1. Admissions/ Management Information

Title of the new programme – including any year abroad/ in industry variants

See guidance on programme titles in Appendix V:

https://www.york.ac.uk/media/staffhome/learningandteaching/documents/policies/Framework%20for%20Programme%20Design%20-%20UG.pdf

Foundation Certificate Mathematics, Economics and Actuarial Science

Level of qualification

Please select:		Level 3

	Year in Industry Please select Y/N	No
Please indicate if the programme is offered with any year abroad / in industry variants	Year Abroad Please select Y/N	No

This document applies to students who commenced the programme(s) in:	September 2018

Awarding institution	**Teaching institution**
University of York	University of York

Department(s): Where more than one department is involved, indicate the lead department	**Board of Studies**
Lead Department	International Pathway College	
Other contributing Departments:		International Pathway College

Interim awards available Interim awards available on undergraduate programmes (subject to programme regulations) will normally be: Certificate of Higher Education (Level 4/Certificate), Diploma of Higher Education (Level 5/Intermediate), Ordinary Degree and in the case of Integrated Masters the Bachelors with honours. Please specify any proposed exceptions to this norm.

n/a

UCAS code	**Route code** (existing programmes only)
n/a	

Admissions criteria
Applicants must have completed the equivalent of 12 years of school education. The minimum English language entry requirement will be IELTS 5.0 (with no individual skill less than 4.0) for the three term (Academic Skills) programme and 5.5 (with no individual skill less than 4.5) for the two term programme.

Length and status of the programme(s) and mode(s) of study

Programme	Length (years)	Status (full-time/part-time) Please select	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	
Foundation Certificate Mathe		Full-time	September to April (September intake); January to July (January intake)	Please select Y/N	Yes	Please select Y/N	No		
Foundation Certificate Mathe		Full-time	September to July	Please select Y/N	Yes	Please select Y/N	No		

Language(s) of study

English

Language(s) of assessment

English

2. Programme accreditation by Professional, Statutory or Regulatory Bodies (PSRB)

2.a. Is the programme recognised or accredited by a PSRB

Please Select Y/N:	No	if No move to section 3
		if Yes complete the following questions

2.b. Name of PSRB

2.c. Please provide details of any approval / accreditation event needed, including: timescales, the nature of the event, central support / information required:

(max 200 words)

2.d. Does/ will approval or recognition require exceptions to University rules/practices? Please select Y/N		if Yes, provide details
(max 200 words)		

2.e. Any additional information (e.g. student attainment required to achieve accreditation) that are required by the PSRB should be recorded here
(max 200 words)

3. Additional Professional or Vocational Standards

Are there any additional requirements of accrediting bodies or PSRB or pre-requisite professional experience needed to study this programme?		
Please Select Y/N:	No	if Yes, provide details
(max 200 words)		

4. Programme leadership and programme team

4.a. Please name the programme leader for the <u>year to which the programme design applies</u> **and any** <u>key</u> **members of staff responsible for designing, maintaining and overseeing the programme.**

Ben Flowerdew (PL) and Matthew Perry (IPC Director)

4.b. How are wider stakeholders such as students/ alumni, professional bodies and employers involved in the design of the programme and in ongoing reflection on its effectiveness?

The proposed module specifications have been circulated to all departments with existing progression routes from the IPC. The proposal has also been considered by the IPC Marketing and Student Support Group, consisting of representatives from UoY and Kaplan. Feedback from the Kaplan marketing team in particular has been encouraging.

5. Purpose and learning outcomes of the programme

5.a. Statement of purpose for applicants to the programme

Please express succinctly the overall aims of the programme as an applicant facing statement for a prospectus or website. This should clarify to a prospective student why they should choose this programme, what it will provide to them and what benefits they will gain from completing it.

The programme will equip you with a range of subject-related understanding, knowledge and skills and an appropriate level of English language competency and higher level study skills, so as to achieve the necessary academic standards to progress to undergraduate study in a range of subjects requiring high mathematical ability at the University of York. The programme will also help you become a more independent, self-directed learner.

5.b.Programme Learning Outcomes

Please provide six to eight statements of what a graduate of the programme can be expected to do.

Taken together, these outcomes should capture the distinctive features of the programme. They should also be outcomes for which progressive achievement through the course of the programme can be articulated, and which will therefore be reflected in the design of the whole programme.

PLO	On successful completion of the programme, graduates will be able to:
1	Apply key concepts, methods and theories used in the analysis of economic problems
2	Use mathematics to solve problems and communicate effectively in the language of mathematics.
3	Select, analyse and interpret data using statistical methods
4	Construct a coherent argument in written form, utilising basic skills in the synthesis of academic literature
5	Communicate clearly and effectively in the English language in both written and oral forms while demonstrating an understanding of academic conventions.
6	Demonstrate the ability to work constructively and effectively as self-directed learners and as members of a group, utilising information technology where appropriate.
7	
8	

5.c. Programme Learning Outcome for year in industry (where applicable)

For programmes which lead to the title 'with a Year in Industry' – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year in industry b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year in industry by alteration of the standard PLOs. (See also section 10)

n/a

5.d. Programme Learning Outcome for year abroad programmes (where applicable)

For programmes which lead to the title 'with a Year Abroad' – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year abroad or b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year abroad by alteration of the standard PLOs. (See also section 11)

n/a

5.e. Explanation of the choice of Programme Learning Outcomes

Please explain your rationale for choosing these PLOs in a statement that can be used for students (such as in a student handbook). Please include brief reference to:

i) Why the PLOs are considered ambitious or stretching?

The PLOs are quite typical of programmes of this type. They aim to develop subject knowledge and understanding, subject-related skills and also more general transferable skills.

ii) The ways in which these outcomes are distinctive or particularly advantageous to the student:

The PLOs are particularly advantageous to the student as they enable the development of not only subject knowledge and understanding in different academic disciplines but also the development of a range of skills, including English language skills.

iii) How the programme learning outcomes develop students' digital literacy and use technology-enhanced learning to achieve the discipline and pedagogic goals which support active student learning through peer/tutor interaction, collaboration and formative (self) assessment opportunities (reference could be made to such as blogging, flipped classrooms, response 'clickers' in lectures, simulations, etc).

Almost all the modules on the programme will make use of various aspects of technology-enhanced learning via the VLE, collaboration using Google documents, Qualtrics, etc.

iv) How the PLOs support and enhance the students' employability (for example, opportunities for students to apply their learning in a real world setting)?
The programme's employability objectives should be informed by the University's Employability Strategy:

http://www.york.ac.uk/about/departments/support-and-admin/careers/staff/

This is not really applicable to this programme. However, the PLOs enable the development of not only subject knowledge and understanding in different academic disciplines but also the development of a range of skills, including English language skills.	

v) Consultation with Careers
The programme proposal should be discussed with Careers. Please contact your Faculty Employability Manager.
Please provide details of Careers' comments and your response.

n/a

vi) How will students who need additional support for academic and transferable skills be identified and supported by the Department?
Students will be streamed based on ability in English and Maths. In terms of English language ability, this will be based on entry IELTS scores and for Maths it will be informed by a baseline test.

vii) How is teaching informed and led by research in the department/ centre/ University?
The IPC is a teaching-only department of the university. However, teaching is informed by recent advances in research in subject modules (e.g. by using journal articles) and also by advances in pedagogy.

5.f. Stage-level progression

Please complete the table below, to summarise students' progressive development towards the achievement of PLOs, in terms of the characteristics that you expect students to demonstrate at the end of each year. This summary may be particularly helpful to students and the programme team where there is a high proportion of option modules.

Note: it is not expected that a position statement is written for each PLO, but this can be done if preferred (please add information in the 'individual statement' boxes). For a statement that applies across all PLOs in the stage fill in the 'Global statement' box.

Stage 0 (if your programme has a Foundation year, use the toggles to the left to show the hidden rows)

Stage 1

On progression from the first year (Stage 1), students will be able to:	*This is not applicable to this programme (which runs over only one year).*

PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8

Individual statements							

Stage 2							
On progression from the second year (Stage 2), students will be able to:				*This is not applicable to this programme (which runs over only one year).*			
PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Individual statements							

Stage 3							
(For Integrated Masters) On progression from the third year (Stage 3), students will be able to:				*This is not applicable to this programme (which runs over only one year).*			
PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Individual statements							

5.g. Other features of the programme

i) Distance Learning
Does the programme involve distance learning:

Please Select Y/N:	No	if Yes, you are required to submit to Teaching Committee: Checklist for Distance Learning Programmes

ii) Involvement of partner organisations
Are any partner organisations involved in the delivery of the programme?

Please Select Y/N:	No	if Yes, outline the nature of their involvement (such as contributions to teaching, placement provision). Where appropriate, see also the: University guidance on collaborative provision

(max 200 words)

iii) Internationalisation/ globalisation
How does the programme promote internationalisation and encourage students to develop cross-cultural capabilities?

This programme is for international students only and aims to increase the number of students coming to York from overseas countries. The fact that the student body comes from different countries and the fact that many topics discussed on the programme require an international perspective and cross-cultural analysis will help students develop such capabilities.

iv) Inclusivity
How will good practice in ensuring equality, diversity and inclusion be embedded in the design, content and delivery of the programme?
This refers to the protected characteristics and duties on the University outlined in the Equality Act 2010

Many topics discussed on the programme have an international dimension and require an international perspective and cross-cultural analysis.

v) Summer term weeks 8-10
Please summarise the activities that students will be expected to undertake during Weeks 8-10 of the Summer Term in each stage of the programme.

n/a

6. Reference points and programme regulations

6.a. Relevant Quality Assurance Agency benchmark statement(s) and other relevant external reference points

Please state relevant reference points consulted (e.g. Framework for Higher Education Qualifications, National Occupational Standards, Subject Benchmark Statements or the requirements of PSRBs): See Undergraduate Modular Scheme: Framework for Programme Design:

https://www.york.ac.uk/media/staffhome/learningandteaching/documents/policies/Framework%20for%20Programme%20Design%20-%20UG.pdf

http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements

http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2843#.VthM1fmLS70

Language and Study Skills modules are mapped to the Common European Framework of Reference (CEFR).

6.b. University award regulations

The University's 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.

6.c. Are students on the programme permitted to take elective modules?

(See: https://www.york.ac.uk/media/staffhome/learningandteaching/documents/policies/Framework%20for%20Programme%20Design%20-%20UG.pdf)

Please Select Y/N:	No

7. Programme Structure

7.a. Module Structure and Summative Assessment Map (presented on a separate tab)

7.c. Explanation of the programme and assessment design
The statements should be in a form that can be used for students (such as in a student handbook). It should make clear to students why they are doing the key activities of the programme, in terms of reaching the PLOs.

i) Contact with staff
Please explain how the programme's design maximises the value of students' contact time with staff (which may be face-to-face, virtual, synchronous or asynchronous), including through the use of technology-enhanced learning. For example, giving students resources for their independent study which then enables a class to be more interactive with a greater impact on learning.

There are a large number of contact hours per week. Many of these are in small groups (ca. 18 students) thus maximising student-staff contact time. In addition, the students' independent study is guided through numerous resources that are available on the VLE. In many cases, students are required to consult these in preparation for class discussion.

ii) Students' independent study and formative work
 Please outline key features of how independent study and formative work has been designed to support the progressive achievement of the programme learning outcomes. (For example, the use of online resources, which may also incorporate formative feedback; opportunities for further learning from work-based placements).

The students' independent study is guided through numerous resources that are available on the VLE. In many cases, students are required to consult these in preparation for class discussion. In addition, each and every module has formative assessment to ensure that students receive feedback to enable them to improve their performance in the summative assessments.

iii) Summative Assessment
 Please outline how summative assessment within and across modules has been designed to support and evidence the progressive achievement of the programme learning outcomes. (For example, the use of different assessment methods at the 'introduction' stage compared to those used to evaluate deeper learning through the application of skills and knowledge later in the programme).

The programme has only one stage. Summative assessment has been designed to be as varied as possible to ensure that all PLOs and MLOS are assessed. In the case of the 3-term programme, the modules and assessment in Term 1 ensure that the students acquire the necessary skills (English language skills, mathematical skills, analysis and critical evaluation skills) to do well in Terms 2 and 3 of the programme.

8. Contribution of staff

8.a. Please outline (where applicable) the contribution of Postgraduate who Teach (PGWTs) to the programme.

The programme must comply with the University Policy on PGWTs (http://www.york.ac.uk/admin/hr/managers/casual_workers/pgwt/#tab1) and PGWTs must be involved in the monitoring and review of the programme.

n/a

8.b. If casual teaching staff and/ or staff external to the University will be involved in delivery of the programme, please outline how they will contribute and how the programme team will ensure that individuals are adequately supported and monitored.

A distinction should be drawn between those staff for whom the University can accept responsibility as internal examiners (i.e. continuing employees) and those for whom it cannot (i.e. casual teaching staff, persons not employed by the University). Those in the latter category may be involved in assessing and in advising an internal examiner on the mark to be awarded; in every such case, however, the internal examiners will be required to 'second mark' the work concerned and be formally responsible for the marks awarded(Guide to Assessment, Standards, Marking and Feedback sec. 17).

n/a

9. Study Abroad (including Year Abroad as an additional year and replacement year)

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. Marks from modules taken on replacement years count toward progression and classification.

Does the programme include the opportunity to undertake other formally agreed study abroad activities? All such programmes must comply with the Policy on Study Abroad

https://www.york.ac.uk/staff/teaching/procedure/programmes/design/

Please Select Y/N:	No	if No move to section 10 if Yes complete the following questions

9.a.Will the department need to agree new/ additional study abroad partnerships in order to offer this programme?

Please Select Y/N:		

9.b.Please briefly detail the nature of the study abroad (tick and/ or provide additional detail as appropriate):

i) Is it an additional/ replacement year? (please select)		
Additional details:		

ii) Is it compulsory/ optional element of the programme? (please select)		
Additional details:		
iii) If it is an additional year, is it direct entry/ transfer in? (please select)		
Additional details:		
iv) How will students taking Study Abroad be assessed?		
v) Can it be reassessed? (please select Y/N)		Explain how:
Explain how:		
vi) If a student fails the Study Abroad which programme will they transfer onto or will they leave the University?		
vii) How will the programme team manage the risks associated with offering Placement Learning and Study Abroad?		

10. Work-based learning (including years in industry)

It is strongly recommended that departments that do not already have an established work-based learning programme should contact Careers for help and advice.

10.a. Does the programme include the opportunity to undertake work-based learning/ placements, including years in industry?

All such programmes must comply with the policy on work-based learning and placements

https://www.york.ac.uk/staff/teaching/procedure/programmes/design/

This should include the signing of learning agreements between the student, department and work-place

Please Select Y/N:	No	if No move to section 11 if Yes complete the following questions

i) Is it a compulsory or optional element of the programme?

Please Select:		

ii) Briefly detail the nature of the work-based learning:

(max 200 words)

iii) Who will be responsible for sourcing and arranging the placement: (please select)		

Additional details:

iv) Is the work-based learning an additional year in industry?

Please Select Y/N:		if No move to section 10.b. if Yes complete the following questions

v) Is it direct entry/ transfer in? (please select)		

Additional details:

vi) What will be the criteria for the selection of locations for work-based learning?

(max 200 words)

vii) How will the department ensure a sufficient number of work-based learning opportunities?

(max 200 words)
viii) How will the department make work-based learning providers aware of their responsibilities?
(max 200 words)
ix) How will the department make students aware of their rights and responsibilities?
(max 200 words)
x) How will students taking a year in industry be assessed?
(max 200 words)
xi) Can it be reassessed?

Please Select Y/N:		

if yes, please explain how:
(max 200 words)
xii) How will the programme team manage the risks associated with offering a year in industry?
(max 200 words)
10.b. For programmes involving other forms of work-based learning other to years in industry It is strongly recommended that departments that do not already have an established work-based learning programme should contact Careers for help and advice.

All such programmes must comply with the policy on work-based learning and placements

https://www.york.ac.uk/staff/teaching/procedure/programmes/design/

This should include the signing of learning agreements between the student, department and work-place

i) What will be the criteria for the selection of locations for work-based learning?
(max 200 words)
ii) How will the department ensure a sufficient number of work-based learning opportunities?
(max 200 words)
iii) How will the department make work-based learning providers aware of their responsibilities?
(max 200 words)
iv) How will the department make students aware of their rights and responsibilities?
(max 200 words)
v) How will students undertaking work-based learning be assessed?
(max 200 words)

vi) Can it be reassessed?

Please Select Y/N:		

if yes, please explain how:

(max 200 words)
10.c. Support for students on work-based learning
i) How will students be briefed prior to, and de-briefed after, work-based learning?
(max 200 words)
ii) Who in the department will be responsible for overseeing students whilst they are undertaking work-based learning?
(max 200 words)
iii) By what means (e.g. work-based mentors, VLE, ongoing communication with the department) will students be supported when undertaking work-based learning?
(max 200 words)
iv) How will any work-based mentors be trained and utilised?
(max 200 words)
v) If mentors/ employers are to be involved in assessment how will they trained, supported and monitored?
(max 200 words)
vi) How will work-based learning be monitored and reviewed?

(max 200 words)

11. Additional information

11.a. Recognition of prior learning / credit transfer

Will this programme involve any exemptions from the University Policy and Procedures on Credit Transfer and the Recognition of Prior Learning? (Any exemptions must be agreed by the BoS and PVC Teaching, Learning and Students and then detailed in a departmental statement on credit transfer and the recognition of prior learning – contact your Quality Support Officer in the Academic Quality Team for guidance)

Please Select Y/N: | No

11.b. Continuing Professional Development

Will any of the programme's modules be available on a freestanding basis?

Please Select Y/N: | No

if yes, please explain how:

11.c. Ethical considerations

Does the programme give rise to any ethical issues, which might warrant wider consideration within the University? (E.g. will the programme receive sponsorship from a firm that is involved in activities that might give rise to ethical concerns (e.g. tobacco/arms)? Will students need to conduct experiments on humans or animals)?

Please Select Y/N: | No | if yes, please provide brief details to be referred onto the appropriate body within the University:

if yes, please provide brief details to be referred onto the appropriate body within the University:

11.d. Student involvement in programme development

How were current and/ or former students involved in the development of this proposal/ programme?

The proposed programme was discussed at Board of Studies meetings where existing student representatives had the opportunity to express their views.

11.e. External Examiners

i) Will any additional external examiners need to be appointed for the programme?		
Please Select Y/N:	No	
ii) Does the programme team envisage any difficulties in obtaining appropriate external examiners?		
Please Select Y/N:	No	
iii) Will any external examiners be drawn from outside academia? (please select Y/N)	No	
Additional details:		

11.f. Transfers out of or into the programme

ii) Transfers into the programme will be possible? (please select Y/N)	Yes	
Additional details:		
Students on the 3-term programme can transfer into this programme from other Foundation pathways at the end of Term 1, as Term 1 is common across all Foundation pathways in Business, Law, Social Sciences and Media.		
ii) Transfers out of the programme will be possible? (please select Y/N)	Yes	
Additional details:		
Students on the 3-term programme can transfer out of this programme into other Foundation pathways at the end of Term 1, as Term 1 is common across all Foundation pathways in Business, Law, Social Sciences and Media.		

12. Exceptions to University Award Regulations approved by University Teaching Committee

Exception Please detail any exceptions to University Award Regulations approved by UTC	**Date approved**

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/about/departments/support-and-admin/academic-support/staff/#quality

Date on which this programme information was updated:

24th August 2017

Departmental web page:

www.york.ac.uk/ipc

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 they take 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.

Template Last Updated 12/05/2017 by Adrian Lee

7.a. Module Structure and Summative Assessment Map
Please complete the summary table below which shows the module structure and the pattern of summative assessment through the programme.

IMPORTANT NOTE:
If the structure of your full-time or part-time programme does not fit the usual academic year (for instance students start at the beginning of September or in January) you can use this sheet to plot the structure using a 52 week calendar from the first week of the programme. Include the start date in the 'start date' box and the relevant date for the 52 week year from that date will automatically populate the table.

To clearly present the overall programme structure, include the name and details of each invidual CORE module in the rows below. For OPTION modules, 'Option module' or 'Option from list x' should be used in place of specifically including all named options. If the programme requires students to select option modules from specific lists by term of delivery or subject theme these lists should be provided in the next section (7.b).

From the drop-down select 'S' to indicate the start of the module, 'A' to indicate the timing of each distinct summative assessment point (eg. essay submission/ exam), and 'E' to indicate the end of teaching delivery for the module (if the end of the module coincides with the summative assessment select 'EA'). It is not expected that each summative task will be listed where an overall module might be assessed cumulatively (for example weekly problem sheets). Use 'V' to represent where the vacation weeks of your programme will fall.

Summative assessment by exams should normally be scheduled in the spring week 1 and summer Common Assessment period (weeks 5-7). An additional resit assessment week is provided in week 10 of the summer term for postgraduate students. See Guide to Assessment, 5.4.a

http://www.york.ac.uk/about/departments/support-and-admin/registry-services/guide/

Full time structure

Start date	24/9/2018

Credits	Code	Title	24/9	1/10	8/10	15/10	22/10	29/10	5/11	12/11	19/11	26/11	3/12	10/12	17/12	24/12	31/12	7/1	14/1	21/1	28/1	4/2	11/2	18/2	25/2	4/3	11/3	18/3	25/3	1/4	8/4	15/4	22/4	29/4	6/5	13/5	20/5	27/5	3/6	10/6	17/6	24/6	1/7	8/7	15/7	22/7	29/7	5/8	12/8	19/8	26/8	2/9	9/9	16/9	23/9
Students undertaking the 3-term Language programme take the following modules in the first term:																																																							
20	TBC	Language and Study Skills 1		S										EA																																									
10	TBC	Contemporary Global Issues		S						A				EA																																									
10	TBC	Foundation Mathematics		S						A				EA																																									
All students take the following modules, with different timings depending on whether they enter in September (3-term and 2-term) or January (2-term only):																																																							
30	TBC TBC	Language and Study Skills 2		S											A	V	V	V												A		EA																							
	TBC																			S									A	V	V									A			EA										
20	TBC TBC	Introduction to Economics		S				A							V	V	V	V		A												EA																							
	TBC																			S					A					V	V			A										EA										
20	TBC TBC	Advanced Mathematics		S											A	V	V	V														EA																							
	TBC																			S								A	V	V													EA										
10	TBC TBC	Statistics		S											A	V	V	V														EA																							
	TBC																			S								A	V	V													EA										

Please indicate when the Progression Board and Final Exam board will be held and when any reassessments will be submitted.
NB: You are required to provide at least three weeks notice to students of the need for them to resubmit any required assessments, in accordance with the Guide to Assessment section 4.9

Progression Board	
Reassessment	Re-assessments are held five weeks after the original exams
Exam Board	Exam boards are held in late May (September 2-term students) and July (3-term students; January 2-term students)

7.b. Optional module lists

If the programme requires students to select option modules from specific lists these lists should be provided below. If you need more space, use the toggles on the left to reveal ten further hidden rows.

Option List A	Option List B	Option List C	Option List D
N/A			

Programme Map: Module Contribution to Programme Learning Outcomes

Please complete the summary table below which shows how individual modules contribute to the achievement of programme learning outcomes.

Core modules should be mapped individually. If the programme offers multiple options that contribute to exactly the same PLOs you can group these, providing a statement that articulates how all of these contribute to the achievement of the programme learning outcomes. All modules, both core and optional, should be accounted for in the map.

 The table maps the contribution to programme learning outcomes made by each module, in terms of the advance in understanding/ expertise acquired or reinforced in the module, the work by which students achieve this advance and the assessments that test it. This enables the programme rationale to be understood:
 · Reading the table vertically illustrates how the programme has been designed to deepen knowledge, concepts and skills progressively. It shows how the progressive achievement of PLOs is supported by formative work and evaluated by summative assessment. In turn this should help students to understand and articulate their development of transferable skills and to relate this to other resources, such as the Employability Tutorial and York Award;
 · Reading the table horizontally explains how the experience of a student at a particular time includes a balance of activities appropriate to that stage, through the design of modules.

 Note: it is not expected that every module contributes directly to all PLOs, but every module should advance some of them.

(Add additional rows as required)

Stage	Module		Programme Learning Outcomes							
			PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
			Apply key concepts, methods and theories used in the analysis of economic problems	Use mathematics to solve problems and communicate effectively in the language of mathematics.	Select, analyse and interpret data using statistical methods	Construct a coherent argument in written form, utilising basic skills in the synthesis of academic literature	Communicate clearly and effectively in the English language in both written and oral forms while demonstrating an understanding of academic conventions.	Demonstrate the ability to work constructively and effectively as self-directed learners and as members of a group, utilising information technology where appropriate.		

Stage	Module									
Stage 1	Language and Study Skills 1	Progress towards PLO				Understand the general meaning and important details in simple academic or general texts, both written and spoken. Write a simple essay or report which develops an argument	Demonstrate an awareness of academic conventions and standards of academic integrity	Show the ability to understand and refer to or summarise information collected		
		By working on (and if applicable, assessed through)				Listening and Reading and skills portfolio, exam	Listening and Reading and skills portfolio	Listening and Reading and skills portfolio, presentation		
Stage 1	Contemporary Global Issues	Progress towards PLO			Gather, filter and collate information using relevant academic methods and processes	Critically evaluate the possible conflicts/tensions between historical national and global viewpoints on a contemporary global issue	Develop skills in written communication	Work effectively as independent learners, utilising ICT as necessary		
		By working on (and if applicable, assessed through)			Individual essay	Individual essay	Individual essay and mid-term exam	Individual essay		
Stage 1	Foundation Mathematics	Progress towards PLO	Reason mathematically and deductively to draw conclusions	Acquire essential mathematical tools required in a range of academic disciplines		Interpret and communicate mathematical ideas				
		By working on (and if applicable, assessed through)	Exam	Exam		Exam				

Stage 1	Language and Study Skills 2	Progress towards PLO				Produce an argument based on research expressed in both oral and written forms. Use appropriate lexical and grammatical resources to understand and use academic texts	Participate actively in class so as to become more confident orally and develop co-operative learning and teamwork skills, critical thinking skills, and note-taking skills	Acquire effective study skills for lifelong learning and develop confidence as autonomous learners		
		By working on (and if applicable, assessed through)				A set of tests and assignments that focus on the following four skills: reading, writing, speaking and listening.	A set of tests and assignments that focus on the following four skills: reading, writing, speaking and listening.	A set of tests and assignments (including group work) that focus on the following four skills: reading, writing, speaking and listening.		
Stage 1	Introduction to Economics	Progress towards PLO	Apply the concepts, theory and methods of microeconomics and macroeconomics to analyse economic behaviour		Gather, interpret, organise and present information in an informative and meaningful way	Demonstrate an appreciation of the strengths and limitations of economic analysis	Express yourself clearly and effectively in the English language in both written and oral forms with an awareness of academic conventions	Work effectively as both a self-directed learner and as part of a group, using ICT where appropriate		
		By working on (and if applicable, assessed through)	Group Presentation, Mid-term exam and Final Exam		Group Presentation	Group Presentation and Final Exam	Group Presentation and Final Exam	Group Presentation, Mid-term exam and Final Exam		
Stage 1	Advanced Mathematics	Progress towards PLO	Students will understand advanced calculus and be able to apply it in an economic context	Students will undertake a range of complex mathematical problems and be able solve them.						

		By working on (and if applicable, assessed through)	Exam	Exam						
Stage 1	Statistics	Progress towards PLO	Engage with the application and analysis of statistics		Identify relationships in data by applying the concepts of regression and correlation, dependent and independent variables and significance	Demonstrate critical understanding of the use of statistics				
		By working on (and if applicable, assessed through)	Data Analysis Exam		Data Analysis exam	Data Analysis exam, exam				

Overview of modules by stage

Notes:

[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 (requiring University Teaching Committee approval); 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

[4] Independent Study Modules (ISMs) are assessed by a dissertation or substantial project report. They cannot be compensated (NC) and are subject to reassessment rules which differ from 'taught modules'. Integrated Masters programmes may designate a project in the final stage as an ISM which is then subject to the assessment rules as set out in the postgraduate programmes section of the Guide to Assessment.

Core & option module table (add additional rows as required)

Stage (e.g. Stage 1, Stage 2)	Core/ Option	New/ substantially revised module – Yes/ No	Module title	Module code	Credit level[1]	Credit value[2]	Prerequisites, Corequisites, Prohibited combinations (name of modules(s))	Assessment rules [3],[4]	Timing of module (eg. AuT – Autumn, SpT – Spring, SuT – Summer Term, Year long)	Format, contribution to module mark and timing of summative assessment(eg. essay, 50%, AuT wk10, exam and 50%, SpT wk1)
Stage 1	Core	Yes	Language and Study Skills 1		3	20	None	P/F; pass indicates student has reached CEFR B2 (lower) level	AuT	speaking exam (50%) week 11 AuT Writing exam (50%) wk 11 AuT
Stage 1	Core	Yes	Contemporary Global Issues		3	10	None	P/F; Pass mark is 40%	AuT	Mid-term exam, 40%, AuT wk 7; Exam, 60%, AuT wk 11
Stage 1	Core	Yes	Foundation Mathematics		3	10	None	P/F; Pass mark is 40%	AuT	Mid-term exam, 40%, AuT wk 7; Exam, 60%, AuT wk 11

Stage 1	Core	Yes	Language and Study Skills 2 (Science)		3	30	None	Coursework is pass/fail. Final exam is a numerical score. Both coursework and exams are marked against CEFR competencies.	AuT-SpT; SpT-SuT	A set of tests and assignments for each of the following four skills: reading, writing, speaking and listening. The module mark will be calculated as the average of the marks for each of the four skills. (There are also other assignments in this module which are assessed on a P/F basis. These do not contribute to the overall module mark but must be passed for successful completion of the module.)
Stage 1	Core	Yes	Introduction to Economics		3	20	None	Pass mark is 40%	AuT-SpT; SpT-SuT	Mid-term exam, 25%, AuT wk 6; Group Presentation, 25%, SpT wk4, Exam, 50%, SpT wk 13; Mid-term exam, 25%, SpT wk 6; Group Presentation, 25%, SuT wk4; Exam, 50%, SuT wk 13
Stage 1	Core	Yes	Advanced Mathematics		3	20	None	Pass mark is 40%	AuT-SpT; SpT-SuT	Mid-term exam, AuT, Wk11 30%; End of module exam SpT, wk 13, 70%; Mid-term exam, AuT, Wk11 30%; End of module exam SpT, wk 13, 70%

Stage 1	Core	Yes	Statistics		3	10	None	Pass mark is 40%	AuT-SpT; SpT-SuT	Data Analysis Exam, 30%, AuT wk 11; Exam, 70%, SpT wk 13; Data Analysis Exam, 30%, SpT wk 11; Exam, 70%, SuT wk 13