

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	BA (Honours)
4	Programme Title	Politics and Sociology
5	UCAS/Programme Code	LL32
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	Sociology Politics
8	FHEQ Level	6
9	Date written/revised	February 2008

10 Programme Aims

- 1 to enable students to gain a firm grounding in the essentials of sociology and politics including key concepts, theories, methodologies, and applications;
- 2 to enable students to study a range of self-chosen specialisms within these subjects and to undertake a research project;
3. to offer an environment informed by research and scholarship in which students can learn about politics and sociology from knowledgeable staff, their own study and from discussion with fellow students
4. to enhance students' cognitive skills, including analysing and presenting information and developing a reasoned argument; and core skills such as adaptability, planning and organisation.
5. to produce graduates who are capable of following a wide variety of careers in the private, voluntary, statutory, and professional services sectors and/or of undertaking postgraduate courses in either subject and/or pursuing life long learning;
6. to provide an award which meets the requirements at H level in the Framework for Higher Education Qualification and which meets the requirements of the relevant national subject benchmarks;

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the QAA Subject Benchmark Statements for both Politics and Sociology.

Knowledge and Understanding

On completing the programme students should:

- A1 To identify, understand and analyse some of the major social scientific approaches to studying the social world and to develop competence in using major theoretical perspectives and concepts in sociology to understand and analyse aspects of social life at local, national and global levels.

A2	To acquire knowledge and understanding of central aspects of government and politics at local, national and global levels and of self-selected specialised topics within the discipline of politics.
A3	To understand and evaluate the appropriateness and validity of a range of research approaches for investigating political and social issues and problems, including the recognition of ethical dimensions to social research.
Teaching and Learning Methods	
The primary method for imparting knowledge is lectures (A1-A3). These are supplemented by module handouts, seminars, workshops and student-centred group work, computer-assisted learning and film sessions (A2). Students are also encouraged to develop knowledge through independent and guided reading which draws imaginatively on a range of source material (journal articles, conference papers, Internet postings, research programme briefs, and research work in progress) (A1,2). To enhance understanding of the relationship between research and the production of sociological knowledge (A3), the investigation of social problems and the evaluation of policy initiatives (A3), the curriculum draws on current and contemporary Subject Area research publications.	
Assessment Strategy	
Knowledge and understanding (A1-A3) are assessed by means of written examination and coursework. Both employ a range of approaches in order to accurately assess and grade student abilities. These include:	
<ul style="list-style-type: none"> • Seen examinations • Unseen examinations • Essay • Portfolio • Project • Oral presentation (individual and group-based) • Seminar participation • Dissertation 	
Examinations allow assessment of surface understanding of important areas of knowledge, seminars allow students to deepen that knowledge and essays and the dissertation assess students' depth of knowledge and understanding. MCQs allow for assessment of surface knowledge.	
Intellectual Skills	
On completing the programme students should be able to:	
B1	To develop the ability to identify the nature and appropriateness of different research strategies and methods, and assess their relative contributions to the production of sociological and political knowledge..
B2	To develop the capacity to make effective use of a wide range of information sources for Politics, including qualitative and quantitative data, library, internet and other electronic sources, and governmental and non-governmental information.
B3	To develop an understanding of the complexity of human behaviour, and a recognition of social context, social diversity and inequalities and their impact on the experiences of individuals and groups in social systems
Teaching and Learning Methods	
Understanding and experience of the principal approaches to social research (B1) are provided in lectures, seminars, workshops and practicals in a series of optional modules	

spanning all stages of the degree programme. In each stage, students' research skills are further developed through seminars, workshops and individual tutorials which encourage the identification of the contribution of research to the production of sociological knowledge (B2-B3). Through group discussion, problem-solving exercises, presentations, portfolio and project work, students deepen their understanding of politics and sociology and develop a critical appreciation of the contribution to and application of this knowledge to substantive areas of concern in politics and sociology (B3).

Assessment Strategy

Subject-specific skills (B1-B3) are assessed by means of written examination and coursework. Both employ a range of approaches in order to accurately assess and grade student abilities. These include:

- Seen examinations
- Unseen examinations
- Essay
- Portfolio
- Project
- Oral presentation (individual and group-based)
- Seminar participation
- Dissertation

Portfolios, projects and oral presentations allow assessment of the varied application of ideas to particular research problems and situations. The dissertation is the culmination in the development of such skills and allows students to show the range of subject specific skills they have accumulated through the development of their own research question and investigation.

Practical Skills

On completing the programme students should be able to:

- C1 To think logically and critically about social and political problems, including the ability to apply theoretical knowledge to the understanding and assessment of empirical, practical and policy issues
- C2 To gather, synthesise and evaluate the significance and validity of information and evidence from a wide variety of sources
- C3 To marshal, construct and propose reasoned, coherent and structured arguments, drawing upon appropriate political, sociological and allied sources of evidence

Teaching and Learning Methods

Cognitive skills of logical and critical thinking (C1), as well as skills in gathering, synthesising and evaluating information and data (C2) are introduced and developed in compulsory and optional modules across all stages of the degree programme. Methodology modules, in particular, encourage the development of specific cognitive skills in data inputting, management and analysis (C2). Other modules encourage students to construct and propose reasoned and structured arguments via individual and group presentations, case study analysis and seminar discussions (C3). All cognitive skills (C1-C3) are exercised significantly during the course of a final year dissertation in politics or sociology, the completion of which is supported by a series of workshops and individual and group tutorials.

Assessment Strategy

Cognitive skills (C1-C3) are assessed by means of written examination and coursework. Both employ a range of approaches in order to accurately assess and grade student abilities. These include:

- Seen examinations

- Unseen examinations
- Essay
- Portfolio
- Project
- Oral presentation (individual and group-based)
- Seminar participation
- Dissertation
- Peer moderation

Essays, portfolios, projects and the dissertation allow students to show their ability to work through research problems in a number of ways and provide evidence of their development of argumentation and evaluation skills. MCQs assess the ability of students to think through a logical problem from different perspectives. Peer moderation engages students in identifying skills accumulation and encourages self reflection on the development of cognitive skills.

Transferable/Key Skills

On completing the programme students should be able to:

- D1 To communicate effectively, clearly and concisely, in a variety of modes (e.g.: written and oral), and in a variety of contexts (i.e. different audiences)
- D2 To learn, study and work in an organised, time-efficient and self-directed manner and to develop initiative and adaptability in individual working.
- D3 To work collaboratively as part of a team to plan tasks, make decisions, collate and co-ordinate information, organise practical action and propose solutions to problems posed
- D4 To be conversant with and competent in information technology and its uses and applications
- D5 To acquire basic skills of numeracy

Teaching and Learning Methods

Key skills are formally taught from Stage One through dedicated modules in both departments and at all stages of the degree programme students are encouraged to develop and practice skills in essay and report writing, and oral presentation (D1); in accessing library, bibliographic and Internet resources (D4); in time-management and independent learning (D2); and in team-working, decision-making, problem-solving and organising practical action (D3). Students are introduced to all key skills in Study Skills modules offered by each department in Stage One (one of which must be taken by each student) and develop and refine them in optional modules in Stage Two and Three. Advanced key skills (in communication, IT, library research, team-working, time-management and independent study) are developed in selected modules at Stage Two and Three through coursework, seminar, workshop and dissertation preparation and practical group exercises (D1-D5).

Assessment Strategy

Key skills (D1-D5) are assessed by a variety of means which include:

- seen examinations
- unseen examinations
- essay
- portfolio
- project
- individual oral presentation

- seminar participation
- Dissertation.

Exams assess the student's ability to plan their work and produce quality materials within specific time restrictions. Presentations allow for assessment of students' abilities to communicate and to work effectively together. The dissertation requires students to plan and carry out a large piece of work that requires significant levels of coordination and organisation. Self-assessment involves the student in engaging with the processes of assessing their own intellectual development.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

i Programme Features

The programme is studied over three years full-time based on 30 weeks attendance per annum. Each year or stage requires the study of modules with a credit value of 120. A 20 credit module consists of 200 hours of student effort, covering lectures, small group teaching, independent study, completion of coursework and revision for examination. Modules can vary in size from 20 to 40 credits, although the majority across the programme have a weighting of 20 credits.

Stage One provides a foundation in the disciplines of politics and sociology, with options also available in anthropology. The emphasis in each of these disciplinary areas is to develop students' ability to describe and discuss differing theories and to begin to demonstrate how theoretical knowledge can be used to understand empirical, practical and policy issues. It is in this Stage that students are encouraged to make the distinctions between the disciplinary fields, and also to recognise their interconnectedness. Stage One also enables students to gain a preliminary understanding of the way that questions about the social world are generated within the two subject areas; to gain awareness of the major theoretical perspectives and concepts in the two subject areas, and have rudimentary skills in their application to specific social issues; and to develop an understanding of the principles and practices of communicating sociological and political knowledge.

All joint honours students in Stage One take a 20 credit Study Skills module in either Politics or Sociology, which lays the foundation for key cognitive and "transferable" skills, and a compulsory 40 credit module in Sociology. For Politics there is a requirement to take at least some modules that cover key foundation areas of study. All students must take at least 50 credits of modules in each discipline.

Stage Two students are required to take modules to the value of 60 credits in each subject area from a list of about 15. At this stage, the emphasis is to deepen students' ability to undertake scholarly work through field work based and non-fieldwork based research, and to deepen their understanding of the key concepts and theoretical approaches that have been developed and are developing in sociology and politics. In politics these will develop the core areas of political systems and political thought and in sociology these will cover the similar development of core areas in sociology. Together, the modules will help students to develop a sense of the standards required to obtain the best honours degree of which they are capable. Cognitive and key skills are further developed in each area

In Stage Three, students are able to consolidate their disciplinary expertise and subject-specific skills, as well as expand their opportunities to develop the skills integral to autonomous and life-long learning. The first objective is achieved through the provision of a range of optional specialist modules, which students may select to the value of 80 credits.

The second objective is met through a compulsory dissertation (40 credits in Sociology; and 40 credits in Politics) which gives students the chance to embark upon an extended, self-initiated study of their own choosing and their own design. The dissertation reflects the culmination of students' programme of study, and allows the demonstration of specialist interest, subject-specific skills (most especially research skills), cognitive and key transferable skills. The balance of credits, including dissertation, is equal for both disciplines.

The structure of Stage Three, with its dual emphasis on specialisation and choice, enables students to select modules according to their academic interests and their aspirations in relation to both post-graduate study and career paths. This opportunity for both choice and specialisation in Stage Three is the important dynamic behind the production of high quality student work, which is often most manifest in the dissertation.

Key features of the programme (including what makes the programme distinctive)

Our comparator institutions (i.e. Northern Universities within the Russell Group) all offer opportunities to study a combination of Politics and Sociology at honours level. Most of these do not offer a dedicated Politics and Sociology programme, but rather offer both subject areas via a combined or joint honours general programme. In addition, regardless of whether provided as part of a dedicated or general programme structure, the Newcastle degree appears to offer students a more prescriptive framework in terms of the relative weights of the two subject areas in student module selection. In this respect, this gives the Newcastle programme two distinctive aspects:

- a) an even/equal balance of study of politics and sociology subjects, throughout the degree programme
- b) a clear focus on the subject areas of politics and sociology, as modules beyond the two main subject areas are not permitted within the current degree regulations.

Programme regulations (link to on-line version)

<http://www.ncl.ac.uk/regulations/programme/2009-2010/documents/PoliticsandSociologyBA.pdf>

13 Criteria for admission

Entry qualifications School/College Leavers

- Generally three A levels required for entry.
- A level grades BBB
- No specific subjects required (although Sociology and/or Politics would obviously be helpful).
- Scottish Highers: ABBBB. Combinations of Highers and Advanced Highers accepted.
- BTEC Generally two Distinctions and an overall Merit. (Those offering graded Access courses require two Merits and one distinction or three Credits.)

Under the new Post 16 arrangements in England

- 6 credit Vocational A level accepted as one of three A levels
- Applicants with 12 credit Vocational A levels will be considered on their merits
- Points offers using the new UCAS tariff will generally not be made
- Two AS levels accepted instead of one of the three A2 levels required
- Skills qualifications are useful but will generally not be included in offers

Admissions policy/selection tools

Students to whom offers are made are invited to an open day to meet staff and current students, and look round the Department. Attendance is not compulsory but is recommended. Applicants with non-standard qualifications may be interviewed by a member of the

Admissions team.

Non-standard Entry Requirements

- Appropriate overseas qualifications will be considered, such as the
- International Baccalaureate (at least 32 points).
- A levels are also accepted.
- Evidence of adequate English language skills to complete the programme successfully required, in particular that students are expected to achieve an IELTS score of 6.5.

Additional Requirements

Mature students

We strongly encourage applications from mature students, ethnic minorities and students with disabilities. Each case is considered on its own merits, although evidence of successful recent study is generally required (for example, in the case of mature students, an accredited Access course). Relevant paid/unpaid work experience is also very useful and is taken into consideration.

Level of English Language capability

Induction

During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the two Subject Areas (Politics and Sociology), the School (GPS) and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures and tutorials. The International Office offers an additional induction programme for overseas students (see http://www.ncl.ac.uk/international/coming_to_newcastle/phtml).

Stage One Induction Week provides students with a comprehensive introduction to the University, through centrally-organised induction sessions; to the Subject Areas, through introductory sessions and through meetings with personal tutors.

Stage Two Induction Week consists of a detailed introduction to the Stage Two curriculum. Students are guided and supported in their module selections in meetings with personal tutors. Talks are provided by the Careers Service in the first teaching week of the academic year.

Stage Three Induction Week provides students with a comprehensive introduction to the various options open to them with respect to the specialist modules offered in this stage of the degree programme. This is undertaken through meetings with personal tutors. Personal tutors and the Degree Programme Directors of the Subject Area Masters Programmes are available not only in Induction Week, but also throughout the academic year, to advise, assist and support students who express an interest in postgraduate studies. In Induction Week, Stage Three students are also reminded of the support and guidance available from the University Careers Service.

NB – Joint Honours students are currently registered by and allocated personal tutors in the Subject Area of Sociology.

Study skills support

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects. The range of study skills support includes:

- Sessions within relevant modules on skills development
- Personal tutor
- Faculty Liaison Librarian
- University Computing Service
- Language Centre (for students not having English as a first language)
- E-mail and Blackboard

Academic support

The initial point of contact for a student is with a lecturer or module leader for issues relating to module content, or their personal tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

Pastoral support

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. Details of the personal tutor system can be found at <http://www.ncl.ac.uk/undergraduate/support/tutor.phtml>

In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer, see <http://www.ncl.ac.uk/undergraduate/support/welfare.phtml>

Support for students with disabilities

The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies. For further details see <http://www.ncl.ac.uk/disability-support/>

Learning resources

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities, see <http://www.ncl.ac.uk/undergraduate/support/acfacilities.phtml>

All new students whose first language is not English are required to take an English Language test in the Language Centre. Where appropriate, in-session language training can be provided. The Language Centre houses a range of resources for learning other languages which may be particularly appropriate for those interested in an Erasmus exchange. See <http://www.ncl.ac.uk/undergraduate/support/facilities/langcen.phtml>

15 Methods for evaluating and improving the quality and standards of teaching and learning

Module reviews

All modules are subject to review by questionnaires which are considered by the Board of Studies held in each subject area (Politics and Sociology). Changes to, or the introduction of new, modules are considered at the School Teaching and Learning Committee and at the Board of Studies. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

Programme reviews

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

External Examiner reports

External Examiner reports are considered by the Board of Studies within the respective subject areas. The Boards respond to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

Student evaluations

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Joint Honours Board of Studies meetings. The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking the students' views on the quality of the learning and teaching in their HEIs. Further information is at www.thestudentsurvey.com/ With reference to the outcomes of the NSS and institutional student satisfaction surveys actions are taken at all appropriate levels by the institution.

Mechanisms for gaining student feedback

Feedback is channelled via the Staff-Student Committee and the Board of Studies.

Faculty and University Review Mechanisms

The programme is subject to the University's Internal Subject Review process, see http://www.ncl.ac.uk/aqss/qsh/internal_subject_review/index.php

Accreditation reports

Not applicable as the subjects involved do not offer professional accreditation

Additional mechanisms

In both subject areas, student evaluation of each stage of the programme is conducted via questionnaire. For stage three, this questionnaire is supplemented by a School level 'focus group'. Results of the evaluation are considered by the respective Boards of Studies in each subject area.

Committees with responsibility for monitoring and evaluating quality and standards

- *Board of Studies (BoS)*. Monitoring and evaluation of quality and standards relating to this Joint Honours Degree is split between the Board of Studies in the two subject areas (e.g. module content and module evaluation); the overall quality of the degree programme is the responsibility of the Politics and Sociology Board of Studies, hosted by the Sociology subject area. Membership of the BoS includes student members nominated from the Staff-Student Committee. The full terms of reference for the BoS can be found at <http://www.ncl.ac.uk/internal/aqss/dpd/>
- *Board of Examiners (BoE)*. Issues related to degree structure, examinations, marks and awards are discussed.
- *Staff-Student Committee (SSC)*. Wider student issues, including the quality and standards of teaching and learning may be raised at SSC by Student Representatives. The SSC at which LL32 students sit is held within the Sociology Subject Area, and is chaired and convened by a member of the teaching staff. It is composed of student representatives from each year group (approximately two per stage), and two additional members of teaching staff. Student representatives are also invited to attend the SSC in the Politics Subject Area, to raise issues specific to politics modules.
- *School Teaching and Learning Committee (STLC)*. The STLC is composed of staff with teaching, examining and recruitment responsibilities across all Departmental degree programmes. STLC discusses specific programme and module improvements within a wider strategic framework; it also discusses more routine issues in respect of the day to day management of the degree programme – for example, STLC is the forum for the panel review of examination papers. STLC reports to both the *School Executive Committee* and Faculty Teaching and Learning Committee as appropriate.
- *Faculty Teaching and Learning Committee (FTLC) and University Teaching and Learning Committee (UTLC)*. Major changes to existing modules, the introduction and/or deletion of existing modules, are amongst the teaching and learning related activities of these Committees. FTLC and UTLC are responsible, *inter alia*, for monitoring and evaluating Departmental responses to External Examiners' Reports.

Mechanisms for the review and evaluation of teaching, learning, assessment, curriculum and outcome standards

- Student module evaluation questionnaires
- Programme reviews by STLC and BoS
- Module reviews by module leaders in the light of staff (STLC), student evaluation and External Examiners' Reports (where appropriate).
- Peer observation of teaching
- External Examiners' Reports

- Annual Monitoring and Review
- Feedback obtained from past graduates eg: Subject Area surveys and Careers Service Graduate Destination Surveys
- Feedback from actual and potential employers of graduates
- Feedback from independent external reviews (QAA, HEFCE)

Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Staff-Student Committee and student representation at BoS
- Module and degree programme evaluation questionnaires
- Graduate surveys (School and Careers Service)

16 Regulation of assessment

Pass marks

- The pass mark, as defined in the University's Undergraduate Examination Conventions (<http://www.ncl.ac.uk/calendar/university.regs/ugexamconv.html>) is 40

Course requirements

Progression is subject to the University's Undergraduate Progress Regulations (<http://www.ncl.ac.uk/calendar/university.regs/ugcont.html>) and Undergraduate Examination Conventions (<http://www.ncl.ac.uk/calendar/university.regs/ugexamconv.html>). In summary, students must pass 120 credits at each Stage. Limited compensation up to 40 credits and down to a mark of 35 is possible at each Stage and there are resit opportunities, with certain restrictions.

Honours degree classification

Degree classification is determined by a weighted mean of marks achieved in Stages 2 and 3, with the two Stages being weighted 33% : 66% respectively.

Common Marking Scheme

The University employs a common marking scheme, which is specified in the Undergraduate Examination Conventions (<http://www.ncl.ac.uk/calendar/university.regs/ugcont.html>), namely

Mark	Honours	Non-honours
>70	First	Excellent
60-69	Upper second	Very Good
50-59	Lower second	Good
40-49	Third	Basic
<40	Fail	Failing

Marking Moderation

In Stage One, examination scripts are blindly first-marked and moderated internally; continuous assessments are blindly first-marked and moderated internally.

In Stages Two and three, examination scripts are blindly first-marked, moderated internally and externally moderated; continuous assessments are blindly first-marked, moderated internally and externally moderated. The exception to this rule is the dissertation, which is double marked.

Role of External Examiners

The External Examiner is appointed by the Board of Studies and approved by the Faculty Teaching and Learning Committee. The External Examiner provides external moderation of the procedural activities of the Board of Examiners, and provides subject area specialist expertise in relation to sociology, and will deal with all matters relating to modules taught in the sociology subject area. In addition to this, the modules provided by the politics subject area will be externally examined by an examiner with expertise in politics. The External Examiners are distinguished members of the academic community whose knowledge spans the range of sociological, anthropological or political, and methodological areas covered by the degree programme.

The External Examiners' roles combined are that of moderator, and include:

- Reviewing and approving examination questions
- Reviewing examination scripts and making comments upon standards of marking
- Reviewing coursework and making comments upon standards of marking
- Examining dissertations
- Attendance at the June Board of Examiners
- Reporting to the University regarding standards and comparability of standards

16 Indicators of Quality and Standards:

The degree programme meets the QAA Subject Benchmarking Statements for (i) *Politics and International Relations* and (ii) *Sociology*.

With a standard offer of BBB, the degree attracts academically strong students, a large majority of whom progress well on the course and graduate with at least an upper second class honours

QAA Reports

The Department of Social Policy was subject to a HEFCE Review in 1995-96 as part of the 1995 Quality Assessment Exercise. The degree programmes at that time included Honours degree in Social Policy and Social Studies and joint degrees in Politics & Social Policy and Economics & Social Policy. The outcome of this review process was the award of 'excellent'.

The Department of Politics was the subject of a QAA review in November 2001 and received a score of 23 out of 24 for its teaching programmes.

Internal Review Reports

Degrees in the Subject Area have been reviewed in the past as part of the University Programme and Subject Review. This degree ran for the first time in the academic year 2002-03, replacing the former degree in *Politics and Social Policy*. The degree has been through usual Annual Monitoring and Review procedures from 2003-04 and no significant issues have been raised for consideration from that process.

17 Other Sources of Information

This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

In addition, information relating to the degree programme is provided in:

- The University Undergraduate Prospectus (see <http://www.ncl.ac.uk/undergraduate/>)
- The School Brochure/Subject Area Prospectus (contact enquiries@ncl.ac.uk)
- The University Regulations (see <http://www.ncl.ac.uk/calendar/university.regs/>)
- The Degree Programme Handbooks (Stages One, Two and Three)
- The Subject Area Websites (<http://www.ncl.ac.uk/geps/internal/soc/>; <http://www.ncl.ac.uk/geps/undergrad/politics/>)
- HEFCE Review Report on Department of Social Policy 1995-96

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full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Intended Learning Outcome	Module codes (Comp/Core in Bold)
A1	SOC1026, SOC1027, SOC1028, SOC1029 SOC2069, SOC2070, SOC3097 SOC2038, SOC2041, SOC2042, SOC2043, SOC2056 SOC2058, SOC2065, SOC2066. SOC2067, SOC2068, SOC2080, SOC3045, SOC3046, SOC3054, SOC3061, SOC3062 SOC3063, SOC3064, SOC3065, SOC3066, SOC3067, SOC3068, SO3069, SOC3072 SOC3085
A2	POL1016, POL1017, POL1022, POL1032, POL1018, POL2077, POL3045, POL3046 POL2012, POL2022, POL2033, POL 2034, POL2045 POL2076, POL2078, POL2079, POL2081, POL3034, POL3047, POL3048, POL3059, POL3064, POL3065, POL3076, POL3077, POL3078, POL3079, POL3086, POL3087, POL3088
A3	SOC1026, SOC1027, SOC1028, SOC1029, SOC2069, SOC2070, SOC3097, SOC2038, SOC2041, SOC2042, SOC2043, SOC2056, SOC2058, SOC2065, SOC2066, SOC2067, SOC2068, SOC2080 SOC3046, SOC3054, SOC3061, SOC3062, SOC3063, SOC3064, SOC3065, SOC3066, SOC3067, SOC3068, SO3069, SOC3072 SOC3085 POL1016, POL1017, POL1022, POL1032, POL1018 POL2077, POL3045, POL3046 POL2012, POL2022, POL2033, POL 2034, POL2045 POL2076, POL2078, POL2079, POL2081 POL3034, POL3047, POL3048, POL3059. POL3064, POL3065, POL3076, POL3077, POL3078, POL3079, POL3086, POL3087, POL3088
B1	SOC1029, POL1018, SOC2058, SOC2069, SOC2070, POL2077, SOC3097, POL3046
B2	SOC1026, SOC1027, SOC1028, SOC1029, SOC2069, SOC2070, SOC3097, SOC2038, SOC2041, SOC2042, SOC2043, SOC2056, SOC2058, SOC2065, SOC2066, .SOC2067, SOC2068, SOC2080, SOC3045, SOC3046, SOC3054, SOC3061, SOC3062, SOC3063, SOC3064, SOC3065, SOC3066, SOC3067, SOC3068, SO3069, SOC3072 SOC3085 POL1016, POL1017, POL1022, POL1032, POL1018 POL2077, POL3046 POL2012, POL2022, POL2033, POL 2034, POL2045 POL2076, POL2078, POL2079, POL2081 POL3034, POL3047, POL3048, POL3059, POL3064, POL3065, POL3076, POL3077, POL3078, POL3079, POL3086, POL3087, POL3088
B3	SOC2038, SOC2041, SOC2042, SOC2043, SOC2056, SOC2065, SOC2066, .SOC2067, SOC2068, SOC2080 SOC3045, SOC3046, SOC3054, SOC3061, SOC3062, SOC3063, SOC3064, SOC3065, SOC3066, SOC3067, SOC3068, SO3069, SOC3072 POL2012, POL2022, POL2033, POL 2034, POL2045 POL2076, POL2078, POL2079, POL2081, POL3034, POL3047, POL3048, POL3059 POL3064, POL3065, POL3076, POL3077, POL3078 POL3079, POL3086, POL3087, POL3088
C1	SOC1026, SOC1027, SOC1028, SOC1029, SOC2069, SOC2070, SOC3097,

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D1	SOC1029, POL1018, SOC2058, SOC2069, SOC2070, POL2077, SOC3097, POL3046
D2	SOC1029, POL1018, SOC2058, SOC2069, SOC2070, POL2077, SOC3097, POL3046
D3	SOC1029, POL1018, SOC2058, SOC2069, SOC2070, POL2077, SOC3097, POL3046
D4	SOC1026, SOC1027, SOC1028, SOC1029, SOC2069, SOC2070, SOC3097, SOC2038, SOC2041, SOC2042, SOC2043, SOC2056, SOC2058, SOC2065, SOC2066, .SOC2067, SOC2068, SOC2080 SOC3045, SOC3046, SOC3054, SOC3061, SOC3062, SOC3063, SOC3064, SOC3065, SOC3066, SOC3067, SOC3068, SO3069, SOC3072 SOC3085 POL1016, POL1017, POL1022, POL1032, POL1018 POL2077, POL3046 POL2012, POL2022, POL2033, POL 2034, POL2045 POL2076, POL2078, POL2079, POL2081, POL3034, POL3047, POL3048, POL3059 POL3064, POL3065, POL3076, POL3077, POL3078 POL3079, POL3086, POL3087, POL3088
D5	SOC1026, SOC1027, SOC1028, SOC1029, SOC2069, SOC2070, SOC3097, SOC2038, SOC2041, SOC2042, SOC2043, SOC2056, SOC2058, SOC2065, SOC2066, SOC2067, SOC2068, SOC2080 SOC3045, SOC3046, SOC3054, SOC3061, SOC3062, SOC3063, SOC3064, SOC3065, SOC3066, SOC3067, SOC3068, SO3069, SOC3072 SOC3085 POL1016, POL1017, POL1022, POL1032, POL1018 POL2077, POL3046 POL2012, POL2022, POL2033, POL 2034, POL2045 POL2076, POL2078, POL2079, POL2081, POL3034, POL3047, POL3048, POL3059

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