UNIVERSITY OF YORK

POSTGRADUATE PROGRAMME SPECIFICATION

This document applies to students who commence the programme(s) in:	2017/18
Awarding institution	**Teaching institution**
University of York	University of York
Department(s)	
Centre for Lifelong Learning	
Award(s) and programme title(s)	**Level of qualification**
PG Diploma in The Geology of Yorkshire and Northern England	Level 7 (Masters)
Award(s) available *only* as interim awards	
PG Certificate in The Geology of Yorkshire and Northern England	
Admissions criteria	

Normally students will be expected to hold a Bachelor's Degree in a related subject area. CLL will also favourably consider any student previously awarded a BA/BSc in any subject, and with evidence of recent HE level study.

As a Centre based upon the cornerstone of open access, CLL will also seek to ensure that those without the qualifications highlighted above, but with the obvious ability to succeed, have the opportunity to engage.

In such instances, the presentation of a critical essay in the field of geology may be requested and considered by the admissions panel; CLL reserves the right to ask any student for academic work to support their application.

Any student may be called to interview.

Students must have an IELTS score of 7.0 where appropriate.

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**
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	

Language of study	English

Programme accreditation by Professional, Statutory or Regulatory Bodies (if applicable)

N/A

Educational aims of the programme(s)

For the Certificate:

- Introduce the key tenets and sub-disciplines of geology, focussing particularly on the geological evolution of Yorkshire and northern England
- Examine the main Palaeozoic and Mesozoic geological units present in Yorkshire, their composition, distribution and formation
- Provide students with a holistic understanding of the geological origins and history of Yorkshire and northern England
- Introduce students to postgraduate-level field and laboratory geological analysis, particularly focussing on the skills and techniques required to interpret sedimentary rocks accurately
- Explain the scientific importance of Yorkshire's rocks, and the role they have played in our understanding of the evolution of the Earth.

Additionally for the Diploma:

- Further develop students' palaeoecological and palaeoenvironmental interpretation skills, using local, regional and international case studies where appropriate
- Use Yorkshire and northern English localities to investigate the Cenozoic and Recent geological history of Britain and Europe
- Provide students with an understanding of human interactions with, and exploitation of, the geological resources and landscapes of Yorkshire and northern England;
- Further develop students' knowledge of the role Yorkshire and northern England has played in the evolution of global geological hypotheses.

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	
1. Present and past interactions between components of the Earth system. 2. The central paradigms in the Earth sciences: uniformitarianism (the present is the key to the past); the extent of geological time; evolution (the history of life on Earth); and plate tectonics.	Learning/teaching methods and strategies (relating to numbered outcomes): • Delivery of online materials (1, 2, 3, 4, 5, 6, 7) • Online workshops/blogs (1, 2, 3, 4, 5, 6, 7) • Peer review of work (1, 2, 3, 4, 5, 6, 7) • Face-to-face residential workshops (1, 2, 3, 4, 5, 6, 7) • Reading of primary/secondary texts (1, 2, 3, 4, 5, 6, 7)

<table>
<tr><td>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 Quaternary and Anthropocene.
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.</td><td>Types/methods of assessment (relating to numbered outcomes):
• Formative identification exercises (4, 6)
• Short critical essays (1, 2, 3, 4, 5, 6, 7)
• Long critical essays (1, 2, 3, 4, 5, 6, 7)
• Yorkshire geological case studies (1, 2, 3, 4, 5, 6, 7)</td></tr>
<tr><td colspan="2">B: (i) Skills – discipline related</td></tr>
<tr><td rowspan="2">At the end of the course, students will be able to:
1. Identify rocks, fossils, and geological structures in an integrated manner to be able to reconstruct palaeoenvironments and geological histories.
2. Collect and analyse Earth science data in the field to enable palaeoenvironmental and geological history reconstructions.
3. Use sophisticated analytical techniques, field- and laboratory-based, to interpret geological data;
4. Recognise which techniques are most appropriate to assessing different geological questions;
5. Employ appropriate presentation, manipulation and extrapolation techniques for these sometimes incomplete data, in both two and three-dimensions.</td><td>Learning/teaching methods and strategies (relating to numbered outcomes):
• Delivery of online materials (1, 2, 3, 4, 5)
• Online workshops/blogs (1, 2, 3, 4, 5)
• Peer review of work (1, 2, 3, 4, 5)
• Face-to-face residential workshops (including field and laboratory work) (1, 2, 3, 4, 5)
• Reading of primary/secondary texts (1, 2, 3, 4, 5)</td></tr>
<tr><td>Types/methods of assessment (relating to numbered outcomes)
• Short critical essays (1, 2, 3, 4, 5)
• Long critical essays (1, 2, 3, 4, 5)
• Laboratory-based projects (1, 2, 3, 4, 5)
• Field-based projects (1, 2, 3, 4, 5)</td></tr>
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<tr><th colspan="2">B: (ii) Skills – transferable</th></tr>
<tr><td rowspan="2">At the end of the module, students will be able to demonstrate:
1. Intellectual skills (knowledge and understanding) associated with subject specific theories, paradigms, concepts and principles.
2. Practical skills associated with laboratory and field situations, including the ability to plan, implement, analyse and report investigations safely and ethically.
3. Communication skills associated with a range of media and targeted at a range of audiences.
4. Personal and professional skills associated with the identification of individual needs and requirements and including adaptability and flexibility in both independent and team working.</td><td>Learning/teaching methods and strategies (relating to numbered outcomes):
• Online workshops/blogs (1, 2, 3, 4)
• Peer review of work (1, 2, 3, 4)
• Face-to-face residential workshops (including field and laboratory work) (1, 2, 3, 4)
• Reading of primary/secondary texts (1, 2, 3, 4)</td></tr>
<tr><td>Types/methods of assessment (relating to numbered outcomes)
• Short critical essays (1, 2, 3)
• Long critical essays (1, 2, 3)
• Laboratory-based projects (1, 2, 3, 4)
• Field-based projects (1, 2, 3, 4)</td></tr>
<tr><th colspan="2">C: Experience and other attributes</th></tr>
<tr><td rowspan="2">At the end of the course, students will:
1. Understand the academic approaches used to investigate geological science to an advanced level, and the current debates in the literature.</td><td>Learning/teaching methods and strategies (relating to numbered outcomes):
• Online workshops/blogs (1)
• Peer review of work (1)
• Face-to-face residential workshops (1)
• Reading of primary/secondary texts (1)</td></tr>
<tr><td>Types/methods of assessment (relating to numbered outcomes)
• Short critical essays (1)
• Long critical essays (1)</td></tr>
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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: http://www.qaa.ac.uk/en/Publications/Documents/SBS-earth-sciences.pdf. 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 of Geology in Northern England	Dales and Vales – the Palaeozoic of Yorkshire and Northern England	Moors and Coast – the Mesozoic of Yorkshire and Northern England
Year Two	Advanced Palaeoenvironmental Analysis	Fire and Ice – the Cenozoic of Yorkshire and Northern England	People and Landscape - The Human Geology of Yorkshire and Northern England

Postgraduate Certificate

Autumn term	**Spring term**	**Summer term**
Origins – the Development of Geology in Northern England	Dales and Vales – the Palaeozoic of Yorkshire and northern England	Moors and Coast – the Mesozoic of Yorkshire and 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 code	Credit level[1]	Credit value[2]	Prerequisites	Assessment rules[3]	Timing and format of main assessment[4]	ISM??[5]
Origins – the Development of Geology in northern England		7	20			**Aut (week 11)** • Wikipedia-style summary of Yorkshire/northern England geology topic (1,000 words, 25%) • Final Report (3,000 words, 75%)	N
Dales and Vales – the Palaeozoic of Yorkshire and northern England		7	20			**Spr (week 11)** • Blogpost summary of Palaeozoic locality in Yorkshire or northern England (1,000 words, 25%) • Geological Magazine-style	N

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.

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

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

Option modules

Module title	**Module code**	**Credit level**	**Credit value**	**Prerequisites**	**Assessment rules**	**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 updated:	8/9/2017
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.