UNIVERSITY OF YORK

GRADUATE PROGRAMME SPECIFICATION

This document applies to students who commence the programme(s) in:	June 2013
Awarding institution	**Teaching institution**
University of York	University of York
Department(s)	
Education (Centre for English Language Teaching)	
Award(s) and programme title(s)	**Level of qualification**
Graduate Certificate in English Language Teaching	Level 6 (Honours)

Award available *only* as interim awards
n/a

Admissions criteria
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 6.5 with a minimum of 6.0 in Writing, TOEFL Internet-based 87 with a minimum of 21 in Writing is a prerequisite for entry to the programme. 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.

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

Programme	Length (years) and status (full-time/part-time)	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**
	12 weeks full-time	June 2013	✓		

Language of study	English

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

Educational aims of the programme(s)
For the Certificate: 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.

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: *For the Certificate:* 1. 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. 2. They will also show a knowledge of different approaches to language and education research and of different ways of presenting linguistic data and analysis. 3. 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. 4. 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.	Learning/teaching methods and strategies (relating to numbered outcomes): • Lectures on ELT approaches and pedagogical language analysis (1, 2) • Seminars on language analysis and pedagogical approaches (1,2) • Workshops on teaching techniques and approaches to researching language and education (1,2) Types/methods of assessment (relating to numbered outcomes) • Assessed lesson planning (1,2,) • Assessed lesson execution (1,2) • Assessed Post-lesson discussion (2) • Essay assignment (1,3, 4) • Individual Presentation (2,3,4)

B: (i) Skills – discipline related	
Able to: *For the Certificate:* 1. 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. 2. 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.	Learning/teaching methods and strategies (relating to numbered outcomes): •
	Types/methods of assessment (relating to numbered outcomes) • Essay assignment (1, 2) • Presentation (1,2) • Reading and Writing test (1) • Assessed Lesson Plan (1)
B: (ii) Skills - transferable	
Able to: *For the Certificate:* 1. Students will show that they are able to review and critically evaluate relevant ELT literature, including practically-oriented work, and to use this ability to plan and execute simple ELT sessions. 2. They will be able to critically evaluate their own and others' teaching and to reflect usefully and critically on classroom discourse.	Learning/teaching methods and strategies (relating to numbered outcomes): • Observed lessons (1,2) • Workshops and seminars (1,2)
	Types/methods of assessment (relating to numbered outcomes) • Assessed lesson planning and assessed lesson execution (1) • Assessed post lesson discussion (2)
C: Experience and other attributes	
Able to: *For the Certificate:* As part of their subject-specific assessment, students will be required to show that they can act autonomously while	Learning/teaching methods and strategies (relating to numbered outcomes): • Individual and group-based projects • library-based small-scale research • Peer-teaching

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.	Types/methods of assessment (relating to numbered outcomes) • Assessed lesson execution and post planning discussion

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)

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).

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 and programme regulations, 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 and award requirements. The 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.

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.

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 programmes and the relevant module descriptions. These are available in the student handbook and on the Department's website:
http://www.york.ac.uk/education

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

Graduate Certificate (if applicable)

Summer Vacation Weeks 1 - 8	*Summer Vacation Weeks 8 - 12*
Academic Communication (20 credits)	
English Language for Pedagogic Purposes (20 credits)	The Practice of English Language Teaching (20 credits)

Diagrammatic representation of the timing of module assessments and reassessments, and the timing of departmental examination/progression boards

Week	Module : ELAC	Module: ELPP	Module: PELT
3.	Essay from sources (formative)		
4.	Research report (formative)		
5.			
6.			
7.		Essay assignment (summative)	
8.	Reading and writing test (summative)	Individual presentation (summative)	
9.			
10.	*Re-sit examination (test)*	*Resit- resubmission of assignment essay*	
11.			Assessed lesson plan
12.			Assessed lesson execution Assessed post-lesson discussion

Autumn Term	Date of final award board
	November

Overview of modules

Core module table

Module title	Module code	Credit level[1]	Credit value[2]	Prerequisites	Assessment rules[3]	Timing (term and week) and format of main assessment[4]
Academic Communication	4630015	6/H	20	-	P/F	Reading and writing test (week 8)
English Language for Pedagogic Purposes	4682004	7/M	20	-	P/F	Written essay, 1,500 words. Week 7 (60 %) Individual presentation Week 8 (40%)
The Practice of English Language Teaching	4682005	6/H	20	4630015 4682004	P/F	Practical (comprising assessment of lesson planning, delivery and reflection) Weeks 10-12:

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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. Most modules in graduate programmes will be at Level 6/Honours. Graduate programmes may exceptionally include a maximum of 20 credits-worth of level 7(M) modules. The use of level 7 (M) credit must be approved by University Teaching Committee and recorded by departments and the University.

[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 is 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] AuT – Autumn Term, SpT – Spring Term, SuT – Summer Term, SuVac – Summer vacation

Transfers out of or into the programme
n/a

Exceptions to University Award Regulations approved by University Teaching Committee	
Exception	**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.

More information can be obtained from the Academic Support Office:
http://www.york.ac.uk/about/departments/support-and-admin/academic-support/

Date on which this programme information was updated:	24 September 2012
Departmental web page:	http://www.york.ac.uk/celt/

Please note

The information above provides a concise summary of the main features of the programme and learning outcomes that a typical students might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the leaning opportunities that are provided.

Detailed information on learning outcomes, content, delivery and assessment of modules can be found in module descriptions.

The University reserves the right to modify this overview in unforeseen circumstances, or where processes 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.