**UNIVERSITY OF YORK**

**UNDERGRADUATE PROGRAMME REGULATIONS**

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| **This document applies to students who commence the programme(s) in:** | | | October 2011 | |
| **Awarding institution** | | | **Teaching institution** | |
| **University of York** | | | **University of York** | |
| **Department(s)** | | | | |
| Sociology, Education | | | | |
| **Award(s) and programme title(s)** | | | **Level of qualification** | |
| BA (Hons) in Educational Studies | | | Level 6/Honours | |
| **Interim awards available** | | | | |
| Certificate of Higher Education (Level 4/Certificate) | | | Generic | |
| Diploma of Higher Education (Level 5/Intermediate) | | | Generic | |
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| **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) in Educational Studies | 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 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)** | | |
| 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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**Overview of modules by stage**

**Stage 1**

**Core module table**

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| --- | --- | --- | --- | --- | --- | --- |
| **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 2000 word essay |
| Introduction to 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 Open note exam |
| 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**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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, open note exam |
| Educational Research Methods | EDU00003I | 5I | 20 | None | N/A | Final assessment , SuT weeks 5, research proposal |

**Option modules: Table A**

**Option modules: Stage 2**

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| --- | --- | --- | --- | --- | --- | --- |
| **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 |
| Teaching English to Speakers of Other Languages | EDU00014I | 5/I | 20 | None | N/A | Final assessment, SpT week1, 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**

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| --- | --- | --- | --- | --- | --- | --- |
| **Module title** | **Module**  **code** | **Credit**  **level** | **Credit**  **value** | **Prerequisites** | **Assessment rules** | **Timing and format of main assessment** |
| Dissertation | TBC | 6H | 40 | None | N/A | Final assessment , SuT week 5, 8000-10,000 word empirical research dissertation |
| Synoptic | TBC | 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 | TBC | 6/H | 20 | None | N/A | Final assessment , SuT week 6, 5000 word essay |
| Education and Social Change | TBC | 6/H | 20 | None | N/A | Final assessment , SpT week 1, 5000 word essay |
| Science, Education and Society | TBC | 6/H | 20 | None | N/A | Final assessment , SpT week 1, 5000 word essay |
| Education and Development | TBC | 6/H | 20 | None | N/A | Final assessment , SpT week 1, 5000 word essay |
| Education and Citizenship | TBC | 6/H | 20 | None | N/A | Final assessment , SuT week 6, 5000 word essay |
| Perspectives on Literacy | TBC | 6/H | 20 | None | N/A | Final assessment , SuT week 6, 5000 word essay |
| Drama in Education | TBC | 6/H | 20 | None | N/A | Final assessment , SpT week 1, 5000 word essay |
| Models of Writing | TBC | 6/H | 20 | None | N/A | Final assessment , SpT week 1, 5000 word essay |
| Language and Psychology | TBC | 6/H | 20 | None | N/A | Final assessment , SpT week 1, 5000 word essay |
| Landmarks in British Poetry | TBC | 6/H | 20 | None | N/A | Final assessment , SuT week 6, 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 |

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| **Additional year variants e.g. year in Europe, year in industry** | |
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| **Replacement year variants** | |
| The Department of Education has links with universities in Germany, Switzerland and Norway whjich allow for study abroad. Programmes taken at these other universities 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:** | 30 August 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. | |

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)