

**UNIVERSITY OF YORK  
UNDERGRADUATE PROGRAMME REGULATIONS**

| <b>This document applies to students who commence the programme(s) in:</b>                     |   | 2015/16                     |                               |       |
|--|---|-----------------------------|-------------------------------|-------|
| <b>Awarding institution</b>  |   | <b>Teaching institution</b> |                               |       |
| University of York   |   | University of York          |                               |       |
| <b>Department(s)</b>   |   |                             |                               |       |
| Lifelong Learning  |   |                             |                               |       |
| <b>Award(s) and programme title(s)</b>   |   |                             | <b>Level of qualification</b> |       |
| University Certificate in Lifelong Learning (Science Principles)                               |   |                             | Level 4/C                     |       |
| <b>Interim awards available</b>  |   |                             |                               |       |
| <b>Length and status of the programme(s) and mode(s) of study</b>                              |   |                             |                               |       |
| Programme  | Length (years) and status (full-time/part-time) | Mode                        |                               |       |
|  |   | Face-to-face, campus-based  | Distance learning             | Other |
| University Certificate of Lifelong Learning (Science Principles)                               | 3 years, part-time                              | Y                           |                               |       |
| <b>Programme accreditation by Professional, Statutory or Regulatory Bodies (if applicable)</b> |   |                             |                               |       |
| N/A  |   |                             |                               |       |

| <b>Educational aims of the programme</b>   |   |
|--|---|
| <p>The Centre for Lifelong Learning sees its role as providing 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, and to:</p> <ul style="list-style-type: none"> <li>• Encourage students to think critically and independently.</li> <li>• Encourage and support an enthusiasm for the subject area.</li> <li>• Provide knowledge and understanding of the concept of an inter-disciplinary certificate.</li> <li>• 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.</li> <li>• Equip students with a variety of generic study skills appropriate to this level of study.</li> </ul> <p>Over the last decade, Lifelong Learning has focused attention on the arts and humanities strand of study, with the recent addition of social sciences to the portfolio.</p> <p>However, over the last two years, there has been a growing demand for accredited science provision from local adult learners, a move which would complete the strategic vision of making the Centre for Lifelong Learning a microcosm of activity within the wider university community. This programme will aim to engage adult learners with everyday science and its real world applications, appreciate the contribution of key scientists to the modern world and develop their understanding of key scientific principles and theories.</p> |   |
| <b>Intended learning outcomes for the programme – and how the programme enables students to achieve and demonstrate the intended learning outcomes</b>   |   |
| <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>   |
| <b>A: Knowledge and understanding</b>  |   |
| <p>Upon completion of the certificate students will have an understanding of:</p> <ol style="list-style-type: none"> <li>1. The general and fundamental topics of physics (P3.1)</li> <li>2. Physics being a quantitative subject (P3.2)</li> <li>3. Current developments at the frontiers of the subject (P3.2)</li> <li>4. The processes and mechanisms that have shaped the natural world (B3.2)</li> <li>5. The current developments in the biosciences and their applications (B3.2)</li> <li>6. Issues within chemistry that overlap with other related disciplines (C4.2)</li> </ol>  | <p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> <li>• Weekly seminars [1,2,3,4,5,6]</li> <li>• Group working [3,5,6]</li> <li>• Private study [1,3,4,5,6]</li> </ul> <p>Types/methods of assessment (relating to numbered outcomes):</p> <ul style="list-style-type: none"> <li>• Critical essay [1,2,3,4,5,6]</li> </ul> |
| <b>B: (i) Skills - discipline related</b>  |   |
| <p>Upon completion of the certificate students will have skills in:</p> <ol style="list-style-type: none"> <li>1. How to plan, execute and report the results of an experiment or investigation (P4.2)</li> </ol>  | <p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> <li>• Weekly seminars [1,2,4,5,6]</li> <li>• Group working [4,5,6]</li> </ul>   |

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| <ol style="list-style-type: none"> <li>2. Relating scientific conclusions to current theories of physics (P4.2)</li> <li>3. The reading and use of appropriate literature with a full and critical understanding while addressing such questions as content, context, aims, objectives and its interpretation (B3.3)</li> <li>4. The capacity to give a clear and accurate account of a subject, marshal arguments in a mature way and engage in debate and dialogue both with specialists and non-specialists, using appropriate scientific language (B3.3)</li> <li>5. The ability to demonstrate knowledge and understanding of essential facts, concepts, principles and theories relating to chemistry (C5.3)</li> <li>6. Communicating scientific material and arguments (C5.3)</li> </ol> | <ul style="list-style-type: none"> <li>• Private study [3,4]</li> </ul> <p>Types/methods of assessment (relating to numbered outcomes):</p> <ul style="list-style-type: none"> <li>• Critical essay [1,2,3,4,5,6]</li> </ul>  |
| <b>B: (ii) Skills - transferable</b>   |   |
| <p>Upon completion of the certificate students will have skills to:</p> <ol style="list-style-type: none"> <li>1. Work independently (P4.4)</li> <li>2. Use their initiative and to organise themselves to meet deadlines (P4.4)</li> <li>3. Identify individual and collective goals (B3.9)</li> <li>4. Develop the skills necessary for self-managed and lifelong learning (B.10)</li> <li>5. Interact with other people and to engage in team working (C5.7)</li> <li>6. Improve their communication both written and oral (C5.7)</li> </ol>  | <p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> <li>• Weekly seminars [4,6]</li> <li>• Group working [3,4,5,6]</li> <li>• Private study [1,2,4,6]</li> </ul> <p>Types/methods of assessment (relating to numbered outcomes):</p> <ul style="list-style-type: none"> <li>• Critical essay/project [1,2,3,4,5,6]</li> </ul> |
| <b>C: Experience and other attributes</b>  |   |
| <p>Able to:</p> <ol style="list-style-type: none"> <li>1. Participate in a shared learning environment appropriate to the adult learner</li> <li>2. Promote pastoral support appropriate for the adult learner (eg student social evenings)</li> <li>3. Encourage extra-curricular activity amongst students on the programme as a further enhancement to the learning context (student organised field trips, social evenings)</li> </ol>   | <p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> <li>• Weekly seminars [1,2,3]</li> <li>• Group working [1,2,3]</li> <li>• Private study [3]</li> </ul> <p>Types/methods of assessment (relating to numbered outcomes):</p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>  |
| <p><b>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)</b></p>  |   |
| <ul style="list-style-type: none"> <li>• <a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/chemistryfinal.pdf">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/chemistryfinal.pdf</a> (C)</li> <li>• <a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Biosciences07.pdf">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Biosciences07.pdf</a> (B)</li> <li>• <a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Physics08.pdf">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Physics08.pdf</a> (P)</li> </ul>  |   |
| <p><b>University award regulations</b></p>   |   |

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|---|-----------|
| <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 that relate to this programme are approved by University Teaching Committee and are recorded at the end of this document.</p> |           |
| <p><b>Departmental policies on assessment and feedback</b></p>  |           |
| <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:<br/> <a href="http://www.york.ac.uk/lifelonglearning">www.york.ac.uk/lifelonglearning</a></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:<br/> <a href="http://www.york.ac.uk/lifelonglearning">www.york.ac.uk/lifelonglearning</a></p>   |           |
| <p><b>Are electives permitted?</b></p>  | <p>No</p> |
| <p><b>Can a Languages For All (LFA) module be taken ab initio (i.e. beginner level) in Stage 1?</b></p>   | <p>No</p> |

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

**Overview of modules by stage**

**Stage 1**

| Module title                     | Module code | Credit level <sup>1</sup> | Credit value <sup>2</sup> | Prerequisites | Assessment rules <sup>3</sup> | Timing and format of main assessment<br>(AuT – Autumn Term, SpT- Spring Term, SuT – Summer Term) |
|----------------------------------|-------------|---------------------------|---------------------------|---------------|-------------------------------|--|
| The History of Science           |             | 4                         | 10                        |               |                               | Term: Autumn<br><b>Assessment: 2,000 word critical essay, week 12</b>                            |
| Everyday Biology                 |             | 4                         | 10                        |               |                               | Term: Spring<br><b>Assessment: 2,000 word critical essay, week 12</b>                            |
| Everyday Chemistry               |             | 4                         | 10                        |               |                               | Term: Summer<br><b>Assessment: 2,000 word workbook, week 12</b>                                  |
| Everyday Physics                 |             | 4                         | 10                        |               |                               | Term: Autumn<br><b>Assessment: 2,000 word critical essay, week 12</b>                            |
| York at the Forefront of Science |             | 4                         | 10                        |               |                               | Term: Spring<br><b>Assessment: Conference Style Poster, week 12</b>                              |
| Science and Controversy          |             | 4                         | 10                        |               |                               | Term: Summer<br><b>Assessment: 2,000 word critical essay, week 12</b>                            |

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. To gain a specific award in Science Principles, students must undertake **AT LEAST FIVE MODULES** from this discipline, though in the interest of broader study, may undertake 10 credits from elsewhere on the Lifelong Learning accredited programme.

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

<sup>1</sup> 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)

<sup>2</sup> 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)

<sup>3</sup> **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

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| <b>Additional year variants e.g. year in Europe, year in industry</b>   |  |
| N/A   |  |
| <b>Replacement year variants</b>  |  |
| N/A   |  |
| <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>   |  |
| <b>Transfers out of or into the programme</b>   |  |
| N/A   |  |
| <b>Exceptions to University Award Regulations approved by University Teaching Committee</b>   |  |
| <b>Exception</b>  | <b>Date approved</b>   |
| <ul style="list-style-type: none"> <li>Exemption from the University common assessment period and timing of the Board of Examiners.</li> <li>Special rules relating to the timing of reassessments in the 30-39 range.</li> <li>Special rules relating to opting out and taking modules 'for pleasure' (auditing)</li> </ul>  | <p>Approved Feb 2009</p> <p>Approved Feb 2009</p> <p>Approved Sept 2010</p>          |
| <b>Quality and Standards</b>  |  |
| <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"> <li>the academic oversight of programmes within departments by a Board of Studies, which includes student representation</li> <li>the oversight of programmes by external examiners, who ensure that standards at the University of York are comparable with those elsewhere in the sector</li> <li>annual monitoring and periodic review of programmes</li> <li>the acquisition of feedback from students by departments, and via the National Student Survey.</li> </ul> <p>More information can be obtained from the Academic Support Office:<br/> <a href="http://www.york.ac.uk/admin/aso/teach/">http://www.york.ac.uk/admin/aso/teach/</a></p> <p>Departmental Statements on Audit and Review Procedures are available at:<br/> <a href="http://www.york.ac.uk/admin/aso/teach/deptstatements/index.htm">http://www.york.ac.uk/admin/aso/teach/deptstatements/index.htm</a></p> |  |
| <b>Date on which this programme information was updated:</b>  | 04/08/2015   |
| <b>Departmental web page:</b>   | <a href="http://www.york.ac.uk/lifelonglearning">www.york.ac.uk/lifelonglearning</a> |

**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.