Dear Colleagues,

This is a brief weekly email to keep you informed about updates to the York Pedagogy during our busy period of implementation. If you would like to opt out of this email/ or add a colleague, please contact Joanne Baker (joanne.baker@york.ac.uk)

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**Postgraduate Programmes**

Many thanks to all the departments who submitted draft PGT PLOs and Statement of Purpose to the UTC WG sense checks in January and February and March.

Now departments are working to finalise their maps and enhancement plans. The final deadline for these is **31st July 2017**, but departments are strongly encouraged to submit these documents to their ProPEL contact for a 'sense check' before then.

Departments can submit documents for **sense check** feedback to the following deadlines:

- 31st May
- 30th June
- 31st July

Please email your documents using the Programme Design Document (PDD) to your ProPEL contact. Please also upload them to the UTC WG panel via the Postgraduate Google folders.

**Guidance for maps and plans**

Please find guidance on maps and plans [here](#). Also more information and advice on the PGT Roll Out on the York Pedagogy webpages [link here](#)

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**Tips for PG Roll Out Process**

This week’s top tips are from Andy Hunt, Electronics Programme Leader.
Think about prospective students and their parents as you’re writing the PLOs and Statements of Purpose.

Decide how much overlap and shared vision there is between your undergrad and postgrad programmes; then try to capture that in the postgrad PLOs.

When constructing the Programme Map, write for future students. Imagine giving a lecture at the start of a module, reminding everyone of the PLOs, then explaining how this module is going to contribute to them and be assessed.

Advice on Successful Mapping - Computer Science held an away day and successful mapping exercise in the Easter 2016 vacation. Steve King has provided a brief outline of the day and templates used. For an audio recording of his brief talk on what worked click here.

Interesting Reading - Veronica Bamber: Mixing Decks: Frameworks for Master’s Scholarship (2015)

Postgraduate taught education in universities is under-researched compared to research on undergraduate learning and teaching. This results in two missed opportunities: making evidence-informed improvements to postgraduate taught education and integrating such improvements into thinking and practice. A commitment to evidence-informed improvement cycles at personal and local levels can generate knowledge, which can also inform practice in other settings. However, researchers who are new to learning
and teaching research may not feel fully equipped, on the basis of their disciplinary knowledge, to undertake such inquiry. This paper considers and offers a case study of the use of frameworks that can support these practitioners in investigating students’ understandings of what is expected in postgraduate study. With a flexible set of tools or frameworks on the mixing decks of postgraduate taught inquiry, such researchers are potentially better equipped to gain a good understanding of their students’ learning. For more, click here.

The York Pedagogy Conference - Making it Work

University of York Annual Learning and Teaching Conference 2017

Tuesday 20 June, 9.00am - 5.00pm, Heslington West campus

The York Pedagogy will shape the ways in which we consider our programmes, our teaching and assessment for years to come, defining our institution's learning culture and setting performance expectations. All programmes will have distinctive and clear objectives, and modules will be designed to offer progress towards them. Student work will also support progress towards these objectives and assessments, though largely delivered at module level, will ultimately demonstrate attainment of overarching objectives. Interactions between students and staff will propel students' work and programmes will define what students can expect from their department and university. The 2017 conference will provide an excellent opportunity for discussion of how departments are managing these changes to their programmes, exploring challenges, opportunities and benefits as a result of implementation.

CALL FOR CONTRIBUTIONS
We are inviting colleagues to contribute to workshops and poster presentations. **Deadline for poster submissions is Thursday 6 April 2017.** Guidance on submissions and an online proposal form can be found [here](#).

**Suggested themes:**

- Securing staff buy-in to a programme level approach to teaching;
- Best strategies/pathways to propel learning towards programme learning outcomes;
- Communicating strategies for learning to current students;
- How to translate the pedagogy into a marketing tool for prospective students;
- Using technology to propel learning outside of contact hours;
- Applying the principles of the pedagogy in future years;
- Perceived benefits of the pedagogy;
- Students as partners in curriculum design;
- Learning activities which promote active student engagement both within and outside contact hours;
- Optimising staff-student contact time;
- Diversification of assessment and synoptic testing to better align with programme learning outcomes;
- Engaging students with feedback;
- Embedding and capturing digital literacy skills;
- Ways in which combined programmes can better draw on the benefits of interdisciplinary study;
- Developing and assessing group work throughout a programme;
- Peer assisted learning.

We would like to thank you again for all your hard work and participation in the Pedagogy Approval Meetings. We are now at the end of the Undergraduate Pedagogy Approval meetings and are seeking to improve future meetings. If you have any feedback for us we would be most grateful. Click [here](#) to leave feedback or please email joanne.baker@york.ac.uk with your thoughts and comments.