# UNIVERSITY OF YORK

## POSTGRADUATE PROGRAMME SPECIFICATION

This document ap programme(s) in:	oplies to students	who commence the	2016/7	7		
Awarding institut	ion		Teach	ing institution		
University of York			University of York			
Department(s)						
Centre for Lifelong	Learning					
Award(s) and pro	gramme title(s)		Level	of qualification		
PG Diploma in The England	e Geology of Yorksh	nire and Northern	Level	7 (Masters)		
Award(s) availabl	e only as interim a	awards				
PG Certificate in T	he Geology of York	shire and Northern Eng	gland			
			-			
Admissions crite	ria					
Normally students favourably conside HE level study. As a Centre based the qualifications h In such instances, considered by the support their applic Any student may b	will be expected to er any student previ l upon the cornersto ighlighted above, b the presentation of admissions panel; o cation.	hold a Bachelor's Deg ously awarded a BA/B one of open access, CI out with the obvious abi a critical essay in the f CLL reserves the right	ree in a Sc in a L will a lity to s field of to ask	a related subject a ny subject, and w also seek to ensu succeed, have the geology may be r any student for ac	area. CLL wi ith evidence e opportunity requested an cademic wor	II also of recent without to engage. nd k to
Students must hav	e an IELTS score c	of 7.0 where appropriat	e.			
Length and status	s of the programm	ne(s) and mode(s) of s	study			
Programme	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
PG Diploma in The Geology of Yorkshire and Northern England	2 years part- time (usual maximum of 3 years registration)	Annual October start	date	1 residential week per academic year.	Yes	

Langı	lage of study	English				
Progr	amme accreditatio	h by Professional,	Statutory or Regulatory Bodies (if applicable)			
N/A						
Educa	ational aims of the	programme(s)				
For the	e Certificate: Introduce the key evolution of Yorksh Examine the main distribution and for Provide students w northern England Introduce students focussing on the sk Explain the scient understanding of th	tenets and sub-dis ire and northern Er Palaeozoic and Me mation ith a holistic unders to postgraduate tills and techniques ific importance of the evolution of the E	sciplines of geology, focussing particularly on the geological ngland sozoic geological units present in Yorkshire, their composition, standing of the geological origins and history of Yorkshire and -level field and laboratory geological analysis, particularly required to interpret sedimentary rocks accurately Yorkshire's rocks, and the role they have played in our Earth.			
Additio	<ul> <li>Additionally for the Diploma:</li> <li>Further develop students' palaeoecological and palaeoenvironmental interpretation skills, using local, regional and international case studies where appropriate</li> <li>Use Yorkshire and northern English localities to investigate the Cenozoic and Recent geological history of Britain and Europe</li> <li>Provide students with an understanding of human interactions with, and exploitation of, the geological resources and landscapes of Yorkshire and northern England;</li> <li>Further develop students' knowledge of the role Yorkshire and northern England has played in the evolution of global geological hypotheses.</li> </ul>					
Intend	ded learning outcor	nes for the progra	amme – and how the programme enables students to			
This p studer knowle and ot	rogramme provides nts to develop and de edge and understand ther attributes in the	opportunities for emonstrate ding qualities, skills following areas:	The following teaching, learning and assessment methods enable students to achieve and to demonstrate the programme learning outcomes:			
	<b>_</b>	A: Know	ledge and understanding			
2.	Present and past in between component system. The central paradig sciences: uniformit present is the key t extent of geologica (the history of life of tectonics	nteractions ints of the Earth gms in the Earth arianism (the o the past); the I time; evolution n Earth); and plate	<ul> <li>Learning/teaching methods and strategies (relating to numbered outcomes):</li> <li>Delivery of online materials (1, 2, 3, 4, 5, 6, 7)</li> <li>Online workshops/blogs (1, 2, 3, 4, 5, 6, 7)</li> <li>Peer review of work (1, 2, 3, 4, 5, 6, 7)</li> <li>Face-to-face residential workshops (1, 2, 3, 4, 5, 6, 7)</li> <li>Reading of primary/secondary texts (1, 2, 3, 4, 5, 6, 7)</li> </ul>			

3.	Geological time, including the principles of stratigraphy, the stratigraphic column, the methods of geochronology, the rates of Earth processes, major events in Earth history, the evolution of life as revealed by the fossil record, and the	<ul> <li>Types/methods of assessment (relating to numbered outcomes):</li> <li>Formative identification exercises (4, 6)</li> <li>Short critical essays (1, 2, 3, 4, 5, 6, 7)</li> <li>Long critical essays (1, 2, 3, 4, 5, 6, 7)</li> <li>Yorkshire geological case studies (1, 2, 3, 4, 5, 6, 7)</li> </ul>
4.	Earth science terminology, nomenclature and classification of rocks, minerals, fossils, and geological structures.	
5.	The study of structures, materials and processes that includes an appreciation of temporal and spatial variations at appropriate scales.	
6.	The analysis and interpretation of sedimentary palaeoenvironments.	
7.	The exploration, development and remediation/storage of Earth resources.	
	B: (i) SI	kills – discipline related
At the	end of the course, students will be	Learning/teaching methods and strategies (relating to numbered outcomes):
1. 2.	Identify rocks, fossils, and geological structures in an integrated manner to be able to reconstruct palaeoenvironments and geological histories. Collect and analyse Earth science data in the field to enable	<ul> <li>Delivery of online materials (1, 2, 3, 4, 5)</li> <li>Online workshops/blogs (1, 2, 3, 4, 5)</li> <li>Peer review of work (1, 2, 3, 4, 5)</li> <li>Face-to-face residential workshops (including field and laboratory work) (1, 2, 3, 4, 5)</li> <li>Reading of primary/secondary texts (1, 2, 3, 4, 5)</li> </ul>
3.	palaeoenvironmental and geological history reconstructions. Use sophisticated analytical	Types/methods of assessment (relating to numbered outcomes)
	techniques, field- and laboratory- based, to interpret geological data;	<ul> <li>Short critical essays (1, 2, 3, 4, 5)</li> <li>Long critical essays (1, 2, 3, 4, 5)</li> </ul>
4.	Recognise which techniques are most appropriate to assessing different geological guestions:	<ul> <li>Laboratory-based projects (1, 2, 3, 4, 5)</li> <li>Field-based projects (1, 2, 3, 4, 5)</li> </ul>
5.	Employ appropriate presentation, manipulation and extrapolation techniques for these sometimes incomplete data, in both two and three-dimensions.	

	B: (ii) Skills – transferable						
At the end able to der 1. Inte und sub cor 2. Pra lab incl imp invo 3. Col a ra ran 4. Pei ass ind ano flex tea	d of the module, students will be monstrate: ellectual skills (knowledge and derstanding) associated with oject specific theories, paradigms, neepts and principles. actical skills associated with oratory and field situations, luding the ability to plan, olement, analyse and report estigations safely and ethically. mmunication skills associated with ange of media and targeted at a oge of audiences. rsonal and professional skills sociated with the identification of ividual needs and requirements d including adaptability and kibility in both independent and m working.	<ul> <li>Learning/teaching methods and strategies (relating to numbered outcomes): <ul> <li>Online workshops/blogs (1, 2, 3, 4)</li> <li>Peer review of work (1, 2, 3, 4)</li> <li>Face-to-face residential workshops (including field and laboratory work) (1, 2, 3, 4)</li> <li>Reading of primary/secondary texts (1, 2, 3, 4)</li> </ul> </li> <li>Types/methods of assessment (relating to numbered outcomes) <ul> <li>Short critical essays (1, 2, 3)</li> <li>Long critical essays (1, 2, 3)</li> <li>Laboratory-based projects (1, 2, 3, 4)</li> </ul> </li> </ul>					
	C: Experi	ence and other attributes					
At the end 1. Un app geo leve lite	of the course, students will: derstand the academic proaches used to investigate plogical science to an advanced el, and the current debates in the rature.	Learning/teaching methods and strategies (relating to numbered outcomes): <ul> <li>Online workshops/blogs (1)</li> <li>Peer review of work (1)</li> <li>Face-to-face residential workshops (1)</li> <li>Reading of primary/secondary texts (1)</li> </ul> <li>Types/methods of assessment (relating to numbered outcomes) <ul> <li>Short critical essays (1)</li> <li>Long critical essays (1)</li> </ul> </li>					

**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)

The course will follow and adhere to the QAA benchmark statements for Earth Sciences, Environmental Sciences, and Environmental Studies (ES3) issued in October 2014: <u>http://www.qaa.ac.uk/en/Publications/Documents/SBS-earth-sciences.pdf</u>. There is currently only a UG version of this document, so benchmarking statements employed will be raised to the appropriate PG level.

## 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 which is available on the VLE: CLL's Induction Site.

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 which is available on the VLE: CLL's Induction Site.

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

## Postgraduate Diploma (if applicable)

	Autumn term	Spring term	Summer term
Year One	Origins – the Development	Dales and Vales – the	Moors and Coast – the
	of Geology in Northern	Palaeozoic of Yorkshire	Mesozoic of Yorkshire and
	England	and Northern England	Northern England
Year Two	Advanced	Fire and Ice – the	People and Landscape - The
	Palaeoenvironmental	Cenozoic of Yorkshire and	Human Geology of Yorkshire
	Analysis	Northern England	and Northern England

## **Postgraduate Certificate**

Autumn term	Spring term	Summer term
Origins – the Development of Geology	Dales and Vales – the	Moors and Coast – the
in Northern England	Palaeozoic of Yorkshire	Mesozoic of Yorkshire and
	and northern England	northern England

Diagrammatic representation of the timing of module assessments and reassessments, and the timing of departmental examination/progression boards

Autumn term	Spring term	Summer term	Summer vacation	Date of final award board
Submission to be Wednesday (Week 11) following conclusion of Week 10 activities.	Submission to be Wednesday (Week 11) following conclusion of Week 10 activities.	Submission to be Wednesday (Week 11) following conclusion of Week 10 activities.	N/A	Late August annually

All reassessments will take place five weeks after completion of marking on initial submissions

#### Overview of modules

### Core module table

Module title	Module	Credit	Credit	Prerequisites	Assessm	Timing and format of main	ISM?
	code	level <sup>1</sup>	value <sup>2</sup>	-	ent rules <sup>3</sup>	assessment <sup>4</sup>	<b>?</b> <sup>5</sup>
Origins – the Development of Geology in northern England		7	20			<ul> <li>Aut (week 11)</li> <li>Wikipedia-style summary of Yorkshire/northern England geology topic (1,000 words, 25%)</li> <li>Final Report (3,000 words, 750()</li> </ul>	N
Dales and Vales – the Palaeozoic of Yorkshire and northern England		7	20			<ul> <li>Spr (week 11)</li> <li>Blogpost summary of Palaeozoic locality in Yorkshire or northern England (1,000 words, 25%)</li> <li>Geological Magazine-style</li> </ul>	N

<sup>1</sup> 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

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.

				paper on aspect of Palaeozoic geology in Yorkshire or northern England (3,000 words, 75%)	
Moors and Coast – the Mesozoic of Yorkshire and northern England	7	20		<ul> <li>Sum (week 11)</li> <li>Blogpost summary of Mesozoic locality in Yorkshire or northern England (1,000 words, 25%)</li> <li>Report assessing geology, palaeoenvironments and global significance of Mesozoic interval seen in Yorkshire or northern England (3,000 words, 75%)</li> </ul>	Ν
Advanced palaeoenvironmental analysis	7	20	Year 1 Completion	<ul> <li>Aut (week 11)</li> <li>Residential course field/lab notebook (1000 words 25%)</li> <li>Written report (3,000 words, 75%)</li> </ul>	Ν
Fire and Ice – the Cenozoic of Yorkshire and northern England	7	20	Year 1 Completion	<ul> <li>Spr (week 11)</li> <li>Blogpost summary of Cenozoic locality in Yorkshire or northern England (1,000 words, 25%)</li> <li>Journal-style report on an aspect of Cenozoic Yorkshire/northern England</li> </ul>	Ν

				(3,000 words, 75%)	
People and Landscape - The	7	20	Year 1	Sum (week 11)	Ν
Human Geology of Yorkshire			Completion	Written Report (4,000	
and northern England				words, 100%)	

**Option modules** 

Module title	Module code	Credit level	Credit value	Prerequisites	Ass ess men t rule s	Timing and format of main assessment	Independent Study Module?

## 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	9/8/2016
updated:	
Departmental web page:	www.york.ac.uk/lifelonglearning

#### 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.