UNIVERSITY OF YORK

UNDERGRADUATE PROGRAMME REGULATIONS

<table>
<tr><td colspan="3">This document applies to students who commence the programme(s) in:</td><td colspan="3">2014/15</td></tr>
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<tr><td colspan="3">University of York</td><td colspan="3">University of York</td></tr>
<tr><td colspan="6">Department(s)</td></tr>
<tr><td colspan="6">Lifelong Learning</td></tr>
<tr><td colspan="3">Award(s) and programme title(s)</td><td colspan="3">Level of qualification</td></tr>
<tr><td colspan="3">University Certificate in Lifelong Learning (Science Principles)</td><td colspan="3">Level 4/C</td></tr>
<tr><td colspan="6">Interim awards available</td></tr>
<tr><td colspan="6">Length and status of the programme(s) and mode(s) of study</td></tr>
<tr><td>Programme</td><td>Length (years) and status (full-time/part-time)</td><td colspan="4">Mode</td></tr>
<tr><td></td><td></td><td>Face-to-face, campus-based</td><td>Distance learning</td><td colspan="2">Other</td></tr>
<tr><td>University Certificate of Lifelong Learning (Science Principles)</td><td>3 years, part-time</td><td>Y</td><td></td><td colspan="2"></td></tr>
<tr><td colspan="6">Programme accreditation by Professional, Statutory or Regulatory Bodies (if applicable)</td></tr>
<tr><td colspan="6">N/A</td></tr>
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Educational aims of the programme

The Centre for Lifelong Learning sees its role as providing exciting and pioneering adult education opportunities to citizens in the local community (City of York and North Yorkshire). The accredited programme of study therefore is distinctive in its equality of opportunity, offering an enriching educational experience in a supportive environment that is tailored to and responsive to the needs of adult learners, and to:

- Encourage students to think critically and independently.
- Encourage and support an enthusiasm for the subject area.
- Provide knowledge and understanding of the concept of an inter-disciplinary certificate.
- Provide stimulating and relevant modules relating to the aspirations and needs of adult learners, which will equip students with confidence and the ability to enhance their personal development.
- Equip students with a variety of generic study skills appropriate to this level of study.

This certificate programme will provide adult learners with the opportunity to study everyday science at an accessible and engaging level. Through studying selected topics in Biology, Chemistry and Physics, students will develop their understanding of key scientific principles, improve their grasp of specific theories, and increase their knowledge of how scientists have contributed to the working of the modern world. As a result, on completion of the certificate, students will be in a better position to understand the inter-relatedness of the biophysical sciences and their relevance to the complex dilemmas facing the world today.

Intended learning outcomes for the programme – and how the programme enables students to achieve and demonstrate the intended learning outcomes

This programme provides opportunities for students to develop and demonstrate knowledge and understanding qualities, skills and other attributes in the following areas:	*The following teaching, learning and assessment methods enable students to achieve and to demonstrate the programme learning outcomes:*
A: Knowledge and understanding	
Upon completion of the certificate students will have an understanding of: 1. The evolution of scientific knowledge 2. Key concepts in physics, biology and chemistry 3. Core scientific processes and mechanisms that shape the natural world 4. The Scientific Method and the nature of Science as a quantitative subject 5. Developments in the biophysical sciences and their relevance to issues of concern in the modern world	Learning/teaching methods and strategies (relating to numbered outcomes): • Weekly seminars [1,2,3,4,5] • Group working [1,2,3,4,5] • Private study [1,2,3,4,5] Types/methods of assessment (relating to numbered outcomes): • Critical essay [1,2,3,4,5]
B: (i) Skills - discipline related	
Upon completion of the certificate students will have skills in: 1. Identify and utilise appropriate literature to support critical understanding of theory and the application of theory. 2. Plan an experiment, execute it safely and report the results. 3. Outline the principles and the conceptual bases	Learning/teaching methods and strategies (relating to numbered outcomes): • Weekly seminars [1,2,3,4,5] • Group working [1,2,3,4,5] • Private study [1,2,3,4,5] Types/methods of assessment (relating to numbered outcomes):

of different scientific disciplines 4. Discuss the ethical and social context in which scientific work exists and place scientific conclusions in context in terms of current theories. 5. Give a clear and accurate account of a scientific subject, marshal arguments in a mature way and engage in debate and dialogue, both with specialists and non-specialists, using appropriate scientific language.	• Critical essay [1,2,3,4,5]
B: (ii) Skills - transferable	
Upon completion of the certificate students will have skills to: 1. Work independently by identifying individual goals and planning their time / work appropriately to meet deadlines 2. Identify collective goals and work effectively as part of a project team 3. Communicate clearly and precisely, both in written and oral form 4. Continue to engage with the pursuit of knowledge as independent learners through considering problems critically, reflecting on information in context and using their initiative to address questions and problems.	Learning/teaching methods and strategies (relating to numbered outcomes): • Weekly seminars [2,3,4] • Group working [2,3,4] • Private study [1,3,4] Types/methods of assessment (relating to numbered outcomes): • Critical essay/project [1,2,3,4]
C: Experience and other attributes	
1. Participate in a shared learning environment of like-minded adult learners 2. Engage in extra curricula activities designed to complement the module course content (field trips; social evenings)	Learning/teaching methods and strategies (relating to numbered outcomes): • Weekly seminars [1] • Group working [] • Private study [2] Types/methods of assessment (relating to numbered outcomes): •
Relevant Quality Assurance Agency benchmark statement(s) and other relevant external reference points (e.g. National Occupational Standards, or the requirements of Professional, Statutory or Regulatory bodies)	
• http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/chemistryfinal.pdf (C) • http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Biosciences07.pdf (B) • http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Physics08.pdf (P)	
University award regulations	
To be eligible for an award of the University of York a student must undertake an approved programme of study, obtain a specified number of credits (at a specified level(s)), and meet any other requirements of the award as specified in the award requirements, programme information, and other University regulations (e.g. payment of fees). Credit will be awarded upon passing a module's assessment(s) but some credit may be awarded where failure has been compensated by achievement in other modules. The University's award and assessment regulations specify the University's marking	

scheme, and rules governing progression (including rules for compensation), reassessment, award requirements and degree classification. The award and assessment regulations apply to all programmes: any exceptions that that relate to this programme are approved by University Teaching Committee and are recorded at the end of this document.	
Departmental policies on assessment and feedback	
Detailed information on assessment (including grade descriptors, marking procedures, word counts etc.) is available in the written statement of assessment which applies to this programme and the relevant module descriptions. These are available in the student handbook and on the Department's website: www.york.ac.uk/lifelonglearning	
Information on formative and summative feedback to students on their work is available in the written statement on feedback to students which applies to this programme and the relevant module descriptions. These are available in the student handbook and on the Department's website: www.york.ac.uk/lifelonglearning	
Are electives permitted?	No
Can a Languages For All (LFA) module be taken ab initio (i.e. beginner level) in Stage 1?	No

Diagrammatic representation of the programme structure by stage, showing the distribution and credit value of core and option modules

Overview of modules by stage

Stage 1

Module title	Module code	Credit level[1]	Credit value[2]	Prerequisites	Assessment rules[3]	Timing and format of main assessment (AuT – Autumn Term, SpT- Spring Term, SuT – Summer Term)
The History of Science		4	10			Term: Autumn **Assessment: 2,000 word critical essay, week 12**
Everyday Biology		4	10			Term: Spring **Assessment: 2,000 word critical essay, week 12**
Everyday Chemistry		4	10			Term: Summer **Assessment: 2,000 word workbook, week 12**
Everyday Physics		4	10			Term: Autumn **Assessment: 2,000 word critical essay, week 12**
York at the Forefront of Science		4	10			Term: Spring **Assessment: Conference Style Poster, week 12**
Science and Controversy		4	10			Term: Summer **Assessment: 2,000 word critical essay, week 12**

All of these modules will also be available to students studying on the Certificate of Higher Education (Arts and Humanities) and (Social Science) programmes to encourage interdisciplinary study. To gain a specific award in Science Principles, students must undertake **AT LEAST FIVE MODULES** from this discipline, though in the interest of broader study, may undertake 10 credits from elsewhere on the Lifelong Learning accredited programme.

Further modules may be added to this specific programme of study if demand dictates.

[1] The **credit level** is an indication of the module's relative intellectual demand, complexity and depth of learning and of learner autonomy (Level 4/Certificate, Level 5/Intermediate, Level 6/Honours, Level 7/Masters)
[2] The **credit value** gives the notional workload for the module, where 1 credit corresponds to a notional workload of 10 hours (including contact hours, private study and assessment)
[3] **Special assessment rules**
P/F – the module marked on a pass/fail basis (NB pass/fail modules cannot be compensated)
NC – the module cannot be compensated
NR – there is no reassessment opportunity for this module. It must be passed at the first attempt

Additional year variants e.g. year in Europe, year in industry	
N/A	
Replacement year variants	
N/A 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.	
Transfers out of or into the programme	
N/A	
Exceptions to University Award Regulations approved by University Teaching Committee	
Exception	**Date approved**
• Exemption from the University common assessment period and timing of the Board of Examiners. • Special rules relating to the timing of reassessments in the 30-39 range. • Special rules relating to opting out and taking modules 'for pleasure' (auditing)	Approved Feb 2009 Approved Feb 2009 Approved Sept 2010
Quality and Standards	
The University has a framework in place to ensure that the standards of its programmes are maintained, and the quality of the learning experience is enhanced. Quality assurance and enhancement processes include: • the academic oversight of programmes within departments by a Board of Studies, which includes student representation • the oversight of programmes by external examiners, who ensure that standards at the University of York are comparable with those elsewhere in the sector • annual monitoring and periodic review of programmes • the acquisition of feedback from students by departments, and via the National Student Survey. More information can be obtained from the Academic Support Office: http://www.york.ac.uk/admin/aso/teach/ Departmental Statements on Audit and Review Procedures are available at: http://www.york.ac.uk/admin/aso/teach/deptstatements/index.htm	
Date on which this programme information was updated:	15 April 2014
Departmental web page:	www.york.ac.uk/lifelonglearning

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 he/she takes 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.