

# UNIVERSITY OF YORK

## POSTGRADUATE PROGRAMME SPECIFICATION

<b>This document applies to students who commence the programme(s) in:</b>		2017			
<b>Awarding institution</b>		<b>Teaching institution</b>			
University of York		University of York			
<b>Department(s)</b>		<b>Board of Studies</b>			
Education		Education			
<b>Award(s) and programme title(s)</b>		<b>Level of qualification</b>			
MA Social Justice and Education		Level 7 (Masters)			
<b>Award(s) available <i>only</i> as interim awards (i.e. not available for direct entry)</b>					
PG Certificate in Educational Studies					
PG Diploma in Social Justice and Education					
<b>Admissions criteria</b>					
Bachelors degree 2.1 or equivalent and an average IELTS score of 6.5 with no score below 6					
<b>Length and status of the programme(s) and mode(s) of study</b>					
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
	1 year full time	October 2017	yes		
<b>Language of study</b>		English			
<b>Programme accreditation by Professional, Statutory or Regulatory Bodies (if applicable)</b>					
N/A					
<b>Educational aims of the programme(s)</b>					
For the Masters, Diploma and Certificate:					
<ul style="list-style-type: none"> <li>• To understand philosophical perspectives about the nature of education and social justice (exploring the purposes of education in relation to such theoretical perspectives as human capital theory, liberation theory etc.);</li> <li>• To analyse overarching conceptual considerations to do with social justice in educational contexts (e.g. achieved by exploring educational issues through the lens of inclusion, equality, diversity);</li> <li>• To evaluate the contributions made to debates about social justice in education by empirical researchers;</li> <li>• To understand issues about achievement and attainment in a variety of contexts (reflections of who gets what from education);</li> <li>• To critique the issues associated with the pedagogical approaches proposed by</li> </ul>					

advocates of social justice and education.

- To develop academic study and research skills appropriate to the field
- To communicate effectively at masters level.

Additionally for the Diploma (if applicable):

Additionally for the Masters:

**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**

Students will have knowledge and understanding of:  
*For the Masters, Diploma and Certificate:*

1. A range of intellectual and methodological traditions within the field of social justice and education.
2. How their learning can contribute to professional development and practice and personal growth
3. How to critically read educational research
4. A substantive area of education and educational research

Additionally for the Diploma:

Additionally for the Masters:

Learning/teaching methods and strategies (relating to numbered outcomes):

- The programme is structured to include lectures, seminars, workshops and tutorials as the main methods of enhancing knowledge and understanding (1 – 5)
- Lectures, workshops and seminars are interactive and students are encouraged to discuss and evaluate arguments, critically engage with theory and practice in their chosen field, and undertake problem solving activities. Skills of critical evaluation and analysis are further enhanced through directed tasks (1 – 5)
- For masters students, data collection and analysis are developed through the research methodology modules and through the production of an independent study (1 – 5).

<p>5. How to design, carry out, and interpret an independent study in education</p>	<p>Types/methods of assessment (relating to numbered outcomes)</p> <ul style="list-style-type: none"> <li>• Knowledge and understanding are assessed primarily through course work assignments. Examinations are used where exam tasks most closely match the way in which knowledge and understanding developed in a particular module might be applied in practice (1 – 4).</li> <li>• Performance in planning and communicating research is assessed on a multi-task pass-fail basis (3 &amp; 5).</li> <li>• A dissertation is used to assess the depth of knowledge and understanding of research processes and procedures students have acquired throughout their studies and to assess their ability to conduct an independent study (1-5).</li> </ul>
<p><b>B: (i) Skills – discipline related</b></p>	
<p>Students will be able to:  <i>For the Masters, Diploma and Certificate:</i></p> <ol style="list-style-type: none"> <li>1. Critically interpret, analyse and evaluate theories, concepts and arguments in the study of social justice in education</li> <li>2. Formulate arguments and contribute to discussion in the area of social justice and education.</li> </ol>	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> <li>• Discipline/subject specific skills are modelled in lectures, seminars, and workshops. Mastery of these skills is enhanced through student participation in seminars, peer-teaching sessions and workshops (1 – 7)</li> </ul>

<ol style="list-style-type: none"> <li>3. Where appropriate, critically reflect on professional practice in the light of relevant educational theory.</li> <li>4. Demonstrate that they can assimilate and critically appraise the information in the study of social justice in education and formulate appropriate action.</li> <li>5. Set personal goals, rise to challenges and make informed decisions about teaching and learning in an international context.</li> <li>6. Participate in seminars, workshops, group work, presentations, peer-teaching activities, tutorials, and problem solving activities with regard to teaching and learning in an international context.</li> <li>7. Demonstrate knowledge and understanding of educational theory and practice in the field of Social Justice and Education through the submission of written assignments.</li> </ol> <p>Additionally for the Diploma:</p> <p>Additionally for the Masters:</p> <ol style="list-style-type: none"> <li>8. Demonstrate knowledge and understanding of educational theory and practice in the field of Social Justice and Education through the submission of an independent study.</li> </ol>	<p>Types/methods of assessment (relating to numbered outcomes)</p> <ul style="list-style-type: none"> <li>• 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 modules and seminars (1 – 7).</li> <li>• Performance in planning and communicating research is assessed on a multi-task pass-fail basis (1-4, 6, 8).</li> <li>• Discipline-related skills are also assessed through action research and the production of an independent research study (1 – 8)</li> </ul>
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<b>B: (ii) Skills - transferable</b>	
<p>Students will be able to: <i>For the Masters, Diploma and Certificate:</i></p> <ol style="list-style-type: none"> <li>1. present complex ideas clearly and articulately in English</li> <li>2. work with others of different cultural and linguistic backgrounds to achieve an objective</li> <li>3. independently manage their time, make plans, and set priorities to achieve complex objectives over several months' work</li> <li>4. assimilate, analyse, and evaluate complex information in English, identifying key issues and drawing well-reasoned conclusions</li> <li>5. word-process, manage files, use e-mail, VLE and the Web</li> </ol> <p style="text-align: center;">Additionally for the Diploma:</p> <p style="text-align: center;">Additionally for the Masters:</p> <ol style="list-style-type: none"> <li>6. locate, interpret and analyse research data</li> </ol>	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> <li>• Transferable skills are introduced to students through sessions within the induction programme and skills sessions within modules. IT and numeracy skills are further developed in Communication and Information Skills modules. Students have the opportunity to further develop work and study skills through researching and producing assignments and for masters students an independent study. Oral communication skills are particularly developed through seminars and presentations, group work, participation in interactive lectures. Teamwork skills are enhanced through group activities and presentations. The entire course is an exercise in time management. Students are required to set objectives, determine priorities, schedule their workload and meet deadlines (1 – 6)</li> </ul> <p>Types/methods of assessment (relating to numbered outcomes)</p> <ul style="list-style-type: none"> <li>• Transferable skills are addressed in the induction programme and within modules. Some are assessed within indirectly within particular modules, and some are directly assessed within optional modules (1 – 6).</li> <li>• Presentation skills are often given formative feedback within modules, but are formally assessed on a Pass-Fail basis in the Planning and Communicating Research module (1-6).</li> </ul>
<b>C: Experience and other attributes</b>	
<p>Able to: <i>For the Masters, Diploma and Certificate:</i></p> <ol style="list-style-type: none"> <li>1. build on prior knowledge of teaching and learning and, where appropriate, develop participants' existing knowledge and professional skills as practising teachers</li> <li>2. participate in and contribute to</li> </ol>	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> <li>• Professional knowledge and skills are modelled in lectures, seminars, and workshops. Development of these skills is enhanced through student participation in seminars, peer-teaching sessions, workshops and administrative meetings (1-2)</li> </ul>

<p>group seminars, tutorials, presentations, research seminars, workshops, conferences, and, where appropriate, committee meetings</p> <p>Additionally for the Diploma:</p> <p>Additionally for the Masters:</p>	<p>Types/methods of assessment (relating to numbered outcomes)</p> <ul style="list-style-type: none"> <li>Professional knowledge and skills are demonstrated through directed tasks and the production and evaluation of teaching materials. They are assessed primarily through assignments and, for the MA, an independent study (1 – 2).</li> </ul>
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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)

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**

Procedures and policies relating to assessment, marking and feedback can be found in the University's [Guide to Assessment, Standards, Marking and Feedback](#).

The Department follow the University rules for progression and award outlined in:

[The Guide to Rules for Progression and Award in UG Programmes](#); and

[The Guide to Rules for Progression and Award in PG Programmes](#)

Further information on assessment (including grade descriptors, marking procedures, word counts etc.) is available in the programme handbook and on the Department's website: <http://www.york.ac.uk/education/intranet>

Information on formative and summative feedback to students on their work is available at the online module catalogue at: <https://www.york.ac.uk/students/studying/manage/programmes/module-catalogue/module>

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

### MA Social Justice and Education

Autumn term	Spring term	Summer term/vacation
Research methods in education (20 credit)	Either: Teaching and learning citizenship and global education (20 credits); or, Higher education in the 21 <sup>st</sup> century (20 credits); or, Gender and Sexuality and Education (20 credits)	Independent study (60 credits)
Social justice and education (20 credits)	Option module from group B (20 credits)	
Option module from group A (20 credits)	Planning and Communicating Research (lectures in weeks 2, 4, 6, 8 and 10) (workshops in weeks 3, 5)	(presentations) (weeks 2 - 5) (20 credits) →

### Postgraduate Certificate in Educational Studies

Autumn term	Spring term
Research methods in Education (20 credits)	Teaching and learning citizenship and global education or (20 credits) or, Higher education in the 21 <sup>st</sup> century (20 credits); or, Gender and Sexuality in Education (20 credits)
Social justice and education (20 credits)	Option module from group B (20 credits)
Option module from Group A (20 credits)	

**(Any three of the five core/option modules must be completed successfully to earn the PG certificate)**

### Postgraduate Diploma Social Justice in Education

Autumn term	Spring term	Summer term/vacation
Research methods in education (20 credit)	Teaching and learning citizenship and global education (20 credits); or, Higher education in the 21 <sup>st</sup> century (20 credits); or, Gender and Sexuality in Education (20 credits)	
Social justice and education (20 credits)	Option module from group B (20 credits)	
Option module (20 credits)	Planning and Communicating Research (lectures in weeks 2, 4, 6, 8 and 10) (workshops in weeks 3, 5)	(presentations) (weeks 2 - 5) (20 credits) →

**(All core/option modules must be completed successfully to earn the PG Diploma)**

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

**MA Social Justice in Education**

Term	Module	Type of assessment	Assessment date	Re-submission date
Autumn	Research methods in Education Social Justice and Education Option module from group A	Closed exam	Term 2 week 1	Term 3, week 10
		Assignment	Term 2, week 1	Term 3, week 10
		Assignment (unless specified)	Term 2, week 1	Term 3, week 10
Spring	Teaching and learning citizenship and global education; <b>or</b> higher education in the 21 <sup>st</sup> century; <b>or</b> , gender and sexuality in education	Assignment	Term 3, week 1	Term 3, week 10
	Option module from group B	Assignment (unless specified)	Term 3, week 1	Term 3, week 10
	Planning & Communicating Research (assignment a)	Dissertation outline	Term 3, week 2	Term 3, by week 7
	Planning & Communicating Research (assignment b)	Ethics audit	Term 3, week 2	Term 3, by week 7
	Planning & Communicating Research (assignment c)	Assessed presentation	Term 3, weeks 2-5	Term 3, week 9



Summer	Independent study	Dissertation	Early September	End of December
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NB the progression board meets in late May/early June and July/August. The final Board of Examiners meets in mid-November.



## Overview of modules

### Core module table MA Social justice and education

Module title	Module code	Credit level <sup>1</sup>	Credit value <sup>2</sup>	Prerequisites	Assessment rules <sup>3</sup>	Timing (term and week) and format of main assessment <sup>4</sup>	Independent Study Module? <sup>5</sup>
Social justice and education	EDU000 69M	7	20	N/A	N/A	Assignment, SpT, week 1	No
Research methods in education	EDU000 34M	7	20	N/A	N/A	Exam, SpT, week 1	No
Teaching and learning citizenship and global education	EDU000 38M	7	20	N/A	N/A	Assignment, SuT, week 1	No
or, higher education in the 21 <sup>st</sup> century	EDU000 67M	7	20	N/A	N/A	Assignment, SuT, week 1	No
or, gender and sexuality in education	EDU000 68M	7	20	N/A	N/A	Assignment, SuT, week 1	No
Planning and communicating research	EDU000 35M	7	20	N/A	P/F	SuT wk 2 proposal, ethics form SuT wk 2-5 presentation	No
Dissertation	EDU000 13M		60	N/A	N/A	SuVac wk 21 (T1 wk -3)	Yes

<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.

<sup>2</sup> 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)

<sup>3</sup> **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

<sup>4</sup> AuT – Autumn Term, SpT – Spring Term, SuT – Summer Term, SuVac – Summer vacation

<sup>5</sup> **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.

## Option modules group A

Module title	Module code	Credit level	Credit value	Prerequisites	Assessment rules	Timing and format of main assessment
Bilingualism	EDU00002M	7/M	20	N/A	N/A	Assignment, SpT, week 1
Citizenship education	EDU00003M	7/M	20	N/A	N/A	Assignment, SpT, week 1
Cross-Linguistic Influences in Second Language Acquisition	EDU00048M	7/M	20	N/A	N/A	Assignment, SpT, week1
Evaluating ESOL classroom practice	EDU00011M	7/M	20	N/A	N/A	Assignment, SpT, week 1
Motivation in Education	EDU00061M	7/M	20	N/A	N/A	Assignment, SpT, week 1
Science, education and society	EDU00036M	7/M	20	N/A	N/A	Assignment, SpT, week 1
Teaching English for academic purposes	EDU00009M	7/M	20	N/A	N/A	Assignment, SpT, week 1
Teaching and learning in schools	EDU00039M	7/M	20	N/A	N/A	Assignment, SpT, week 1
Teaching and Assessing Speaking Skills	EDU00023M	7/M	20	N/A	N/A	Assignment, SpT, week 1
Teaching and Assessing Writing Skills	EDU00052M	7/M	20	N/A	N/A	Assignment, SpT, week 1
Teaching World Englishes	EDU00024M	7/M	20	N/A	N/A	Assignment, SpT, week 1
Technology enhanced learning and teaching	EDU00062M	7/M	20	N/A	N/A	Assignment, SpT, week 1
Topics in Second Language Acquisition	EDU00041M	7/M	20	N/A	N/A	Assignment, SpT, week 1

## Option modules group B

<b>Module title</b>	<b>Module code</b>	<b>Credit level</b>	<b>Credit value</b>	<b>Prerequisites</b>	<b>Assessment rules</b>	<b>Timing and format of main assessment</b>
Contemporary issues in teaching	EDU00005M	7/M	20	N/A	N/A	Assignment, SuT, week 1
Cross-cultural perspectives on language & discourse	EDU00006M	7/M	20	N/A	N/A	Assignment, SuT, week 1
Developmental Psycholinguistics	EDU00047M	7/M	20	N/A	N/A	Assignment, SuT, week 1
Gender, sexuality and education	EDU00068M	7/M	20	N/A	N/A	Assignment, SuT, week 1
Higher education in the 21 <sup>st</sup> century	EDU00067M	7/M	20	N/A	N/A	Assignment, SuT, week 1
Intercultural communication in Education	EDU00051M	7/M	20	N/A	N/A	Assignment, SuT, week 1
International perspectives in science education	EDU00015M	7/M	20	N/A	N/A	Assignment, SuT, week 1
Pragmatics: Language, Meaning and Communication	EDU00030M	7/M	20	N/A	N/A	Assignment, SuT, week 1
Psychology of Language and Language Learning	EDU00031M	7/M	20	N/A	N/A	Assignment, SuT, week 1
Qualitative and Quantitative Data Analysis	EDU00064M	7/M	20	N/A	N/A	Assignment, SuT, week 1
Teaching and Learning Citizenship and Global Education	EDU00038M	7/M	20	N/A	N/A	Assignment, SuT, week 1
Testing and Assessment in English Language Teaching	EDU00066M	7/M	20	N/A	N/A	Assignment, SuT, week 1

<b>Transfers out of or into the programme</b>	
<b>Exceptions to University Award Regulations approved by University Teaching Committee</b>	
<b>Exception</b>	<b>Date approved</b>
<b>Quality and Standards</b>	
<p>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.</p> <p>Quality assurance and enhancement processes include:</p> <ul style="list-style-type: none"> <li>• The academic oversight of programmes within departments by a Board of Studies, which includes student representation</li> <li>• The oversight of programmes by external examiners, who ensure that standards at the University of York are comparable with those elsewhere in the sector</li> <li>• Annual monitoring and periodic review of programmes</li> <li>• The acquisition of feedback from students by departments.</li> </ul> <p>More information can be obtained from the Academic Support Office:  <a href="http://www.york.ac.uk/about/departments/support-and-admin/academic-support/">http://www.york.ac.uk/about/departments/support-and-admin/academic-support/</a></p>	
<b>Date on which this programme information was updated:</b>	27 September 2017
<b>Departmental web page:</b>	<a href="http://www.york.ac.uk/education/">http://www.york.ac.uk/education/</a>
<b>Please note</b>	
<p>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.</p> <p>Detailed information on learning outcomes, content, delivery and assessment of modules can be found in module descriptions.</p> <p>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.</p>	