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 (Social Enterprise)	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 (Social Enterprise)	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 social enterprise   With regards to outcome, the ultimate focus for a practical programme such as this which will attract those with entrepreneurial ambition, will be the design and implementation of a formal business plan. As this programme has a vocational leaning, it also has more specific educational aims: - To explore social enterprise principles, problems and issues (mainly within the context of the UK environment).   - To provide an opportunity for practical, project-based learning which requires planning, creative thought and problem solving   - To enable participants to make informed decisions about their engagement with social business, community and volunteer projects.   - 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 social business activity   - To develop the ability to lead and motivate others in the pursuit of community goals   - To encourage students to seek project sustainability at an early stage, avoiding reliance on grant support   - To provide a grounding in basic business practice and risk awareness as applicable in social and community project activity   - To develop students' basic skills in creating and managing their own social and community projects and to work as effective team members in such enterprises.   - To heighten students' awareness of ethical aspects in business activity.   - To add to students' abilities to work as team members and leaders   - To enable students to perceive their own project in the overall context of social and community enterprise   - To allow students to experiment with project design in a practical setting using their peers as a resource for feedback and direction   - To provide an arena for accessible and inclusive discussion about social and community projects   - To support the development of students' projects through to launch and beyond by offering continued access and advice

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	

| 1. Understanding of the principal theories, principles and concepts of social enterprise including some specialised theories, principles and concepts.
2. Knowledge of current issues, challenges and strategies in social enterprise within the context of the UK.
3. Knowledge of the business planning process and relevant management functions.
4. Knowledge and understanding of organisations, the external environment in which they operate and how they are managed. | Learning/teaching methods and strategies (relating to numbered outcomes):
• Weekly seminars [1,2,3,4]
• Group working [1,2,3,4]
• Private study [1,2,3,4] |
| | Types/methods of assessment (relating to numbered outcomes):
• Critical essay/project [1,2,3,4]
• Presentations [1,2,3,4] |

B: (i) Skills - discipline related

| Able to:
1. Understand and respond to change and the consideration of the future of organisations.
2. Demonstrate cognitive skills of critical thinking, analysis and synthesis.
3. Demonstrate effective problem solving and decision making using appropriate quantitative and qualitative skills including identifying, formulating and solving business problems.
4. Display effective self-management in terms of time, planning and behaviour, motivation, self-starting, individual initiative and enterprise.
5. Demonstrate an ability to conduct research into business and management issues. | Learning/teaching methods and strategies (relating to numbered outcomes):
• Weekly seminars [1,2,3,4,5]
• Group working [1,2,3,5]
• Private study [1,2,3,4,5] |
| | Types/methods of assessment (relating to numbered outcomes):
• Critical essay/project [1,2,3,4,5]
• Presentations [1,2,3,4,5] |

B: (ii) Skills - transferable

| Able to:
  1. Gain confidence
  2. Work in a team and develop group interaction skills
  3. Make independent judgement
  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 [1,3,5,8]
• Presentations [1,2,3,4,5,6,7] |

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 | Learning/teaching methods and strategies (relating to numbered outcomes):
• Weekly seminars [1,2]
• Group working [1,2] |

students on the programme as a further enhancement to the learning context (student organised field trips, social evenings)	• 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)

General Business and Management [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 |

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)
1. Good Business With Soul	CED00076C	4	20			Term: Autumn **Assessment:** Descriptive Analysis (50%) Business Plan (50%)
2. Big Society – Big Ideas. Developing a successful social or community business project	CED00077C	4	20	Module 1		Term: Spring **Assessment** Development Portfolio (50%) Fundraising Plan (50%)
3. Keeping the Wheels On – Running a Sustainable Enterprise	CED00078C	4	20	Modules 1 and 2		Term: Summer **Assessment** Analytical Study (50%) Business Strategic Plan (50%)

Modules will be available to students on the Certificate of Higher Education (Arts and Humanities) and (Social Science) programmes to encourage interdisciplinary study providing prerequisites are met. To gain a specific award in Social Enterprise, students must undertake all three modules within this discipline in the order stated above.
Further modules may be added to this specific programme of study if demand dictates.

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[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**
• Exemption from the University common assessment period and timing of the Board of Examiners.	Approved Feb 2009
• Special rules relating to the timing of reassessments in the 30-39 range.	Approved Feb 2009
• Special rules relating to opting out and taking modules 'for pleasure' (auditing)	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/

Date on which this programme information was updated:	10/6/2013
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.