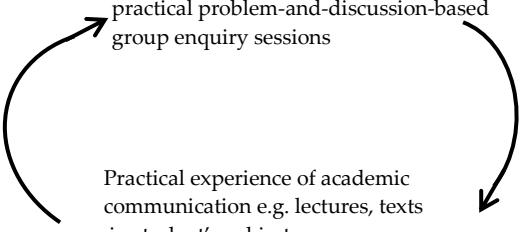


UNIVERSITY OF YORK

POSTGRADUATE PROGRAMME SPECIFICATION

This document applies to students who commence the programme(s) in:	October 2012				
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 Diploma in Academic Communication (Pre-Masters)	Level 6 (Honours)				
Award(s) available only as interim awards					
The award of Graduate Certificate in Academic Communication will be available to students successfully completing all Term 1 modules and at least two Term 2 modules.					
Admissions criteria					
U/G Award in a subject related to student's intended Masters level study and acceptable to the Department where student intends to carry out that study. IELTS 5.5 overall with minimum 5.5 in each section. 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
Graduate Diploma	3 terms, full-time	October	✓		
Language of study	English				
Programme accreditation by Professional, Statutory or Regulatory Bodies (if applicable)					
Educational aims of the programme(s)					
The programme aims to provide a solid and substantial basis on which to further the educational aims of other Postgraduate programmes. This basis consists of a thorough grounding in the conventions of academic communication both in general and specific to particular subject areas and an in-depth examination of the reasons and justifications for these conventions. The programme is, therefore, particularly aimed at students coming from cultural and intellectual backgrounds where these conventions do not hold and where they have not had sufficient opportunity to develop their abilities in applying them.					

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> <p>Students will have opportunities to develop and demonstrate knowledge and understanding of the ways in which their subject is communicated, orally and in writing, in academic settings at Postgraduate levels and beyond.</p>	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <p>Students will develop their knowledge through practical problem-and-discussion-based group enquiry sessions and through practical experience of oral and written academic communication in their subject area.</p> <div style="text-align: center; margin: 10px 0;">  </div> <p>Analysis of academic communication in practical problem-and-discussion-based group enquiry sessions</p> <p>Practical experience of academic communication e.g. lectures, texts in student's subject area</p>
	<p>Types/methods of assessment (relating to numbered outcomes)</p> <p>Reflective journals – ongoing and formative, to be handed in eventually as summative.</p> <p>Analytical reports written as course work – summative.</p> <p>Poster presentations for invited audience - summative</p>
B: (i) Skills – discipline related	
<p>Able to:</p> <p>Students will be able to</p> <ol style="list-style-type: none"> 1. participate effectively in seminars and similar oral events in their subject area 2. deal effectively with lectures and similar oral events in their subject area 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <p>Students will develop their skills through active-learning practicals including simulated seminars (1), guided listening and reading workshops (2, 4, 5), process writing sessions (4, 5) and individual supervision tutorials (5).</p>

<p>3. write texts which respond to the expectations of postgraduate study in their subject area</p> <p>4. read critically and evaluate a range of text types in their subject area</p> <p>5. carry out academic research, following practices and conventions typical in UK HE institutions.</p>	<p>Types/methods of assessment (relating to numbered outcomes)</p> <p>Seminar presentations (1)</p> <p>Assessed participation in recorded seminars (1)</p> <p>Essays, reports and other appropriate texts (3)</p> <p>Assessed lecture and reading interactions (included in reflective journals – see above) (2,4).</p> <p>5,000 word project report (5)</p> <p>Oral project presentation (1,5)</p> <p>Reading test (unseen texts) (4)</p> <p>Listening test (2)</p>
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B: (ii) Skills - transferable

<p>Able to:</p> <p>Students will have the opportunity to develop</p> <ol style="list-style-type: none"> 1. critical reading skills 2. the ability to write persuasively within objective and factual parameters 3. cross-cultural and international communication skills 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <p>Students will develop their skills through guided reading practicals and private reading practice (1)</p> <p>Process writing practicals (2)</p> <p>Simulated seminars (3)</p> <p>Day-to-day interaction with other students (who are expected to be from a range of different cultural backgrounds) (3).</p> <p>Types/methods of assessment (relating to numbered outcomes)</p> <p>Reflective journals (1)</p> <p>Essays, reports and other appropriate texts, 7,000 word project report (3)</p> <p>Assessed participation in recorded seminars (3)</p> <p>Reading Test (unseen texts) (1)</p>
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C: Experience and other attributes

<p>Able to:</p> <p>Students will develop</p> <ol style="list-style-type: none"> 1. scholarly attributes aligned to current principles and practices in mainstream scholarship 2. an open, international attitude towards knowledge, understanding and 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <p>Practical problem-and-discussion-based group enquiry sessions, guided listening and reading workshops, process writing sessions and individual supervision tutorials (1)</p> <p>Seminars, discussions and day-to-day interaction with other students (who are expected to be from a range of different cultural backgrounds) (2)</p>
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practice.	<p>Types/methods of assessment (relating to numbered outcomes)</p> <p>Reflective journals, analytical reports, poster presentations, seminar presentations, essays, reports and other appropriate texts, 5,000 word project report and oral project presentation (1)</p> <p>Reflective journals and assessed participation in recorded seminars (2)</p>
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<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)</p>

This programme specification makes reference to:

1. QAA Framework for HE Qualifications (2008) and specifically to:
 - acquisition of coherent and detailed knowledge
 - ability to deploy accurately established techniques of analysis
 - ability to manage learning, and to make use of scholarly reviews and primary sources
 - application of learned methods and techniques to review, consolidate, extend and apply knowledge and understanding
 - critical evaluation of arguments, assumptions, abstract concepts and data
 - communication of information, ideas, problems and solutions to both specialist and non-specialist audiences.
 - the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility
2. QAA Benchmark statements for Languages and related studies (2007) and specifically to
 - use of the target language for purposes of understanding, expression and communication
 - intercultural awareness, understanding and competence
 - explicit knowledge of language
 - knowledge of aspects of the cultures, communities and societies where the language is used.
 - cognitive skills
 - practical skills
3. University of York Teaching Committee Generic qualification descriptors for early exit awards and Credit Level Descriptors (Level 6), and specifically to
 - comprehensive/detailed knowledge in subject area
 - incorporating a critical ethical dimension into a major piece of work.
 - analysis of new and/or abstract data and situations without guidance
 - critical evaluation evidence to support conclusions
 - effective interaction within a team/learning/professional group
 - management of learning using full range of resources
 - selection and management of information; competent undertaking of reasonably straight-forward research tasks with minimum guidance.
 - taking responsibility for work and ability to criticise it.
 - effective engagement in debate in a professional manner and production of detailed and coherent project reports.
 - ability to operate in complex and unpredictable contexts, requiring selection and application from a wide range of innovative or standard techniques.

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:

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

Postgraduate Diploma

Autumn term	Spring term	Summer term
Academic Speaking 1 (10 credits)	Academic Speaking 2 (10 credits)	Academic Research Project (30 credits)
Academic Writing 1(10 credits)	Academic Writing 2 (10 credits)	
Academic Listening 1(10 credits)	Academic Listening 2 (10 credits)	
Academic Reading 1(10 credits)	Academic Reading 2 (10 credits)	
	Research Skills ("LT" module) (10 credits)	

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

Wk	Autumn Term	Spring term	Summer term	Summer vacation	Date of final award board
1					
4		Autumn Term Modules: referred work	Spring Term Modules referred work	Week 4 Project Poster / Report Referred	Summer Term Thursday Week 10 'Referred' Board
5		Research Proposal			Summer Vacation Week 6
6					
6-10					
7					
8	Academic Listening 1 Test	Academic Speaking 2 Presentation	Project Poster		
9	Academic Speaking 1 Seminar discussion Academic Reading –text presentation	Research Skills Report	Academic Project Report		
10	Academic Writing 1 – submission term essay Reading 1 Test Academic Reading Test	Academic Writing 2 Term Essay Academic Listening 2 Log Academic Reading -Critical reading test			

All modules except Research Skills and Project are assessed on a P/F basis, partly following the directive given in note 1 below and partly reflecting the aim of the programme in serving preparatory competence needs, rather than assessing disciplinary understanding and ability.

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	Independent Study Module? ⁵
Academic Listening 1		6	10		P/F	AuT8,	
Academic Reading 1		5	10		P/F	,AuT10	
Academic Speaking 1		6	10		P/F	AuT9	
Academic Writing 1		5	10		P/F	,Aut10	
Academic Listening 2		6	10	Academic Listening 1	P/F	SpT10	
Academic Reading 2		6	10	Academic Reading 1	P/F	SpT10	
Academic Speaking 2		6	10	Academic Speaking 1	P/F	SpT8	
Academic Writing 2		6	10	Academic Writing 1	P/F	SpT10	
Research Skills		6	10	All above modules		SpT5. SprT9	
Research Project		6	30	All above modules		SuT8,SuT9	

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 postgraduate programmes will be at Level 7/Masters. Some modules are permitted to be at Level 6/Honours but must be marked on a pass/fail basis. See University Teaching Committee guidance for the limits on Level 6/Honours credit.

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

⁵ **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'. Masters programmes should include an ISM(s) of between 60 and 100 credits. This is usually one module but may be more.

Transfers out of or into the programme	
Exceptions to University Award Regulations approved by University Teaching Committee	
Exception	Date approved
The following modules have been accepted as pass/fail: Academic Listening I & II Academic Writing I & II Academic Speaking I & II Academic Reading I & II	12 December 2011
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:	
<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. 	
More information can be obtained from the Academic Support Office: http://www.york.ac.uk/about/departments/support-and-admin/academic-support/	
Departmental Statements on Audit and Review Procedures are available at: http://cms.york.ac.uk/terminalfour/SiteManager?ctfn=publish&fnno=30&sid=32825	
Date on which this programme information was updated:	8 October 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 student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.	
Detailed information on 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.	

