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 Applied Linguistics for English Language Teaching (MAALELT)	Level 7 (Masters)

Award(s) available *only* as interim awards
PG Certificate in Educational Studies
PG Diploma in Applied Linguistics for English Language Teaching

Admissions criteria
Bachelors degree 2.1 or equivalent in a relevant subject (e.g. with significant components of one or more of: a language, education or linguistics)
Approximately one year's full time English language teaching experience (or equivalent)
English language requirement to be confirmed

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 provide an introduction to current issues and key trends in language learning and teaching in a global context
- To develop the knowledge and skills participants will need as practising language teachers
- To introduce key theoretical, empirical and practical considerations relating to language learning and teaching
- To enable to students to be critically informed so as to develop and challenge language education practice and policy
- To provide opportunities for students to study in depth particular areas of language education
- To provide the opportunity to design and/or evaluate an English language course for a specific context.

Additionally for the Diploma (if applicable):

Additionally for the Masters:
- To prepare participants for independent research in the field of language education.

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 Masters, Diploma and Certificate:

1. recent approaches in the teaching of languages, including course design, assessment and classroom techniques
2. how to critically evaluate language learning activities and materials.
3. how to apply these ideas to the design and assessment of language learning activities and materials.
4. how to communicate and evaluate alternative points of view on language teaching presented in the evidence and the critical and theoretical discussion students encounter in their research.
5. different methodological and theoretical perspectives in the researching of language education.
6. how to design and evaluate a coherent English language programme, for a specific educational context

Additionally for the Diploma

Additionally for the Masters:
7. how to use these ideas to design, carry out, and interpret an independent study in language education

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 (1-7)
- 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 (1-7)
- For masters students, data collection and analysis are developed through the research methodology modules and through the production of an independent study (1-7)

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 (1-6).
- Performance in planning and communicating research is assessed on a multi-task pass-fail basis (4-6).
- 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 asses their ability to conduct an independent study (1-7)

B: (i) Skills – discipline related	
Able to: *For the Masters, Diploma and Certificate:* 1. critically interpret, analyse and evaluate theories, concepts and arguments in the study of language education 2. formulate arguments and contribute to discussion in the area of language education 3. where appropriate, critically reflect on professional practice in the light of relevant language theory 4. demonstrate that they can assimilate and critically appraise the information in the study of language education and formulate appropriate action 5. set personal goals, rise to challenges and make informed decisions about the teaching and learning of languages 6. participate in seminars, workshops, group work, presentations, peer-teaching activities, tutorials, and problem solving activities with regard to the teaching and learning of languages 7. demonstrate knowledge and understanding of language education theory and practice through the submission of written assignments 8. draw on knowledge about language learning, teaching and assessment in the design and/or evaluation of an English Language programme. *Additionally for the Diploma:* *Additionally for the Masters:* 9. demonstrate knowledge and understanding of language learning theory and practice through the submission of an independent study.	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 (1-9) 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 (1-8). • Performance in planning and communicating research is assessed on a multi-task pass-fail basis (1-4, 6, 8,9). • Discipline-related skills are also assessed through action research and the production of an independent research study (1-9)

B: (ii) Skills - transferable	
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:*	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)
Additionally for the Masters: 6. locate, interpret and analyse research data	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).
C: Experience and other attributes	
Able to: *For the Masters, Diploma and Certificate:* 1. build on prior knowledge of learning English as an L2 and, where appropriate, develop participants' existing knowledge and professional skills as practising language teachers. 2. participate in and contribute to	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).

group seminars, tutorials, presentations, research seminars, workshops, conferences, and, where appropriate, committee meetings. *Additionally for the Diploma:* *Additionally for the Masters:*	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).

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)

QAA subject benchmarks for Education

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 Assessment (http://www.york.ac.uk/education/intranet/postgraduates/) 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

Masters in Applied Linguistics for English Language Teaching

Autumn term	Spring term	Summer term/vacation
Research Methods in Applied Linguistics for Language Learning and Teaching (20 credit)	Core: Teaching and Learning Language (20 credits)	Independent study (60 credits)
Core: Language for Education (20 credits)	Core: Language Curriculum Design and Evaluation (20 credits)	
Option module (20 credits)	Planning and communicating research (weeks 6-10) →	Planning and communicating research (weeks 2 - 5) (20 credits)

Postgraduate Certificate in Educational Studies

Autumn term	Spring term
Research methods in Applied linguistics for language Learning and Teaching (20 credit)	Core: Teaching and Learning Language (20 credits)
Core: Language for Education (20 credits)	Core: Language Curriculum Design and Evaluation (20 credits)
Option module (20 credits)	

(Any three of the five core/option modules, but not including Planning and Communicating Research, must be completed successfully to earn the PG certificate)

Postgraduate Diploma in Applied Linguistics for English Language Teaching

Autumn term	Spring term	Summer term/vacation
Research methods in Applied linguistics for language Learning and Teaching (20 credit)	Core: Teaching and Learning Language (20 credits)	
Core: Language for Education (20 credits)	Core: Language Curriculum Design and Evaluation (20 credits)	
Option module (20 credits)	Planning and communicating research (weeks 6-10) →	Planning and communicating research (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

MAALELT

Term	Module	Type of assessment	Assessment date	Re-submission date
Autumn	Research methods Core: Language for Education Option module from group A	Closed exam Assignment Assignment	Term 2 week 1 Term 2, week 1 Term 2, week 1	August re-sit Term 3, week 11 Term 3, week 11
Spring	Core : Teaching and Learning Language Core: Language Curriculum Design and Evaluation (20 credits) Planning and communicating research	Assignment Assignment Dissertation outline Ethics audit Assessed presentation	Term 3, week 1 Term 3, week 1 Term 3, week 5 Term 3, week 5 Term 3, weeks 2-5	Term 3, week 11 Term 3, week 11 Term 3, by week 7 Term 3, by week 7 Term 3, week 7

| Summer | Independent study | Dissertation | Early September 2013 | End of December 2013 |

NB The Progression Board meets in early June and July/August and the Final Board of Examiners meets in early 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]
Research methods in Applied Linguistics for Language learning and Teaching	4680420	7/M	20			Exam, Spring, week 1
Language for Education	4680402	7/M	20			Assignment, Spring, week 1
Teaching and Learning Language	4680412	7/M	20			Assignment, Summer, week 1
Language Curriculum Design and Evaluation	4682002	7/M	20			Assignment, Summer, week 1
Planning and Communicating Research	4681030	7/M	20		P/F	Dissertation proposal and ethics audit, by Summer week 5. Assessed presentation, Summer, weeks 2-5.
Independent study module	4681001	7/M	60			Dissertation, September

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	EDU00011M	7/M	20			Assignment, SpT, week 1

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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 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

Module title	Module code	Credit level	Credit value	Prerequisites	Assessment rules	Timing and format of main assessment
practice						
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
Science, education and society	EDU00036M	7/M	20			Assignment, SpT, week 1
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
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	EDU00038M	7/M	20			Assignment, SuT, week 1

Module title	Module code	Credit level	Credit value	Prerequisites	Assessment rules	Timing and format of main assessment
citizenship and global education						
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
Once enrolled on MAALELT, students may transfer to the MAALLT programme if they wish, up until the start of the Spring term. Students who initially enrolled on MAALELT will have priority over places on the Curriculum Design and Evaluation module.

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/ The Departmental Statements on Audit and Review Procedures is 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 student 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.