UNIVERSITY OF YORK

POSTGRADUATE PROGRAMME REGULATIONS
(for PGT programmes that will run under the new modular scheme)

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	
Award(s) and programme title(s)	**Level of qualification**
MA in Science Education	Level 7 (Masters)
Award(s) available *only* as interim awards	
PG Certificate in Educational Studies	
PG Diploma in Science Education	
Admissions criteria	
Bachelors degree 2.1 or equivalent and an average IELTS score of 6.5 with no score below 6	

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**
	1 year full-time	October 2012	√		

Language of study	English

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

N/A

Educational aims of the programme(s)

- To enhance knowledge and understanding in science education.
- To provide opportunities for students to study in depth particular areas of science education.
- To contribute, where appropriate, to professional development by enhancing capacity to investigate educational theory, policy and practice in science education.
- To develop educational research capabilities and skills in the fields of education and science education.

Additionally for the Diploma (if applicable):

Additionally for the Masters:

- To prepare participants for independent research in the field of science education.

<table>
<tr><th colspan="2">Intended learning outcomes for the programme – and how the programme enables students to achieve and demonstrate the intended learning outcomes</th></tr>
<tr><td>This programme provides opportunities for students to develop and demonstrate knowledge and understanding qualities, skills and other attributes in the following areas:</td><td>The following teaching, learning and assessment methods enable students to achieve and to demonstrate the programme learning outcomes:</td></tr>
<tr><td colspan="2">A: Knowledge and understanding</td></tr>
<tr><td rowspan="2">Knowledge and understanding of:
For the Masters, Diploma and Certificate:

1. Recent approaches in the teaching of science education, including course design, assessment and classroom techniques.
2. How to critically assess science learning activities and materials.
3. How to apply these ideas to the design and assessment of science activities and materials.
4. How their learning can contribute to professional development and practice and personal growth
5. How to critically read educational research

Additionally for the Diploma:

Additionally for the Masters:

6. How to design, carry out, and interpret an independent study in science education</td><td>Learning/teaching methods and strategies (relating to numbered outcomes):

• The programme is structured to include lectures, seminars, workshops and tutorials as the main methods of enhancing knowledge and understanding (1 – 5)
• Lectures, workshops and seminars are interactive and students are encouraged to discuss and evaluate arguments, critically engage with theory and practice in their chosen field, and undertake problem solving activities. Skills of critical evaluation and analysis are further enhanced though directed tasks (1 – 5)
• For masters students, data collection and analysis are developed through the research methodology modules and through the production of an independent study (1 – 6)</td></tr>
<tr><td>Types/methods of assessment (relating to numbered outcomes)

• Knowledge and understanding is assessed primarily through course work assignments. Examinations are used where exam tasks most closely match the way in which knowledge and understanding developed in a particular module might be applied in practice (1 – 5).
• Performance in planning and communicating research is assessed on a multi-task pass-fail basis (5 & 6).
• A dissertation is used to assess the depth of knowledge and understanding of research processes and procedures students have acquired throughout their studies and to assess their ability to conduct an independent study (1-6).
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</table>

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<tr><th colspan="2">B: (i) Skills – discipline related</th></tr>
<tr><td>Able to:
For the Masters, Diploma and Certificate:

1. Critically interpret, analyse and evaluate theories, concepts and arguments in the study of science education.
2. Formulate arguments and contribute to discussion in the area of science education.
3. Where appropriate, critically reflect on professional practice in the light of relevant educational theory.
4. Demonstrate that they can assimilate and critically appraise information in the study of science education and formulate appropriate action.
5. Set personal goals, rise to challenges and make informed decisions about the teaching and learning of science.
6. Participate in seminars, workshops, group work, presentations, peer-teaching activities, tutorials, and problem solving activities with regard to the teaching and learning of science.
7. Demonstrate knowledge and understanding of science education theory and practice through the submission of written assignments

Additionally for the Diploma:

Additionally for the Masters:

8. Demonstrate knowledge and understanding of science education theory and practice through the submission of an independent study</td><td>Learning/teaching methods and strategies (relating to numbered outcomes):

• Discipline/subject specific skills are modelled in lectures, seminars, and workshops. Mastery of these skills is enhanced through student participation in seminars, peer-teaching sessions and workshops (1 – 7)

Types/methods of assessment (relating to numbered outcomes)

• Discipline-specific skills/ professional skills are demonstrated through directed tasks and the production and evaluation of teaching materials. They are assessed primarily through assignments and participation in modules and seminars (1 – 7).
• Performance in planning and communicating research is assessed on a multi-task pass-fail basis (1-4, 6, 8).
• Discipline-related skills are also assessed through action research and the production of an independent research study (1 – 8).</td></tr>
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<table>
<tr><th colspan="2">B: (ii) Skills - transferable</th></tr>
<tr><td>Able to:
For the Masters, Diploma and Certificate:

1. present complex ideas clearly and articulately in English
2. work with others of different cultural and linguistic backgrounds to achieve an objective
3. independently manage their time, make plans, and set priorities to achieve complex objectives over several months' work
4. assimilate, analyse, and evaluate complex information in English, identifying key issues and drawing well-reasoned conclusions
5. word-process, manage files, use e-mail, VLE and the Web

Additionally for the Diploma:

Additionally for the Masters:
6. locate, interpret and analyse research data</td><td>Learning/teaching methods and strategies (relating to numbered outcomes):

• Transferable skills are introduced to students through sessions within the induction programme and skills sessions within modules. IT and numeracy skills are further developed in Communication and Information Skills modules. Students have the opportunity to further develop work and study skills through researching and producing assignments and for masters students an independent study. Oral communication skills are particularly developed through seminars and presentations, group work, participation in interactive lectures. Teamwork skills are enhanced through group activities and presentations. The entire course is an exercise in time management. Students are required to set objectives, determine priorities, schedule their workload and meet deadlines (1 – 6).

Types/methods of assessment (relating to numbered outcomes)

• Transferable skills are addressed in the induction programme and within modules. Some are assessed within indirectly within particular modules, and some are directly assessed within optional modules (1 – 6).
• Presentation skills are often given formative feedback within modules, but are formally assessed on a Pass-Fail basis in the Planning and Communicating Research module (1-6).</td></tr>
<tr><th colspan="2">C: Experience and other attributes</th></tr>
<tr><td>Able to:
For the Masters, Diploma and Certificate:

1. build on prior knowledge of learning science and, where appropriate, develop participants' existing knowledge and professional skills as practising science teachers.
2. participate in and contribute to group seminars, tutorials, presentations, research seminars, workshops, conferences, and, where appropriate, committee meetings

Additionally for the Diploma:

Additionally for the Masters:</td><td>Learning/teaching methods and strategies (relating to numbered outcomes):

• Professional knowledge and skills are modelled in lectures, seminars, and workshops. Development of these skills is enhanced through student participation in seminars, peer-teaching sessions, workshops and administrative meetings (1 - 2)

Types/methods of assessment (relating to numbered outcomes)

• Professional knowledge and skills are demonstrated through directed tasks and the production and evaluation of teaching materials. They are assessed primarily through assignments and, for the MA, an independent study (1 - 2)</td></tr>
<tr><td colspan="2">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)</td></tr>
<tr><td colspan="2">QAA subject benchmarks for Education</td></tr>
</table>

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 Department's Written Statement of Graduate Assessment (http://www.york.ac.uk/education/postgraduate/) and the relevant module descriptions. These are available in the student Programme and Modules Handbooks and on the Department's website.

Information on formative and summative feedback to students on their work is available in the Departmental Statement on Audit and Review Procedures (see below for URL) and the relevant module descriptions. These are available in the student handbooks and on the Department's website.

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

MA Science Education

Autumn term	Spring term	Summer term/vacation
Research methods in education (20 credit)	Recent research and innovations in science education (20 credits)	Independent study (60 credits)
Science, Education and Society (20 credits)	Option module from group B (20 credits)	
Option module from Group A (20 credits)	Planning and Communicating Research (workshops) (weeks 2 - 6) →	(presentations) (weeks 1 - 4) (20 credits)

Postgraduate Certificate (Educational Studies

Autumn term	Spring term
Research methods in education (20 credit)	Recent research and innovations in science education (20 credits)
Science, education and society (20 credits)	Option module from group B (20 credits)
Option module from Group A (20 credits)	

(Any three of the five core/option modules must be completed successfully to earn the PG certificate)

Postgraduate Diploma Science Education

Autumn term	Spring term	Summer term/vacation
Research methods in education (20 credit)	Recent research and innovations in science education (20 credits)	
Science, education and society module (20 credits)	Option module from group B (20 credits)	

Option module from Group A (20 credits)	Planning and Communicating Research (workshops) (weeks 6 - 10)	→ (presentations) (weeks 2 - 5) (20 credits)

(All core/option modules must be completed successfully to earn the PG Diploma)

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

MA Science Education

Term	Module	Type of assessment	Assessment date	Re-submission date
Autumn	Research methods in education	Closed exam	Term 2 week 1	Summer vac re-sit
	Science, education and society	Assignment	Term 2, week 1	Term 3, week 11
	Option module from Group A	Assignment	Term 2, week 1	Term 3, week 11
Spring	Recent research and innovations in science education	Assignment	Term 3, week 1	Term 3, week 11
	Option module from group B	Assignment	Term 3, week 1	Term 3, week 11
	Planning & Communicating Research	Dissertation outline Ethics audit Assessed presentation	Term 3, week 5 Term 3, week 5 Term 3, weeks 2-5	Term 3, by week 7 Term 3, by week 7 Term 3, week 7
Summer	Independent study	Dissertation	Early-September	End of December

NB The Progression Board meets in early-June and July/August and the Final Board of Examiners meets in early November.

Overview of modules

MA Science Education

Core modules

Module title	Module code	Credit level[1]	Credit value[2]	Prerequisites	Assessment rules[3]	Timing (term and week) and format of main assessment[4]
Research Methods in Education	EDU00034M	7/M	20			Exam, SpT, week 1
Science, education and society	EDU00036M	7/M	20			Assignment, SpT, week 1
Recent research and innovations in science education	EDU00032M	7/M	20			Assignment, SuT, week 1
Planning and Communicating Research	EDU00035M	M	20		P/F	Dissertation proposal and ethics audit, by SuT week 5. Assessed presentation, SuT, weeks 2-5.
Independent study module	EDU00013M	7/M	60			Dissertation, September

[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

Option modules A

Module title	Module code	Credit level	Credit value	Prerequisites	Assessment rules	Timing and format of main assessment
Approaches to English Language Teaching	EDU00001M	7/M	20			Assignment, SpT, week 1
Citizenship education	EDU00003M	7/M	20			Assignment, SpT, week 1
Cross-Linguistic Influences in Second Language Acquisition	EDU00048M	7/M	20			Assignment, SpT, week1
Discourse Analysis & Language Teaching	EDU00007M	7/M	20			Assignment, SpT, week 1
Education and social justice	EDU00008M	7/M	20			Assignment, SpT, week 1
Evaluating ESOL classroom practice	EDU00011M	7/M	20			Assignment, SpT, week 1
Intercultural communication in Education	EDU00051M	7/M	20			Assignment, SpT, week 1
International perspectives on language education	EDU00014M	7/M	20			Assignment, SpT, week1
Psychology of language and language learning	EDU00031M	7/M	20			Assignment, SpT, week1
Teaching and Assessing Writing Skills	EDU00052M	7/M	20			Assignment, SpT, week 1
Teaching and learning in schools	EDU00039M	7/M	20			Assignment, SpT, week 1
Teaching reading in a second/foreign language	EDU00049M	7/M	20			Assignment, SpT, week 1
Teaching World English	EDU00024M	7/M	20			Assignment, SpT, week 1
Theories of learning and development	EDU00025M	7/M	20			Assignment, SpT, week 1

Option modules B

Module title	Module code	Credit level	Credit value	Prerequisites	Assessment rules	Timing and format of main assessment
Bilingualism	EDU00002M	7/M	20			Assignment, SuT, week 1
Contemporary issues in teaching	EDU00005M	7/M	20			Assignment, SuT, week 1
Cross-cultural perspectives on language & discourse	EDU00006M	7/M	20			Assignment, SuT, week 1
Developmental Psycholinguistics	EDU00047M	7/M	20			Assignment, SuT, week 1
Language curriculum design	EDU00017M	7/M	20			Assignment, SuT, week 1

Module title	Module code	Credit level	Credit value	Prerequisites	Assessment rules	Timing and format of main assessment
and evaluation						
Learning & teaching grammar in a second language	EDU00050M	7/M	20			Assignment, SuT, week 1
Learning to read and spell English orthography	EDU00037M	7/M	20			Assignment, SuT, week 1
Motivation in Education	EDU00061M	7/M	20			Assignment, SuT, week 1
Pragmatics: Language, Meaning and Communication	EDU00030M	7/M	20			Assignment, SuT, week 1
Teaching and assessing speaking skills	EDU00023M	7/M	20			Assignment, SuT, week 1
Teaching and learning citizenship and global education	EDU00038M	7/M	20			Assignment, SuT, week 1
Teaching English for academic purposes	EDU00009M	7/M	20			Assignment, SuT, week 1
Technology-enhanced language learning and teaching	EDU00004M	7/M	20			Assignment, SuT, week 1
Topics in second language acquisition	EDU00041M	7/M	20			Assignment, SuT, week 1

Transfers out of or into the programme	
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/admin/aso/

Departmental Statements on Audit and Review Procedures are available at:
http://www.york.ac.uk/admin/aso/teach/deptstatements/index.htm

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

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.