

UNIVERSITY OF YORK

POSTGRADUATE PROGRAMME SPECIFICATION

This document applies to students who commence the programme(s) in:			September 2017		
Awarding institution			Teaching institution		
University of York			University of York		
Department(s)					
Department of Education					
Award(s) and programme title(s)			Level of qualification		
Post Graduate Certificate in Education (PGCE) YTSA School Direct PGCE Pathfinder School Direct PGCE			Level 7 (Masters)		
Award(s) available <i>only</i> as interim awards					
Admissions criteria					
<ul style="list-style-type: none"> • Bachelors degree or equivalent in relevant subject; GCSE or equivalent (Grade C (Grade 4) or above) in Maths and English; Skills Tests in Literacy and Numeracy 					
Length and status of the programme(s) and mode(s) of study					
Programme	Length (years) and status (full-time/part-time)	Start dates/months <small>(if applicable – for programmes that have multiple intakes or start dates that differ from the usual academic year)</small>	Mode		
			Face-to-face, campus-based	Distance learning	Other
	10 months full-time	September 2017	x		X (school placements)
Language of study		English			
Programme accreditation by Professional, Statutory or Regulatory Bodies (if applicable)					
Qualified Teacher Status (QTS) awarded by the Department for Education (DfE)					
Educational aims of the programme(s)					
<p>For the Certificate:</p> <ul style="list-style-type: none"> • To meet the Teachers' Standards • To provide an introduction to current issues and key trends in the field of education. • To develop the knowledge and skills trainees will need as teachers. • To develop a critical understanding of the nature of teaching and learning. • To develop a critical understanding of how these ideas provide a framework to consider and evaluate approaches to teaching and learning. 					

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

Knowledge and understanding of:
For the Masters, Diploma and Certificate:

1. Expectations which inspire, motivate and challenge pupils
2. Methods for promoting good progress and outcomes by pupils
3. Specialist subject and curriculum
4. How to plan and teach well-structured lessons
5. How to adapt teaching to respond to the strengths and needs of all pupils
6. How to make accurate and productive use of assessment
7. How to manage behaviour effectively to ensure a good and safe learning environment
8. How to fulfil wider professional responsibilities
9. How to ensure consistently high standards of personal and professional conduct
10. Literacy and Numeracy
11. How trainees' learning can contribute to professional development and practice and personal growth
12. How to critically read 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 – 12)
- Lectures, workshops and seminars are interactive and trainees 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 – 12)
- Trainees undertake a two week Primary Placement, an Autumn Term placement (2 days per week for 6 weeks and two 4 week blocks), a Second Placement (10 weeks) and a Professional Enrichment Placement (2 weeks). (1-12)
- Trainees are supported by a curriculum area mentor on a one-to-one basis and by professional tutors when on placement

Types/methods of assessment (relating to numbered outcomes)

- Knowledge and understanding is assessed through 3 Masters Level written assignments, classroom practice (assessed through observations and reviews) and successfully meeting all of the Teachers' Standards. (1-12)

B: (i) Skills – discipline related

Able to:

For the Masters, Diploma and Certificate:

1. Critically interpret, analyse and evaluate theories, concepts and arguments in the study of education
2. Formulate arguments and contribute to discussion in the area of education
3. Where appropriate, critically reflect on professional practice in the light of relevant educational theory
4. Demonstrate assimilation and critical appraisal of the information in the study of education and formulate appropriate action
5. Participate in seminars, workshops, group work, presentations, peer-teaching activities, tutorials, and problem solving activities with regard to teaching and learning in national context
6. Demonstrate knowledge and understanding of educational theory and practice in the field of education through the submission of written assignments and school placements.
7. Successfully meet all of the Teachers' Standards

Additionally for the Diploma:

Additionally for the Masters:

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

- Discipline/subject specific skills are modelled in lectures, seminars, and workshops. Mastery of these skills is enhanced through trainee participation in seminars, peer-teaching sessions and workshops (1 – 7)
- Successfully engaging in all opportunities offered by the school placements, building evidence to demonstrate that the Teachers' Standards have been met (1-7)

Types/methods of assessment (relating to numbered outcomes)

- 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 sessions as well as building up their teaching experiences across the placements (1 – 7)

B: (ii) Skills - transferable

Able to:

For the Masters, Diploma and Certificate:

1. present complex ideas clearly and articulately in English

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

-

<ol style="list-style-type: none"> 2. independently manage time, make plans, and set priorities to achieve complex objectives over several months' work 3. assimilate, analyse, and evaluate complex information in English, identifying key issues and drawing well-reasoned conclusions 4. Use a range of digital technologies tools to enhance teaching and learning 5. Demonstrate consistently high standards of personal and professional conduct 6. Presentation and communication skills <p><i>Additionally for the Diploma:</i></p> <p><i>Additionally for the Masters:</i></p>	<p>Types/methods of assessment (relating to numbered outcomes)</p> <ul style="list-style-type: none"> • Transferable skills are introduced to trainees through sessions in the university-based element of the course. Trainees have the opportunity to further develop these skills working with colleagues and pupils in school and study skills through researching and producing assignments. Oral communication skills are particularly developed through seminars and presentations, group work, participation in interactive lectures as well as through teaching in two secondary schools. Teamwork skills are enhanced through group activities and presentations and working in school departments. The entire course is an exercise in time management. Students are required to set objectives, determine priorities, schedule their workload and meet deadlines. Digital technologies are integral to all aspects of the course (1 – 6)
C: Experience and other attributes	
<p>Able to: <i>For the Masters, Diploma and Certificate:</i></p> <ol style="list-style-type: none"> 1. Build on prior knowledge of teaching and learning to develop knowledge and professional skills as practising teachers 2. Participate in and contribute to sessions and meetings 3. Work with young people in diverse classroom situations 4. Work with a range of professional colleagues in school-based settings <p><i>Additionally for the Diploma:</i></p> <p><i>Additionally for the Masters:</i></p>	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • Professional knowledge and skills are modelled in university and school-based sessions. Development of these skills is enhanced through trainee participation in teaching, seminars, peer-teaching sessions, workshops, meetings (1-4) <p>Types/methods of assessment (relating to numbered outcomes)</p> <ul style="list-style-type: none"> • Professional knowledge and skills are demonstrated through directed tasks and the planning, teaching and assessing of lessons. They are assessed primarily through teaching placements and assignments (1 – 4)
<p>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)</p>	
<p>DfE Teachers' Standards</p>	

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:

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:

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

Masters

Autumn term	Spring term	Summer term	Summer vacation

Postgraduate Diploma (if applicable)

Autumn term	Spring term	Summer term

Postgraduate Certificate In Education (Recommending for QTS)

Autumn term	Spring term	Summer term
Primary Placement	Second block of School Placement 1.	School Placement 2
School Placement 1	School Placement 2	Professional Enrichment
EDU00053M: Lesson Observation and participation in	EDU00054M: Evaluation of a Teaching and	EDU00055M: Special Study: Reflective Practitioner

wider whole school activities – Reflective Essay (20 credits)	Learning Sequence Evaluative Report (20 credits)	Research Report (20 credits)
		CPD
		Teachers' Standards

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

Autumn term	Spring term	Summer term	Date of final award board
First School Placement Review (Week 11)	End of First Placement Review (Week 6) Second Placement Review One (Week 11)	Second Placement – Final Review (Week 5)	School Placement Exam Board (Week 6)
EDU00053M Lesson Observation and participation in wider whole school activities (Week 11)	EDU00054M Evaluation of a Teaching and Learning Sequence (Week 11)	EDU00055M Special Study Reflective practitioner (week 6)	Final Exam Board (Week 11)
		Professional Enrichment Presentation (Week 10)	

Overview of modules

Core module table

Module title	Module code	Credit level ¹	Credit value ²	Prerequisites	Assessment rules ³	Timing (term and week) and format of main assessment ⁴	Independent Study Module? ⁵
EDU00053M: Lesson Observation and participation in wider whole school activities		7/M	20			Autumn Week 11	No
EDU00054M: Evaluation of a Teaching and Learning Sequence		7/M	20			Spring Week 11	No
EDU00055M Special Study: Reflective Practitioner		7/M	20			Summer Week 6	No
School Placements						Autumn Term week -1 and week 0	n/a

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.

						<p>Autumn School Placement – 2 days per week during Weeks 2,3,4,6,and 11 In the Autumn Term plus weeks 1 and 2 in the spring term. Plus full weeks 7,8,9,10 – spring term and 3,4,5,6 in the spring term Second Placement – from Spring Term Week 8 until Summer Term Week 5</p>	
--	--	--	--	--	--	--	--

Transfers out of or into the programme	
Exceptions to University Award Regulations approved by University Teaching Committee	
Exception	Date approved
Quality and Standards	
<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"> • 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. <p>More information can be obtained from the Academic Support Office: http://www.york.ac.uk/about/departments/support-and-admin/academic-support/</p>	
Date on which this programme information was updated:	Sept 2017
Departmental web page:	http://www;.york.ac.uk/education/pgce
Please note	
<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>	