

UNIVERSITY OF YORK
UNDERGRADUATE PROGRAMME REGULATIONS

This document applies to students who commence the programme(s) in:		2014/15		
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 of Lifelong Learning (York Studies) 60 credits For marketing purposes, programme title will be 'York Studies: An Interdisciplinary Approach'			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 (York Studies)	3 years, part-time	Y		
Programme accreditation by Professional, Statutory or Regulatory Bodies (if applicable)				
N/A				

Educational aims of the programme	
<p>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.</p> <ul style="list-style-type: none"> • 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. <p>The content of the programme as it stands is based on current tutor interests - however it is fully anticipated that other interdisciplinary modules be added in the future in line with student demand. As there is considerable interest within the city and amongst heritage/academic partners, experts in specific fields will be invited to offer guest lectures as appropriate</p>	
Intended learning outcomes for the programme – and how the programme enables students to achieve and demonstrate the intended learning outcomes	
<i>This programme provides opportunities for students to develop and demonstrate knowledge and understanding qualities, skills and other attributes in the following areas:</i>	<i>The following teaching, learning and assessment methods enable students to achieve and to demonstrate the programme learning outcomes:</i>
A: Knowledge and understanding	
<p>Knowledge and understanding of:</p> <ol style="list-style-type: none"> 1. The ability to read and analyse texts and other primary sources, both critically and empathetically, while addressing questions of genre, content, perspective and purpose [History 3.1] 2. Basic critical skills: a recognition that statements are not all of equal validity, that there are ways of testing them [History 3.1] 3. Intellectual independence [History 3.1] 4. The range of problems involved in the interpretation of complex, ambiguous, conflicting and often incomplete material [History 3.1] 5. How literature and language produce and reflect cultural change and difference [English 3.1] 6. How different social and cultural contexts affect the nature of language and meaning [English 3.1] 7. Key topics and concepts in history/literature/drama/film of the period under study. 8. Origins and development of UK welfare institutions and the social and demographic contexts in which they have operated [SP and Admin 3.2] 9. Contemporary activities and organisation of the main institutions of the UK welfare systems, 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • Weekly seminars [1,2,3,4,5,6, 7, 8 and 9] • Group working [3,4,5,6,7] • Private study [1,2,3,4,5,6,7, 8, 9] <p>Types/methods of assessment (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • Critical essay [1,2,3,4,5,6,7,8 and 9] • Workbooks [1,2,3,4,7] • Examples of creative writing [2,3,5,6,7] • Personal journals [2,3,5,6,7]

including the provision, financing and regulation of social security, education, health and social care, and housing [SP and Admin 3.2].	
B: (i) Skills - discipline related	
<p>Able to:</p> <ol style="list-style-type: none"> 1. Show familiarity with and use a range of selected texts and with their cultural/literary and historical contexts 2. Present seminar papers, to debate, explore and develop ideas both verbally and by written assessment 3. Recognise complexity in the interpretation of texts 4. Select and organise a range of material to produce a written argument 5. Seek out, use and evaluate qualitative and quantitative data derived from social surveys and other research publications [SP and Admin 3.4] 6. Appreciate the power of imagination in literary creation [English 3.1] 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • Weekly seminars [1,2,3,4,5] • Group working [1,2,3,5] • Private study [1,2,3,4,5] <p>Types/methods of assessment (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • Critical essay [1,2,3,4,5 and 6] • Workbooks [1,2,3,4,5] • Examples of creative writing [3,4,5,6] • Personal Journals [1,2,3,5,6]
B: (ii) Skills - transferable	
<p>Able to:</p> <ol style="list-style-type: none"> 1. Gain confidence 2. Work in a team and develop group interaction skills 3. Make independent judgment 4. Articulate and argue effectively 5. Present written work to an acceptable standard 6. Show social networking skills 7. Sensitivity to the values and interests of others, development of students' capacity for self-reflection and to take account of their own normative and moral positions [SP and Admin 3.5] 8. Manage time and show organisational skills 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <p>Weekly seminars [1,2,3,4,5,6,7 and 8]</p> <p>Group working [1,2,3,4,5,6,7 and 8]</p> <ul style="list-style-type: none"> • Private study [1,2,3,4,5,6,7,8] <p>Types/methods of assessment (relating to numbered outcomes):</p> <p>Critical essay [1,3,4,5,7 and 8]</p> <ul style="list-style-type: none"> • Workbooks [1,3,4,5,7] • Examples of creative writing [1,3,4,5,7,8] • Personal Journals [1,3,5,7,8]
C: Experience and other attributes	
<p>Able to:</p> <ol style="list-style-type: none"> 1. Participate in a shared learning environment appropriate to the adult learner 2. Promote pastoral support appropriate for the adult learner (eg student social evenings) 3. Encourage extra-curricular activity amongst students on the programme as a further enhancement to the learning context (student organised field trips, social evenings) 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • Weekly seminars [1,2,3] • Group working [1,2,3] • Private study [3] <p>Types/methods of assessment (relating to numbered outcomes):</p> <ul style="list-style-type: none"> •
<p>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>	

History and English [2007] Social Policy and Administration [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 by stage

Students need 60 credits to achieve the University Certificate.

In order to achieve the specific University Certificate of Lifelong Learning (York Studies) award however, students **MUST** complete at least 5 x10 credit modules which fall within the York Studies category (students may complete a 10 credit module from the wider module pool to contribute to this award).

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)
Changing Personalities of York	CED00051C	4	10			Term: tbc. Assessment: 2,000 word essay
Crime and Punishment in York from an Interdisciplinary Perspective	CED00071C	4	10			Term: tbc. Assessment: 2,000 word creative portfolio plus commentary or 2,000 word essay
Unravelling the Fabric of York	CED00018C	4	10			Term: tbc. Assessment: 1,000 word project plus 1,000 word essay
York's Helping Hands – wealth and welfare in the city	CED00019C	4	10			Term: tbc. Assessment: 2,000 word essay
Entertainment and the Arts in York from an Interdisciplinary Perspective	CED00020C	4	10			Term: tbc. Assessment: 2,000 word creative portfolio plus commentary or 2,000 word essay
Religion and Belief in York – examining faiths past, present and future	CED00050C	4	10			Term: tbc. Assessment: 2,000 word essay
York: From Romans to the Present Day	CED00084C	4	10			Term: tbc. Assessment: 2,000 word historical guide
The Quiet Radical – Seebohm Rowntree	CED00089C	4	10			Term: tbc. Assessment: 2,000 word essay

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

All of these modules will also be available to students studying on the Certificate of Higher Education (Arts and Humanities) and (Social Science) programmes to encourage interdisciplinary study.

Further modules may be added to this specific programme of study as demand dictates.

Exceptions to University Award Regulations approved by University Teaching Committee

Exception	Date approved
<ul style="list-style-type: none"> • Exemption from the University common assessment period and timing of the Board of Examiners. 	Approved Feb 2009
<ul style="list-style-type: none"> • Special rules relating to the timing of reassessments in the 30-39 range. 	Approved Feb 2009
<ul style="list-style-type: none"> • 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
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Departmental web page:	www.york.ac.uk/lifelonglearning
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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.