working on (and if applicable, assessed through)

The module discusses policy solutions to poverty and inequality. We use vignettes to debate pathological or structural causes of poverty and the idea of deserving or undeserving poor. Data workshops involve students working in groups to assess competing perspectives on poverty and inequality.

The examination of social science concepts and theories will be used to frame the discussion of these issues. Students are expected to engage with policy making and economic systems, and to develop their understanding of the roles of international actors and the comparative exploration of national economic and political interests. The module content consolidates knowledge of the policy making process and explores its operation at the global level. Social science concepts are applied in the analysis of contrasting spheres of policy-making and the operation of power and influence at the global, world-regional and national levels.

Students hone their skills in interpretation and critical assessment of a series of published empirical sources throughout the module. A range of international quantitative and qualitative data sources are explored in the examination and evaluation of national and international policy responses.

Students collectively reflect upon their critical commentaries on empirical sources and key readings and communicate ideas in class discussion.

Reflection on the drivers of social and economic inequalities at the global and world-regional level is undertaken through class discussion applying and enabling deep learning of social science concepts and theories.

Students are expected to reflect on the nature and form of global inequalities in their written essay assessment.
This module provides students with an in-depth and critical understanding of contemporary social change in family life as well as the UK policy responses to that change as it relates to families with dependent children.

Students focus on real world problems arising out of social change (the rise in unmarried cohabiting families and lone parent families for example). They learn how such social change exercises the minds of policy makers to frame the issues in moral terms in order to uphold a particular political ideology and policy solution. Students gain a deeper understanding of the political and policy process which enables them to question their own worldview about ‘families’ and the political and media influences that shape views in often stereotypical ways.

Students retrieve a broad range of materials including journal articles, research studies and other written materials which they interpret and apply to debates about current approaches to family policy and social change.

The seminar reading activities focus primarily on UK based policy debates and research evidence, but does make international comparisons where relevant. Students engage with these debates working in small discussion groups.

Students gain an understanding of competing explanations for social problems from different disciplinary backgrounds: including sociology, politics and social policy.

The students gain a deeper appreciation of the diversity and difference in family types, partnership formation and dissolution and the differential family contexts for parenting. They are challenged to question their own stereotypical views about the ‘ideal family’ and appreciate how and in what ways these have been influenced by policy makers, political rhetoric and political discourse. In addition, the gendered assumptions in a range of policies pertaining to families are exposed and questioned and particularly as they impact on disadvantaged lone parent families.

By working on (and if applicable, assessed through)

The course is delivered in a 3 hour interactive session using a mix of lectures, seminar activities, and one to one feedback sessions with the tutor. Throughout the course students learn about the demographic patterns of family change; political interests that frame understandings about family life and which also drive policy solutions; and multiple sociological theories that explain contemporary partnership formation and ‘family practices’. The students also explore family policies in depth (childcare, social security and work activation policies for lone parent families, work-life balance policies). The students critically examine these policies and their gendered aspects and construct their own summative essay question on a topic of their choosing (with one to one support from the tutor). They also provide a formative assessment mid course detailing their essay question and plan about which they receive individual face to face and written feedback. At the end of the course students provide an individual presentation on their unique individually constructed essay question.

In the first part of the course students focus on the demographic and political context to family change. They learn about the policy framing of social problems and the use of political stereotyping to achieve policy goals. Each week students undertake compulsory reading exercises that contain different sociological theories which explain aspects of family change. Students debate their reading in class in small groups and use it to call into question policy assumptions, policy responses and how they impact on real people’s lives. In effect, throughout the course students are provided with a toolbox of theories that they choose from to apply to the individual summative essays that they have created to address a specific problem and/or family policy. The essay questions are unique to each student and it requires a mix of knowledge and imagination to generate a good question as well as to gather relevant material to answer it.

Students undertake compulsory reading exercises that contain sociological theories and research evidence from a variety of qualitative and quantitative studies that evaluate family policies. One example, is where students have to assess the evidence in order to decide whether lone parent families really are better off financially in paid work. In doing this, students evaluate complex quantitative analysis showing changes in incomes across different employment scenarios for different types of lone parent families. Students also apply and critically appraise competing sociological theories to aid them in considering more imaginative policy solutions. For example students learn about an ‘ethic of care’ perspective which offers a counter argument to the economic rationality approach commonly applied in UK family policy making. Students are explicitly requested to apply theories in their final summative essay - for which they have to gather their own material from the module resources but also outside that, as each essay question is unique to the student and reading resources cannot be predicted beforehand.

In the seminar activities, students work in small groups to answer a series of key questions. They communicate with each other orally and are supported in their discussions with aid of TV documentaries and news debates. In the last two weeks of the course, students run a mock conference and using PowerPoint, give individual presentations based on their summative essays. In this way they demonstrate how they have synthesised a range of empirical and theoretical material to answer their individually unique essay question and have to present clear messages to their peers and the tutor. The challenge here is applying a range of knowledge and imagination to generate a suitable essay question, find materials to answer it and present it clearly to their peers and the tutor.

In applying a range of theories and empirical evidence to their seminar discussions and summative essays (which focus on a social problem and or specific policy), they are in practice applying multidisciplinary if not competing perspectives.

In designing their own essay questions, students must choose relevant sociological theories and apply them to either a specific disadvantaged family type (like lone parents) or a set of constrained circumstances. In both instances, it exposes how policy leads to gender inequalities (for example childcare and work - life balance policies) that are disproportionately directed at used by mothers and thereby generate and perpetuate those same inequalities. Students should therefore appreciate these taken for granted cultural and social norms that lead to gendered family practices and policy making which in turn result in differential impacts on mothers and fathers in different types of families. Some students are already parents or lone parents and this course gives them a deeper understanding of the social and political forces that shaped their family lives. For students yet to be parents, they are more aware of the constraints that parenthood might bring and the importance of policy to reduce disadvantage and to support parenting in all family types.
Stage 3

The well-being of children and young people (option)

Students are introduced to the concept of child well-being and to the different debates about how best to conceptualise and measure it comparatively across countries to help inform UK policy makers to identify solutions to improve the lives of children and young people.

Students are introduced to the key concepts, measurement tools and analytical frameworks that are applied to assess the well-being of children and young people comparatively. This provides students with a critical understanding of the state of child well-being across the OECD countries; an appreciation of the level of well-being in the UK compared to other countries; knowledge of the different dimensions of well-being and how they might be shaped by socio-economic circumstances; and a critical appreciation of the difference between dimensions and what they tell us about the lives of children and young people. This enables students to investigate which dimensions require closer scrutiny and policy intervention.

By working on (and if applicable, assessed through)

Students are taught in a 3-hour interactive session that every week combines a lecture with workshop activities and group presentations and debate about the evidence on the well-being of children and young people. For example, each week students work in groups to explore one dimension of well-being in which they scrutinise the evidence and present their findings to the class for discussion and debate. The seminars enable immediate formative feedback from the tutor and peer-to-peer discussions. Students are expected to apply what they have learned in the formative essay which focuses on debates about conceptualisation of child well-being. Students are expected to apply this conceptualisation to the empirical evidence they have sourced to describe 2-3 domains of child well-being in-depth.

Students interrogate the real data to help expose the state of child well-being outcomes across different dimensions and across countries. Each week students work in groups to explore one dimension of well-being about which they scrutinise the evidence and present their findings to the class for discussion and debate. Students are expected to apply what they have learned in the summative essay by presenting their analysis of well-being data to illustrate the empirical evidence. This provides students with a critical understanding of the state of child well-being across the OECD countries; an appreciation of the level of well-being in the UK compared to other countries; knowledge of the different dimensions of well-being and how they might be shaped by socio-economic circumstances; and a critical appreciation of the difference between dimensions and what they tell us about the lives of children and young people. This enables students to investigate which dimensions require closer scrutiny and policy intervention.

Each week students retrieve analysis of different quantitative data sets provided by different organisations (OECD, EU, children's charities) by going to the original sources available digitally. Students present a synthesis of these analyses using graphs and charts. Students explore the analysis of specific domains of child well-being. Students do this by interpreting the evidence they have gathered and provide an interpretation of their results in these presentations and in their written work for summative essays. Students are expected to demonstrate their understanding in their presentations in which they get immediate feedback from the tutor. In the seminars and the summative essay students also must demonstrate an in-depth understanding about how the data is generated, how the specific child well-being outcomes are measured using different combinations of indicators from different data sets, whether the indicators are subjective or objective and how all the indicators fit together in different matrices.

Each week students deliver their findings on a specific domain of child well-being in a group presentation to their peers and to the tutor. They use PowerPoint to explain the evidence they have gathered and provide an interpretation of their results. In these presentations and in their written work for summative essays, students are expected to embed diagrams, charts and graphs using the latest data to illustrate their analysis. Students must also communicate effectively face to face with the tutor on a one to one basis when discussing their choice of domains for their summative assessment and when receiving face to face feedback on their formative assessment. Students get plenty of practice throughout the course in communicating in a variety of ways and in synthesising and delivering explanations of complex quantitative information. They receive regular feedback from the tutor.

Students communicate orally each week delivering their findings on a specific domain of child well-being in a group presentation to their peers and to the tutor. They use PowerPoint to explain the evidence they have gathered and provide an interpretation of their results. In these presentations and in their written work for summative essays, students are expected to embed diagrams, charts and graphs using the latest data to illustrate their analysis. Students must also communicate effectively face to face with the tutor on a one to one basis when discussing their choice of domains for their summative assessment and when receiving face to face feedback on their formative assessment. Students get plenty of practice throughout the course in communicating in a variety of ways and in synthesising and delivering explanations of complex quantitative information. They receive regular feedback from the tutor.

Students are engaged in learning about the social policy and empirical debates about how best to measure child well-being at the national and international level as well as learning about how the evidence is presented and communicated by different organisations (Unicef, children's society for example). They learn how to present this material themselves in the weekly seminars and the summative assessment verbally and in written form.

Students engage in debates about the social policy and empirical debates about how best to measure child well-being at the national and international level as well as learning about how the evidence is presented and communicated by different organisations (Unicef, children's society for example). They learn how to present this material themselves in the weekly seminars and the summative assessment verbally and in written form.

As part of the activities students pursue in their analysis of child well-being indicators they have to consider the differences in outcomes across countries and make comparisons across countries and learn to appreciate that with multidisciplinary views across areas such as health, healthy behaviours, education as well as subjective understandings of well being from psychological and sociological perspectives.

Stage 3

Illicit Drug Use (option)

Progress towards PUD

Students critically engage with international and national drug policy debates comparing and contrasting the approaches taken in the UK to those in other countries and make reasoned and evidenced assessments as to which approaches work most effectively.

Students engage in learning about the social policy and empirical debates about how best to measure child well-being at the national and international level as well as learning about how the evidence is presented and communicated by different organisations (Unicef, children's society for example). They learn how to present this material themselves in the weekly seminars and the summative assessment verbally and in written form.

By working on (and if applicable, assessed through)

Students communicate orally each week delivering their findings on a specific domain of child well-being in a group presentation to their peers and to the tutor. They use PowerPoint to explain the evidence they have gathered and provide an interpretation of their results. In these presentations and in their written work for summative essays, students are expected to embed diagrams, charts and graphs using the latest data to illustrate their analysis. Students must also communicate effectively face to face with the tutor on a one to one basis when discussing their choice of domains for their summative assessment and when receiving face to face feedback on their formative assessment. Students get plenty of practice throughout the course in communicating in a variety of ways and in synthesising and delivering explanations of complex quantitative information. They receive regular feedback from the tutor.

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In seminar discussions, students will critically assess sources of competing and countervailing evidence around competing approaches to problematic drug use particularly in terms of harm reduction and recovery and the political, social and clinical influences on policy and practice stemming from these diverse perspectives. Due to the often controversial nature of the topic, students must be sensitive at all times to other people's perspectives - both in the literature and in their groups.

Students critically analyse the differential impact of drug policy and practice on vulnerable groups in society in terms of production, usage, impacts and harms. Their critical engagement allows them to see beyond simplistic paradigms relating to drug policy and practice.
By working on (and if applicable, assessed through)

Students develop their own drug policy in seminar sessions drawing upon their knowledge of rational and international approaches. In their assessment students must critically engage with the policy and practice approach taken for their choice of drug and reflect upon alternative strategies.

Seminar activities include students developing their own drug policy incorporating their knowledge of current drug policies nationally and globally. They are required to think radically and imaginatively about alternative approaches. They must then reflect these ideas in their assessment. Written formative feedback is given in response to submitted essay plans.

The assessment requires students to independently retrieve, assess and present qualitative and quantitative data and other forms of evidence about their drug of choice in terms of production, usage, effects and harms in a reasoned written account.

Workshops incorporate debates on several key issues including decriminalisation. Students must work in teams to construct arguments collaboratively that either support or refute the decriminalisation of illegal drugs. They must then present these arguments to their colleagues orally using evidence to support their stance.

Preparation for seminars, seminar discussions and the assessment require students to interrogate these competing approaches and to synthesise the evidence that supports these diverse perspectives.

Students must reflect their learning in their assessment by critically assessing the impact of drug policy and practice on vulnerable groups for their drug of choice. Seminar activities and discussion support this process throughout the module and written formative feedback is given in response to submitted essay plans.

Stage 3 Criminal Justice and Policing (option)

Progress towards PLD

Analysis of criminal justice policy as practiced by the police service. And the ways in which political and institutional interests shape societal responses to crime (through policing).

Responses to crime are a key real-world issue for policy makers and practitioners and the module provides an in-depth analysis of the police as the primary definer of crime and criminality. In doing so the module allows students to consider the role and function of the police in relation to other debates in criminal justice (drawing on year 1 and 2 core modules), thereby consolidating and expanding their capacity to contribute to effective policy and practice solutions to crime.

The module aims to give students the opportunity to explore a range of data sources about the police and support them in critical analysis of this data.

The module focuses on local and national level debates about the role of policing in society. In doing so students are required to demonstrate an understanding of the complexity of policing in contemporary society and be able to explain this to others.

The module explores the ways in which the police are increasingly required to work with multidisciplinary teams and as such identifies the kinds of tensions in multi-agency working that students might encounter in future employment if they are working in crime-related jobs.

A key theme of the module is to explore the impact of criminal justice policy on disadvantaged groups, particularly in relation to gender, race and social class.

By working on (and if applicable, assessed through)

Seminar activities engage students in critical analysis of police policy (PACE). Assessment tasks (essay questions) are designed to ensure that students must engage in critical debate about the role of policing in society.

Seminar activities engage students in applying styles of policing to specific crimes in order to critically engage with policy and practice. Students may choose an assessment task that requires them to critically assess styles of policing in relation to a crime of their choice.

Seminar activities require students to engage with official data about police strength, stop and search statistics, corruption data and victim satisfaction data. Students use this data to construct a critical analysis of police discretion, discrimination and malpractice. In assessment students are expected to draw on up to date statistics and qualitative evidence to support their arguments.

Assessment tasks require students to develop a clear argument in written form. A ‘murder investigation’ activity (week 6) requires students to present their case to peers from the perspective of police officers, suspects and victims.

Ice breaker activities ask students about their perceptions of the police which usually identifies very different perspectives that they are encouraged to reflect on in group work. Seminar work requires small group participation and the inclusion of all ideas in feedback sessions. A specific session on community policing explores multidisciplinary working in policing with students taking different positions in a multi-disciplinary team to address crime problems.

Seminar activities explore the impact of criminal justice policy on disadvantaged groups through exploration of policy (week 2) practice (week 3) cop culture (week 4) styles of policing (week 5). Seminar tasks also explore aspects of discrimination in relation to gender and race (week 7). Assessment tasks (essay questions) are designed in ways that ensure students have to address issues of inequality in their arguments.

Stage 3 Prisons and Penal Policy (option)

Progress towards PLD

The module provides a deep learning opportunity for students to explore prisons and penal policy making. It specifically aims to take students on a critical journey to explore the tensions generated by approaches that seek to punish but also rehabilitate. The overall aim of the module is for students to ascertain as fuller a picture as possible as to ultimately whether or not prison works from multiple dimensions which include political, economic and social perspectives.

The theme of the module is to ascertain whether or not prison works as a solution to criminal behaviour.

The module draws upon a range of data, both quantitative in terms of official statistics and qualitative (using data sets from research studies provided via the UK data service) to encourage students to explore a range of different perspectives on the use of custody. The students will be encouraged to engage with social media platforms such as Twitter and specialist resources such as the Inside Times prison newspaper. The students will also be shown documentaries.

The module explores both the practice of imprisonment and penal policy, looking from the micro of prisoner and staff perspectives to the macro of international approaches to imprisonment. It draws on the module convenor’s own research and experience of visiting prisons to bring differing perspectives on salient issues such as ‘how to appropriately deal with different members of the population who face different challenges in the custodial estate, e.g. children, women and older prisoners.

The module introduces multi-disciplinary approaches to understanding prisons and penal policy including perspectives of offenders, victims and professionals. In doing so the module encourages students to see penal policy as a complex area of decision-making that is not simply about punishment but one that is embedded in a historical and political rhetoric. A key question raised throughout the module is whether or not prison works.

Students will explore the significance of ‘difference’ amongst prison populations (e.g. gender, social class, ethnicity, age) and how notions of ‘difference’ influence the experience that those incarcerated face. Students will develop an understanding of how social inequalities intersect and overlap with one another and require a multi-faceted joined up penal policy approach.
The module is taught in a 3 hour format with the sessions divided (not necessarily equally) between a lecture and seminar/workshop based discussion and activities. Each week students will have two readings to complete, one which is theoretical in its discussion and another which contrasts in perspective. The supporting questions will encourage students to engage with debates around the use of imprisonment.

One of the formative assessments within the module is for students to draft a policy response to a particular issue which is apparent in the penal estate, this could be for example the use of short term prison sentences. The summative assessment for the module asks students in groups to design their own prison. They are provided with criteria of what the design must include but are encouraged to be as imaginative and creative with their choices as possible drawing on the range of evidence that exists around prison design both historical and contemporary, national and international.

Data on imprisonment will be presented throughout the module but is specifically the a feature of workshop activities in week 3, 4, 5 and 6. Students will be exposed to different sources of information some of which they will not have encountered before because they are specialist to this area of interest such as the Inside Times newspaper. The students for their summative group poster presentation will have to use digital resources in order to design and produce the poster therefore enhancing their use of technology.

Students learn predominately about the way in which custody operates in England and Wales but within a lens of local variation and in a wider context of the international picture. For example, the final session of the module raises the question of whether ultimately we should imprison children and/or women, the effectiveness of short term prison sentences and the conditions within custody. In some sessions, students are deliberately encouraged to develop their own prison. They are provided with a feature of workshop activities in week 3, 4, 5 and 6. Students will be exposed to different sources of information some of which they will not have encountered before because they are specialist to this area of interest such as the Inside Times newspaper. The students for their summative group poster presentation will have to use digital resources in order to design and produce the poster therefore enhancing their use of technology.

The seminar and workshop activities are all group focused and encourage students to debate and discuss significant issues such as whether we should imprison children and/or women, the effectiveness of short term prison sentences and the conditions within custody. In some sessions, students are deliberately encouraged to develop their own prison. They are provided with a feature of workshop activities in week 3, 4, 5 and 6. Students will be exposed to different sources of information some of which they will not have encountered before because they are specialist to this area of interest such as the Inside Times newspaper. The students for their summative group poster presentation will have to use digital resources in order to design and produce the poster therefore enhancing their use of technology.

The supporting questions will encourage students to engage with debates around the use of imprisonment.

Responses to crime are a key real-world issue for policy makers and practitioners and the module provides an in depth analysis of the police as the primary definer of crime and criminality. In doing so the module allows students to consider the role and function of the police in relation to other debates in criminal justice (drawing on year 1 and 2 core modules), thereby consolidating and expanding their capacity to contribute to effective policy and practice solutions to crime.

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By working on (and if applicable, assessed through)

Seminar activities engage students in critical analysis of police policy (PACE). Assessment tasks (essay questions) are designed to ensure that students must engage in critical debate about the role of policing in society.

Seminar activities engage students in applying styles of policing to specific crimes in order to critically engage with policy and practice. Students may choose an assessment task that requires them to critically assess styles of policing in relation to a crime of their choice.

Seminar activities require students to engage with official data about police strength, stop and search statistics, corruption data and victim satisfaction data. Students use this data to construct a critical analysis of police discretion, discrimination and malpractice. In assessment students are expected to draw on up to date statistics and qualitative evidence to support their arguments.

Assessment tasks require students to develop a clear argument in written form. A ‘muder investigation’ activity (week 6) requires students to present their case to peers from the perspective of police officers, suspects and victims. Thebreaker activities ask students about their perceptions of the police which usually identifies very different perspectives that they are encouraged to reflect on in group work. Seminar work requires small group participation and the inclusion of all ideas in feedback sessions. A specific session on community policing explores multi-disciplinary working in policing with students taking different positions in a multi-disciplinary team to address crime problems.

Seminar activities explore the impact of criminal justice policy on disadvantaged groups through exploration of policy (week 2) practice (week 3) core culture (week 4) styles of policing (week 5). Seminar tasks also explore aspects of discrimination in relation to gender and race (week 7). Assessment tasks (essay questions) are designed in ways that ensure students have to address issues of inequality in their arguments.

**Stage 3 Youth Justice law**  Progress towards PLO

The module critically explores the nature of youth offending and how the state responds to such behaviour. It looks explicitly at the youth justice system, but places this in a wider context of welfare developments.

Problem solving skills are encouraged through critical evaluation of key issues in criminal justice practice (such as sentencing processes; the use of prison)

The module introduces students to how youth crime is measured by criminal justice institutions and the limitations of official statistics. The module also introduces students to official reports and inspection reports as a form of documentary evidence that can be used to assess the quality of provision within the youth justice system.

The module explores both youth justice practice and youth justice policy issues from a critical perspective. Students are asked to reflect on their own research to bring differing perspectives on salient issues such as how to appropriately deal with youth crime to the fore front of students learning.

The module explores diversity and disproportionality within the youth justice system particularly in week 3 and week 5.

By working on (and if applicable, assessed through)

The module is taught in a 3 hour session which is broken down into a lecture, seminar and workshop. Workshop activities consolidate the lecture and independent reading. For the summative assessment, students are asked as part of the task to explore the ways in which youth offending laws have shaped the young person’s journey into the criminal justice system and explore the roles the different officials have in criminal justice, some focus on social policy issues.

Seminar and workshop activities encourage students to explore the different ways problems could be addressed. One specific example occurs in week 6 where the session takes place in the Moot court room in the Law School- students are asked to explore the roles the different officials have in the youth court and are taken through the range of sentences available before being asked to sentence an example young persons case. The assessment for the module is an analysis of a ‘real’ young persons case drawn from the module convenors own research projects, with students critically evaluating the policy and practice response to the young person’s case.

Data on youth justice is the focus of one entire 3 hour session on the module, as well as being embedded within other sessions. One core element of the summative case study assessment requires that students to explore official data and link it to their chosen case study young person. The student is encouraged to highlight the ways in which the young person is either ‘typical’ or ‘atypical’ of young people in the system, and to critically evaluate the implications in terms of criminal and social justice.

Students learn predominantly about the UK youth justice system, but with local variation and in a wider context of the international picture. For example, one of the 3 hour sessions focuses explicitly on international youth justice, with students comparing the strengths and weaknesses of different youth justice models around the world. The case study assessment requires students to consolidate a range of evidence in order to answer the questions posed. One of the options in the case study assessment is to write about international issues. The summative assessment is in the style of a report, creating room for flexibility in visual presentation techniques and developing a style which is useful for communicating to a wide range of audiences.

The seminar and workshop activities are all group focused and encourage students to debate and discuss significant issues such as whether we should imprison children. In some collaborative group sessions, students are deliberately encouraged to take perspectives, thinking about how different stakeholders (media, government, local practitioners, young people, voluntary sector) might all construct policy solutions differently. Students learn about the relationship between different youth justice policy and practice.

Concerns with inequalities in the youth justice system are at the heart of this module. Issues of difference related to gender, ethnicity, race and age are especially central, and disproportionatities in the profiles of young people in the youth justice system are critiqued in detail. Students are asked to reflect within their summative assessment on how typical their chosen young person is in relation to broader youth offending trends; they are specifically asked to reflect upon the young persons age, gender, socio-economic status, race, family status, and how far their young person’s treatment in the criminal justice system is. In the final session, students are asked to redesign the youth justice system in groups - presenting recommendations to the prime minister for a fairer and more effective system.

**Stage 3 (Illicit drug use option)** Progress towards PLO

Students critically engage with national and international drug policy debates comparing and contrasting the approaches taken in the UK to those in other countries and make reasoned and evidenced assessments as to which approaches work most effectively.

Students interrogate the causalities of drug use applying structural and individual explanations in order to assess the complexity of these causalities and to appreciate the need for imagination and flexibility in the corresponding policy and practice solutions.

In seminar discussions, students will critically assess sources of competing and countervailing qualitative and quantitative evidence around theories of causalities and policy and practice to develop rigorous and well-evidenced arguments as to the strength of that evidence.

Debates around illicit drug use are politically, emotionally and scientifically influential and often controversial. Students must engage with these ideas and communicate them to another in one another in workshops by sharing collaboratively the different sources they have explored in preparation.

In seminar discussions, students will critically assess sources of competing and countervailing evidence around competing approaches to problematic drug use particularly in terms of harm reduction and recovery and the political, social and clinical influences on policy and practice stemming from these diverse perspectives. Due to the often controversial nature of the topic, students must be sensitive at all times to other people's perspectives - both in the literature and in their groups.

Students critically analyse the differential impact of drug policy and practice on different groups within society, such as in terms of production, usage, impacts and harms. Their critical engagement allows them to see beyond simplistic paradigms relating to drug policy and practice.

By working on (and if applicable, assessed through)

Students develop their own drug policy in seminar sessions drawing upon their knowledge of national and international approaches. In their assessment students must critically engage with the policy and practice approaches taken for their choice of drug and reflect upon alternative strategies.

Seminar activities include students developing their own drug policy incorporating their knowledge of current drug policies nationally and globally. They are required to think radically and imaginatively about alternative approaches. They must then reflect these ideas in their assessment. Written formative feedback is given in response to submitted essay plans.

The assessment requires students to independently retrieve, assess and present qualitative and quantitative data and other forms of evidence about their drug of choice in terms of production, usage, effects and harms in a reasoned written account.

Workshops incorporate debates on several key issues including decriminalisation. Students must work in teams to construct arguments collaboratively that either support or refute the decriminalisation of illegal drugs. They must then present these arguments to their colleagues orally and write evidence to support their stance.

Preparation for seminars, seminar discussions and the assessment require students to interrogate these competing approaches and to synthesise the evidence that supports these diverse perspectives.

Students must reflect their learning in their assessment by critically assessing the impact of drug policy and practice on vulnerable groups in society. Seminar activities and discussion support this process throughout the module and written formative feedback is given in response to submitted essay plans.
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<tr>
<th>Stage 3</th>
<th>Death and social policy (option)</th>
<th>Progress towards PLO</th>
<th>Students will understand the central role of social policy in mediating the management of mortality and funerary behaviour by key statutory and third sector agencies and by the market. Students will develop the capacity to understand the complexity of framing social policy around a subject area that is highly personal, ethically contentious and uniquely challenging in requiring pragmatic resolution. The module will develop student skills in critically assessing a range of statistical and qualitative data produced which illustrate the effectiveness of a range of types of policy. Students will have the capacity to engage effectively on death-related policy issues, and carry the capacity to connect death-related issues to other social policy areas. The module aims to encourage the creation and substantiation of competing interpretations of social policy responses to aspects of mortality. Students will understand the need for effective social policy interventions in the area of mortality and funerary activity, as measures which protect the emotional well-being of citizens, and allow for the expression of difference.</th>
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<td>Successful seminar tasks lead students through the development of a critical understanding of the way in which mortality is shaped by policy interventions, which are themselves framed by changing attitudes towards mortality. The seminar process will lead students through current debates on alternative policy options, and use interactive role-playing scenarios to develop an understanding of how policy decisions are made. Seminar tasks will include critical evaluation of a range of information and data produced by practitioners, lobbyists and policy makers. The module evaluation through written work will actively seek evidence of critical engagement with primary and secondary data. The module also includes a fieldwork visit and team collaboration to interview a death professional who will be attending a seminar. Seminar modules will require one student each week to produce a short ‘spot presentation’ highlighting an aspect of the theme under consideration. Students working in teams will be required to complete at least one presentation to their peers. Students will be expected to develop within- and outside-seminar team working on a range of tasks. Students will be invited to discuss each other’s conclusions in a constructive way, and to work with different attitudes and opinions to shape policy solutions. Students will examine a range of death-related social policies in the context of social inequality and religious and ethnic diversity. Students will be considering how those policies operate, and how they might be improved.</td>
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<td>Stage 3</td>
<td>Gender and youth cultures (option)</td>
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<td>This module allows crime and criminal justice students to critically engage with key policy frameworks that affect children and young people. Such modules highlight for this cohort the interlinking and overlapping nature of topic areas within social policy, and the implications this has for both their specialist areas of interest and more widely; including those areas where they make seek employment. Students will develop a more sophisticated sociological understanding of the ways in which key institutions shape social problems and representations of young people. The module focuses upon a broad range of pertinent issues that young people face in contemporary society. The module critically explores the implications of social change on young peoples contemporary transitions to adulthood. Students engage with both quantitative and qualitative data appreciating the distinctive contribution they make in helping understand the experiences of young people. Students will distinguish between various types of data/evidence and provide a critical account of their role in the generation of social concepts/theory. Whilst students predominantly focus on western conceptualizations of youth week 7 requires students to adopt a global perspective on the lived experiences of young people. Students will develop knowledge and critical understanding of social constructions of youth from multiple perspectives. Lectures, seminars and group activities draw from a broad range of disciplines including sociologists, youth geographers and cultural theorists. Students will gain an understanding of the holistic nature of young people’s lives and the interplay of social inequalities to their emerging identities. The module aims to give students an appreciation of the changing shape of youth cultures and the importance of differences based on sexuality, social class and ethnicity, amongst a whole range of other complex social dynamics. The module also explores youth cultures wider afield, appreciating diversity and diversity, and the many ways in which young people play out their gendered identities on a global, national and local scale. Students will explore how young people perform and regulate their gendered identities.</td>
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<td>Seminar activities focus on the social construction of youth with a particular focus on groups who are represented as ‘vulnerable’, ‘problematic’ or ‘dangerous’. Students will gain an understanding of key theoretical frameworks such as ‘youth sub cultures’ that have contributed to our understanding of youth. The module also focuses upon the role that gender plays in the generation of social theory. Specific topics such as youth riots, teenage pregnancy and youth and representations of young people in contemporary society. A mixture of lectures, seminars and group work activities explore the representation of social problems’ associated with youth. This includes the so called ‘crisis of masculinity’, ‘teenage pregnancy’ and youth consumption for the summative assignment (written essay) students are required to independently research and critically evaluate various forms of data (qualitative and quantitative) and understand their place in the generation of social theory. During seminars/group work activities students are provided with valuable formative feedback on how various forms of empirical evidence can provide unique insights into the lived experiences of young people in contemporary society. In week 7 students explore the importance of spatiality. This involves critically exploring global and local dimensions of growing up. Students are required to research particular case studies from across the globe (child soldiers, child migration etc.) and reflect upon the importance of space and place to our understanding of youth. Students are required to present a broad range of evidence from multiple perspectives. A number of seminar activities involve students making links between empirical academic research and representations of youth through media outlets, online blogs, films and social media. In week 6 students are required to collate this information and present the findings to the wider group through a PowerPoint presentation. This also allows the module convenor to provide formative feedback on topic areas relating to the summative written assessment. Students will examine a range of death-related social policies in the context of social inequality and religious and ethnic diversity. Students will be considering how those policies operate, and how they might be improved.</td>
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