

UNIVERSITY OF YORK
UNDERGRADUATE PROGRAMME REGULATIONS

This document applies to students who commence the programme(s) in:		2014/15		
Awarding institution		Teaching institution		
University of York		University of York		
Department(s)				
Lifelong Learning				
Award(s) and programme title(s)		Level of qualification		
University Certificate in Lifelong Learning (Local Government)		Level 4/C		
Interim awards available				
Length and status of the programme(s) and mode(s) of study				
Programme	Length (years) and status (full-time/part-time)	Mode		
		Face-to-face, campus-based	Distance learning	Other
University Certificate of Lifelong Learning (Local Government)	3 years, part-time	Y		
Programme accreditation by Professional, Statutory or Regulatory Bodies (if applicable)				
N/A				

Educational aims of the programme	
The Centre for Lifelong Learning sees its role as being to provide 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. • Prepare students for participation in community and Local Government With regards to outcome, the ultimate focus for a programme such as this is to offer an understanding of civic history, the role of local government and the means to better understand social need: • To explore local government principles, problems and issues (mainly within the context of the city of York environment). • To enable participants to make informed decisions about their engagement with local government • To develop an awareness of the new and changing landscape of civil society • To enhance the ability to work as a team member in social projects • To encourage students to recognise and react to ethical issues surrounding local issues • To develop the ability to lead and motivate others in the pursuit of community goals • To develop students' abilities to work as team members and leaders • To provide an arena for accessible and inclusive discussion about social and community projects	
Intended learning outcomes for the programme – and how the programme enables students to achieve and demonstrate the intended learning outcomes	
<i>This programme provides opportunities for students to develop and demonstrate knowledge and understanding qualities, skills and other attributes in the following areas:</i>	<i>The following teaching, learning and assessment methods enable students to achieve and to demonstrate the programme learning outcomes:</i>
A: Knowledge and understanding	
1. Knowledge of contemporary activities and organisation of the main institutions of the UK welfare systems, including the provision, financing and regulation of social security, education, health and social care, and housing (SPA 3.2)	Learning/teaching methods and strategies (relating to numbered outcomes): • Weekly seminars [1,2,3,4,5,6,7] • Group working [1,2,3,4,5,6,7] • Private study [1,2,3,4,5,6,7]
2. Knowledge of the main features of the interrelationship between social policies and differently placed communities, families and individuals (SPA 3.2)	Types/methods of assessment (relating to numbered outcomes): • Critical essay [1,2,3,4,5,6,7] • Workbook [1,2,3,4,5,6,7]
3. Knowledge of the history of contemporary social problems and of social policy responses to them (SPA 3.3)	
4. Understanding of the key concepts and theories	

of welfare, including human needs and social welfare; inequality, poverty and exclusion; citizenship, social difference and diversity; theories of the state and policy making; theories and methods of comparative analysis (SPA 3.3) 5. Knowledge and understanding of organisations, the external environment in which they operate and how they are managed...and the consideration of the future of organisations and the external environment in which they operate. (GBM 3.2) 6. A respect for historical context and evidence, a greater awareness of the historical processes unfolding in our own time, and a deeper understanding of the varied traditions current today. (H 2.9) 7. The appreciation of the complexity and diversity of situations, events and past mentalities. (H 3.1)	
B: (i) Skills - discipline related	
1. The ability to use some of the established theories and concepts of social policy and other social sciences to analyse how social needs, social problems and policies themselves are constructed and understood in both national and international contexts. (SPA 3.4) 2. The ability to seek out, use and evaluate qualitative and quantitative data derived from social surveys and other research publications. (SPA 3.4) 3. The ability to understand how people have existed, acted and thought in the always different context of the past. (H 3.1) 4. The ability to work analytically, and the capacity to consider and solve problems, including complex problems to which there is no single solution. (H 3.1) 5. The ability to gather, organise and deploy evidence, data and information; and familiarity with appropriate means of identifying, finding, retrieving, sorting and exchanging information. (H3.3) 6. The ability to communicate effectively using a range of media which are widely used in business such as the preparation and	Learning/teaching methods and strategies (relating to numbered outcomes): • Weekly seminars [1,2,3,4,5,6] • Group working [1,2,3,4,5,6] • Private study [1,2,3,4,5,6] Types/methods of assessment (relating to numbered outcomes): • Critical essay [1,2,3,4,5] • Workbook [1,2,3,4,5,6]

presentation of business reports. (GMB 3.9)	
B: (ii) Skills - transferable	
Able to: 1. Gain confidence 2. Work in a team and develop group interaction skills 3. Make independent judgment 4. Show social networking skills 5. Manage time and show organisational skills 6. Demonstrate interpersonal skills of effective listening, negotiating, persuasion and presentation 7. Communicate effectively (both orally and in writing), using a range of media 8. Make contact (and/or get involved) with a wide range of local organisations	Learning/teaching methods and strategies (relating to numbered outcomes): • Weekly seminars [1,2,3,4,5,6,7] • Group working [1,2,4,5,6,7] • Private study [1,3,5,8]
	Types/methods of assessment (relating to numbered outcomes): • Critical essay/project [1,3,4,5,6,7,8] • Workbook [1,2,3,4,5,6,7,8]
C: Experience and other attributes	
Able to: 1. Participate in a shared learning environment appropriate to the adult learner 2. Encourage extra-curricular activity amongst students on the programme as a further enhancement to the learning context (student organised field trips, social evenings)	Learning/teaching methods and strategies (relating to numbered outcomes): • Weekly seminars [1,2] • Group working [1,2] • 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)	
Social Policy and Administration [2007] General Business and Management [2007] History [2007]	
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

Optional module table

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)
Civic History – Setting the City and its Democratic History in Context		4	20			Term: Autumn Assessment: 1 x 3,500 word discursive essay
The Role of Local Government and the Councillor		4	20			Term: Spring Assessment: 3,500 word Module Workbook (based on issues of governance, social media and personal reflection)
Understanding Social Need		4	20			Term: Summer Assessment: 2 x 2,000 word discursive essays

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

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 Local Government, students must undertake all three modules within this discipline. Further modules may be added to this specific programme of study if demand dictates.

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:	7/7/2014
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.