UNIVERSITY OF YORK
UNDERGRADUATE PROGRAMME REGULATIONS

This document applies to students who commence the programme(s) in:	2016/17
Awarding institution	**Teaching institution**
University of York	**University of York**
Department(s)	
Centre for Lifelong Learning	
Award(s) and programme title(s)	**Level of qualification**
Certificate of Higher Education in Lifelong Learning (Social Sciences)	Level 4/C
Interim awards available	
University Certificate of Lifelong Learning*:* any student who registered under the modularised programme is eligible to receive the interim award once they reach the 60 credit 'milestone' and then continue their studies towards the higher award (amendment made Autumn 2011)	

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**
Certificate of Higher Education in Lifelong Learning (Social Sciences)	5 years, part-time	Y		

Programme accreditation by Professional, Statutory or Regulatory Bodies (if applicable)

Educational aims of the programme
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, and responsive, to the needs of adult learners. •   Encourage students to think critically and independently. •   Encourage and support an enthusiasm for the subject area. •   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.

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: 1. A range of disciplines that form the social sciences and contribute to our understanding of the human world. 2. Contemporary society and trends in society that have influenced current circumstances [Socio 3.2]. 3. The development, key institutions and purposes of the welfare state [SP Pub Admin 3.2]. 4. Major social differences and divisions and experiences of members of such groups. 5. How social life and social problems are researched [Psych 4.1, Sociol 3.2, SP Pub Admin 3.2]. 6. International social issues [SP Pub Admin 3.2]. 7. The self and individual, group and institutional interactions [Psych 3.3, Sociol 3.2, SP Pub Admin 3.2].	Learning/teaching methods and strategies (relating to numbered outcomes): • Weekly seminars [1,2,3,4,5] • Group working [3,4,6] • Private study [1,2,3,4,5,6] Types/methods of assessment (relating to numbered outcomes): • Critical essay [1,2,3,4,5,6] • Workbooks [1,4] • Literature review [1,2,3,4,6,7]
B: (i) Skills - discipline related	
Able to: 1. Present seminar papers, to debate, explore and develop ideas both verbally and by written assessment 2. Recognise complexity in the interpretation of a range of source materials 3. Select and organise a range of material to produce a written argument [Socio 4.3, 4. Communicate effectively through the application of communiation theory and practice in group work [Psych 5.2, SP Pub Admin 3.4] 5. Research social issues on a basic level.	Learning/teaching methods and strategies (relating to numbered outcomes): • Weekly seminars [1, 2, 3, 4, 5] • Group working [1,2,4,5] • Private study [1,2,3,4,5] Types/methods of assessment (relating to numbered outcomes): • Critical essay [1,3,5] • Formative presentation [1,2,3,4,5] • Workbooks [2,3]

B: (ii) Skills - transferable	
Able to: 1. Gain confidence 2. Work in a team and develop group interaction skills 3. Make independent judgement 4. Articulate and argue effectively 5. Present written work to an acceptable standard 6. Show social networking skills 7. Manage time and show organisational skills	Learning/teaching methods and strategies (relating to numbered outcomes): • Weekly seminars [1,2,3,4,5,6,7] • Group working [1,2,3,4,6,7] • Private study [1,3,4,5,7]
	Types/methods of assessment (relating to numbered outcomes): • Critical essay [1,3,4,5,7] • Workbook [1,3,4,5,7] • Formative presentations [1,2,4,6,7]

C: Experience and other attributes	
Able to: 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)	Learning/teaching methods and strategies (relating to numbered outcomes): • Weekly seminars [1,2,3] • Group working [1,2,3] • Private study [3]
	Types/methods of assessment (relating to numbered outcomes): • N/A

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)

Psychology, Sociology, Social Policy and Public Administration

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 120 credits to achieve the Certificate of Higher Education. Students can opt to take 20 credits from the Arts and Humanities certificate programme if they wish to broaden their studies (10 credits if exiting at 60-credits).

The most up-to-date diagrams of programme structures can be found at http://www.york.ac.uk/lifelonglearning/credit/certificates/.
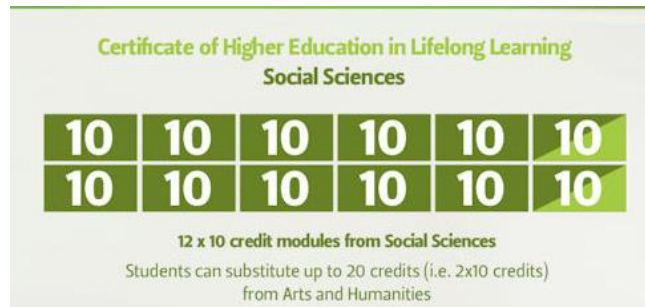
Stage 1
Optional module table

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)
You and Your Society	CED00047C	4	10			Term: tbc. Assessment: Workbook equivalent to 2000 words
The State We're In	CED00021C	4	10			Term: tbc. Assessment: a 2,000 word media evaluation exercise
Developing the Skills for Social Enterprise	CED00022C	4	10			Term: tbc. Assessment: a profile of a third sector organisation 1000 words; a reflection on the degree of personal development provided by the module 1000 words
Developing your Academic Skills	CED00023C	4	10			Term: tbc. Assessment: A piece of writing (of 2000 words) evaluating a key issue using the study and research skills

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[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

						derived from the module
Political Correctness Gone Mad? Introducing equality and diversity		4	10			Term: tbc. Assessment: A critical evaluation of an agreed organisation's equality and diversity policy 2000 words
Journeying Through the Lifecourse	CED00024C	4	10			Term: tbc. Assessment: An annotated timeline through the lifecourse 800 words; A comparative essay 1200 words
Where does it end? An introduction to global citizenship		4	10			Term: tbc. Assessment: A media or journal review of issues of global citizenship 2000 words
Understanding the Social World	CED00025C	4	10			Term: tbc. Assessment: 1,000 word biography plus 1,000 word essay
Intro to Developmental Psychology	CED00066C	4	10			Term: tbc. Assessment: 500 word formative assessment, plus 1,800 summative word article review
An Intro to Researching Social Life		4	10			Term: tbc. Assessment: Written report of small scale research project (2,000 words)
Intro to Social Psychology	CED00067C	4	10			Term: tbc. Assessment: 2,100 word portfolio
Intro to Personality Psychology	CED00026C	4	10			Term: tbc. Assessment: 2,000 word case study
Personality & Intelligence	CED00075C	4	10			Term: tbc. Assessment: A critical essay of 2000 words
An Intro to Cognitive Psychology	CED00035C	4	10			Term: tbc. Assessment: A critical essay of 2000 words
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
Confidence to Volunteer	CED00048C	4	10			Term: tbc. Assessment: A 2,000 word reflective piece
A Contentious Coalition?	CED00073C	4	10			Term: tbc. Assessment: A critical review of 2,000 words
Introduction to UK Politics and Political Institutions	CED00074C	4	10			Term: tbc. Assessment: A critical essay of 2,000 words
The Psychology of Intelligence	CED00075C	4	10			Term: tbc. Assessment: A critical essay of 2,000 words
Developmental Disorders of Communication and Learning	CED00094C	4	10			Term: tbc. Assessment: A critical essay of 2,000 words
Introduction to the Study of Language	CED00096C	4	10			Term: tbc. Assessment: A critical essay of 2,,000 words
Allotments: Plots and People, Yesterday and Tomorrow	CED0098C	4	10			Term: tbc. Assessment: A case study report of 2,000 words

Abnormal Psychology	CED00105C	4	10			Term: tbc. Assessment: A critical essay of 2,000 words
Introduction to Psychology	CED00102C	4	10			Term: tbc. Assessment: A critical essay of 2,000 words
Reconsidering Society: Learning to Think Sociologically	CED00104C	4	10			Term: tbc. Assessment: A critical essay of 2,000 words
'You say you want a revolution?': NonViolent Direct Action from Gandhi to Gaza	CED00138C	4	10			Term: tbc. Assessment: A case study of 2,000 words
Concepts of Community Care	CED00134C	4	10			Term: tbc. Assessment: An analytical essay of 2,000 words
An Introduction to Criminology	CED00153C	4	10			Term: tbc. Assessment: A critical essay of 2,000 words
Introduction to Critical Sociology: Learning to Think Sociologically	CED00156C	4	10			Term: tbc. Assessment: A critical essay of 2,000 words

Transfers out of or into the programme	
NA	

Exceptions to University Award Regulations approved by University Teaching Committee	
Exception	**Date approved**
• Exemption from the University common assessment period and timing of the Board of Examiners.	Approved Feb 2009
• Special rules relating to the timing of reassessments in the 30-39 range.	Approved Feb 2009
• 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:	9/8/2016
Departmental web page:	www/york.ac.uk/lifelonglearning

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.