

**UNIVERSITY OF YORK**  
**UNDERGRADUATE PROGRAMME REGULATIONS**

<b>This document applies to students who commence the programme(s) in:</b>		2015/16		
<b>Awarding institution</b>		<b>Teaching institution</b>		
University of York		University of York		
<b>Department(s)</b>				
Lifelong Learning				
<b>Award(s) and programme title(s)</b>			<b>Level of qualification</b>	
University Certificate of Lifelong Learning (Urban Horticulture) 60 credits			Level 4/C	
<b>Interim awards available</b>				
<b>Length and status of the programme(s) and mode(s) of study</b>				
Programme	Length (years) and status (full-time/part-time)	Mode		
		Face-to-face, campus-based	Distance learning	Other
University Certificate of Lifelong Learning (Urban Horticulture)	3 years, part-time	Y		
<b>Programme accreditation by Professional, Statutory or Regulatory Bodies (if applicable)</b>				
N/A				

<b>Educational aims of the programme</b>	
<p>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.</p> <ul style="list-style-type: none"> <li>• Encourage students to think critically and independently.</li> <li>• Encourage and support an enthusiasm for the subject area.</li> <li>• Provide knowledge and understanding of the concept of an inter-disciplinary certificate.</li> <li>• 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.</li> <li>• Equip students with a variety of generic study skills appropriate to this level of study.</li> </ul> <p>York, like many other UK cities, has in recent years seen a burgeoning interest in local food, community gardening, therapeutic or educational uses of horticulture, and sustainability. The Centre for Lifelong Learning recognises that it is timely to offer an accredited, applied, interdisciplinary course with a strong basis both in natural and social science, and with myriad learning and volunteering opportunities for students available locally. Its aims are:</p> <ul style="list-style-type: none"> <li>• To explore the many roots and branches of the urban horticulture ‘movement’ – its evolution, scientific basis and diverse theoretical and philosophical standpoints</li> <li>• To introduce students to the work of representative organisations of this movement on a variety of scales, from local to global</li> <li>• To develop skills of data analysis, strategic thinking, critical and independent thinking, research, debate, presentation of ideas, practical horticulture and team working</li> <li>• To assess the potential of urban horticulture to substantially alter the food system, both locally and globally</li> <li>• To build students’ confidence as actors within the urban horticulture movement.</li> </ul> <p>It is anticipated that the course will be of particular interest to allotment holders and gardeners, as well as volunteers and staff of the many horticultural projects active in York keen to broaden and deepen their professional knowledge.</p>	
<b>Intended learning outcomes for the programme – and how the programme enables students to achieve and demonstrate the intended learning outcomes</b>	
<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>
<b>A: Knowledge and understanding</b>	
<p>Knowledge and understanding of:</p> <ol style="list-style-type: none"> <li>1. The relevance and application of the subject</li> <li>2. The development of integrated, multidisciplinary and interdisciplinary approaches</li> <li>3. Integration of theory, experiment, investigation and fieldwork, and the development of principles into practice</li> <li>4. Awareness of risks of exploitation and concern over sustainable solutions</li> <li>5. Consideration of continuing change and</li> </ol>	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> <li>• Weekly seminars [1,2,3,4,5]</li> <li>• Group working [1,2,3,4,5]</li> <li>• Private study [1,2,3,4,5]</li> </ul> <p>Types/methods of assessment (relating to numbered outcomes):</p> <ul style="list-style-type: none"> <li>• Critical essay [1,2,3,4,5]</li> <li>• Workbooks/presentations [1,2,3,4,5]</li> </ul>

development of the subject [All 3.4]	<ul style="list-style-type: none"> <li>• Personal journals [1,2,3,4,5]</li> </ul>
<b>B: (i) Skills - discipline related</b>	
<p>Able to:</p> <ol style="list-style-type: none"> <li>1. Exhibit ownership of the defining elements of the discipline as a result of in-depth study or research [4.1]</li> <li>2. Tackle problems by collecting, analysing and evaluating appropriate qualitative and quantitative information and using it creatively and imaginatively [4.1]</li> <li>3. Display skills in evaluating and interpreting, in a balanced manner, new information provided by others from a range of fields of study [4.1]</li> <li>4. Assess the ethical consequences of human activities to optimise community and environmental sustainability [4.1]</li> <li>5. Recognising and using appropriate theories, concepts and principles from a range of disciplines [4.4]</li> <li>6. Devising, planning and undertaking field, laboratory or other investigations in a responsible, sensitive and safe manner [4.5]</li> </ol>	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> <li>• Weekly seminars [1,2,3,4,5,6]</li> <li>• Group working [1,2,3,5,6]</li> <li>• Private study [1,2,3,4,5,6]</li> </ul> <p>Types/methods of assessment (relating to numbered outcomes):</p> <ul style="list-style-type: none"> <li>• Critical essay [1,2,3,4,5 and 6]</li> <li>• Workbooks/presentations [1,2,3,4,5,6]</li> <li>• Personal Journals [1,2,3,4,5,6]</li> </ul>
<b>B: (ii) Skills – transferable</b>	
<p>Able to:</p> <ol style="list-style-type: none"> <li>1. Gain confidence</li> <li>2. Work in a team and develop group interaction skills</li> <li>3. Make independent judgement</li> <li>4. Articulate and argue effectively</li> <li>5. Present written work to an acceptable standard</li> <li>6. Show social networking skills</li> <li>7. Manage time and show organisational skills</li> <li>8. Gaining confidence to make contact (and/or get involved) with a wide range of local organisations [all supported by 4.2]</li> </ol>	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <p>Weekly seminars [1,2,3,4,5,6,7,8]</p> <p>Group working [1,2,3,4,5,6,7,8]</p> <ul style="list-style-type: none"> <li>• Private study [1,2,3,4,5,6,7,8]</li> </ul> <p>Types/methods of assessment (relating to numbered outcomes):</p> <ul style="list-style-type: none"> <li>• Critical essay [1,3,4,5,7]</li> <li>• Workbooks [1,3,4,5]</li> <li>• Personal Journals [1,3,5,7]</li> </ul>
<b>C: Experience and other attributes</b>	
<p>Able to:</p> <ol style="list-style-type: none"> <li>1. Participate in a shared learning environment appropriate to the adult learner</li> <li>2. Promote pastoral support appropriate for the adult learner (eg student social evenings)</li> <li>3. Encourage extra-curricular activity amongst students on the programme as a further enhancement to the learning context (student organised field trips, social evenings)</li> </ol>	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> <li>• Weekly seminars [1,2,3]</li> <li>• Group working [1,2,3]</li> <li>• Private study [3]</li> </ul> <p>Types/methods of assessment (relating to numbered outcomes):</p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>Relevant Quality Assurance Agency benchmark statement(s) and other relevant external</b>	

<b>reference points (e.g. National Occupational Standards, or the requirements of Professional, Statutory or Regulatory bodies)</b>	
Agriculture, horticulture, forestry, food and consumer sciences (2009)	
<b>University award regulations</b>	
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.	
<b>Departmental policies on assessment and feedback</b>	
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: <a href="http://www.york.ac.uk/lifelonglearning">www.york.ac.uk/lifelonglearning</a>	
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: <a href="http://www.york.ac.uk/lifelonglearning">www.york.ac.uk/lifelonglearning</a>	
<b>Are electives permitted?</b>	No
<b>Can a Languages For All (LFA) module be taken ab initio (i.e. beginner level) in Stage 1?</b>	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**

*In order to achieve the specific University Certificate of Lifelong Learning (Urban Horticulture) award however, students complete at least 5 x10 credit modules which fall within the Urban Horticulture category (students may complete a 10 credit module from the wider module pool to contribute to this award).*

*The most up-to-date diagrams of programme structures can be found at <http://www.york.ac.uk/lifelonglearning/credit/certificates/>.*

**Stage 1 Optional module table**

Module title	Module code	Credit level <sup>1</sup>	Credit value <sup>2</sup>	Prerequisites	Assessment rules <sup>3</sup>	Timing and format of main assessment (AuT – Autumn Term, SpT- Spring Term, SuT – Summer Term)
Introduction, Historical Perspective and International Dimension	CED00041C	4	10			Term: Au Formative Assessment: oral presentation; Summative Assessment: 2,000 word essay
Ecology and Systems Thinking for Horticulture	CED00042C	4	10			Term: Sp Formative Assessment: short article; Summative Assessment: systems diagram
Approaches to Growing	CED00043C	4	10			Term: Su Formative Assessment: group discussion; Summative Assessment: 2,000 word written report
Society, Food Security and Health	CED00044C	4	10			Term: Au Formative Assessment: short report; Summative Assessment: 2,000 word assignment
Scaling Up to the Community: National and Global Level	CED00045C	4	10			Term: Sp Formative Assessment: short reflective report; Summative Assessment: 2,000 word essay

<sup>1</sup> 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)

<sup>2</sup> 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)

<sup>3</sup> **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

Policy and the Future	CED00040C	4	10			Term: Su Formative Assessment: short essay; Summative Assessment: 2,000 word strategy
An Introduction to Traditional Environmental, Ecological and Horticultural Techniques and Practices (normally offered as an outreach module, subject to demand)	tbc	4	10			Term: tbc Formative assessment: session report Summative Assessment: 2,000 word workbook

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.

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

<b>Transfers out of or into the programme</b>	
N/A	
<b>Exceptions to University Award Regulations approved by University Teaching Committee</b>	
<b>Exception</b>	<b>Date approved</b>
<ul style="list-style-type: none"> <li>• Exemption from the University common assessment period and timing of the Board of Examiners.</li> <li>• Special rules relating to the timing of reassessments in the 30-39 range and students (early compensation).</li> <li>• Special rules relating to opting out and taking modules 'for pleasure' (auditing)</li> </ul>	<p>Approved Feb 2009</p> <p>Approved Feb 2009</p> <p>Approved Sept 2010</p>
<b>Quality and Standards</b>	
<p>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.</p> <p>Quality assurance and enhancement processes include:</p> <ul style="list-style-type: none"> <li>• the academic oversight of programmes within departments by a Board of Studies, which includes student representation</li> <li>• the oversight of programmes by external examiners, who ensure that standards at the University of York are comparable with those elsewhere in the sector</li> <li>• annual monitoring and periodic review of programmes</li> <li>• the acquisition of feedback from students by departments, and via the National Student Survey.</li> </ul> <p>More information can be obtained from the Academic Support Office:  <a href="http://www.york.ac.uk/admin/aso/teach/">http://www.york.ac.uk/admin/aso/teach/</a></p> <p>Departmental Statements on Audit and Review Procedures are available at:  <a href="http://www.york.ac.uk/admin/aso/teach/deptstatements/index.htm">http://www.york.ac.uk/admin/aso/teach/deptstatements/index.htm</a></p>	
<b>Date on which this programme information was updated:</b>	04/8/2015
<b>Departmental web page:</b>	<a href="http://www.york.ac.uk/lifelonglearning">www.york.ac.uk/lifelonglearning</a>
<b>Please note</b>	
<p>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.</p> <p>Detailed information on the learning outcomes, content, delivery and assessment of modules can be found in the module descriptions.</p> <p>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.</p>	