

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		
University Certificate in Lifelong Learning (Heritage Studies)		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 (Heritage Studies)	3 years, part-time	Y		
Programme accreditation by Professional, Statutory or Regulatory Bodies (if applicable)				
N/A				

Educational aims of the programme	
<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"> • 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. <p>This programme, with its vocational leanings, will incorporate the following learning outcomes:</p> <ul style="list-style-type: none"> ▪ Demonstrate a broad understanding of the development of York over time ▪ Understand how wider regional and national issues impacted on and are reflected in York's history ▪ Locate and use relevant source materials. ▪ Understand the difference between primary and secondary source material and how to use them to effectively ▪ Demonstrate a good understanding of how to handle objects and archives safely. ▪ Apply the key principles of preventative and passive conservation appropriately. ▪ Understand how objects and archives can be interrogated productively. ▪ Interpret how the built environment of the past has shaped the modern city. ▪ Understand how buildings, archaeological data and documentary archives can be interrogated productively 	
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	
<p>Knowledge and understanding of:</p> <ol style="list-style-type: none"> 1. The understanding of the problems inherent in the historical record itself: awareness of a range of viewpoints and the way to cope with this [3.1] 2. The understanding of how people have existed, acted and thought in the always different context of the past [3.1] 3. Time depth: awareness of continuity and change over an extended time span is central to an historical awareness [4.2] 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • Weekly seminars [1,2,3] • Group working [1,2,3] • Private study [1,2,3] <p>Types/methods of assessment (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • Critical essay/project [1,2,3] • Presentations [1,2,3]
B: (i) Skills - discipline related	
Able to:	Learning/teaching methods and strategies

<ol style="list-style-type: none"> 1. The ability to understand how people have existed, acted and thought in the always different context of the past. 2. The understanding of the problems inherent in the historical record itself 3. An appreciation of the range of problems involved in the interpretation of complex, ambiguous, conflicting and often incomplete material 4. A feeling for the limitations of knowledge and the dangers of simplistic explanations 5. The ability to gather, sift, select, organise and synthesise large quantities of evidence; 6. Development of reflexivity, ie an understanding of the nature of the discipline including what questions are asked by historians, and why 	<p>(relating to numbered outcomes):</p> <ul style="list-style-type: none"> • Weekly seminars [1,2,3,4,5,6] • Group working [1,2,3,4,5,6] • Private study [1,2,3,4,5,6] <p>Types/methods of assessment (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • Critical essay/project [1,2,3,4,5,6] • Presentations [1,2,3,4,5,6]
B: (ii) Skills - transferable	
<p>Able to:</p> <ol style="list-style-type: none"> 1. Gain confidence 2. Work in a team and develop group interaction skills 3. Make independent judgement 4. Articulate and argue effectively 5. Show social networking skills 6. Manage time and show organisational skills 7. Make contact (and/or get involved) with a wide range of local organisations 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • Weekly seminars [1,2,3,4,5,6] • Group working [1,2,3,4,5,6,7] • Private study [1,3,4,6,7] <p>Types/methods of assessment (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • Critical essay/project [1,3,4,6] • Presentations [1,2,3,4,5,6,7]
C: Experience and other attributes	
<p>Able to:</p> <ol style="list-style-type: none"> 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) 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • Weekly seminars [1,2] • Group working [1,2] • Private study [2] <p>Types/methods of assessment (relating to numbered outcomes):</p> <ul style="list-style-type: none"> •
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)	
History [2007]	
University award regulations	
<p>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</p>	

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

Overview of modules

Students need 60 credits to achieve the University Certificate.

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

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)
The History of York	CED00061C	4	20			Term: Autumn; Assessment: 4,000 word written project
The Raw Materials of History	CED00069C	4	20			Term: Spring; Assessment: Summative Presentation Paper
Archaeology and Architecture	CED00063C	4	20			Term: Summer; Assessment: 4,000 word written project

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 Heritage Studies, students must undertake all three modules within this discipline. 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

Transfers out of or into the programme	
N/A	
Exceptions to University Award Regulations approved by University Teaching Committee	
Exception	Date approved
<ul style="list-style-type: none"> 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) 	<p>Approved Feb 2009</p> <p>Approved Feb 2009</p> <p>Approved Sept 2010</p>
Quality and Standards	
<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"> 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. <p>More information can be obtained from the Academic Support Office: http://www.york.ac.uk/admin/aso/teach/</p>	
Date on which this programme information was updated:	10/6/2013
Departmental web page:	www.york.ac.uk/lifelonglearning
<p>Please note</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>	