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:	
Awarding institution	**Teaching institution**
University of York	University of York
Department(s)	
Education	
Award(s) and programme title(s)	**Level of qualification**
MA Teaching English to Young Learners ***Singapore Cohort***	Level 7 (Masters)
Award(s) available *only* as interim awards	
PG Certificate in Teaching English to Young Learners	
PG Diploma in Teaching English to Young Learners	
Admissions criteria	
Bachelors degree 2.1 or equivalent, an average IELTS score of 6.5 with no score below 6, teaching qualification and at least 3-years teaching experience	

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**
	2-years part-time			√	

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 the teaching of English to young learners (i.e. learners up to 16 years of age including pre-school, primary and secondary learners)
- To develop the knowledge and skills participants will need as practising language teachers of young learners
- To help participants gain a knowledge of TEYL as a resource in English language teaching
- To familiarise participants with current issues and key trends in language learning and teaching to young learners in a global context

Additionally for the Diploma (if applicable):

Additionally for the Masters:
- To provide opportunities for students to study in depth particular areas of TEYL

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. how young learners develop and learn 2. how foreign languages are acquired by young learners 3. how the most suitable classroom environments are created for young learner acquisition of languages 4. how assessment and evaluation in TEYL can be managed and carried out 5. how curriculum and syllabus design can be approached 6. how materials for the TEYL classroom can be designed and created 7. how professional development in the field of TEYL can be managed *Additionally for the Diploma:* *Additionally for the Masters:* 8. how to design, carry out and interpret outcomes of classroom investigations and a small-scale Action Research Project	Learning/teaching methods and strategies (relating to numbered outcomes): • The programme is structured to be delivered on-line and through self-study modules (1-8) • The modules are supported by books, e-mail and module tutorials with a supervisor (1-8) • Each study module lasts approximately three months, allowing for study, reflection, research, writing time and mailing time. Within each module, participants can focus on different learner age groups (1-8) • The on-line and self-study materials are interactive and students are encouraged to evaluate arguments, critically engage with theory and practice in their chosen field, and undertake problem solving activities (1-8) • Data collection and analysis are developed through the research methodology modules and through the production of an independent study (1-8)
	Types/methods of assessment (relating to numbered outcomes) • Knowledge and understanding is assessed primarily through course work assignments (1-7) • An Action Research Project 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 (1-8)

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 TEYL 2. formulate arguments and contribute to discussion in the area of TEYL 3. critically reflect on professional practice in the light of relevant TEYL theory 4. demonstrate that they can assimilate and critically appraise the information in the study of TEYL and formulate appropriate action 5. set personal goals, rise to challenges and make informed decisions about the teaching and learning of English to young learners 6. participate in on-line modules and tutorials with tutors with regard to the teaching of TEYL 7. demonstrate knowledge and understanding of TEYL theory and practice through the submission of written assignments *Additionally for the Diploma:* *Additionally for the Masters:* 8. demonstrate knowledge and understanding of TEYL theory and practice through the submission of an independent study	Learning/teaching methods and strategies (relating to numbered outcomes): • Discipline/subject specific skills are taught through the on-line and self-study materials (1-8) 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 self-study materials (1-7) • Discipline-related skills are also assessed through an Action Research Project (1-8)
B: (ii) Skills - transferable	
Able to: *For the Masters, Diploma and Certificate:* 1. present complex ideas clearly and articulately in English 2. independently manage their time, make plans, and set priorities to achieve complex objectives over several months' work 3. assimilate, analyse, and evaluate complex information in English, identifying key issues and drawing well-reasoned conclusions 4. word-process, manage files, use e-mail, VLE and the Web	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 the on-line modules. Students have the opportunity to further develop work and study skills through researching and producing assignments and an independent study. The entire course is an exercise in time management. Students are required to set objectives, determine priorities, schedule their workload and meet deadlines (1-5)

Additionally for the Diploma:	Types/methods of assessment (relating to numbered outcomes)
Additionally for the Masters: 5. Locate, interpret and analyse research data	• Transferable skills are addressed in the preparatory courses and within modules. Some are assessed indirectly within particular modules, and some are directly assessed within optional modules (1-5)

C: Experience and other attributes	
Able to: *For the Masters, Diploma and Certificate:* 1. build on prior knowledge of TEYL and develop participants' existing knowledge and professional skills as practising language teachers *Additionally for the Diploma:* *Additionally for the Masters:*	Learning/teaching methods and strategies (relating to numbered outcomes): • Professional knowledge and skills are modelled in on-line and self-supported materials
	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 an independent study

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/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 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, the timing of the programme, plus the distribution and M level credit value of core modules per cohort (NB different cohorts start at different times in the year)

October Online Cohort

Autumn term Year 1	Spring term Year 1	Summer term Year 1	Summer vacation-Autumn term Year 1	Autumn term Year 2
Intensive Introductory Module (10 M-level credits) Pass/Fail Only	Understanding How Young Learners Learn (20 M-level credits)	Current approaches to TEYL (20 M-level credits)	Curriculum in Practice (20 M-level credits)	Assessing and Evaluating Teaching and Learning (20 M-level credits)
Autumn term Year 2	**Spring term Year 2**	**Summer term Year 2**	**Summer vacation-Autumn term Year 2**	**Autumn term Year 3 (August onwards)**
Intensive Mid-Course Module (10 credits) Pass/Fail Only	Action Research Project Part I (credits awarded for overall Assignment) Small and Large-scale Syllabus Design (April) (20 M-level credits)	Teaching Materials (20 M-level credits)	Professional Development (20 M-level credits)	Action Research Project Part II (December) (20 M-level credits)

Overview of modules

YEAR 1

Code	Name	1st Assessment	2nd Assessment
EDU00021M	Intensive Introductory Module	13 December 2011	17 January 2012
EDU00019M	Understanding How Young Learners Learn	18 March 2012	27 May 2012
EDU00020M	Current Approaches to Teaching English to Young Learners	3 June 2012	12 August 2012
EDU00026M	Curriculum in Practice	2 September 2012	11 November 2012
EDU00027M	Assessing & Evaluating Teaching & Learning	25 November 2012	3 February 2013

YEAR 2

Code	Name	1st Assessment	2nd Assessment
EDU00022M	Intensive Mid-Course Module	14 December 2012	18th January 2013
EDU00028M	Small & Large-Scale Syllabus Design	31 March 2013	9 June 2013
EDU00029M	Teaching Materials: Evaluation, Assessment, Creation, Design & Application	23 June 2013	1 September 2013
EDU00045M	Professional Development	15 Sept 2013	24 Nov 2013
EDU00046M	Action Research Project	8 December 2013	16 February 2014

NB The Final Board of Examiners meets in early May after the end of the programme

For resubmission: students have 4 weeks to resubmit from the time they get their on-line feedback from the tutor.

Postgraduate Certificate
60 credits-worth of modules must be completed successfully to earn the PG certificate

Postgraduate Diploma
120 credits-worth of modules must be completed successfully to earn the PG Diploma

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 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.