

UNIVERSITY OF YORK
UNDERGRADUATE PROGRAMME REGULATIONS

This document applies to students who commence the programme(s) in:	October 2010							
Awarding institution	Teaching institution							
University of York	University of York							
Department(s)								
Education								
Award(s) and programme title(s)	Level of qualification							
BA (Hons) Educational Studies	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) Educational Studies	3 Years full-time	Yes	No	No				
Programme accreditation by Professional, Statutory or Regulatory Bodies (if applicable)								

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 language and literature in relation to education
- Encourage students to reflect critically on the aims and values of education and on the role of education in society, and on the ways in which the development of language and engagement with literature form key parts of education
- 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

<p>Knowledge and understanding of:</p> <p>Knowledge of:</p> <ol style="list-style-type: none"> 1. Theory and research findings in relation to aspects of policy and practice in Education located within the context of language and literature 2. A range of literature relating to educational theory, practice and issues 3. A range of research findings related to language issues within an educational context and a range of literature which explores key educational issues 4. Salient features of the subject content of their chosen modules <p>Understanding of:</p> <p>Students should show an understanding of:</p> <ol style="list-style-type: none"> 5. Key concepts of educational theory and practice 6. Key concepts of linguistic and textual analysis located within an educational context 7. How theory and research findings impact upon policy and practice in Education 8. How coherent arguments about educational theory and practice can be constructed, developed and conveyed within a language and literary context 9. How educational linguistic and literary theories and practices can be subjected to critical scrutiny 10. How theory and research findings can be synthesised and evaluated in relation to aspects of policy and practice in Education 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • lectures (1-10) • seminars (1-10) • directed reading (1-10) • use of the VLE (1-10) • Independent research (for dissertation) (1-10) <p>Types/methods of assessment (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • Open book examinations (1-11) • Coursework essays (1-11) • Dissertation (1-12)
---	--

<p>11. How to apply insights gained from the above to specific areas/topics of analysis within educational theory and practice</p> <p>12. How to design and carry out a small-scale empirical educational research project which has a linguistic or literary focus</p>	
B: (i) Skills - discipline related	
<p>Able to:</p> <ol style="list-style-type: none"> 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 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • Lectures (1-4) • Seminars (1-4) • Directed reading (1-4) • Use of the VLE (1-4) • Independent research (for dissertation) (1-4) <p>Types/methods of assessment (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • Open book examinations (1-4) • Coursework essays (1-4) • Dissertation (1-4)
B: (ii) Skills - transferable	
<p>Able to:</p> <ol style="list-style-type: none"> 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 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • lectures (1-3) • coursework essays (1-3) • independent research for empirical dissertation (1-4) • group exercises (4) <p>Types/methods of assessment (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • open book examinations (1, 3) • coursework essays (1, 3) • empirical dissertation (1-4)
C: Experience and other attributes	
<p>Able to:</p> <ol style="list-style-type: none"> 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 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • lectures (1-5) • seminars (1-5) • use of the VLE (1-5) • directed reading (1-5) <p>Types/methods of assessment (relating to numbered outcomes):</p>

	<ul style="list-style-type: none"> • coursework essays (1-5) • open book 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)	
<p>This programme draws from the QAA benchmark statement for Education Studies http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/Education07.pdf</p> <p>and the QAA benchmark statement for English http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/english.asp</p>	
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 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 relate to this programme are approved by University Teaching Committee and are recorded at the end of this document.</p>	
Departmental policies on assessment and feedback	
<p>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/</p>	
<p>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/</p>	
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

Stage	Autumn										Spring										Summer									
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
1	Induction, supervision meetings, and module preparation	Introduction to Disciplines of Education									Introduction to Disciplines of Education									Introduction to Disciplines of Education 30 credits									Volunteering and Enrichment Activities	
		Introduction to Skills for Studying Education									Introduction to Skills for Studying Education									Introduction to Skills for Studying Education 30 credits									Assessment	
		Introduction to Contexts of Education									Introduction to Contexts of Education									Introduction to Contexts of Education 30 credits									Assessment	
		Introduction to Language and Literature Education									Introduction to Language and Literature Education									Introduction to Language and Literature Education 30 credits									Assessment	
2	Welcome back, supervision meetings, and module preparation	Informing and Reforming Education Policy 20 credits									Learning Society: Past and present									Learning Society: Past and present 20 credits									Volunteering and Enrichment Activities	
		Choice 1 20 credits									Research Methods									Research Methods (continued) 20 credits									Assessment	
											Choice 2									Choice 2 (continued) 20 credits										
											Choice 3									Choice 3 (continued) 20 credits									Assessment	
3	Welcome back, supervision meetings, and module preparation	Dissertation									Dissertation (with support workshops)									Dissertation (with support workshops) (continued) 40 credits										
		Choice 4 20 credits									Choice 6									Choice 6 (continued) 20 credits										
		Choice 5 20 credits									Synoptic									Synoptic (continued) 20 credits									Assessment	

Overview of modules by stage

Stage 1

Core 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)
Introduction to Disciplines of Education	EDU00001C	4C	30	None	N/A	Final assessment, SuT week 6 2000 word essay
Introduction to Skills for Studying Education	EDU00002C	4C	30	None	N/A	Final assessment, SuT week 6 Open note exam
Introduction to Contexts of Education	EDU00003C	4C	30	None	N/A	Final assessment, SuT week 7, Conference poster
Introduction to Key Concepts of Education	EDU00004C	4C	30	None	N/A	Final assessment, SuT week 5, 1000 word critical review

Stage 2

Core module table

Module title	Module code	Credit level	Credit value	Prerequisites	Assessment rules	Timing and format of main assessment
Informing and Reforming Education Policy	EDU00001I	5I	20	None	N/A	Final assessment , SpT week 1, 2500 word essay
Learning and Society: Past and Present	EDU00002I	5I	20	None	N/A	Final assessment , SuT week 6, 2.5 hour open note exam
Educational Research Methods	EDU00003I	5I	20	None	N/A	Final assessment , SuT weeks 5, research proposal

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

Option modules: Stage 2

Module title	Module code	Credit level	Credit value	Prerequisites	Assessment rules	Timing and format of main assessment
Psychological Aspects of Teaching in Schools	EDU00004I	5/I	20	None	N/A	Final assessment , SpT week 1, 2500 word essay
Helping Troubled Pupils	EDU00005I	5/I	20	None	N/A	Final assessment , SuT week 6, 2500 word essay
Studying Literary Texts	EDU00006I	5/I	20	None	N/A	Final assessment , SuT week 6, 2500 word essay
Special Educational Needs and Inclusive Education	EDU00007I	5/I	20	None	N/A	Final assessment , SuT week 6, 2500 word essay
Learning Gender: Exploring Gender, Education and Society	EDU00008I	5/I	20	None	N/A	Final assessment , SpT week 1, 2500 word essay
Teaching Shakespeare	EDU00009I	5/I	20	None	N/A	Final assessment , SpT week 1, 2500 word essay
Psychological Interventions in Primary Education	EDU00010I	5/I	20	None	N/A	Final assessment , SuT week 6, 2500 word essay
Modern Fiction for Children	EDU00011I	5/I	20	None	N/A	Final assessment , SuT week 6, 2500 word essay
Education in Literature	EDU00012I	5/I	20	None	N/A	Final assessment , SpT week 1, 2500 word essay
Learning Through Talk	EDU00013I	5/I	20	None	N/A	Final assessment , SuT week 6, 2500 word essay
Independent Module of Work	TBC	5/I	20	None	N/A	Final assessment , SpT week 1 or SuT week 5, 2500 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
Synoptic	EDU00014H	6H	20	None	N/A	Final assessment , SuT week 7, open note exam

Option modules: Stage 3

Module title	Module code	Credit level	Credit value	Prerequisites	Assessment rules	Timing and format of main assessment
Assessment in Education	EDU00010H	6/H	20	None	N/A	Final assessment , SuT week 5, 5000 word essay
Education and Social Change	EDU00011H	6/H	20	None	N/A	Final assessment , SpT week 1, 5000 word essay
Science, Education and Society	EDU0002H	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 5, 5000 word essay
Perspectives on Literacy	EDU00008H	6/H	20	None	N/A	Final assessment , SuT week 5, 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 5, 5000 word essay
Independent Module of Work	TBC	6/H	20	None	N/A	Final assessment , SpT week 1 or SuT weeks 5-7, 5000 word essay

Additional year variants e.g. year in Europe, year in industry	
Replacement year variants	
<p>The Department of Education has links with universities in Germany, Switzerland and Norway which allow for study abroad. Programmes taken at these other universities can take the place of the appropriate number of modules at York</p> <p>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.</p> <p>Marks from modules taken on replacement years count toward progression and classification.</p>	
Transfers out of or into the programme	
<p>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.</p>	
Exceptions to University Award Regulations approved by University Teaching Committee	
Exception	Date approved
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> <p>Departmental Statements on Audit and Review Procedures are available at: http://www.york.ac.uk/admin/aso/teach/deptstatements/index.htm</p>	
Date on which this programme information was updated:	20 September 2012
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.