

Programme change proposals

At York each degree programme has its own, tailored set of distinctive learning outcomes. These won't change, no matter what your location or mode of delivery, and our academics are working hard to ensure your programmes and modules next year continue to inspire and motivate you.

Your health and safety are our number one priority and in light of the Covid-19 pandemic we have needed to make changes to some of your programmes of study for the coming academic year. This document summarises the changes that are proposed.

Programme(s)	MA in Teaching English to Speakers of other Languages MA in Education MA in Applied Linguistics and Language Teaching MA in Applied Linguistics in English Language Teaching MA in Social Justice in Education MA in Global and International Citizenship Education MSc in Psychology in Education MSc in Mental Health and Wellbeing in Education
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Summary of Overall Plans

We will ensure that students based on campus will be able to engage in meaningful face-to-face interaction through a range of structured, student-centred and active learning activities. These will include peer-to-peer interaction through collective, collaborative group work and problem-solving, workshops, student presentations and demonstrations, community-building activities, face-to-face tutorials, and language and study skills classes. The activities may be organised in several ways including whole-class, small group, and one-to-one formats.

We aim to provide on-campus students with an equivalent of one contact hour per module, per week in PGT programmes. The face-to-face group size for PGT modules will be between 10 (minimum) and 13 (maximum) in light of the one-metre social distancing protocol.

All online provision will be available on the VLE. All face-to-face provision will have an equivalent version available on the VLE for either synchronous or asynchronous learning. Students will be able to participate in all asynchronous online learning activities, plus – for those unable to attend on campus – the online equivalents of on-campus activities.

Programme Structures

There are a number of module modifications for the PGT programmes, which are listed below. The proposed changes will not have any significant impact on programme content and student learning outcomes, thus preserving the overall learning experience.

Modification 1

Programmes: MA in Teaching English to Speakers of other Languages (MATESOL), MA in Applied Linguistics and Language Teaching (MAALT), and MA in Applied Linguistics in English Language Teaching (MAALET)

Module: 33M - Research Methods in Language Learning & Teaching

Modification: This module will be withdrawn and replaced with 34M Research Methods in Education.

Rationale: There is a significant overlap in content and learning outcomes between these two core modules: 33M and 34M.

Modification 2

Programme: MA in Education

Module: 34M - Research Methods in Education

Modification: As stated above, Research Methods in Language Learning & Teaching (33M) will be merged with this module (34M).

Rationale: There is significant overlap in content and learning outcomes between the two core modules: 34M and 33M. The lecture-style online delivery of Research Methods in Education will be supplemented with small group, face-to-face seminars to enhance the student learning experience.

Modification 3

Programme: MA in Education

Module: 25M - Theories in Learning and Development

Modification: To move from Term 2 to Term 1

Rationale: Moving this core module to Term 1 will bring the programme in line with other PGT programmes. Term 1 core modules will provide a solid foundation for student specialisation in

Term 2 through the provision of a range of optional modules. There will be no change in the distribution of credits: students will be awarded 60 credits in Term 1, 60 credits in Term 2 and 60 credits for the dissertation in Term 3.

Modification 4

Programme: MA in Social Justice in Education (MASJE)

Module: 93M - Race, Difference, Equity & Equality

Modifications: To change from an optional module to a core module and move from Term 2 to Term 1

Rationale: Converting the module to a core module and moving it to Term 1 will bring the programme in line with other PGT programmes. Term 1 core modules will provide a solid foundation for student specialisation in Term 2 through the provision of a range of optional modules. There will be no change in the distribution of credits: students will be awarded 60 credits in Term 1, 60 credits in Term 2 and 60 credits for the dissertation in Term 3.

Modification 5

Programme: MA in Global and International Citizenship Education (MAGICE)

Module: 38M - Teaching & Learning Citizenship & Global Education

Modification: To move from Term 2 to Term 1

Rationale: Moving this core module to Term 1 will bring the programme in line with other PGT programmes. Term 1 core modules will provide a solid foundation for student specialisation in Term 2 through the provision of a range of optional modules. There will be no change in the distribution of credits: students will be awarded 60 credits in Term 1, 60 credits in Term 2 and 60 credits for the dissertation in Term 3.

Modification 6

Programme: MA in Global and International Citizenship Education (MAGICE)

Module: Exploring Citizenship & Social Justice through Literature

Modification: This optional module will be withdrawn.

Rationale: The module has attracted very low student numbers over the past few years. Its withdrawal will not have a significant impact on the existing range of optional module choices in Term 2.

Further changes or information of note

There are no changes which affect the BPS accreditation of the MSc in Psychology in Education programme.