**UNIVERSITY OF YORK**

**UNDERGRADUATE PROGRAMME REGULATIONS**

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| **This document applies to students who commence the programme(s) in:** | | | October 2016 | |
| **Awarding institution** | | | **Teaching institution** | |
| **University of York** | | | **University of York** | |
| **Department(s)** | | | | |
| Education | | | | |
| **Award(s) and programme title(s)** | | | **Level of qualification** | |
| BA (Hons) Education | | | Level 6/Honours | |
| **Interim awards available** | | | | |
| Certificate of Higher Education (Level 4/Certificate) | | | Generic | |
| Diploma of Higher Education (Level 5/Intermediate) | | | Generic | |
|  | | |  | |
| **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** |
| BA (Hons) Education | 3 Years full-time | Yes | No | No |
| **Programme accreditation by Professional, Statutory or Regulatory Bodies (if applicable)** | | | | |
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| **Educational aims of the programme** | | |
| At undergraduate level, Education is viewed broadly as including teaching and learning in  formal and non-formal contexts. The Department aims to provide an academically stimulating  educational experience by offering a B.A. programme designed to:   * Introduce students to a wide range of theoretical perspectives and academic disciplines   applied to the study of education   * Encourage students to reflect critically on the aims and values of education and on the   role of education in society   * Empower students by supporting them in the personal selection of a challenging,   informative and enabling learning programme   * To actively participate in rigorous education training based around core skills * To equip students for the world of work and professional career development | | |
| **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** | | |
| Knowledge and understanding of:  Knowledge of:  1. Theory and research findings in relation to aspects of policy and practice in Education  2. A range of literature relating to educational theory, practice and issues  3. Salient features of the subject content of their chosen modules  Understanding of:  Students should show an understanding of:  4. Key concepts of educational theory and practice  5. How theory and research findings impact upon policy and practice in Education  6. How coherent arguments about educational theory and practice can be constructed,  developed and conveyed  7. How educational theories and practices can be subjected to critical scrutiny  8. How theory and research findings can be synthesised and evaluated in relation to  aspects of policy and practice in Education  9. How to apply insights gained from the above to specific areas/topics of analysis within educational theory and practice  10. How to design and carry out a small-scale empirical educational research project | | Learning/teaching methods and strategies (relating to numbered outcomes):   * lectures (1-12) * seminars (1-12) * directed reading (1-12) * use of the VLE (1-12) * Independent research (for dissertation) (1-12) |
|  | | Types/methods of assessment (relating to numbered outcomes):   * Open book examinations (1-9) * Coursework essays (1-9) * Dissertation (1-10) |
| **B: (i) Skills - discipline related** | | |
| Able to:  1. Synthesise and evaluate theory and research findings in relation to aspects of policy and practice in education; and also to social and cultural phenomena and trends more broadly  2. Write critical and evaluative reviews of literature studied  3. Think critically about educational issues, and recognise and question assumptions  4. Critically and effectively analyse different kinds of social science data | | Learning/teaching methods and strategies (relating to numbered outcomes):   * Lectures (1-4) * Seminars (1-4) * Directed reading (1-4) * Use of the VLE (1-4) * Independent research (for dissertation) (1-4) |
|  | | Types/methods of assessment (relating to numbered outcomes):   * Open book examinations (1-4) * Coursework essays (1-4) * Dissertation (1-4) |
| **B: (ii) Skills - transferable** | | |
| Able to:   1. Construct, develop and convey coherent arguments 2. Design and carry out a small scale empirical research project 3. Plan, organise and execute work to set deadlines 4. Work both collaboratively and independently | | Learning/teaching methods and strategies (relating to numbered outcomes):   * lectures (1-3) * coursework essays (1-3) * independent research for empirical dissertation (1-4) * group exercises (4) |
|  | | Types/methods of assessment (relating to numbered outcomes):   * + open book examinations (1, 3)   + coursework essays (1, 3)   + empirical dissertation (1-4) |
| **C: Experience and other attributes** | | |
| Able to:   1. Communication (both in writing and orally); 2. Work independently and with others; 3. Comprehend and analyse complex material 4. Access and research information sources; 5. Use information technology effectively | | Learning/teaching methods and strategies (relating to numbered outcomes):   * lectures (1-5) * seminars (1-5) * use of the VLE (1-5) * directed reading (1-5) |
|  | | Types/methods of assessment (relating to numbered outcomes):   * coursework essays (1-5) * open note examinations (1-5) * dissertation (1-5) |
| **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)** | | |
| QAA benchmark statement for Education Studies  http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/Education07.pdf | | |
| **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: | | |
| http://www.york.ac.uk/education/assessment-policies/ | | |
| 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: | | |
| http://www.york.ac.uk/education/assessment-policies/ | | |
| **Are electives permitted?** | Yes, in Stages 2 and 3 of the programme (see overview of module choices by stage for details) | |
| **Can a Languages For All (LFA) module be taken ab initio (i.e. beginner level) in Stage 1?** | Yes, but not for credit | |

**Diagrammatic representation of the programme structure by stage, showing the distribution and credit value of core and option modules**

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|  | **Autumn** | **Spring** | **Summer** |
| Stage 1 | Introduction to Disciplines of Education (30) | | |
| Introduction to Contexts of Education (30) | | |
| Introduction to Key Concepts of Education (30) | | |
| *Skills for Studying Education (30)* | | |
| Stage 2 | *Educational Research Methods (30)* | | |
| *Education Policy and Society: Past and Present (30)* | | |
| *EITHER Psychological Practice in Schools*  *AND/OR Psychological Aspects of Teaching (30*) | | |
| *Any other Education option module (30)\** | | |
| Stage 3 | Dissertation (40) | | |
| Option (20)\* | New Directions (20) | |
| Option (20)\* | Option (20)\* | |

\*Subject to pre-requisite requirements.

Colour key:

Core module across programmes

Core module not shared with other programmes

Option module

**Overview of modules by stage**

**Stage 1**

**Core module table**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Module title** | **Module**  **code** | **Credit**  **level[[1]](#footnote-1)** | **Credit**  **value[[2]](#footnote-2)** | **Prerequisites** | **Assessment rules[[3]](#footnote-3)** | **Timing and format of main assessment**  (AuT – Autumn Term, SpT- Spring Term, SuT – Summer Term) |
| Introduction to Disciplines of Education | EDU00001C | 4C | 30 | None | N/A | Summative assessment, SpT week 1 1000 words essay, SuT week 6 Open note exam |
| Skills for Studying Education | EDU00002C | 4C | 30 | None | N/A | Summative assessment, SpT week 1 1000 word critical review of research report, SuT week 6 Vodcast and 1500 word essay |
| Introduction to Contexts of Education | EDU00003C | 4C | 30 | None | N/A | Summative assessment, SpT week 1 750 word newspaper report, SuT week 7, Conference poster |
| Introduction to Key Concepts of Education | EDU00004C | 4C | 30 | None | N/A | Summative assessment, SpT week 1 750 word critical review, SuT week 5, 2000 word critical review |

**Stage 2**

**Core module table**

Students take *both* the following modules

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Module title** | **Module**  **code** | **Credit**  **level** | **Credit**  **value** | **Prerequisites** | **Assessment rules** | **Timing and format of main assessment** |
| Education, Policy and Society: Past and Present | EDU00024I | 5I | 30 | Introduction to Disciplines of Education | N/A | Summative assessment , SpT week 1, 2000 word essay; SuT week 7 open note exam |
| Educational Research Methods | EDU00029I | 5I | 30 | Skills for Studying Education OR Skills for Studying English in Education | N/A | Summative assessment, SpT Week 1, online exam; SuT week 5, group presentation and 3000 project report |

**Students must select at least one of the following modules** (they may take both)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Module title** | **Module**  **code** | **Credit**  **level** | **Credit**  **value** | **Prerequisites** | **Assessment rules** | **Timing and format of main assessment** |
| Psychological Practice in Schools | EDU00026I | 5I | 30 | None | N/A | Summative assessment, SpT Week 1, 2000 word essay; SuT week 6 3000 word essay |
| Psychological Aspects of Teaching | EDU00025I | 5I | 30 | None | N/A | Summative assessment, SpT Week 1, 2000 word essay; SuT week 6 3000 word essay |

**Other option modules**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Module title** | **Module**  **code** | **Credit**  **level** | **Credit**  **value** | **Prerequisites** | **Assessment rules** | **Timing and format of main assessment** |
| Teaching, Learning and Using Language in Educational Contexts | EDU00028I | 5I | 30 | None | N/A | Summative assessment, SpT Week 1, 2000 word lesson plan and rationale; SuT week 6 3000 report (analysing talk) |
| Teaching and Learning Literature | EDU00027I | 5I | 30 | None | N/A | Summative assessment, SpT Week 1, 2000 word essay; SuT week 6 3000 word essay |
| Children and Literature | EDU00023I | 5I | 30 | None | N/A | Summative assessment, SpT Week 1, 2000 word essay; SuT week 6 3000 word essay |

**Stage 3**

**Core module table**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Module title** | **Module**  **code** | **Credit**  **level** | **Credit**  **value** | **Prerequisites** | **Assessment rules** | **Timing and format of main assessment** |
| Dissertation | EDU00001H | 6H | 40 | None | N/A | Final assessment , SuT week 5 9,000 word empirical research dissertation |
| New Directions | EDU00014H | 6H | 20 | None | N/A | Final assessment , SuT week 7, open note exam |

**Option modules: Stage 3**

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| --- | --- | --- | --- | --- | --- | --- |
| **Module title** | **Module**  **code** | **Credit**  **level** | **Credit**  **value** | **Prerequisites** | **Assessment rules** | **Timing and format of main assessment** |
| Assessment in Education[[4]](#footnote-4) | EDU00010H | 6/H | 20 | None | N/A | Final assessment , SuT week 6, 5000 word essay |
| Learning Gender | EDU00035H | 6/H | 20 | None | N/A | Final assessment , SuT week 6, 5000 word essay |
| Science, Education and Society | EDU00002H | 6/H | 20 | None | N/A | Final assessment , SpT week 1, 5000 word essay |
| Education and Development | EDU00005H | 6/H | 20 | None | N/A | Final assessment , SpT week 1, 5000 word essay |
| Education and Citizenship | EDU00003H | 6/H | 20 | None | N/A | Final assessment , SuT week 6, 5000 word essay |
| Perspectives on Literacy | EDU00008H | 6/H | 20 | None | N/A | Final assessment , SuT week 6, 5000 word essay |
| Drama in Education | EDU00007H | 6/H | 20 | None | N/A | Final assessment , SpT week 1, 5000 word essay |
| Models of Writing | EDU00009H | 6/H | 20 | None | N/A | Final assessment , SpT week 1, 5000 word essay |
| Language and Psychology | EDU00016H | 6/H | 20 | None | N/A | Final assessment , SpT week 1, 5000 word essay |
| Landmarks in British Poetry | EDU00017H | 6/H | 20 | None | N/A | Final assessment , SuT week 6, 5000 word essay |
| Genetics and Education | EDU00038H | 6/H | 20 | None | N/A | Final assessment , SuT week 6, 5000 word essay |
| Disorders of Language and Cognition | EDU00037H | 6/H | 20 | None | N/A | Final assessment , SuT week 6, 5000 word essay |
| Education and Social Change | EDU00011H | 6/H | 20 | None | N/A | Final assessment , SpT week 1, 5000 word essay |
| Philosophy, Education and Children | EDU00041H | 6/H | 20 | None | N/A | Final assessment , SpT week 1, 5000 word essay |
| Supporting Pupils’ Psychological Development in Schools | EDU00042H | 6/H | 20 | None | N/A | Final assessment , SpT week 1, 5000 word essay |
| Transcultural Communication | EDU00043H | 6/H | 20 | None | N/A | Group discussion task, week 8, autumn term  Self-evaluation and reflection report, 1750 words & analysis of and reflection on group discussion, 1750 words, both due SpT week 1 |
| Psychology of Social Pedagogy | EDU00040H | 6/H | 20 | None | N/A | Final assessment , SpT week 1, 5000 word essay |
| Placement Study | EDU00013H | 6/H | 20 | None | N/A | Final assessment , SpT week 1, 5000 word report |
| Independent Module of Work | EDU00012H | 6/H | 20 | None | N/A | Final assessment , SpT week 1, 5000 word essay |

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| **Additional year variants e.g. year in Europe, year in industry** | |
|  | |
| **Replacement year variants** | |
| The Department of Education has activites links with universities in Switzerland which allow for study abroad. Programmes taken at another university can take the place of the appropriate number of modules at York | |
| 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** | |
| Requests to transfer in or out of the programme may be considered before the end of stage 1. Students who transfer would be in good academic standing. Detailed discussions will be handled by the admissions tutor. | |
| **Exceptions to University Award Regulations approved by University Teaching Committee** | |
| **Exception** | **Date approved** |
|  |  |
| **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:** | 13th July 2016 (module codes updated June 2014) |
| **Departmental web page:** | <http://www.york.ac.uk/education/programmespecifications/> |
| **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. | |

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) [↑](#footnote-ref-1)
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) [↑](#footnote-ref-2)
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 [↑](#footnote-ref-3)
4. Module not running during 2016-7 academic year [↑](#footnote-ref-4)