

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

|  |   |                            |                   |       |
|--|---|----------------------------|-------------------|-------|
| This document applies to students who commence the programme(s) in:  |   | 2013/14                    |                   |       |
| Awarding institution   |   | Teaching institution       |                   |       |
| University of York   |   | University of York         |                   |       |
| Department(s)  |   |                            |                   |       |
| Lifelong Learning  |   |                            |                   |       |
| Award(s) and programme title(s)  |   | Level of qualification     |                   |       |
| Certificate of Higher Education in Lifelong Learning (Arts and Humanities). This award consolidates previous awards at this level in humanities, local history, film studies and creative writing.   |   | Level 4/C                  |                   |       |
| Interim awards available   |   |                            |                   |       |
| University Certificate of Lifelong Learning: any student who registered under the modularised programme is eligible to receive the interim award once they reach the 60 credit 'milestone' and then continue their studies towards the higher award (amendment made Autumn 2011) |   |                            |                   |       |
| 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 |
| Certificate of Higher Education in Lifelong Learning (Arts and Humanities)   | 5 years, part-time (amendment made Spring 2012) | Y                          |                   |       |
| Programme accreditation by Professional, Statutory or Regulatory Bodies (if applicable)  |   |                            |                   |       |
| N/A  |   |                            |                   |       |

| <b>Educational aims of the programme</b>  |   |
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| <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, and responsive, to the needs of adult learners. CLL utilises a wide variety of effective and innovative teaching and learning methods to:</p> <p>Encourage students to think critically and independently.<br/> Encourage and support an enthusiasm for the subject area.<br/> Provide knowledge and understanding of the concept of an inter-disciplinary certificate.<br/> 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.<br/> Equip students with a variety of generic study skills appropriate to this level of study.</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 ability to read and analyse texts and other primary sources, both critically and empathetically, while addressing questions of genre, content, perspective and purpose [History 3.1]</li> <li>2. Basic critical skills: a recognition that statements are not all of equal validity, that there are ways of testing them [History 3.1]</li> <li>3. Intellectual independence [History 3.1]</li> <li>4. The range of problems involved in the interpretation of complex, ambiguous, conflicting and often incomplete material [History 3.1]</li> <li>5. How literature and language produce and reflect cultural change and difference [English 3.1]</li> <li>6. How different social and cultural contexts affect the nature of language and meaning [English 3.1]</li> <li>7. Key topics and concepts in history/literature/drama/film of the period under study.</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 and 7]</li> <li>• Group working [3,4,7]</li> <li>• Private study [1,2,3,4,5,6,7]</li> </ul> <p>Types/methods of assessment (relating to numbered outcomes):</p> <ul style="list-style-type: none"> <li>• Critical essay [1,2,3,4,7]</li> <li>• Workbooks [1,2,3,4,7]</li> <li>• Examples of creative writing [2,5,6,7]</li> <li>• Personal Journals [2,3,5,6,7]</li> </ul> |
| <b>B: (i) Skills - discipline related</b>   |   |
| <p>Able to:</p> <ol style="list-style-type: none"> <li>1. Show familiarity with and use a range of selected texts and with their cultural/literary and historical contexts</li> <li>2. Present seminar papers, to debate, explore and develop ideas both verbally and by written assessment</li> <li>3. Recognise complexity in the interpretation of texts</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>  |

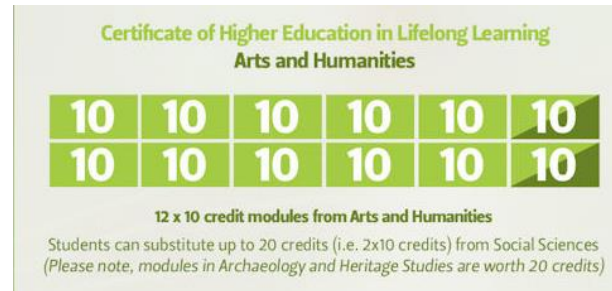
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| 4. Select and organise a range of material to produce a written argument<br>5. Appreciate the power of imagination in literary creation [English 3.1]  | <ul style="list-style-type: none"> <li>• Critical essay [1,2,3,4,5]</li> <li>• Workbooks [1,2,3,4,5]</li> <li>• Examples of creative writing [3,4,5]</li> <li>• Personal Journals [2,3,5,6,7]</li> </ul>  |
| <b>B: (ii) Skills - transferable</b>   |   |
| Able to:<br>1. Gain confidence<br>2. Work in a team and develop group interaction skills<br>3. Make independent judgement<br>4. Articulate and argue effectively<br>5. Present written work to an acceptable standard<br>6. Show social networking skills<br>7. Manage time and show organisational skills   | Learning/teaching methods and strategies (relating to numbered outcomes):<br>Weekly seminars [1,2,3,4,5,6,7]<br>Group working [1,2,3,4,5,6,7]<br><ul style="list-style-type: none"> <li>• Private study [1,2,3,4,5,6,7]</li> </ul> Types/methods of assessment (relating to numbered outcomes):<br>Critical essay [1,3,4,5,7]<br><ul style="list-style-type: none"> <li>• Workbooks [1,3,4,5,7]</li> <li>• Examples of creative writing [1,3,4,5,7]</li> <li>• Personal Journals [1,3,4,5,6,7]</li> </ul> |
| <b>C: Experience and other attributes</b>  |   |
| Able to:<br>1. Participate in a shared learning environment appropriate to the adult learner<br>2. Promote pastoral support appropriate for the adult learner (eg student social evenings)<br>3. 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):<br><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> Types/methods of assessment (relating to numbered outcomes):<br><ul style="list-style-type: none"> <li>•</li> </ul>  |
| <b>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)</b>   |   |
| History and English [2007]   |   |
| <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   |   |

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| website:<br><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 |

## Overview of modules by stage

Students require 120 credits to achieve the Certificate of Higher Education. Students can opt to take 20 credits from the Social Sciences certificate programme if they wish to broaden their studies (10 credits if exiting at 60-credits).

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<br>(AuT – Autumn Term, SpT- Spring Term, SuT – Summer Term)                  |
|--|-------------|---------------------------|---------------------------|---------------|-------------------------------|---|
| Writers Reading: The Close Study Of Literary Texts             | CED00001C   | 4                         | 10                        |               |                               | Term: tbc. Assessment: 2,000 word essay   |
| In Short: Writing The Short Story                              | CED00002C   | 4                         | 10                        |               |                               | Term: tbc. Assessment: 2,000 words of prose, plus 750 word commentary   |
| The Drama Of It All: Scriptwriting For Stage, Screen And Radio | CED00003C   | 4                         | 10                        |               |                               | Term: tbc. Assessment: 2000 word script, plus 750 word commentary   |
| Teenworks: Writing Fiction For Young Adults                    | CED00004C   | 4                         | 10                        |               |                               | Term: tbc. Assessment: 2,000 words of prose, plus 750 word commentary   |
| Stories That Make It To Storytime: Writing Children's Fiction  | CED00005C   | 4                         | 10                        |               |                               | Term: tbc. Assessment: 2,000 words of prose, plus 750 word commentary   |
| Ekphrasis  | CED00055C   | 4                         | 10                        |               |                               | Term tbc. Assessment A creative portfolio of 2,000 words or up to 100 lines of poetry, with accompanying 750 word |

<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

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|  |           |   |    |  |  | reflective commentary.   |
| Poets On Form : Exploring The Writing Of Poetry Using Form                     | CED00006C | 4 | 10 |  |  | Term: tbc. Assessment: 100 lines of poetry, plus 750 word commentary                     |
| Theming Your Poetry Toward A Sequence Or Collection                            | CED00072C | 4 | 10 |  |  | Term: tbc. Assessment: Poetry portfolio, plus 750 word commentary                        |
| Novel Ways: Writing The Novel  | CED00007C | 4 | 10 |  |  | Term: tbc. Assessment: 2,000 word novel sample, plus synopsis and 750 word commentary    |
| Creative Quests: An Introduction To The Writing Of Fiction, Poetry And Scripts | CED00031C | 4 | 10 |  |  | Term: tbc. Assessment: 2,000 word creative portfolio.                                    |
| Creating Chronicles: Writing From Life   | CED00052C | 4 | 10 |  |  | Term: tbc. Assessment: 2,000 words of prose, plus 750 word commentary                    |
| Changing Personalities of York   | CED00051C | 4 | 10 |  |  | Term: tbc. Assessment: 2,000 word essay  |
| Crime and Punishment in York from an Interdisciplinary Perspective             | CED00071C | 4 | 10 |  |  | Term: tbc. Assessment: 2,000 word creative portfolio plus commentary or 2,000 word essay |
| Unravelling the Fabric of York   | CED00018C | 4 | 10 |  |  | Term: tbc. Assessment: 1,000 word project plus 1,000 word essay                          |
| York's Helping Hands – wealth and welfare in the city                          | CED00019C | 4 | 10 |  |  | Term: tbc. Assessment: 2,000 word essay  |
| Entertainment and the Arts in York from an Interdisciplinary Perspective       | CED00020C | 4 | 10 |  |  | Term: tbc. Assessment: 2,000 word creative portfolio plus commentary or 2,000 word essay |
| Religion and Belief in York – examining faiths past, present and future        | CED00050C | 4 | 10 |  |  | Term: tbc. Assessment: 2,000 word essay  |
| Working Class Life in York (1780-1914)   | Tbc       | 4 | 10 |  |  | Term: tbc. Assessment: 2,000 word essay  |
| Social History of York (1780-1914)   | Tbc       | 4 | 10 |  |  | Term: tbc. Assessment: 2,000 word essay  |
| The Pursuit of Pleasure in an English Country Town - York 1720-1900            | Tbc       | 4 | 10 |  |  | Term: tbc. Assessment: 2,000 word essay  |
| The History of the Family and Family History                                   | CED00008C | 4 | 10 |  |  | Term: tbc. Assessment: 2,000 word (family tree/ commentary)                              |
| Country Houses and Designed Landscapes in Yorkshire 1600-2000                  | Tbc       | 4 | 10 |  |  | Term: tbc. Assessment: 2,000 word essay  |
| International Cinema   | Tbc       | 4 | 10 |  |  | Term: tbc. Assessment: 2,000 word essay  |
| Film and Television Theory   | tbc       | 4 | 10 |  |  | Term: tbc. Assessment: 2,000 word essay  |
| Film and Genre   | CED00056C | 4 | 10 |  |  | Term: tbc. Assessment: 2,000 word essay  |
| Analysing the Moving Image   | CED00009C | 4 | 10 |  |  | Term: tbc. Assessment: 2,000 word essay  |
| Painting in Britain 1730-1840  | CED00062C | 4 | 10 |  |  | Term: tbc. Assessment: 2,000 word essay  |
| Victorian Art  | CED00010C | 4 | 10 |  |  | Term: tbc. Assessment: 2,000 word essay  |
| Nineteenth Century British History:  | CED00032C | 4 | 10 |  |  | Term: tbc. Assessment: 2,000 word essay  |

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| survey module   |           |   |    |  |  |  |
| Nineteenth Century British History: medicine and health                                       | tbc       | 4 | 10 |  |  | Term: tbc. Assessment: 2,000 word essay  |
| Nineteenth Century British History: politics and society                                      | CED00011C | 4 | 10 |  |  | Term: tbc. Assessment: 2,000 word essay  |
| Nineteenth Century British History: culture and belief  | tbc       | 4 | 10 |  |  | Term: tbc. Assessment: 2,000 word essay  |
| Medieval English History, c.1050-1500   | CED00012C | 4 | 10 |  |  | Term: tbc. Assessment: 2,000 word essay  |
| The Medieval English Household. Livelihood, lifestyle and standards of living, c.1250-1500.   | CED00059C | 4 | 10 |  |  | Term: tbc. Assessment: 2,000 word essay  |
| The Medieval English House, c.1150-c.1500. Hearth and home.                                   | CED00058C | 4 | 10 |  |  | Term: tbc. Assessment: 2,000 word essay  |
| Medieval Markets in England, c.1200-1500. Producers, processors, traders and consumer demand. | CED00013C | 4 | 10 |  |  | Term: tbc. Assessment: 2,000 word essay  |
| Early Medieval Europe, 300-1000   | CED00023C | 4 | 10 |  |  | Term: tbc. Assessment: 2,000 word essay  |
| The Age of Justinian  | tbc       | 4 | 10 |  |  | Term: tbc. Assessment: 2,000 word essay  |
| The Age of Charlemagne  | tbc       | 4 | 10 |  |  | Term: tbc. Assessment: 2,000 word essay  |
| Bede's England  | tbc       | 4 | 10 |  |  | Term: tbc. Assessment: 2,000 word essay  |
| Romantic Rebels   | CED00014C | 4 | 10 |  |  | Term: tbc. Assessment: 2,000 word essay  |
| Victorian Voices  | CED00064C | 4 | 10 |  |  | Term: tbc. Assessment: 2,000 word essay  |
| Introduction to Listening   | CED00015C | 4 | 10 |  |  | Term: tbc. Assessment: 2,000 word essay  |
| Musical History   | tbc       | 4 | 10 |  |  | Term: tbc. Assessment: 2,000 word essay  |
| The History and Theory of Archaeology   | CED00060C | 4 | 20 |  |  | Term: tbc. Assessment: 3,500 word essay  |
| An Introduction to British Archaeology  | CED00049C | 4 | 20 |  |  | Term: tbc. Assessment: 2,000 word essay plus poster  |
| The Archaeology of Egypt  | CED00054C | 4 | 20 |  |  | Term: tbc. Assessment: 3,500 word essay  |
| Climate and the Human Environment   | CED00016C | 4 | 20 |  |  | Term: tbc. Assessment: 3,500 word essay  |
| The Practice of Archaeology   | CED00033C | 4 | 20 |  |  | Term: tbc. Assessment: 2,000 word essay and a 2,000 word reflective log  |
| An Introduction to Forensic Archaeology   | CED00017C | 4 | 20 |  |  | Term: tbc. Assessment: 3,500 word essay  |
| An Introduction to Art History  | CED00036C | 4 | 10 |  |  | Term: tbc. Assessment: 2,000 word essay  |
| Developing your Academic Skills   | CED00023C | 4 | 10 |  |  | Term: tbc. Assessment: A piece of writing (of 2000 words) evaluating a key issue using the study and research skills derived from the module |
| Seeing the Middle Ages: using medieval images to explore daily life                           | CED00046C | 4 | 10 |  |  | Term: tbc. Assessment: 2,000 word workbook   |

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| and beliefs   |           |   |    |        |  |   |
| The Philosophy of Creativity 1  | CED00079C | 4 | 10 |        |  | Term: tbc. Assessment: 2,000 word essay   |
| The Philosophy of Creativity 2  | CED00080C | 4 | 10 | Part 1 |  | Term: tbc. Assessment: 2,000 word essay   |
| Disaster, Disease and Death   | CED00053C | 4 | 10 |        |  | Term: tbc. Assessment: 2,000 word essay   |
| Reading and Writing Gothic Fiction                                      | CED00082C | 4 | 10 |        |  | Term: tbc. Assessment: A critical essay of 2,000 words or a creative writing piece of 2,000 words |
| Louis XIV and the royal court in France 1643 - 1715                     | CED00065C | 4 | 10 |        |  | Term: tbc. Assessment: 2,000 word essay   |
| The English Civil Wars and Interregnum c.1637 – 1661                    | CED00068C | 4 | 10 |        |  | Term: tbc. Assessment: 2,000 word essay   |
| The Tudors: Power and Religion 1485 – 1603                              | CED00070C | 4 | 10 |        |  | Term: tbc. Assessment: 2,000 word essay   |
| Autofiction   | CED00090C | 4 | 10 |        |  | Term: tbc. Assessment: 2,000 word creative portfolio plus 750 word commentary                     |
| The Life and Times of King Charles I (1600-1649)                        | CED00086C | 4 | 10 |        |  | Term: tbc. Assessment: 2,000 word essay   |
| The Philosophy of Art   | CED00088C | 4 | 10 |        |  | Term: tbc. Assessment: 2,000 word essay   |
| Contemporary Philosophy of Mind   | CED00091C | 4 | 10 |        |  | Term: tbc. Assessment: 2,000 word essay   |
| Left-Handed Leaders: In Their Right Minds?                              | CED00085C | 4 | 10 |        |  | Term: tbc. Assessment: 2,000 word essay   |
| Finding History: Methods of Investigation to Solve Historical Mysteries | CED00083C | 4 | 10 |        |  | Term: tbc. Assessment: 2,000 word essay   |
| Queens and Consorts from Medieval to Modern                             | CED00087C | 4 | 10 |        |  | Term: tbc. Assessment: 2,000 word essay   |
| Knights, Chivalry and Tournaments- from the Normans to Victorians       | CED00095C | 4 | 10 |        |  | Term: tbc. Assessment: 2,000 word evaluation  |
| York Minster: Architecture, Artisans and Accounts                       | CED00092C | 4 | 10 |        |  | Term: tbc. Assessment: 2,000 word essay   |
| York Minster: Ecclesiastical Textiles and Clothing                      | CED00093C | 4 | 10 |        |  | Term: tbc. Assessment: 2,000 word essay   |
| Archbishops and Clergy of the Diocese of York c.1066-2012               | CED00097C | 4 | 10 |        |  | Term: tbc. Assessment: 2,000 word essay   |
| York: From Romans to the Present Day                                    | CED00084C | 4 | 10 |        |  | Term: tbc. Assessment: 2,000 word historical guide  |
| The Quiet Radical – Seebom Rowntree                                     | CED00089C | 4 | 10 |        |  | Term: tbc. Assessment: 2,000 word essay   |
| After the Conquest: Anglo-Norman England (1066-1300)                    | CED00113C | 4 | 10 |        |  | Term: tbc. Assessment: 2,000 word essay   |
| Twentieth Century Dictatorships: Hitler                                 | CED00114C | 4 | 10 |        |  | Term: tbc. Assessment: 2,000 word essay   |



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| and Stalin  |           |   |    |  |  |   |
| Material in the Medieval World: England and the British Isles, 500-1200AD | CED00107C | 4 | 10 |  |  | Term: tbc. Assessment: 2,000 word essay |
| Material in the Medieval World: The Byzantine Empire, 330-1453AD          | CED00106C | 4 | 10 |  |  | Term: tbc. Assessment: 2,000 word essay |
| Medieval English Historical Documents (c. 800-1300)                       | CED00115C | 4 | 10 |  |  | Term: tbc. Assessment: 2,000 word essay |
| Philosophy of Religion  | CED00099C | 4 | 10 |  |  | Term: tbc. Assessment: 2,000 word essay |
| Rewriting the Centre: Contemporary Postcolonial Literature                | CED00103C | 4 | 10 |  |  | Term: tbc. Assessment: 2,000 word essay |
| Shakespeare in Historical Context   | CED00101C | 4 | 10 |  |  | Term: tbc. Assessment: 2,000 word essay |
| The Making of the Middle Class in Britain                                 | CED00100C | 4 | 10 |  |  | Term: tbc. Assessment: 2,000 word essay |

Additional modules will be added as appropriate. Students can opt to take 20 credits from the Social Sciences certificate programme if they wish to broaden their studies (10 credits if exiting at 60-credits).

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| <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.</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:<br/> <a href="http://www.york.ac.uk/admin/aso/teach/">http://www.york.ac.uk/admin/aso/teach/</a></p> |  |
| <b>Date on which this programme information was updated:</b>   | 10/6/2013  |
| <b>Departmental web page:</b>  | <a href="http://www.york.ac.uk/lifelonglearning">www.york.ac.uk/lifelonglearning</a> |
| <p><b>Please note</b></p> <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>  |  |