

UNIVERSITY OF YORK
UNDERGRADUATE PROGRAMME REGULATIONS

This document applies to students who commence the programme(s) in:		2017/18		
Awarding institution		Teaching institution		
University of York		University of York		
Department(s)				
Lifelong Learning				
Award(s) and programme title(s)			Level of qualification	
Certificate of Higher Education in Lifelong Learning (Arts and Humanities). This award consolidates previous awards at this level in humanities, local history, film studies and creative writing.			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 (Arts and Humanities)	5 years, part-time (amendment made Spring 2012)	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, and responsive, to the needs of adult learners. CLL utilises a wide variety of effective and innovative teaching and learning methods to:</p> <p>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>	
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. 	<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 and 7] • Group working [3,4,7] • Private study [1,2,3,4,5,6,7] <p>Types/methods of assessment (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • Critical essay [1,2,3,4,7] • Workbooks [1,2,3,4,7] • Examples of creative writing [2,5,6,7] • Personal Journals [2,3,5,6,7]
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 	<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 [1,2,3,4,5] • Private study [1,2,3,4,5] <p>Types/methods of assessment (relating to numbered outcomes):</p>

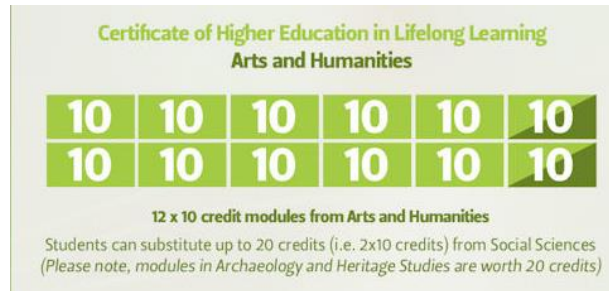
<p>4. Select and organise a range of material to produce a written argument</p> <p>5. Appreciate the power of imagination in literary creation [English 3.1]</p>	<ul style="list-style-type: none"> • Critical essay [1,2,3,4,5] • Workbooks [1,2,3,4,5] • Examples of creative writing [3,4,5] • Personal Journals [2,3,5,6,7]
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 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 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <p>Weekly seminars [1,2,3,4,5,6,7]</p> <p>Group working [1,2,3,4,5,6,7]</p> <ul style="list-style-type: none"> • Private study [1,2,3,4,5,6,7] <p>Types/methods of assessment (relating to numbered outcomes):</p> <p>Critical essay [1,3,4,5,7]</p> <ul style="list-style-type: none"> • Workbooks [1,3,4,5,7] • Examples of creative writing [1,3,4,5,7] • Personal Journals [1,3,4,5,6,7]
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> <p>N/A</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)	
History and English [2007]	
University award regulations	
<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>	
Departmental policies on assessment and feedback	
<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</p>	

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 require 120 credits to achieve the Certificate of Higher Education. Students can opt to take 20 credits from the Social Sciences 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)
Writers Reading: The Close Study Of Literary Texts	CED00001C	4	10			Term: tbc. Assessment: 2,000 word essay
In Short: Writing The Short Story	CED00002C	4	10			Term: tbc. Assessment: 2,000 words of prose, plus 750 word commentary
The Drama Of It All: Scriptwriting For Stage, Screen And Radio	CED00003C	4	10			Term: tbc. Assessment: 2000 word script, plus 750 word commentary
Teenworks: Writing Fiction For Young Adults	CED00004C	4	10			Term: tbc. Assessment: 2,000 words of prose, plus 750 word commentary
Stories That Make It To Storytime: Writing Children's Fiction	CED00005C	4	10			Term: tbc. Assessment: 2,000 words of prose, plus 750 word commentary
Ekphrasis	CED00055C	4	10			Term tbc. Assessment A creative portfolio of 2,000 words or up to 100 lines of poetry, with accompanying 750 word

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

						reflective commentary.
Poets On Form : Sonnet to Slam, exploring the Writing of Poetry Using Form	CED00006C	4	10			Term: tbc. Assessment: 100 lines of poetry, plus 750 word commentary
Theming Your Poetry Toward A Sequence Or Collection	CED00072C	4	10			Term: tbc. Assessment: Poetry portfolio, plus 750 word commentary
Novel Ways: Writing The Novel	CED00007C	4	10			Term: tbc. Assessment: 2,000 word novel sample, plus synopsis and 750 word commentary
Creative Quests: An Introduction To The Writing Of Fiction, Poetry And Scripts	CED00031C	4	10			Term: tbc. Assessment: 2,000 word creative portfolio.
Creating Chronicles: Writing From Life	CED00052C	4	10			Term: tbc. Assessment: 2,000 words of prose, plus 750 word commentary
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
Working Class Life in York (1780-1914)	Tbc	4	10			Term: tbc. Assessment: 2,000 word essay
Social History of York (1780-1914)	Tbc	4	10			Term: tbc. Assessment: 2,000 word essay
The Pursuit of Pleasure in an English Country Town - York 1720-1900	Tbc	4	10			Term: tbc. Assessment: 2,000 word essay
The History of the Family and Family History	CED00008C	4	10			Term: tbc. Assessment: 2,000 word (family tree/commentary)
Country Houses and Designed Landscapes in Yorkshire 1600-2000	Tbc	4	10			Term: tbc. Assessment: 2,000 word essay
International Cinema	Tbc	4	10			Term: tbc. Assessment: 2,000 word essay
Film and Television Theory	tbc	4	10			Term: tbc. Assessment: 2,000 word essay
Film and Genre	CED00056C	4	10			Term: tbc. Assessment: 2,000 word essay
Analysing the Moving Image	CED00009C	4	10			Term: tbc. Assessment: 2,000 word essay
Painting in Britain 1730-1840	CED00062C	4	10			Term: tbc. Assessment: 2,000 word essay
Victorian Art	CED00010C	4	10			Term: tbc. Assessment: 2,000 word essay

Nineteenth Century British History: survey module	CED00032C	4	10			Term: tbc. Assessment: 2,000 word essay
Nineteenth Century British History: medicine and health	tbc	4	10			Term: tbc. Assessment: 2,000 word essay
Nineteenth Century British History: politics and society	CED00011C	4	10			Term: tbc. Assessment: 2,000 word essay
Nineteenth Century British History: culture and belief	tbc	4	10			Term: tbc. Assessment: 2,000 word essay
Medieval English History, c.1050-1500	CED00012C	4	10			Term: tbc. Assessment: 2,000 word essay
The Medieval English Household. Livelihood, lifestyle and standards of living, c.1250-1500.	CED00059C	4	10			Term: tbc. Assessment: 2,000 word essay
The Medieval English House, c.1150-c.1500. Hearth and home.	CED00058C	4	10			Term: tbc. Assessment: 2,000 word essay
Medieval Markets in England, c.1200-1500. Producers, processors, traders and consumer demand.	CED00013C	4	10			Term: tbc. Assessment: 2,000 word essay
Early Medieval Europe, 300-1000	CED00023C	4	10			Term: tbc. Assessment: 2,000 word essay
The Age of Justinian	tbc	4	10			Term: tbc. Assessment: 2,000 word essay
The Age of Charlemagne	tbc	4	10			Term: tbc. Assessment: 2,000 word essay
Bede's England	tbc	4	10			Term: tbc. Assessment: 2,000 word essay
Romantic Rebels	CED00014C	4	10			Term: tbc. Assessment: 2,000 word essay
Victorian Voices	CED00064C	4	10			Term: tbc. Assessment: 2,000 word essay
Introduction to Listening	CED00015C	4	10			Term: tbc. Assessment: 2,000 word essay
Musical History	tbc	4	10			Term: tbc. Assessment: 2,000 word essay
The History and Theory of Archaeology	CED00060C	4	20			Term: tbc. Assessment: 3,500 word essay
An Introduction to British Archaeology	CED00049C	4	20			Term: tbc. Assessment: 2,000 word essay plus poster
The Archaeology of Egypt	CED00054C	4	20			Term: tbc. Assessment: 3,500 word essay
Climate and the Human Environment	CED00016C	4	20			Term: tbc. Assessment: 3,500 word essay
The Practice of Archaeology	CED00033C	4	20			Term: tbc. Assessment: 2,000 word essay and a 2,000 word reflective log
An Introduction to Forensic Archaeology	CED00017C	4	20			Term: tbc. Assessment: 3,500 word essay
An Introduction to Art History	CED00036C	4	10			Term: tbc. Assessment: 2,000 word essay
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 derived from the module
Seeing the Middle Ages: Exploring	CED00046C	4	10			Term: tbc. Assessment: 2,000 word workbook

Medieval Daily Life and Beliefs Through Images					
The Philosophy of Creativity 1	CED00079C	4	10		Term: tbc. Assessment: 2,000 word essay
The Philosophy of Creativity 2	CED00080C	4	10	Part 1	Term: tbc. Assessment: 2,000 word essay
Disaster, Disease and Death	CED00053C	4	10		Term: tbc. Assessment: 2,000 word essay
Reading and Writing Gothic Fiction	CED00082C	4	10		Term: tbc. Assessment: A critical essay of 2,000 words or a creative writing piece of 2,000 words
Louis XIV and the royal court in France 1643 - 1715	CED00065C	4	10		Term: tbc. Assessment: 2,000 word essay
The English Civil Wars and Interregnum c.1637 – 1661	CED00068C	4	10		Term: tbc. Assessment: 2,000 word essay
The Tudors: Power and Religion 1485 – 1603	CED00070C	4	10		Term: tbc. Assessment: 2,000 word essay
Autofiction	CED00090C	4	10		Term: tbc. Assessment: 2,000 word creative portfolio plus 750 word commentary
The Life and Times of King Charles I (1600-1649)	CED00086C	4	10		Term: tbc. Assessment: 2,000 word essay
The Philosophy of Art	CED00088C	4	10		Term: tbc. Assessment: 2,000 word essay
Contemporary Philosophy of Mind	CED00091C	4	10		Term: tbc. Assessment: 2,000 word essay
Left-Handed Leaders: In Their Right Minds?	CED00085C	4	10		Term: tbc. Assessment: 2,000 word essay
Finding History: Methods of Investigation to Solve Historical Mysteries	CED00083C	4	10		Term: tbc. Assessment: 2,000 word essay
Queens and Consorts from Medieval to Modern	CED00087C	4	10		Term: tbc. Assessment: 2,000 word essay
Knights, Chivalry and Tournaments- from the Normans to Victorians	CED00095C	4	10		Term: tbc. Assessment: 2,000 word evaluation
York Minster: Architecture, Artisans and Accounts	CED00092C	4	10		Term: tbc. Assessment: 2,000 word essay
York Minster: Ecclesiastical Textiles and Clothing	CED00093C	4	10		Term: tbc. Assessment: 2,000 word essay
Archbishops and Clergy of the Diocese of York c.1066-2012	CED00097C	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
After the Conquest: Anglo-Norman England (1066-1300)	CED00113C	4	10		Term: tbc. Assessment: 2,000 word essay

Twentieth Century Dictatorships: Hitler and Stalin	CED00114C	4	10			Term: tbc. Assessment: 2,000 word essay
Material in the Medieval World: England and the British Isles, 500-1200AD	CED00107C	4	10			Term: tbc. Assessment: 2,000 word essay
Material in the Medieval World: The Byzantine Empire, 330-1453AD	CED00106C	4	10			Term: tbc. Assessment: 2,000 word essay
Medieval English Historical Documents (c. 800-1300)	CED00115C	4	10			Term: tbc. Assessment: 2,000 word essay
Philosophy of Religion	CED00099C	4	10			Term: tbc. Assessment: 2,000 word essay
Rewriting the Centre: Contemporary Postcolonial Literature	CED00103C	4	10			Term: tbc. Assessment: 2,000 word essay
Shakespeare in Historical Context	CED00101C	4	10			Term: tbc. Assessment: 2,000 piece of interdisciplinary writing.
The Making of the Middle Class in Britain	CED00100C	4	10			Term: tbc. Assessment: 2,000 word essay
Writing Now: Contemporary Fiction and Creative Writing	CED00116C	4	10			Term: tbc. Assessment: 2,000 word creative portfolio plus 750 word commentary
Machines, Monsters, Magic and Murder: Writing Genre Fictions	CED00117C	4	10			Term: tbc. Assessment: 2,000 word creative portfolio plus 750 word commentary
Introducing Moral Philosophy	CED00118C	4	10			Term: tbc. Assessment: 2,000 word essay
A History, Rise and Demise of Western Monasticism, c.600 – c1500	CED00119C	4	10			Term: tbc. Assessment: 2,000 word essay
Painting in England and France, c. 1850-1914	CED00120C	4	10			Term: tbc. Assessment: 2,000 word essay
The Radiant Art: A History of York Stained Glass	CED00121C	4	10			Term: tbc. Assessment: 2,000 word essay
The Art of Art History: Theory and Methods	CED00122C	4	10			Term: tbc. Assessment: 2,000 word essay
The History of Yorkshire	CED00125C	4	10			Term: tbc. Assessment: 2,000 word essay
The Lives and Deeds of the Three Richards: The Lion-hearted, the Feeble One, and the Tyrant	CED00126C	4	10			Term: tbc. Assessment: 2,000 word essay
The Archaeology of York's Historic Buildings	CED00144C	4	20			Term: tbc. Assessment: 3,500 word essay
Introduction to Cultural Heritage	CED00135C	4	10			Term: tbc. Assessment: 2,000 word essay

Conservation					
Kings of England, Lords of France: The Angevins	CED00095C	4	10		Term: tbc. Assessment: 2,000 word essay
Larger Than Life: Building The Biography Of A Character	CED00137C	4	10		Term: tbc. Assessment: 2,000 word creative portfolio plus 750 word commentary
Contemporary British Nature Writing	CED00145C	4	10		Term: tbc. Assessment: 2,000 word essay
Shakespeare and Comedy	CED00146C	4	10		Term: tbc. Assessment: 2,000 word essay
Telling Tales: How Fairy Tales Make Sense of the World	CED00139C	4	10		Term: tbc. Assessment: 2,000 word essay
The Cold War: Superpower Relations 1944-1991	CED00140C	4	10		Term: tbc. Assessment: 2,000 word essay
The Elizabethan Age: Society and Culture in an Early Modern World	CED00141C	4	10		Term: tbc. Assessment: 2,000 word essay
The Pity of War: the British Experience of Warfare 1914-1918	CED00142C	4	10		Term: tbc. Assessment: 2,000 word essay
Writing About the World: Contemporary forms of Creative Non-Fiction	CED00143C	4	10		Term: tbc. Assessment: 2,000 word creative portfolio plus 750 word commentary
From Alfred to Edward the Confessor: The House of Wessex and the Conquest of 'England'	CED00150C	4	10		Term: tbc. Assessment: 2,000 word essay
An Ideal World? Reading and Writing Utopian Fiction	CED00152C	4	10		Term: tbc. Assessment: 2,000 word creative portfolio plus 750 word commentary
Introduction to Ancient Philosophy	CED00151C	4	10		Term: tbc. Assessment: 2,000 word essay
Make it New! Literary Modernism	CED00149C	4	10		Term: tbc. Assessment: 2,000 word essay
The Enlightenment in Britain	CED00154C	4	10		Term: tbc. Assessment: 2,000 word essay
The History of Modern Art: 1870-Present Day	CED00155C	4	10		Term: tbc. Assessment: 2,000 word essay
The Plantagenets: Henry II to Richard III	CED00148C	4	10		Term: tbc. Assessment: 2,000 word essay
Writing History in Medieval England (c.700-c1400)	CED00147C	4	10		Term: tbc. Assessment: 2,000 word essay
Medieval Art (c.300-c.1500)	CED00162C	4	10		Term: tbc. Assessment: 2,000 word essay
The Reel Deal: Fictions of the Past in	CED00163C	4	10		Term: tbc. Assessment: 2,000 word essay

Literature and Film						
The Nude in Art	CED00157C	4	10			Term: tbc. Assessment: 2,000 word essay

Additional modules will be added as appropriate. Students can opt to take 20 credits from the Social Sciences certificate programme if they wish to broaden their studies (10 credits if exiting at 60-credits).

Transfers out of or into the programme	
N/A	
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. • Special rules relating to the timing of reassessments in the 30-39 range. • Special rules relating to opting out and taking modules 'for pleasure' (auditing) 	<p>Approved Feb 2009</p> <p>Approved Feb 2009</p> <p>Approved Sept 2010</p>
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, and via the National Student Survey. <p>More information can be obtained from the Academic Support Office: http://www.york.ac.uk/admin/aso/teach/</p>	
Date on which this programme information was updated:	8/9/2017
Departmental web page:	www.york.ac.uk/lifelonglearning
Please note	
<p>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.</p> <p>Detailed information on the learning outcomes, content, delivery and assessment of modules can be found in the module descriptions.</p> <p>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.</p>	