**Programme Specification for Graduate Certificate in ELT (English Language Teaching)**

Centre for English Language Teaching, Department of Educational Studies,

University of York

**1 Programme title(s) covered by this specification**

Graduate Certificate in ELT

**2 (a) Name(s) of final award(s)**

Graduate Certificate in ELT

**(b) Level of final award in relation to the QAA Framework for Higher Education Qualifications (FHEQ)**

Graduate Certificate (Level 6, HE Level 3)

**3 Awarding body/institution**

University of York

**4 Teaching institution (if different)**

**5 UCAS code (where relevant)**

**6 Criteria for admission to the programme**

A candidate for admission to the Graduate Certificate in ELT programme will satisfy the conditions for regular admission to the Graduate School. For overseas students who have not undergone most of their formal education through the medium of English, English language proficiency to IELTS 6, TOEFL 550, or TOEFL Computer-based 213 or TOEFL Internet-base 79 is a prerequisite for entry to the programme. Applicants presenting IELTS scores of 6 will need to show a score of at least 5.5 in their writing. Applicants with an IELTS score of 5.5 but a 6 in writing will also be considered. Applicants will also need a good degree (UK 2.1 or above, USA grade point average 3 or above, China average degree score 80 or above) or equivalent.

**7 Length and status of programme and mode of study**

Twelve weeks full time (intensive).

**8 Proposed starting date (month and year; for new programmes only)**

July 2010

**9 Relevant subject benchmark statement(s)**

The programme’s learning outcomes indicate that successful students will typically demonstrate a number of characteristics which reflect the descriptors for a qualification at level 6 (Bachelors) and some of the descriptors for a qualification at level 7 (Masters) set out in the QAA Framework for Higher Education Qualifications (FHEQ). The two qualities and transferable skills necessary for employment and specified in the QAA document as shared between both Bachelor and Masters level students (the exercise of initiative and personal responsibility; decision-making in complex and unpredictable situations) are both more than adequately covered by the aims of the programme, as is the quality and transferable skill specific and unique to Bachelor level students (the learning ability needed to undertake appropriate further training of a professional or equivalent nature).

**10 Accreditation (if applicable)**

**11 Educational aims of the programme**

The programme aims to:

* Provide students with an introduction to the principles and practices of English Language Teaching currently codified or contested in the relevant literature.
* Acquaint students with the reflective tools necessary for an independent and autonomous evaluation of their teaching.
* Prepare students to undertake further study at Masters level
* Prepare students for systematic and in-depth study of the English language and of language-teaching pedagogy.

**12 Programme structure**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Period | Modules | Credits(Level) | Assessment | Assessmentvalue |
| Weeks 1-4 | The Practice of English Language Teaching | 20 (6) | Practical | 34 |
| Weeks 8-12 | Academic CommunicationEnglish Language for Pedagogic Purposes | 20 (6)20 (7) | Written and oral reportsEssay and Short-answer tasks | 3333 |

*Contact time*

All modules are taught. ‘The Practice of English Language Teaching’ is contact-intensive, involving 20 contact hours weekly. The other two modules will each involve up to 10 contact hours weekly.

**13 Intended learning outcomes, distinguishing those which are assessed, in terms of:**

**(a) knowledge**

Students will display a sound knowledge of basic ELT literature intended for practical purposes, of basic, general pedagogic language analysis and of more specialised language analysis in particular areas and of a range of teaching techniques and approaches.

They will also show a knowledge of different approaches to language and education research and of different ways of presenting linguistic data and analysis.

**(b) understanding**

Students will show that they understand the importance of autonomous reflection in order to evaluate teaching and learning. They will also show that they understand the reasons for conventionally good academic practice in the conduct of research, including the written and oral communication of research projects. Students will show an in-depth understanding of some areas of linguistic knowledge and a systematic understanding of different approaches to describing English for pedagogic purposes.

**(c) skills (discipline-related and transferable)**

Students will show that they are able to review and critically evaluate relevant ELT literature, including, crucially, practically-oriented work, and to use this ability to plan and execute simple ELT sessions. They will be able to critically evaluate their own and others’ teaching and to reflect usefully and critically on classroom discourse.

They will be able to collect classroom-based data, to use appropriate methods to analyse and interpret it and to present their analysis and interpretations in appropriate academic ways, whether in written or spoken form.

**(d) experience and other attributes**

As part of their subject-specific assessment, students will be required to show that they can act autonomously while acknowledging and exploiting the accumulated wisdom and experience of those going before them, and to show that they can adapt to specific circumstances and use their initiative to respond to unpredicted circumstances and events.

**14 Teaching, learning and assessment methods used to achieve and demonstrate the learning outcomes**

Teaching on the first module (The Practice of English Language Teaching) consists of tutor-led seminars and workshops combined with tutor and student-observed microteaching and feedback. Teaching on the subsequent two modules consists of tutor input via lectures and seminars and tutor-and-student-led workshops.

The diagram below shows the intended learning outcomes for the programme as a whole, and the methods used to develop and assess the knowledge, understanding and skills and other attributes required at this level.

**Outcome**

**Teaching and Learning Methods**

Lectures

Workshops

Seminars

Microteaching and Feedback

Library Resources

Electronic Resources

**Assessment Methods**

Assessed Lesson Planning

Assessed Lesson Execution

Assessed Post-lesson Discussion

Research Report

Research Presentation

Essay

Short-answer Tasks

Knowledge

Understanding

Skills

Other Attributes

*Assessed Lesson Planning* requires students to produce a portfolio of at least 2 lesson plans of 1,000 words each, with evidence of relevant background reading and reasoning and with post-lesson analytical reflections based on the post-lesson discussion. Specific criteria will be set out in the programme handbook and will complement the general criteria for work at this level within the Department of Educational Studies.

*Assessed Lesson Execution* requires students to undergo observed microteaching, some of which will be recorded for external assessment. Marking will be according to specific criteria laid out in the Handbook.

*Assessed Post-lesson Discussion:* students will be assessed on their contributions to these discussions, with an emphasis on how they develop and make use of group collegiality.

*Research Report* and *Research Presentation* require students to carry out a piece of small scale research into an aspect of ELT and then to write a 4,000 word report, complemented by a 15-minute oral presentation, assessed by reference to specific and general criteria, as for Assessed Lesson Planning.

There will be one *Essay* as part of the assessment for the ‘English Language for Pedagogic Purposes’ module. The Essay will be between 2,000 and 3,000 words and will fulfil specific criteria will be set out in the programme handbook and complement the general criteria for work at this level within the Department of Educational Studies.

*Short-answer Tasks* will provide on-going assessment opportunities to test circumscribed areas of knowledge and understanding.

**15 Variations and exceptions**

**16 Quality and standards:**

**(a) Outcomes of any relevant internal reviews (e.g. periodic review) and external reviews (e.g. PSRBs)**

**(b) Other awards or distinctions (e.g. Queen’s Anniversary Prize)**

**(c) Particular features of departmental systems for evaluating and improving the quality and standards of learning**

The Department operates a thorough and comprehensive quality management system, detailed in Masters’ programme handbooks and to be replicated in the Handbook for this programme. The Department aims to enhance its structures, programmes and procedures on a year by year basis to achieve continuous improvement. A QAA assessment in October 2001 resulted in the maximum of 24 points.

*Methods of monitoring teaching quality will include:*

*Post-lesson discussions*, which will provide frequent and regular opportunities for students to feed back views and comments on the quality of their learning experience to tutors;

*Feedback review sheets*, which will be completed after each module and which will be used in the end-of-programme review to summarise how a module or the programme might be improved;

The Department’s *Teaching Committee*, on which student representatives of postgraduate programmes sit and which provide the opportunity to feed back specific problems or comments on programmes, the teaching and learning experience and other aspects of student life;

The Department’s *Board of Studies*, on which student representatives of postgraduate programmes sit and which provide an opportunity for students to air their views;

A *Programme Committee* which will include (a) student member(s) and which will meet at least twice during the course of the Programme, providing opportunities to discuss the views of students and tutors;

*Peer observation*, a system in which lecturers observe each other’s teaching and comment critically and constructively;

*Performance Review,* a more formal peer assessment of lecturers’ teaching performance and perceptions of the learning environment by reviewee and reviewer, who agree a mutually constructive programme for improvement of conditions, performance and quality of the learning/teaching experience.

*External examiner’s visit and report*: An external examiner will not only moderate and comment on assessments, assessment procedures and standards, but will also visit the Department in order to meet the students and discuss programme expectations and experiences with them to inform the formative assessment of programme processes.

*Annual Programme Review*: The Department carries out an annual review of each of its programmes. At graduate level, each programme leader is required to produce an annual report which covers the same areas ultimately required for the overall Annual Programme Review for Graduate Studies in the Department. These reports are submitted to the Department’s Director of Graduate Studies, who discusses them with the Head of Department in order to agree on any action which should be taken. Their contents form the basis of the Annual Programme Review for Graduate Studies that is sent on to University Teaching Committee.

**17 Date on which this programme specification was written/revised**

November 15th 2009

**18 Other sources of information relating to this programme specification**

This specification provides a summary of the main features and intended learning outcomes of the programme.

More detailed information and guidance on the administration and context of the programme within graduate provision of the Department of Educational Studies can be found in the Department’s Graduate Studies Staff Handbook and on the Department’s website.

The Department also has a Written Statement on Assessment for MA programmes. The procedure relating to academic misconduct can be found in Appendix B of the University’s *Guide to Assessment Policies and Procedures*