**UNIVERSITY OF YORK**

**POSTGRADUATE PROGRAMME SPECIFICATION**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **This document applies to students who commence the programme(s) in:** | | | | | 2016 | | | |
| **Awarding institution** | | | | | **Teaching institution** | | | |
| University of York | | | | | University of York | | | |
| **Department(s)** | | | | | **Board of Studies** | | | |
| Education | | | | | Education | | | |
| **Award(s) and programme title(s)** | | | | | **Level of qualification** | | | |
| MA Social Justice and Education | | | | | Level 7 (Masters) | | | |
| **Award(s) available *only* as interim awards** (i.e. not available for direct entry) | | | | | | | | |
| PG Certificate in Educational Studies | | | | | | | | |
| PG Diploma in Social Justice and 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 2016 | | | yes |  |  |
| **Language of study** | | English | | | | | | |
| **Programme accreditation by Professional, Statutory or Regulatory Bodies** (if applicable) | | | | | | | | |
| N/A | | | | | | | | |
| **Educational aims of the programme(s)** | | | | | | | | |
| For the Masters, Diploma and Certificate:   * To understand philosophical perspectives about the nature of education and social justice (exploring the purposes of education in relation to such theoretical perspectives as human capital theory, liberation theory etc.); * To analyse overarching conceptual considerations to do with social justice in educational contexts (e.g. achieved by exploring educational issues through the lens of inclusion, equality, diversity); * To evaluate the contributions made to debates about social justice in education by empirical researchers; * To understand issues about achievement and attainment in a variety of contexts (reflections of who gets what from education); * To critique the issues associated with the pedagogical approaches proposed by advocates of social justice and education. * To develop academic study and research skills appropriate to the field * To communicate effectively at masters level. | | | | | | | | |
| Additionally for the Diploma (if applicable): | | | | | | | | |
| Additionally for the Masters: | | | | | | | | |
|  | | | | | | | | |
| **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 | | | | | | | | |
| Students will have knowledge and understanding of:  *For the Masters, Diploma and Certificate:*   1. A range of intellectual and methodological traditions within the field of social justice and education. 2. How their learning can contribute to professional development and practice and personal growth 3. How to critically read educational research 4. A substantive area of education and educational research   Additionally for the Diploma:  Additionally for the Masters:   1. How to design, carry out, and interpret an independent study in 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 – 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 – 5). | | | | |
| Types/methods of assessment (relating to numbered outcomes)   * Knowledge and understanding are 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 – 4). * Performance in planning and communicating research is assessed on a multi-task pass-fail basis (3 & 5). * 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 (1-5). | | | | |
| B: (i) Skills – discipline related | | | | | | | | |
| Students will be able to:  *For the Masters, Diploma and Certificate:*   1. Critically interpret, analyse and evaluate theories, concepts and arguments in the study of social justice in education 2. Formulate arguments and contribute to discussion in the area of social justice and 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 the information in the study of social justice in education and formulate appropriate action. 5. Set personal goals, rise to challenges and make informed decisions about teaching and learning in an international context. 6. Participate in seminars, workshops, group work, presentations, peer-teaching activities, tutorials, and problem solving activities with regard to teaching and learning in an international context. 7. Demonstrate knowledge and understanding of educational theory and practice in the field of Social Justice and Education through the submission of written assignments.   Additionally for the Diploma:  Additionally for the Masters:   1. Demonstrate knowledge and understanding of educational theory and practice in the field of Social Justice and Education 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 – 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) | | | | |
| B: (ii) Skills - transferable | | | | | | | | |
| Students will be 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:   1. locate, interpret and analyse research data | | | | 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). | | | | |
| C: Experience and other attributes | | | | | | | | |
| Able to:  For the Masters, Diploma and Certificate:  1. build on prior knowledge of teaching and learning and, where appropriate, develop participants’ existing knowledge and professional skills as practising 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: | | | | 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). | | | | |
| **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 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: http://www.york.ac.uk/education/assessment-policies/ | | | | | | | | |
| 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/intranet/staff/#tab-2> | | | | | | | | |

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

## MA Social Justice and Education

|  |  |  |
| --- | --- | --- |
| Autumn term | Spring term | Summer term/vacation |
| Research methods in education  (20 credit) | Either:  Teaching and learning citizenship and global education  (20 credits); or, Higher education in the 21st century; or, Gender and Sexuality and Education | Independent study (60 credits) |
| Social justice and education (20 credits) | Option module from group B  (20 credits) |  |
| Option module from group A (20 credits) | Planning and Communicating Research (lectures in weeks 2, 4, 6, 8 and 10)  (workshops in weeks 3, 5) | (presentations)  (weeks 2 - 5) (20 credits) |

## Postgraduate Certificate in Educational Studies

|  |  |
| --- | --- |
| Autumn term | Spring term |
| Research methods in Education (20 credits) | Teaching and learning citizenship and global education or (20 credits) or, Higher education in the 21st century (20 credits); or, Gender and Sexuality in Education (20 credits) |
| Social justice and education (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 Social Justice in Education**

|  |  |  |
| --- | --- | --- |
| Autumn term | Spring term | Summer term/vacation |
| Research methods in education  (20 credit) | Teaching and learning citizenship and global education (20 credits); or, Higher education in the 21st century (20 credits); or, Gender and Sexuality in Education (20 credits) |  |
| Social justice and education (20 credits) | Option module from group B  (20 credits) |  |
| Option module (20 credits) | Planning and Communicating Research (lectures in weeks 2, 4, 6, 8 and 10)  (workshops in weeks 3, 5) | (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 Social Justice in Education**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term | Module | Type of assessment | Assessment date | Re-submission date |
| Autumn | Research methods in Education  Social Justice and Education  Option module from group A | Closed exam  Assignment  Assignment (unless specified) | Term 2 week 1  Term 2, week 1  Term 2, week 1 | Term 3, week 10  Term 3, week 10  Term 3, week 10 |
| Spring | Teaching and learning citizenship and global education;  **or** higher education in the 21st century;  **or**, gender and sexuality in education | Assignment | Term 3, week 1 | Term 3, week 10 |
|  | Option module from group B | Assignment (unless specified) | Term 3, week 1 | Term 3, week 10 |
|  | Planning & Communicating Research (assignment a) | Dissertation outline | Term 3, week 2 | Term 3, by week 7 |
|  | Planning & Communicating Research (assignment b) | Ethics audit | Term 3, week 2 | Term 3, by week 7 |
|  | Planning & Communicating Research (assignment c) | Assessed presentation | Term 3, weeks 2-5 | Term 3, week 9 |
| Summer | Independent study | Dissertation | Early September | End of December |

NB the progression board meets in late May/early June and July/August. The final Board of Examiners meets in mid-November.

# Overview of modules

## Core module table MA Social justice and education

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module title** | **Module code** | **Credit level[[1]](#footnote-1)** | **Credit value[[2]](#footnote-2)** | **Prerequisites** | **Assessment rules[[3]](#footnote-3)** | **Timing (term and week) and format of main assessment[[4]](#footnote-4)** | **Independent Study Module?[[5]](#footnote-5)** |
| Social justice and education | EDU00069M | 7 | 20 | N/A | N/A | Assignment, SpT, week 1 | No |
| Research methods in education | EDU00034M | 7 | 20 | N/A | N/A | Exam, SpT, week 1 | No |
| Teaching and learning citizenship and global education | EDU00038M | 7 | 20 | N/A | N/A | Assignment, SuT, week 1 | No |
| or, higher education in the 21st century | EDU00067M | 7 | 20 | N/A | N/A | Assignment, SuT, week 1 | No |
| or, gender and sexuality in education | EDU00068M | 7 | 20 | N/A | N/A | Assignment, SuT, week 1 | No |
| Planning and communicating research | EDU00035M | 7 | 20 | N/A | P/F | SuT wk 2 proposal, ethics form  SuT wk 2-5 presentation | No |
| Dissertation | EDU00013M |  | 60 | N/A | N/A | SuVac wk 21 (T1 wk -3) | Yes |

## Option modules group A

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Module title** | **Module code** | **Credit level** | **Credit value** | **Prerequisites** | **Assessment rules** | **Timing and format of main assessment** |
| Bilingualism | EDU00002M | 7/M | 20 | N/A | N/A | Assignment, SpT, week 1 |
| Citizenship education | EDU00003M | 7/M | 20 | N/A | N/A | Assignment, SpT, week 1 |
| Cross-Linguistic Influences in Second Language Acquisition | EDU00048M | 7/M | 20 | N/A | N/A | Assignment, SpT, week1 |
| Discourse Analysis & Language Teaching | EDU00007M | 7/M | 20 | N/A | N/A | Assignment, SpT, week 1 |
| Evaluating ESOL classroom practice | EDU00011M | 7/M | 20 | N/A | N/A | Assignment, SpT, week 1 |
| Learning and teaching second/foreign language reading | EDU00065M | 7/M | 20 | N/A | N/A | Assignment, SpT, week 1 |
| Motivation in Education | EDU00061M | 7/M | 20 | N/A | N/A | Assignment, SpT, week 1 |
| Science, education and society | EDU00036M | 7/M | 20 | N/A | N/A | Assignment, SpT, week 1 |
| Teaching English for academic purposes | EDU00009M | 7/M | 20 | N/A | N/A | Assignment, SpT, week 1 |
| Teaching and learning in schools | EDU00039M | 7/M | 20 | N/A | N/A | Assignment, SpT, week 1 |
| Teaching and Assessing Speaking Skills | EDU00023M | 7/M | 20 | N/A | N/A | Assignment, SpT, week 1 |
| Teaching and Assessing Writing Skills | EDU00052M | 7/M | 20 | N/A | N/A | Assignment, SpT, week 1 |
| Teaching World English | EDU00024M | 7/M | 20 | N/A | N/A | Assignment, SpT, week 1 |
| Technology enhanced learning and teaching | EDU00062M | 7/M | 20 | N/A | N/A | Assignment, SpT, week 1 |
| Topics in Second Language Acquisition | EDU00041M | 7/M | 20 | N/A | N/A | Assignment, SpT, week 1 |

Option modules group B

| **Module title** | **Module code** | **Credit level** | **Credit value** | **Prerequisites** | **Assessment rules** | **Timing and format of main assessment** |
| --- | --- | --- | --- | --- | --- | --- |
| Contemporary issues in teaching | EDU00005M | 7/M | 20 | N/A | N/A | Assignment, SuT, week 1 |
| Cross-cultural perspectives on language & discourse | EDU00006M | 7/M | 20 | N/A | N/A | Assignment, SuT, week 1 |
| Developmental Psycholinguistics | EDU00047M | 7/M | 20 | N/A | N/A | Assignment, SuT, week 1 |
| Gender, sexuality and education | EDU00068M | 7/M | 20 | N/A | N/A | Assignment, SuT, week 1 |
| Higher education in the 21st century | EDU00067M | 7/M | 20 | N/A | N/A | Assignment, SuT, week 1 |
| Intercultural communication in Education | EDU00051M | 7/M | 20 | N/A | N/A | Assignment, SuT, week 1 |
| International perspectives in science education | EDU00015M | 7/M | 20 | N/A | N/A | Assignment, SuT, week 1 |
| Learning & teaching grammar in a second language | EDU00050M | 7/M | 20 | N/A | N/A | Assignment, SuT, week 1 |
| Pragmatics: Language, Meaning and Communication | EDU00030M | 7/M | 20 | N/A | N/A | Assignment, SuT, week 1 |
| Psychology of Language and Language Learning | EDU00031M | 7/M | 20 | N/A | N/A | Assignment, SuT, week 1 |
| Qualitative and Quantitative Data Analysis | EDU00064M | 7/M | 20 | N/A | N/A | Assignment, SuT, week 1 |
| Teaching and Learning Citizenship and Global Education | EDU00038M | 7/M | 20 | N/A | N/A | Assignment, SuT, week 1 |
| Testing and Assessment in English Language Teaching | EDU00066M | 7/M | 20 | N/A | N/A | 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/about/departments/support-and-admin/academic-support/> | | |
| **Date on which this programme information was updated:** | | 8th August 2016 |
| **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. | | |

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. [↑](#footnote-ref-1)
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) [↑](#footnote-ref-2)
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 [↑](#footnote-ref-3)
4. AuT – Autumn Term, SpT – Spring Term, SuT – Summer Term, SuVac – Summer vacation [↑](#footnote-ref-4)
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. [↑](#footnote-ref-5)