

UNIVERSITY OF YORK

GRADUATE PROGRAMME SPECIFICATION

This document applies to students who commence the programme(s) in:		2018-19			
Awarding institution		Teaching institution			
		University of York			
Department(s)		Board of Studies			
International Pathway College		International Pathway College			
Award(s) and programme title(s)		Level of qualification			
Pre-Masters Business, Law, Social Sciences (Business Pathway) Pre-Masters Business, Law, Social Sciences (Law Pathway) Pre-Masters Business, Law, Social Sciences (Quantitative Pathway) Pre-Masters Business, Law, Social Sciences (Social Sciences Pathway)		Level 6 (Honours)			
Admissions criteria					
The programme is designed for students who have not met the entry requirements for direct entry to the University of York. All students will have 3 years HE study in an appropriate discipline (with an absolute minimum of the equivalent of a 3rd class). The programme also has an English Language requirement of at least IELTS 5.5 (minimum 5.5 in all skills).					
Length and status of the programme(s) and mode(s) of study					
Programme	Length (years) and status (full-time/part-time)	Start dates/months (if applicable – for programmes that have multiple intakes or start dates that differ from the usual academic year)	Mode		
			Face-to-face, campus-based	Distance learning	Other
Pre-Masters Business, Law, Social Sciences	2 terms, full-time	September, January	Yes	No	N/A
Language of study		English			
Programme accreditation by Professional, Statutory or Regulatory Bodies (if applicable)					
Educational aims of the programme(s)					

The programme aims to equip international students with a range of subject-related understanding, knowledge and skills and advanced level English language capabilities and higher level study skills, in order that they become independent, self-directed learners and achieve the necessary academic standards to progress to Master's study in business, law and social sciences at the University of York.

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

All students will be able to:

1. Demonstrate an understanding of qualitative and quantitative research design and methods.
2. Demonstrate awareness of ethical issues and good practice in social science research.

Business pathway students will be able to:

3. Understand the ethical responsibilities marketers and managers have in relation to the global business environment.
4. Define management and identify current management models and the contexts in which they are practised.

Law pathway students will be able to:

5. Describe the historical origins of social science.
6. Understand and explain the main challenges it faces, and its main bias.
7. Understand and explain the basics of at least two theorists from different standpoints, and why they are still important.
8. Understand and explain the most important principles of a range of contemporary social science theories; if and why they are important, and if and why they are useful.
9. Understand and explain the main institutions and procedures of the English legal system and the European Union.
10. Understand the development of legal principles in the common law and the mechanics of their operation through precedents.
11. Understand the way in which statutes are drafted and interpreted both in domestic English law and in the wider European and international context.

Social Science pathway students will be able to:

12. Describe the historical origins of social science.
13. Understand and explain the main challenges it faces, and its main bias.

Learning/teaching methods and strategies (relating to numbered outcomes):

- Lectures - all learning outcomes
- Seminars - all learning outcomes
- Small group tutorials - to support all learning outcomes (delivered by Academic Advisors)

Types/methods of assessment (relating to numbered outcomes):

- Essay - 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
- Written Examination - all learning outcomes
- Research Proposal - 1, 2,
- Project Report – 1, 2
- Group Report - 3, 4
- Critique 1, 2

<p>14. Understand and explain the basics of at least two theorists from different standpoints, and why they are still important.</p> <p>15. Understand and explain the most important principles of a range of contemporary social science theories; if and why they are important, and if and why they are useful.</p> <p>16. Describe the historical origins and development of liberal democracy.</p> <p>Quantitative pathway students will be able to:</p> <p>17. Understand the use of the most important statistical methods and their applicability in various contexts.</p> <p>18. Understand how variability affects real-life data and its implications to the decision making process.</p>	
B: (i) Skills – discipline related	
<p>All students will be able to:</p> <ol style="list-style-type: none"> 1. Define researchable problems and formulate questions and hypotheses. 2. Define the concepts of validity and reliability and evaluate debates about their application in social science research. 3. Plan and formulate a research proposal and demonstrate ability to critique social scientific research. <p>Business pathway students will be able to:</p> <ol style="list-style-type: none"> 4. Apply relevant strategic concepts and techniques to the analysis of strategic situations and issues in global marketing; 5. Identify the importance of international marketing and show awareness of the political, economic, socio-cultural, technological, legal and environmental perspectives involved. 6. Analyse the factors underlying processes of international convergence and diversity of tastes and preferences. 7. Use a range of techniques to make strategic and tactical marketing decisions in an international environment, and design an appropriate marketing mix that is adapted and modified for the international environment. 8. Evaluate the impacts of globalisation on strategic decision making 9. Discuss the role, theories and functions of management, and understand how resources are shared/allocated across the different functions. 10. Identify the function of management that is appropriate to their skills, backgrounds and future career aspirations. <p>Law pathway students will be able to:</p> <ol style="list-style-type: none"> 11. Appreciate the effect of the internationalisation of law and the way in which European and international institutions have influenced legal developments on a regional and global scale. 12. Show competence in legal reasoning both in the analysis and application of case law and statutory material to problem cases 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> ▪ Lectures - all learning outcomes ▪ Seminars - all learning outcomes ▪ Small group tutorials - to support all learning outcomes (delivered by Academic Advisors) <p>Types/methods of assessment (relating to numbered outcomes):</p> <ul style="list-style-type: none"> ▪ Essay - 11, 12, 13, 14, 15, 16 ▪ Written Examination - all learning outcomes ▪ Research Proposal - 1, 2, 3 ▪ Social Science Critique – 2, 3 ▪ Project Report - 1, 2, 3 ▪ Group Report - 4, 5, 6, 7, 8, 9, 10, 17, 18, 19 ▪ Excel Class Test – 20, 21, 22 <p>Critique 3</p>

and also in developing critical arguments on matters of general legal principle.

Social Science pathway students will be able to:

13. Explain the central principles of liberal democracy.
14. Distinguish between the institutions of liberal democracy and evaluate their role in the political process.
15. Debate the role of politicians and interest groups and where power lies.
16. Evaluate the role of the media in the political process in liberal democratic societies.

Quantitative pathway students will be able to:

17. Evaluate the impacts of globalisation on strategic decision making
18. Discuss the role, theories and functions of management, and understand how resources are shared/allocated across the different functions.
19. Identify the function of management that is appropriate to their skills, backgrounds and future career aspirations
20. Gain sufficient experience in organising and interpreting data.
21. Learn to analyse and manipulate datasets using MS Excel.
22. Develop an understanding of using standard statistical tools to assess the quality of research data.

B: (ii) Skills - transferable

All students will be able to:

Learning/teaching methods and strategies (relating to numbered outcomes):

<ol style="list-style-type: none"> 1. Apply skills of <ol style="list-style-type: none"> a) critical evaluation, analysis and the development of argument b) creative problem-solving by the application of knowledge gained to factual problems 2. Apply research skills, including <ol style="list-style-type: none"> a) selecting and using appropriate sampling techniques and appropriate techniques for collecting data b) gathering, logging and crediting sources of information c) analysing data d) analysis and evaluation of primary and secondary sources and academic literature. 3. Retrieve paper-based and electronic information from a variety of sources. 4. Plan and implement a research project. 5. Make effective use of IT facilities. 6. Manage resources and time. 7. Work and learn independently. 8. Work as a member of a team. 9. Communicate clearly and concisely both orally and in writing. 10. Give and receive peer feedback. 11. Prepare essays and reports. 12. Give oral presentations. 13. Operate the English language skills of; <ol style="list-style-type: none"> a) reading for information, attitude and evaluation b) listening with confidence to a wide range of dialogue and monologue c) understanding and controlling the writing process applicable to a variety of academic writing texts and situations d) speaking accurately, coherently and appropriately on a variety of complex topics 	<ul style="list-style-type: none"> ▪ Lectures - all learning outcomes ▪ Seminars - all learning outcomes ▪ Small group tutorials - to support all learning outcomes (delivered by Academic Advisors) <p>Types/methods of assessment (relating to numbered outcomes):</p> <ul style="list-style-type: none"> ▪ Essays - 1, 2, 3, 5, 6, 7, 9, 11, 13 ▪ Written Examination - 1, 6, 7, 9, 13 ▪ Oral Examination (Discussion) - 9, 13 ▪ Literature Review - 2, 3, 5, 6, 7, 9, 11, 13 ▪ Research Proposal - 1, 2, 3, 4, 5, 6, 7, 9, 11, 13 ▪ Research Critique 13c, 9, 1a ▪ Group Report - 1, 2, 3, 5, 6, 8, 9, 10, 11, 13 ▪ Presentation - 1, 3, 5, 6, 7, 9, 12, 13 ▪ Group Discussion - 1, 3, 5, 6, 8, 9, 12, 13 ▪ Project Report - 1, 2, 3, 4, 5, 6, 7, 9, 11, 13 ▪ Language Examination: 13 <ul style="list-style-type: none"> o Spoken Interview 12, 9 13d o Essay 11, 9, 13c o Reading 13a o Listening 13b
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C: Experience and other attributes

All learning outcomes included in sections A and B above

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)

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 and programme regulations, 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 and award requirements. 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.

Departmental policies on assessment and feedback

Refer to the Guide to English language and study skills pass marks within the IPC.

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 programmes and the relevant module descriptions. These are available in the student handbook and on the Department's website:

There are a number of ways in which students who are performing poorly will be identified and supported. Students will be streamed according to IELTS scores at point of entry. Students identified as having weaknesses to overcome will be given an individual learning plan including additional support, as required and appropriate.

Diagrammatic representation of the programme structure, showing the distribution and credit value of core and option modules**Pre-Masters - Business Pathway:**

Term 1	Term 2
Research Design and Critique (10 credits)	Research Project (10 credits)
Global Corporate Marketing Strategies (10 credits)	Introduction to Management (10 credits)
Skills for Study 1 (10 credits)	Skills for Study 3 (10 credits)
Skills for Study 2 (10 credits)	Language for Study 3 (10 credits)

Pre-Masters - Law Pathway:

Term 1	Term 2
Research Design and Critique (10 credits)	Research Project (10 credits)
Social Science Principles (10 credits)	
Introduction to English, European and International Law (10 credits)	
Skills for Study 1 (10 credits)	Skills for Study 3 (10 credits)
	Language for Study 3 (10 credits)

Skills for Study 2 (10 credits)	
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Pre-Masters – Social Sciences Pathway:

Term 1	Term 2
Research Design and Critique (10 credits)	Research Project (10 credits)
Social Science Principles (10 credits)	
European Liberal Democracy (10 credits)	

Skills for Study 1 (10 credits)	Skills for Study 3 (10 credits)
Skills for Study 2 (10 credits)	Language for Study 3 (10 credits)

2 Term Pre-Masters - Quantitative Pathway:

Term 1	Term 2
Research Design and Critique (10 credits)	Research Project (10 credits)
Statistics for Post-Graduates (10 credits)	Introduction to Management (10 credits)

Skills for Study 1 (10 credits)	Skills for Study 3 (10 credits)
Skills for Study 2 (10 credits)	Language for Study 3 (10 credits)

Diagrammatic representation of the timing of module assessments and reassessments, and the timing of departmental examination/progression boards

Notes:

- IPC terms are not exactly aligned with standard UoY terms: there are three 11-week terms.
- Assessments are run inside the IPC, and take place outside the CAP
- Given the multiple start dates, reassessment may be possible earlier than the stated reassessment period: students are permitted to resit at the next available offering of the exam.

2 Term September start

Autumn term	Spring term	Summer term	Summer vacation	Date of final award board
Mid-module assts will be spread through the term (T1)	Mid-module assts will be spread through the term (T2)			
Wk 12: end-module assts (T1), mid-module assts (T1+T2)	Wk 27 and 29: end-module assts (T2), end-module assts (T1+T2)			
Wk 31: exam board	Wk 31: Exam board			Spring week 36
	Wk 32-33: Reassessments			

2 Term January start

Autumn term	Spring term	Summer term	Summer vacation	Date of final award board
	Mid-module assts will be spread through the term (T1)	Mid-module assts will be spread through the term (T2)		
	Wk 27: end-module assts (T1), mid-module assts (T1+T2)	Wk 40 + 42: end-module assts (T2), end-module assts (T1+T2)		
	Wk 45: exam board	Wk 45: exam board		Week 49
		Wk 46-47: Reassessments		

Overview of modules

Core module table

Module title	Module code	Credit level ¹	Credit value ²	Prerequisites	Assessment rules ³
Language for Study 3		CEFR B2	10	N/A	Pass mark set at 60% with 55% in all components; (CEFR B2)
Skills for Study 1		Level 6(H)	10	N/A	Pass / Fail Pass mark set at 55% (CEFR B2 lower)
Skills for Study 2		Level 6(H)	10	N/A	Pass / Fail Pass mark set at 55% (CEFR B2 lower)
Skills for Study 3		Level 6(H)	10	N/A	Pass/Fail; Pass mark set at 60% (CEFR B2 upper)
Social Science Principles		Level 6(H)	10	N/A	
Research Design and Critique		Level 6(H)	10	N/A	
Global Corporate Marketing Strategies		Level 6(H)	10	N/A	
European Liberal Democracy		Level 6(H)	10	N/A	

¹ The **credit level** is an indication of the module's relative intellectual demand, complexity and depth of learning and of learner autonomy. Most modules in graduate programmes will be at Level 6/Honours. Graduate programmes may exceptionally include a maximum of 20 credits-worth of level 7(M) modules. The use of level 7 (M) credit must be approved by University Teaching Committee and recorded by departments and the University.

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** (requiring University Teaching Committee approval)

P/F – the module is 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

Note that marks for 'pass-fail' modules are informal indicators of ability only and will not be used in the calculation of award / progression requirements or published on transcripts.

Introduction to English, European and International Law		Level 6(H)	10	N/A	
Introduction to Management		Level 6(H)	10	N/A	
Statistics for Post-Graduates		Level 6(H)	10	N/A	
Research Project		Level 6(H)	10	N/A	

Transfers out of or into the programme	
N/A	
Exceptions to University Award Regulations approved by University Teaching Committee	
Exception	Date approved
None	N/A
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. <p>More information can be obtained from the Academic Support Office: http://www.york.ac.uk/about/departments/support-and-admin/academic-support/</p>	
Date on which this programme information was updated:	12 October 2018 (Previous update: 28 October 2016)
Departmental web page: www.york.ac.uk/about/departments/academic/ipc/	
Please note	
<p>The information above provides a concise summary of the main features of the programme and learning outcomes that a typical students might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the leaning opportunities that are provided.</p> <p>Detailed information on learning outcomes, content, delivery and assessment of modules can be found in module descriptions.</p> <p>The University reserves the right to modify this overview in unforeseen circumstances, or where processes 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>	