What’s New?

- If you are developing PLOs for a programme with a year abroad, or a year in industry, this [document](#) offers some supplementary guidance.
- Following UTC working group’s February meeting, examples of approved PLOs and Statement for Purpose have been added to the pre-submission checklist. It may be useful to consult this document before submitting PLOs and Statements of Purpose for feedback.

Save the date: Pedagogy Symposium, Tuesday 12 April 2016

We will be holding a pedagogy symposium for all interested staff on **12 April, 1.00-5pm.** This will provide an opportunity to hear about overall progress with the roll-out of the York Pedagogy, and also to learn more about a selection of specific themes through short workshops, including the experience of departments to date. We warmly welcome any suggestions and staff input for the afternoon’s programme. If there are any pressing topics you would like to see covered, or are willing to share examples of your department’s implementation of the pedagogy to date, please get in touch with your ProPEL contact. More details will follow shortly.

Programme Leaders Course, Workshop 3

**When and where:** Friday 4 March, 09:00-13:00, in Heslington Hall, HG21  
Thursday 10 March, 13:00-17:00 in Wentworth, W/307

**Workshop details:** In this session, we’ll open by reviewing progress so far in the Pedagogy (with the usual opportunity for Q&A), before spending a good chunk of time in looking together at areas of potential programme enhancement. To round things off, Susan Kane will be leading us in thinking about and dealing with change.

We hope this will be a lively, stimulating and rewarding session, and we look forward to seeing you there. In the meantime, if you have any questions, thoughts or suggestions, please do get in touch with the course coordinators, Duncan Jackson ([duncan.jackson@york.ac.uk](mailto:duncan.jackson@york.ac.uk)) and Phil Robinson-Self ([phil.robinson-self@york.ac.uk](mailto:phil.robinson-self@york.ac.uk)).

**Key Deadlines**

- The UTC working group will meet again in March for ‘sense checking’ departments’ draft PLOs. The final deadline for submitting PLOs is **Wednesday 16 March.**
- A summary of the overall timescale is also available [online](#).
Worth Reading

- You can read about Environment’s experience of skills mapping in the current issue of Forum magazine.
- This 2009 article by Kay Pippin Uchiyama and Jean L. Radin discusses the many benefits of taking a collaborative approach to curriculum mapping.

Support and Workshops

ProPEL team members are able to facilitate the organisation of discussion sessions for programme teams (or Faculty-based teams) on various aspects of pedagogy implementation. These may include:

- Engaging in the analysis of current programmes: for example, using TESTA tools such as the Programme Audit, the Student Experience Questionnaire, or the Student Focus Group questions
- Defining our programme: exploring the purpose of programmes, identifying distinctive features, and refining/defining PLOs
- Who is our graduate? Defining features and skills of a graduate in order to specify PLOs
- Aiming high: writing challenging and ambitious PLOs
- Key University themes: incorporating employability, internationalisation, globalisation, sustainability and inclusivity into programme design
- Mapping programmes: assessing current programme stages and modules in light of proposed new learning outcomes
- Embedding and progressing skills: incorporating skills into PLOs and mapping them through a programme, i.e. critical awareness, research skills, collaborative learning, communication skills, and digital literacy
- Highlighting employability: expressing PLOs in terms of employability, embedding work experience into programmes and programme mapping
- Capstone projects: setting high standards of achievement in year three, and how to map back from these to define programme stages and progression

Frequently Asked Questions

You can find answers to some of the key questions that have been asked about the implementation of York pedagogy, here.