MA in Eighteenth Century Studies
2019-20

CENTRE FOR EIGHTEENTH CENTURY STUDIES
Welcome to the Centre

Welcome to the Centre for Eighteenth Century Studies. We’re delighted that you are joining us for postgraduate study, and we look forward to getting to know you during your time at York.

We are confident that you have made a good choice in coming to York. The Centre for Eighteenth Century Studies (CECS) provides a rich and stimulating environment for all forms of interdisciplinary study. Our staff provide specialist supervision in Archaeology, English Literature, History and History of Art. All of the principal contributing departments were ranked in the top ten for their subject in the Times and Sunday Times Good University Guide 2020 (English and History of Art in the top 5), meaning that our students learn in the most stimulating and exciting academic environment possible. Our modules are designed and taught by world experts who are at the forefront of current research into the long eighteenth century.

Postgraduate teaching is at the core of our identity as a centre, as well as our lively research community of Masters and doctoral students, where you are encouraged to pursue interests in politics, culture, literature, art and society of the period. We hope that you will find your time with us intellectually stimulating and socially vibrant.

Professor Gillian Russell
(Director, Centre for Eighteenth Century Studies)
The MA Year at a Glance

Autumn Term

**Week 1:** Introductory meetings with your MA convenor, with the Director of English Department Postgraduate Teaching and Introduction to Humanities Research Centre. CECS Welcome party.

**Week 1/Week 2:** Your academic supervisor invites you to a pastoral supervision meeting, and the onus is on you to attend. The role of the supervisor is explained at: [https://www.york.ac.uk/students/support/academic/supervisors/](https://www.york.ac.uk/students/support/academic/supervisors/)

**Week 2:** Teaching begins on core and option modules. Full-time students take two modules in the term; part-time students take one. Your training module, Postgraduate Life in Practice (PLP), also begins. English Department welcome party for new postgraduate students.

**Week 4:** Online Academic Integrity Tutorial to be completed by end of this week (VLE).

**Week 5:** Workshop with your MA convenor and cohort on MA essay writing.

**Week 6:** MA reading week. PLP essay (approx. 1,500 words) to be submitted in hardcopy to the CECS office and online through the PLP VLE site by 12pm on Wednesday of this week.

**Week 9:** Feedback on your PLP essay will be returned to you. You are welcome to visit your supervisor to discuss the essay further during their office hours.

**Week 10:** Teaching ends, and you are advised to consult with your module tutors about your plans for the assessed essays.

Week 11: PLP Critical Reflection (300-500 words) to be submitted via the PLP VLE site by 12pm on Monday of this week.
Spring Term

**Week 2:** Autumn term essays to be submitted to the Centre online through the VLE by 12pm on Monday of this week. Feedback will be returned within twenty working days. *Please note: other departments may have different submission requirements. Please refer to their guidelines.* Teaching begins on option modules. Full-time students take two modules in the term; part-time students take one. PLP module also resumes.

**Week 1/Week 2:** Academic supervisor invites you to a pastoral supervision meeting, which will include a discussion of your PLP Critical Reflection.

**Week 5:** Workshop with your MA convenor on a draft of your dissertation proposal.

**Week 6:** MA reading week. Dissertation proposal (300-500 words) to be submitted online through the PLP VLE site by 12pm on Wednesday of this week.

**Week 8:** You will be contacted with the name of your dissertation supervisor.

**Weeks 8-10:** Additional feedback on Autumn term essays can be obtained from module tutors/convenors during term, during an office hour, after essays have been returned.

**Week 10:** Teaching ends, and you are advised to consult with your module tutors about your plans for the assessed essays.
Summer Term

**Week 1:** Spring term essays to be submitted to the Centre online through the VLE by 12pm on Monday of this week. *Please note: other departments may have different submission requirements. Please refer to their guidelines.* Feedback will be returned within twenty working days. The dissertation supervisor takes over academic and pastoral supervision.

**Week 1/Week 2:** Dissertation supervision begins with an initial meeting with your supervisor. This will be followed by four more meetings of up to one hour each, taking place between the beginning of the Summer term and 21st July. The schedule of meetings will be agreed between supervisor and student.

**Week 7:** Dissertation presentation workshop with your MA convenor. Each student will give a presentation on their dissertation-in-progress of 10 minutes maximum, followed by Q&A.

**Weeks 7-10:** Additional feedback on Spring term essays can be obtained from module tutors/convenors during term, during an office hour, after essays have been returned.

**Summer Vacation**

Meetings with dissertation supervisor continue until 21st July.

Two hardcopies of the MA dissertation to be submitted to the Centre office by 12pm on Monday 14th September 2020 (full time students and part time students who started in 2018/19), with an online copy submitted through the VLE dissertation site.
Contacts for MA Students

Supervisor

Every MA student is allocated a supervisor, who serves both an academic and pastoral role. Your supervisor will meet you at the beginning of the Autumn and Spring terms, will get to know you, and will answer any questions you might have. Your supervisor will read and annotate your Autumn term PLP essay and deliver feedback in written form, which you are then welcome to discuss with them in person. In the Spring term meeting, your supervisor will also discuss with you your PLP critical reflection. Should students need specialist advice on their ideas, supervisors may recommend other staff who can be consulted during their open office hours; details of these are posted on the Centre’s website. In the Summer term, the supervisor role will switch to the dissertation supervisor.

Module Tutor

Each module is taught by a tutor, or (in the case of core modules and some options) several tutors. All queries about a module should be directed to your tutor in the first instance. Your tutor will normally be the first marker on your assessed essay, and should be the person you discuss that essay with at the planning stage. Essays for every MA module are also marked by a second marker.

Programme Convenor

The CECS MA programme is run by the director of CECS, Professor Gillian Russell, who will also teach on the programme. You will meet with her at the beginning of the Autumn term, and any queries about your programme should be directed to her (gillian.russell@york.ac.uk). She will also run draft swap workshops for the PLP essay and dissertation proposal in Weeks 5 of Autumn and Spring, and will convene the dissertation presentation workshop in Week 7 of the Summer term.

Postgraduate Administrator

The Centre Administrator communicates with students about procedure and assessment, and can answer any questions related to those aspects of your course. The Centre Administrator is Brittany Scowcroft, and her email is brittany.scowcroft@york.ac.uk.

The Centre Administrator is located in the CECS office K/G73, which is on the ground floor of Centre for Eighteenth Century Studies building in the King’s Manor. This is also where you will submit written work that is required in hardcopy (i.e. the PLP essay and the dissertation).
Student Representatives

In the Autumn term, MA students in the Department English and CECS will elect student representatives for the year. These representatives will sit on the English Departmental Postgraduate Teaching Committee, which meets three times a year, usually in Week 7 of each term. Student representatives can bring forward proposals for changes to procedure at these committee meetings, and can highlight any student concerns. You will be emailed with the contact details of your representatives after their election, and you can bring your queries and initiatives to them.

Problems, Concerns, Complaints

If you want to raise a concern about any aspect of your course, please direct that concern to the relevant contact in the Centre or Department of English. Most concerns about teaching or procedure are best directed to (a) the student representatives, and/or (b) the programme convenor.

If you have a complaint relating to your programme convenor, then your supervisor is the person to turn to. If your supervisor and convenor happen to be the same person, you can turn to the Director of Postgraduate Teaching in the Department of English to articulate your concern. If your supervisor, convenor, and the Director of Postgraduate Teaching are all the same person (rare, but possible), then you can turn to the Head of the Department of English.

Communicating with the Centre

There are a number of different lines of communication between you, the Centre and the University. These are:

- **Your York email address** – this is our main means of communication. Please check your email on a regular basis.
- **Yorkshare VLE** – this is used by your module tutors to support week-by-week classroom learning. This is also where you will submit your assessed essays for each module.
- **Timetable** – every student has an individualised online timetable. This allows you to see the times and venues of all your classes and other activities. Information is liable to change on the timetable: please keep a regular eye on it.
- **CECS and English Department website** – On the CECS and English departmental front page you can see news and events, while information about your course is available through the student intranet.
- **eVision** – this is your online profile with the university. It is used to keep your personal details up to date, and to access your marks and related information.
- **Phone** - in case we need to contact you urgently, please keep your telephone number(s) up to date on eVision.

- **Feedback forms** – you will be asked at the end of every module to evaluate how successfully it was run, and this information will help to shape future teaching in the centre and relevant departments.

Much of the communication you initiate will be with the contacts listed in the previous section. Face-to-face discussion in open office hours is encouraged; when it comes to emailing, students are encouraged to make an effort to locate basic information (e.g. the time of office hours) before contacting staff members to request it.

During term, staff members will endeavour to respond to emails within two working days of receiving them (i.e. 48 hours – so an email sent on Friday at 5pm will receive a reply by Tuesday at 5pm). Outside term, many staff will reply to emails less frequently, although the Centre Administrator may also be able to answer your questions: brittany.scowcroft@york.ac.uk. Staff away from York or on leave will set an auto-reply to let students know.

**Structure of the Centre**

**The Board of Studies**

Teaching and research in the Centre is organised by the Board of Studies in English. It is attended by all academic teaching staff, the Department manager, the academic liaison librarian, and your student representatives. The Board normally meets five times a year, at the beginning and end of the Autumn term, at the end of the Spring term, and at the beginning and end of the Summer term.

Board business is divided into two categories: reserved and unreserved. Issues affecting individual named students or staff are reserved matters, as are data and reports relating to admissions. Student representatives sit on the Board of Studies for all unreserved business. They are allocated a separate slot on the agenda to raise any issues that they want the Board to discuss. Student representatives have the same voting rights as staff members.

**The Postgraduate Teaching Committee**

This sub-committee of the English Board of Studies deals with all issues relating to MA teaching. The committee is chaired by the English Director of Postgraduate Teaching, and is made up of the MA programme convenors and the MA student representatives. The English Postgraduate Administrator is in attendance. The
committee discusses policy initiatives, examines issues raised by members, monitors staff-student relations and recommends proposals to the Board of Studies. Meetings are normally held in Week 7 of each term.

Student Representatives

In the Autumn term, MA students will elect student representatives for the year. Course representation is a partnership between YUSU and the Departments of the University of York. Together, we aim to ensure that students play an essential role in guaranteeing and driving the quality of the academic experience at York. If you would like to represent the views of your fellow students and have a say in how your course is run, please consider applying to be a course rep. You can find details of how to stand at www.yusu.org/representation/academic-reps/

Graduate Student Association

The Graduate Student Association is the primary representative body for all registered postgraduate students at the University of York, and you are automatically a member. The GSA aims to provide a social community for postgraduates through regular events, trips and free sport. They also represent postgraduate views on a variety of university committees, provide academic & welfare support and offer advice on all postgraduate matters. info@yorkgsa.org

Additional Contacts for International MA Students

The Centre is very pleased to welcome postgraduate students from overseas. We know that students from other countries may face particular challenges when studying far from home, in an unfamiliar culture and environment and perhaps in a second language. All MA students are encouraged to discuss any problems they encounter during their study with their academic supervisor and/or their MA programme convenor. One of the MA student representatives on the English Department’s Board of Studies has special responsibility for overseas MA students, so this is another important contact for you.

International Student Support is provided by the University through the Student Support Hub:

Tel: +44 (0)1904 324140 international-support@york.ac.uk
Your Course

Credit Structure

MA

The CECS taught MA programme is fully modularised. Students must obtain 180 credits in order to complete their MA. Each taught module carries 20 credits. The Postgraduate Life in Practice module carries 20 credits (awarded in two batches of 10 credits). Modules followed in the Autumn, Spring and early Summer terms (over 2 years for part-time students) thus accumulate a total of 100 credits overall (5 x 20). The preparation and completion of the dissertation carries 80 credits.

Postgraduate Diploma

The Diploma offers a postgraduate qualification that can be completed in less time than the MA and involves the writing of a long essay rather than a dissertation.

Students must obtain 120 credits in order to complete a diploma. 80 credits are gained for the modules followed in the Autumn and Spring terms, and 10 credits for Postgraduate Life in Practice. The diploma long essay carries 30 credits.

Taught Modules

The CECS MA programme is run by a convenor; individual modules are run by tutors. Taught modules are either core, i.e. compulsory for all students taking a particular MA, or options. Full-time students normally take two modules per term for the first two terms; part-time students normally take one module per term over four terms. Module teaching begins in Week 2 in both the Autumn and Spring Terms. Attendance at seminars is mandatory.

The taught MA emphasises independent argumentation, critical engagement with texts and ideas, and the development of research skills. Seminar discussion is the primary teaching method, with the tutor functioning as a facilitator of debate and not as a lecturer. Student participation in seminars is a vital part of the intellectual development the MA attempts to foster and, in certain modules, students may be required to give formal presentations. For this reason, spoken fluency in English and strong comprehension skills are essential for students to get the most out of the seminar experience. Most modules are taught in seminars of up to 15 students; some core modules may involve a larger number of students.

Students enrolled in an MA programme gain preferential access to places on the modules associated with that programme. As well as being able to choose options arranged specifically for their own MA programme, MA students can apply to take
options from other MA programmes within the University, subject to constraints on numbers and timetabling. Depending on numbers, core modules on certain MA programmes may be available as options to students taking other MAs.

Modules taken outside CECS or English (CES and ENG coded modules) must follow the assessment requirements for that department. The nature of the assessment (word length, due date etc.) may be different, so please refer to the relevant departmental assessment guidelines. Assessed work should be submitted direct to that Department according to their requirements.

Assessment for Taught Modules

Essays

The CECS and English modules are assessed through an essay of 4,500 words maximum (including quotations and footnotes, but excluding bibliography and plate/figure captions). Essays should address the aims and outcomes of the module in question. Essays must be submitted electronically, through the submission point on the VLE module site for the module being assessed, using the coversheet provided.

Essays addressing the modules taken in the Autumn term must be submitted by 12noon on the Monday of Week 2 of the Spring Term. Essays addressing the modules taken in the Spring term must be submitted by 12noon on the Monday of Week 1 of the Summer Term. This requirement is the same for full-time and part-time students.

Essay Consultation

Students are encouraged to avail themselves of the opportunities during term time for essay consultation. They may discuss their essay projects with their module tutor, their convenor, their supervisor, or another member of staff during open office hours, during the term in which the module is taught. For core modules, the student’s supervisor would normally be the first port of call, or the tutor who taught the seminar closest to the student’s topic. Students wishing to obtain details of staff open office hours are expected, in the first instance, to refer to lists posted on departmental websites at the start of every term, rather than emailing individual tutors.

An ability to compose essays independently of tutors is expected at MA level and, after the end of the teaching term, it is expected that students will work on their essays on their own. After the end of the teaching term, tutors/convenors/supervisors are usually able to continue to offer some informal help and advice of the kind that can be given in a short email response on, for example, queries about essay titles or
the overlap between assessed work projects. Tutors/convenors/supervisors cannot offer formal tuition or advice of any kind that might seem to offer an unfair advantage to individual students. They will not read drafts of whole essays and will not read draft sections of essays.

**Referencing, Plagiarism, Language**

Taught MA students are required to use either the Chicago or MLA style of referencing, and to indicate on the coversheet of their essay which they have chosen. See [http://www.york.ac.uk/k-roy/](http://www.york.ac.uk/k-roy/) for details or visit the University library for hard copy guides/summaries.

You are strongly advised to read the sections on the University website that deal with plagiarism and collusion: [https://www.york.ac.uk/students/studying/develop-your-skills/study-skills/study/integrity/](https://www.york.ac.uk/students/studying/develop-your-skills/study-skills/study/integrity/). All texts that you use in your essay must be properly acknowledged and cited. Please note that repeating material in more than one assessment is also a form of academic misconduct. This does not mean that you may not write twice upon the same author, or explore different aspects of the same topic; it does mean that you must not duplicate material or seek credit more than once for the same ideas. The exception is the PLP essay, material from which can be used in the assessed essay for the core module or the dissertation. It is also common for the dissertation to develop ideas from work done in taught modules.

In order to ensure that students do not commit plagiarism, every MA essay is checked by a computer programme called Turnitin. You can find out more about Turnitin at a dedicated workshop in Week 5 of the Autumn term.

Students whose first language is not English are urged to take advice on preliminary written drafts. Advice can be sought from the Royal Literary Fund Fellows or the University Writing Centre. Where appropriate, students requiring further help should attend courses offered by the University’s Centre for English Language Teaching. Students should note, however, that supervisors or staff in the Writing Centre are not responsible for correcting their written English.

**Submitting Your Essay**

Because essays are submitted anonymously, the student’s name should not appear on the submitted work, which should instead be clearly labelled with the student’s exam number (found on the student’s University card). Please create your own cover sheet with the following information:

- Exam number
- The module name
- The referencing system used (MLA or Chicago)
• Essays prompted by a specific session on a team taught/core module should include the name of the session tutor with the title and other details. All essays must declare a word count.
• The title of the essay
• The word count (including any footnotes and quotations but excluding the bibliography and title)

To submit essays electronically, please ensure:

• Your essay is word processed and saved as a Word file (.doc, .docx) with a maximum size of 30MB
• You have followed all the presentation requirements set out above.
• Your name or other identifying information does not appear anywhere on the essay or within the document properties. You should be identified by your examination number only. For information on how to remove hidden data and personal information from a Word document see: How to Remove All Identifying Information.
• Your essay is a single document which includes the cover sheet and the bibliography
• The document you are about to submit is the correct version of your essay. In the interest of fairness, we cannot accept any changes, or corrected versions, after submission.
• When you are ready to make your submission, click on the link named 'Submit anonymous assignment' and follow the instructions to upload your document.
• We recommend that you commence the upload of your submission no later than 30 mins before the final deadline to ensure that it is successfully uploaded well in advance of the final deadline.

Penalties

Late submission

All work submitted late, without valid exceptional circumstances, will have marks deducted. The deadline for work is on the hour, i.e. if the deadline is 12:00:00, work submitted at 12:00:01 is late. If your work is late, the English Board of Examiners will apply the following penalties:

• Up to one hour late: 5 marks

After one hour the following penalties apply:

• One day late: 10 marks
• Two days late: 20 marks
• Three days late: 30 marks
• Four days late: 40 marks
• Over four days late: 100% penalty (essay scores 0)

Please note that when you submit your work electronically, any submission after the deadline will be penalised at least 5 marks (1 hour), even if it is only a few seconds late. So allow plenty of time for submission. Printing difficulties or loss of work due to a computer crashing are never accepted as a reason for late submission.

If you can prove your capacity to complete an assessment on time has been affected by exceptional circumstances, penalties may be waived; you should apply for an extension in advance of the submission date if possible and third-party supporting evidence will be required. You must complete the University’s Exceptional Circumstances affecting Assessment (ECA) Form, and submit it to the Centre Administrator via the Centre Office or by email, along with your supporting evidence.

The university webpage lists what counts and what does not count as exceptional circumstances. Penalties will not be applied to any piece of work where there are adequate and substantiated grounds for late submission. Problems with computing or printing will not normally be considered acceptable excuses for late submission, nor will ignorance of a deadline. Genuine technical issues on behalf of the University with an error message as proof, or system failure of either the VLE or the University network are the only occasions where problems with electronic submission will be accepted as exceptional circumstances.

**Feedback**

MA essays are double marked, and students receive electronic copies of the markers’ provisional marks and summary comments. Individual essays are not annotated. Feedback is normally available by the end of week 6 of the Spring Term and Week 5 of the Summer Term. Markers will not be identified on the feedback sheets. Students will be informed by email when feedback is ready to view on eVision. Students are very welcome to discuss their feedback with their MA convenor, module tutor, or supervisor. Marks remain provisional until ratified by the external examiner.

**Resubmission of Failed Essays**

At MA level, a mark below 50 is classified as a fail. If an essay receives a mark between 40 and 49, then that mark may be compensated for by marks over 50 received for other essays submitted for taught modules.

At the conclusion of the taught part of the degree (so, in the middle of the Summer term), a check is run on the marks for each MA student to ensure that they have
sufficient credits to progress successfully to the dissertation part of the degree. At this point, any available compensation is applied to failed marks, and if the student: (a) has not received more than two marks below 50 (and none below 40), (b) has an average mark of over 50 across all four taught modules, and (c) has completed the necessary elements of the Postgraduate Life in Practice module, then the student is deemed to have passed the taught part of the degree with 90 credits, and can progress onto the dissertation. If any essay has received a mark below 40 (including penalties for late submission), the student must resubmit an essay for that module.

If the student is deemed not to have passed the taught part of the module at this point, the student will be set a resubmission date for one or more essays. The resubmission date will normally be the final Friday of the Summer term.

MA Dissertation

Definition

The Taught MA dissertation should examine a limited topic in some depth. It should show intellectual enterprise, critical judgement, precise knowledge of primary texts, and adequate familiarity with secondary material. It should present its argument in scholarly fashion, using either the Chicago or MLA style of referencing. It must be prefaced with an Abstract, structured with an Introduction and Conclusion (which may or may not form separate chapters), and must include a word count. The dissertation should be 14,000-16,000 words long (including quotations and footnotes, but excluding abstract, bibliography and plate/figure captions).

Schedule and Procedures

During the Spring term, MA students should, in consultation with one or more members of staff, decide on a dissertation topic. By 12pm on Wednesday of Week 6 students should submit a dissertation proposal of 500 words through the PLP VLE site, using the form provided for this purpose. It is open to students to make informal contact with possible supervisors earlier in the year, and state on their proposal a favoured choice as supervisor if they wish. The final responsibility for assigning supervisors rests with the Postgraduate Teaching Committee, however, and academic staff are not to commit fully to supervision of particular students in advance of this allocation process. Students will be made aware of their allocated supervisor by the end of Week 8, and are welcome to see that supervisor for a brief meeting during an office hour in Week 9 or 10.

MA students researching, planning and drafting their MA dissertations are entitled to five supervision sessions of up to an hour from the start of the Summer term.
Staff are not obliged to, and will not normally, hold supervision sessions after 21 July, but if they choose to do so the limit of five sessions still applies. Student and supervisor will agree arrangements and final dates for supervision at the start of the process. In the interests of fairness, supervisors of MA dissertations are permitted to comment on no more than two occasions on a given portion of written work, and on not more than one occasion on a draft of the whole dissertation.

Supervisors will not read or comment on any draft delivered to them later than 21 July without prior agreement, unless there is medical or other evidence from a third party to explain why the draft is late. Supervisors are required to keep a record of all supervision meetings, and pass them to the Postgraduate Administrator to place on the student’s file.

Part-Time Students

For part-time students, the dissertation is deemed to extend through the Summer term/Summer vacation period of two years rather than one. As with full-time students, part-time students submit their dissertation proposal in Week 6 of the Spring term of their first year of registration. They will then normally have two supervision meetings with their allocated supervisor in the Summer of their first year, followed by three in their second year (or vice versa). Other schedules are possible by arrangement with the supervisor, but there must be at least one supervision meeting to discuss a piece of work during the first summer.

Language

As with essays, students whose first language is not English are urged to take advice on preliminary written drafts. Advice can be sought from the Royal Literary Fund Fellows or the University Writing Centre. Where appropriate, students requiring further help should attend courses offered by the University’s Centre for English Language Teaching. Students should note, however, that supervisors or staff in the Writing Centre are not responsible for correcting their written English.

Guidelines on Translation and Word Count

As a Department of English and Related Literature, we encourage our students to work with languages other than English, to engage in translation and, where appropriate, to analyse alternative translations of original texts. Translation work can often raise issues of word count, since many quotations will appear twice. So as not to penalise students for engaging in original language work in their essays and dissertation, the following paragraphs set out what should and should not be included in the word count.
For quotations in other languages you should provide an English translation, either a published translation (with requisite acknowledgment) or your own translation (stated as such). Where you are providing the original quotation and an English translation, only the original quotation will contribute to the word count of your essay/dissertation. The English translation is not included in the word count.

In cases where your translation into English of an original language text is part of what is being assessed – e.g. if you are editing an English edition of a text in another language – then the English translation rather than the original text should be taken as part of the word count.

In cases where you are analysing alternative translations of original texts against one another (whether alternative English translations, or alternative translations of an English text into another language), the translations rather than the original text should be taken as part of the word count. If it is necessary to include back translations as part of the analysis (i.e. translations back into the original language of a text that has been translated into another language), these back translations should not be included in the word count.

If the specific circumstances of your own translation work are not covered by the guidelines above, please ask your supervisor to clarify which elements should and should not be included in the word count.

**Assessment for MA Dissertation**

**Two hardcopies** of the MA dissertation should be submitted to the CECS office (K/G73) by **12pm on Monday 14th September 2019** (or Monday 13th September 2021 for part-time students who joined the Department in 2019). Both copies should be labelled clearly with your exam number rather than your name. An online copy should also be submitted through the VLE site for the dissertation by the same time. The dissertation should have a **minimum length of 14,000 words and an absolute maximum length of 16,000 words** (including quotations and footnotes, but excluding abstract, bibliography and plate/figure captions). The dissertation title page should include a word count.

There is no formal requirement for the copies of the dissertation to be bound. However, the Department prefers them to be spiral bound or encased in flexible covers with glued spine.

The cover should indicate the title of the thesis, the candidate’s exam number, the name of the degree, the name of the Centre, and the year of submission. There are no particular conventions about styling, but the information should be clearly and sensibly set out. The title page should carry the same information, as well as a word count. The spine will carry no information. Students may consult previous
successful dissertations as recommended by their supervisor. These can be obtained from the Centre Administrator. Borrowing is normally restricted to a period of 48 hours and borrowers will be required to sign a form declaring that they will cite the dissertation in their work if appropriate.

Students should add the following declaration to their dissertation:

"This dissertation is original work by the author and contains no work that has previously been submitted for assessment or published. The dissertation does not exceed 16,000 words, including quotations and footnotes, but excluding abstract, bibliography and plate/figure captions."

**Penalties**

**Late submission**

All work submitted late, without valid exceptional circumstances, will have marks deducted. The deadline for work is on the hour, i.e. if the deadline is 12:00:00, work submitted at 12:00:01 is late. If your work is late, the Board of Examiners will apply the following penalties:

- Up to one hour late: 5 marks

After one hour the following penalties apply:

- One day late: 10 marks
- Two days late: 20 marks
- Three days late: 30 marks
- Four days late: 40 marks
- Over four days late: 100% penalty (essay scores 0)

Please note that when you submit your work electronically, any submission after the deadline will be penalised at least 5 marks (1 hour), even if it is only a few seconds late. So allow plenty of time for submission. Printing difficulties or loss of work due to a computer crashing are never accepted as a reason for late submission.

If you can prove your capacity to complete the dissertation on time has been affected by exceptional circumstances, penalties may be waived; you should apply for an extension in advance of the submission date if possible and third-party supporting evidence will be required. You must complete the University’s Exceptional Circumstances affecting Assessment (ECA) Form, and submit it to the CECS Administrator by email, along with your supporting evidence.
The university webpage lists what counts and what does not count as exceptional circumstances. Penalties will not be applied to a dissertation where there are adequate and substantiated grounds for late submission. Problems with computing or printing will not normally be considered acceptable excuses for late submission, nor will ignorance of a deadline.

If the student requires an extension that would take the submission of the dissertation past the official end of the programme on 20th September 2020 (i.e. an extension of more than two weeks), the student will have to apply for a programme extension. Programme extensions are decided by the University’s Standing Committee on Assessment rather than by the Centre.

Feedback

After the formal ratification meeting with external examiners for MA programmes (usually in early November), dissertation marks and final degree classifications will be made available to students through e:Vision. The Centre Administrator will send graduands copies of the examiners’ reports on their dissertations.

Failed Dissertations

At MA level, a mark below 50 is classified as a fail. If your dissertation receives a mark below 40 (including penalties for late submission), this is an outright fail and there is no opportunity for re-assessment. If your mark is between 40 and 49 this counts as a marginal fail, and you may be given the opportunity to make minor revisions to bring your mark up to a pass; in these circumstances, your mark would be capped at 50. Unlike with essays, no compensation is available for dissertations.

Further details of all assessment rules can be found in the Guide to Assessment, Standards, Marking and Feedback.

Postgraduate Life in Practice

Postgraduate Life in Practice (PLP) is the English Department’s training module for MA students, which CECS students also follow. It is designed to aid progression through the MA programme by teaching students the skills they need when they need them, and by asking students to submit work that develops those skills. In the Autumn term the module is initially focused on MA-level writing skills, with later sessions dealing with PhD applications and career resources. In the Spring term the focus switches to dissertation preparation and research methods. In the Summer term students receive training in presenting and publishing their research. Teaching
is conducted through one-hour lectures and workshops, taking place (mostly) at 1-2pm on Thursdays throughout the year.

Assessment tasks for PLP focus on writing, reflection, planning and presentation. Students receive feedback on these tasks and must complete them, but do not receive an overall mark for the module, thus preserving it as a space for experimentation within the programme. The four set tasks are as follows:

- **A 2,000-word PLP essay**, written in response to the teaching on your core MA module (if applicable), and due at 12pm on Wednesday Week 6, Autumn term.
- **A 500-word critical reflection**, written in response to a research seminar you have attended in the Autumn term. It is due at 12pm on Monday Week 11, Autumn term.
- **A 500-word dissertation proposal**, due at 12pm on Wednesday Week 6, Spring term.
- **A 7-10-minute presentation** on your dissertation in progress, delivered in a workshop with your convenor and MA cohort, on Thursday Week 7 of the Summer term.

**PLP Essay**

This is an essay of **approximately 1,500 words** to be submitted by 12pm on Wednesday of Week 6 of the Autumn term. The essay should be submitted in hardcopy to the Centre office, and also submitted online via the VLE. Your supervisor will read and annotate the essay and deliver feedback in written form by the middle of Week 9.

The PLP essay is not marked and does not contribute to the final degree result, but it is an important milestone in the MA programme. The **main purpose** of the essay is to ensure that before embarking on essays which do contribute towards the degree mark, students possess the necessary competence in (a) the written English language, (b) scholarly presentation conventions, (c) close reading skills, and (d) the ability to construct an argument using primary and secondary sources. The essay provides an opportunity for tutors to identify those students who may require additional assistance with these matters.

The PLP essay should be written in response to the material on the core module of the MA. Material from the PLP essay may be re-visited in *either* the core module essay due in January or the dissertation. It is thus a good idea for students to see the PLP essay as an early chance to work through material that might be used in assessed work. The title topic of the essay, like the title topic of all assessed work for the degree, is left open to the individual student.
Part-time students submit their PLP essay in their first term, just as full-time students do.

**Critical Reflection**

Throughout the year, MA students are strongly encouraged to attend research seminars, PG forum and other related research events (such as conferences) sponsored by CECS, but also other departmental and centre events. The critical reflection **(300-500 words)** should be written in response to your experience of one of these events in the Autumn term. It should be submitted through the PLP VLE site, using a form provided for this purpose.

Prompts for reflecting on the research event include the following: What were the strengths and weaknesses of the topic and the speaker’s performance? What do you know about the speaker and his/her work in relation to its field? What steps did you take to find out more? How did the session relate to your own work and thinking? How might the event influence your dissertation plans?

The main purpose of the critical reflection is to enable you to think about your research with regard to a wider field of scholarship, and to engage with and evaluate the research and presentation skills of others. The reflection also functions as a preparatory step towards your own dissertation presentation in the Summer term.

Oral feedback on the critical reflection will be offered by your supervisor in the Spring term meeting.

**Dissertation Proposal**

This is a proposal of **300-500 words** to be submitted online through the PLP VLE site by 12pm on Wednesday of Week 6 of the Spring term, using the form provided for this purpose. The purpose of the proposal is to encourage students to think early about their dissertation topic, and to enable students to be allocated a suitable supervisor for the dissertation project.

**Dissertation Presentation**

In Week 7 of the Summer term, all MA students will give a presentation on their dissertation work-in-progress to their programme cohort and MA programme convenor. The presentation should be 7-10 minutes long, and will be followed by a brief Q&A. Students are required to use visual aids such as Powerpoint, Prezi or hardcopy handout (unless they are prevented from doing so by a visual disability). The dissertation presentation serves a number of purposes: (a) to offer
students the chance to outline their ideas in an organised verbal form, thereby preparing them for presentation work in future academic contexts and/or other walks of life; (b) to enable them to receive feedback from their MA convenor and peers, supporting the work of the dissertation supervisor; (c) to enable all MA students to know what research other students on their programme are undertaking for their dissertation.

Assessment

None of the above tasks receive a mark, but the student will need to complete all of them. The PLP essay and dissertation proposal will be preceded the previous week by a draft-swap workshop facilitated by the MA convenor. Part-time students will complete the PLP essay and dissertation proposal in their first year, and will have the option of completing the critical reflection and the dissertation presentation in their first or second year.

Students are strongly encouraged to complete their tasks by the set deadline. If a student does not submit their PLP essay by the deadline, they will be set a mandatory second deadline but will forfeit their right to feedback on their work. If a student does not submit their dissertation proposal by the deadline, they will be set a mandatory second deadline but will forfeit their right to be allocated a specialist supervisor for their project. If a student does not give a presentation on their dissertation-in-progress in the summer workshop, they will be set a mandatory second deadline by which to submit a written version of the presentation to their convenor, but will forfeit their right to feedback on their work. In all cases, the tasks must be completed, or students will fail the module and the MA.

Additional training for MA students is provided through the Centre’s many research events and conferences. Students are encouraged to attend and we very much hope they will participate by way of asking questions, making suggestions for speakers and setting up reading groups and seminar series. Students are also encouraged to attend other departmental and centre events.

Students should also be aware of events organised by the Humanities Research Centre, which fosters a variegated research environment for all Arts and Humanities students at York.

Finally, the English Department’s Annual Postgraduate Student Conference, held in Week 6 of the Summer term, provides early-stage PhD students with an important opportunity to present their research in a rich, collaborative interdisciplinary environment. We encourage all MA students to attend the conference.
Additional Requirements:

Academic Integrity Tutorial and Presence at York

The credit-bearing aspects of your MA degree are the four Essays for taught modules, the Dissertation, and Postgraduate Life in Practice. In addition, there are two more requirements for the successful undertaking and completion of the degree.

Academic Integrity Tutorial

This is compulsory for all new students at York. The Centre requires students to complete the module by the end of Week 4 of the Autumn Term; details can be accessed here: http://www.york.ac.uk/integrity/

Presence in York

To meet University regulations it is expected that students will be in attendance for the full duration of their programme, including the summer term and vacation. Provided that they fulfil the Centre’s course and examination requirements, taught MA students may seek permission from their MA convenor for periods of absence from York. Such permission would not release them from any contract undertaken regarding University accommodation.

Postgraduate Diploma Long Essay

Definition

If the PLP or assessed essays submitted by an MA student are considered to fall significantly short of the standard required by the MA (as indicated in the department’s grade descriptors), the student may be advised by their programme convenor to transfer to the Diploma. This would normally apply to students whose work gained a mark below 50, i.e., below an acceptable MA standard.

The Diploma long essay should discuss a limited topic clearly and coherently, and show adequate familiarity with primary and secondary texts. It should present its argument in scholarly fashion, using either the Chicago or MLA style of referencing. It must include a word count. The long essay should be 6,000-7,000 words long (including quotations and footnotes, but excluding bibliography and plate/figure captions).
Schedule and Procedures

Diploma students researching, planning and drafting their long essays are entitled to three supervision meetings of up to an hour between the beginning of the Summer term and 7th July. Student and supervisor will agree arrangements and final dates for supervision at the start of the process. In the interests of fairness, supervisors of Diploma long essays are permitted to comment on no more than two occasions on a given portion of written work, and on not more than one occasion on a draft of the whole long essay.

Supervisors will not read or comment on any draft delivered to them later than 7th July without prior agreement, unless there is medical or other evidence from a third party to explain why the draft is late. Supervisors are required to keep records of all supervision meetings, which are placed on the student file.

Language

As with essays, students whose first language is not English are urged to take advice on preliminary written drafts. Advice can be sought from the Royal Literary Fund Fellows or the University Writing Centre. Where appropriate, students requiring further help should attend courses offered by the University’s Centre for English Language Teaching. Students should note, however, that supervisors or staff in the Writing Centre are not responsible for correcting their written English.

Assessment

Two hardcopies of the diploma long essay should be submitted to the CECS office by 12pm on Monday 14th September 2020 (or Monday 13th September 2020 for part-time students who joined the Centre in 2018). Both copies should be labelled clearly with your exam number rather than your name, and should include a word count. An online copy should also be submitted through the VLE site for the dissertation by the same time.

Penalties

Penalties apply to diploma long essays in the same way as dissertations. See Assessment for MA Dissertation.
Feedback

After the formal ratification meeting with external examiners for MA programmes (usually in early November), diploma long essay marks and final degree classifications will be made available to students through e:Vision. The Centre Administrator will send graduands copies of the examiners’ reports on their dissertations.

Failed Diploma Long Essays

At Diploma level, a mark below 50 is classified as a fail. If your diploma long essay receives a mark below 40 (including penalties for late submission), this is an outright fail. You may be allowed to reassess this provided that your total volume of reassessment does not exceed the normal reassessment limits for Postgraduate Diplomas. If your mark is between 40 and 49 this counts as a marginal fail, and you may be given the opportunity to make minor revisions to bring your mark up to a pass; in these circumstances, your mark would be capped at 50. Unlike with module essays, no compensation is available for diploma long essays.

Assessment and Degree Classifications

All assessed work will count toward your degree award. All work is given an arithmetical mark between 1-100, in accordance with the University Mark Scale. The alphabetical marks scale is not used. The University Mark Scale offers the following Grade Descriptors:

<table>
<thead>
<tr>
<th>70-100</th>
<th>distinguished performance</th>
</tr>
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<tbody>
<tr>
<td>60-69</td>
<td>good performance</td>
</tr>
<tr>
<td>50-59</td>
<td>satisfactory performance</td>
</tr>
<tr>
<td>0-49</td>
<td>fail</td>
</tr>
</tbody>
</table>

The Centre and the Department of English have developed their own more elaborate grade descriptors, which are intended as a guide to help students interpret the arithmetical marks they are awarded:
<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>90-100</td>
<td>indicates exceptional work which the examiners judge to be of publishable standard.</td>
</tr>
<tr>
<td>80-89</td>
<td>indicates outstanding work showing exceptional critical intelligence and a wide-ranging grasp of the material and context studied. It may initiate a fruitful new approach to the material, or represent an advance in scholarship.</td>
</tr>
<tr>
<td>70-79</td>
<td>indicates excellent work. An essay that achieves these marks is well-structured, developing a clearly defined, lucid and coherent argument. Its argument draws on an extensive range of primary sources, which are treated perceptively and analytically. It also engages with the arguments of recent critical material. It may involve independent archival scholarship. It demonstrates an assured and well-informed understanding of issues central to the material studied. It is characterised by independent and original critical thought.</td>
</tr>
<tr>
<td>65-69</td>
<td>indicates a very good essay displaying a thorough competence. It discusses a good range of primary material, and shows a perceptive attention to their detail, as well as a sound understanding and knowledge of recent critical debate. It is clearly structured, and develops a coherent argument showing a good grasp of issues central to the material studied. It is fluent and lucid, with thorough and clear notes and a well-organised and extensive bibliography.</td>
</tr>
<tr>
<td>60-64</td>
<td>indicates a good essay. It refers to an adequate range of primary texts in some detail, and shows familiarity with recent critical debate. Its argument is clear and coherent but might benefit occasionally from further clarification. Annotation and bibliography are thorough and clearly presented.</td>
</tr>
<tr>
<td>55-59</td>
<td>indicates sound work. It refers to a limited but not unduly restricted range of primary texts and shows knowledge of major recent criticism. Its argument is clear and coherent, but might benefit from further development and reorganisation or clarification, and/or from reference to a wider range of material. Bibliography and references are correctly compiled.</td>
</tr>
<tr>
<td>Score Range</td>
<td>Description</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>50-54</td>
<td>indicates competent work. It refers to an immediately relevant range of material and shows some knowledge of recent criticism. Its argument is on the whole pertinent and has a clearly defined overall direction. Bibliography and references are adequate.</td>
</tr>
<tr>
<td>40-49</td>
<td>indicates an essay that falls below an acceptable MA standard. It may discuss relevant material, but be too restricted in its range of reference to primary and/or secondary material, or organised into an argumentative or narrative structure that lacks coherence. It may favour description to the partial exclusion of analysis, or be overly simplistic in its critical vocabulary and/or critical method. Referencing may not be adequate throughout. Grammar and style may sometimes be awkward or careless.</td>
</tr>
<tr>
<td>20-39</td>
<td>usually indicates an inadequate grasp of what is required by work at this level. The essay may contain irrelevant or repetitive material, and may be naïve in its critical assumptions or method. It may lack a clear or coherent structure, and often display poor or careless syntax. Bibliographies and references may be inadequate or incorrect.</td>
</tr>
<tr>
<td>10-20</td>
<td>indicates that the essay contains some relevant ideas.</td>
</tr>
</tbody>
</table>

All assessed work is **marked anonymously** by two markers. With essays, the second marker will normally offer briefer feedback on the essay than the first marker. With dissertations (and diploma long essays), both markers act as first markers (“double blind marking”). If the two markers cannot agree on a mark for an essay or dissertation, a third marker will be appointed by the Director of Postgraduate Teaching; the third marker’s mark will be taken as the agreed mark for the essay.

You can **appeal** against a procedural error in arriving at an academic decision or on the basis of exceptional circumstances that the examiners didn’t know about or a procedural irregularity in the assessment. However, you cannot appeal against an academic judgment of your work (this is the marker’s opinion under the Academic Appeals procedure). For further on details appeals, visit the [Appeals and Complaints page](#).

Assistance with appeals and representation at hearings is also available through the Students’ Union Advice and Support Centre. All communication is confidential and free. For further information, visit the [Advice and Support page](#).
Under the University’s modular scheme, to be eligible for an award you must obtain a specified number of credits (see Credit Structure) as well as meeting other requirements such as payment of fees. Credit is awarded on passing a module’s assessment. In some circumstances where the required number of credits is not achieved you may be eligible for a lower award.

For those with high pass marks the MA or diploma may be awarded “with merit” or “with distinction.” A merit is awarded for an average degree mark over 60, including a mark of over 60 in the dissertation, with a maximum of 20 credits of failed modules and no mark below 40. A distinction is awarded for an average degree mark over 70, including a mark of over 70 in the dissertation, and no failed modules.

For full details of the rules that apply to assessment and awards, you should consult the University’s Guide to Assessment.

Dates of future degree ceremonies are set out at Graduation Ceremonies page.

Graduands may of course choose to have their degrees conferred in absentia.

**General Advice from Former MA Students**

The shift from undergraduate to postgraduate life requires a certain self-discipline that can be difficult to create and sustain without conscious effort. One of the keys to a successful and productive MA is to establish a consistent work schedule and good work habits. Many of the modules are team taught, which in some cases means that the content discussed in seminars differs week to week, sometimes quite drastically depending on the course and seminar leaders. It is the students’ responsibility to keep up with the reading for each week so as to get the most out of each module, and to build a ‘knowledge house’ out of the module’s contents, discovering where and how ideas might intersect, overlap, contradict, or support one another. Your MA is only as good as you make it, and at postgraduate level you determine the quality of your experience. While this is liberating it can also be overwhelming. Consistent work habits with planned breaks can help you stay on top of the reading load, which will in turn enrich the discussions in seminars. A seminar only works if everyone has done the reading and so it becomes the case that students rely on one another to contribute to the building of the knowledge house, opening new doors to one another.

Suggestions from current MA students:

- Schedule work hours like you would a full-time job
- Look ahead at the term’s work and plan around larger and lesser workloads
- Know what needs to be done a week or so in advance
• Treat your MA like a job and take planned time off; you will be more productive if you take proper breaks

• Recognise seminars as an opportunity to learn from your peers and to test out your own ideas

Facilities and Support

The Library

For an introduction to using the University Library and its resources, including information on using the library catalogue, your library account, online induction resources and opening hours, visit: http://www.york.ac.uk/library/info-for/new-students/

The University Library is open 24 hours a day, 362 days a year. For general help, contact the Library Help Desk in the JB Morrell Library.

Email: lib-enquiry@york.ac.uk
Tel: +44 (0)1904 323873

The J.B. Morrell Library, the Raymond Burton Library for Humanities Research, the Harry Fairhurst Building, and the Borthwick Institute for Archives are situated on University Road, close to the Campus North car park and Alcuin College. Access to the Raymond Burton Library and the Borthwick Institute is via the J.B. Morrell Library entrance.

The J. B. Morrell Library contains the majority of the library stock and the service points. Lending Services, Help & Information and the Key Texts (short loan collection) are located on the ground floor. Library staff are available to assist you during the day. An out-of-hours chat service is located at: http://www.york.ac.uk/library/contact/chat/

The Raymond Burton Library for Humanities Research provides an attractive and conducive working environment for humanities researchers. This library houses humanities reference works, part of the Elton Library, and the microforms.

The Harry Fairhurst Building provides IT, group and collaborative spaces in which to study. The IT Support Office and the Academic Liaison Librarians are based in this building, and these staff are available to answer your queries.

The Borthwick Institute for Archives is one of the major archive repositories in Britain. It holds the records of the Archbishopric of York from the early thirteenth century onwards, and specialises in the study of ecclesiastic institutions. Special
deposits include the Rowntree Papers, the Tuke Papers on the Retreat Hospital, an important collection of Southern African holdings, and the family papers of the Lords Halifax since the eighteenth century.

**The King’s Manor Library** holds the University’s principal collections of material on the following topics: architecture, conservation of historic architecture, gardening & landscape design, history of architecture & building and stained glass. Of particular note are the Wormald and Newton collections which are strong in the areas of art history, stained glass studies, palaeography, bibliography and liturgy.

**The York Minster Library** is the largest cathedral library in the country, with just over 90,000 volumes. It holds the historic printed collections of the Chapter of York dating back to the 1470s, as well as a modern reference and lending library.

**Microform collections**

The University libraries house an impressive collection of materials in microform format. These include the 18th Century Collection, House of Commons papers, Conditions and Politics in Occupied Western Europe 1940-1945, Sex and Sexuality 1640-1940 and some newspapers not available online.

**Access to libraries outside York**

SCONUL Access is a scheme for higher education researchers in the UK and Ireland that allows postgraduates and academic staff to borrow books from other libraries in the scheme. Further information and a link to the application form for a SCONUL Access card can be found on the [library web page](#).

The **Academic Liaison Librarian for CECS and English** is Olivia Else, e-mail: [lib-english@york.ac.uk](mailto:lib-english@york.ac.uk)

She will be happy to advise you on the most appropriate research tools and answer any queries relating to library services and facilities.

**Humanities Research Centre**

Students have access to the **Humanities Research Centre** (HRC) in the Berrick Saul Building. The HRC the central study and social space for postgraduate students in the humanities at York, and it houses the interdisciplinary centres that run many research events and conferences through the year. We are proud of the HRC, as it provides one of the best of facilities of its kind for postgraduate students in the UK.

The large postgraduate work area has bright and attractive spaces designed for hot desking, with wifi throughout the building. Some secure locker cabinets may be available. Facilities also include a printer/photocopier/scanner. There is a café area on the ground floor with vending machines and a small kitchen.
IT Facilities

The University’s IT Services offer a variety of resources to support teaching and learning. You will be provided with an IT Services account which gives you access to a range of facilities including an email account, central file store and printing. Remember to keep the password for your IT account private – IT Services staff will never ask you to reveal your password by email, in person, or on the phone.

IT Services maintains a number of IT rooms across Heslington West, Heslington East and at The King’s Manor. Most of the rooms are open 24/7 and may be used by all students, regardless of their college. For more information, visit: www.york.ac.uk/it-services/it/rooms/. You can print, copy, and scan in most IT rooms; colour and A3 printing are available.

If you’re using your own laptop, you can access the University network using wireless hotspots around campus. Access to the network (including the internet and email) is available in all on-campus college accommodation, and some off-campus accommodation, via the Network Access Service (NAS).

A series of online IT training modules, delivered via the VLE, are available to all students, covering essential IT skills for study and for employment. One-to-one mentoring is available where appropriate.

Student Skills Hub

The Student Skills Hub offers a variety of ways to help you gain the necessary skills to study and deliver work at undergraduate level and beyond. These include:

- Academic writing skills – (The Writing Centre)
- Maths and numeracy skills – (The Maths Skills Centre)
- Information skills – (The Library)
- IT skills
- Language skills
- Transferable skills

Language Support

The Writing and Language Skills Centre offers classes and summer courses for intermediate and advanced level English language support.
Welfare Support

The University's Student Support Services are designed to provide students with quick and easy access to a variety of sources of help and advice on all aspects of life as a student. Personal supervisors in academic departments are responsible for overseeing both academic progress and general welfare. In addition each college has a welfare team which includes the Provost and a College Dean who has special responsibility for student welfare. Every full-time student is a member of a college and part-time students can request membership of a college. Students may approach their college welfare team for help and advice whether or not they are resident in the college at the time.

Central support services available to all students include the Accommodation Office, the Open Door Team (counselling service), Disability Services, the Equality and Diversity Office, the International Office, the Student Financial Support Unit and the Harassment Advisers (who offer support in cases of harassment). In addition Registry Services provides information and advice on matters including enrolment and assessment. Welfare support is also available through the student-run organisations, particularly the Graduate Students Association, along with the University Health Centre and the Chaplaincy, which offers a contact for all faiths.

So that the necessary arrangements can be made, students with special needs arising out of a disability or medical condition, e.g. dyslexia, should make these clear before the start of the degree programme, and should provide the CECS Administrator with a report confirming the diagnosis and making any specific recommendations.

Please also let the Centre know as soon as possible if you have a disability and may require support. You can discuss this with your supervisor. For further information, visit: www.york.ac.uk/students/support/disability/

Changing your Plan

Most students progress routinely through their course with no changes. However, if you do wish to or need to make changes to your plan you should discuss any problems or doubts you are experiencing with your supervisor in the first instance. We try to accommodate students who encounter changes or challenges and who may need to change their plan.

Leave of absence

A leave of absence allows a student to take an authorised break in their studies for a maximum of one calendar year in the first instance.
Withdrawal

Withdrawal is the term used when a student decides to permanently leave the University prior to completion of the award for which they are registered, whether for personal or academic reasons.

Details about these options are available at:

www.york.ac.uk/students/studying/manage/plan/

Health and Safety

The University of York encourages a positive attitude towards health, safety and welfare requirements and strives to promote a healthy and safe working environment for students, staff and visitors at the University.

The University of York Health, Safety and Welfare policy statement can be found at: https://www.york.ac.uk/admin/hsas/safetynet/Health%20Safety%20and%20Welfare%20Policy%20Statement%20(VS2.5-%20Sep%202019)CJ.pdf

SafeZone is a free service that makes it easier for students to alert University of York Security if they need help while on campus. More details are available at: http://www.york.ac.uk/admin/security/security-advice/
Beyond the MA

Applying for a PhD

Many MA students consider progressing onto further research for the award of PhD. If you would like to begin PhD research in the year directly after your MA, it is advisable to begin thinking about a potential project quite early in your MA year, and to familiarise yourself with the relevant application procedures.

When it comes to funding, the Arts and Humanities Research Council (AHRC) has devolved the awarding of doctoral grants to consortia of universities. York is part of the AHRC-funded White Rose College of the Arts and Humanities (WRoCAH) along with the Universities of Sheffield and Leeds. Each arts and humanities department at the three universities is allowed to put forward a particular number of candidates for these awards each year, which are then awarded centrally by a body made up of representatives from each of the universities.

While you can apply for acceptance to a PhD programme at any time during the academic year, the application deadline for WRoCAH is the end of January. (Most doctoral consortia will have similar date, but you should consult the criteria for each consortium individually). You should therefore have your project and prospective supervisor worked out early in the month to allow for a strong application. The Centre recommends that potential candidates make contact with potential supervisors before Christmas.

Careers Support

For students who do not want to continue academic study after their MA, the University offers an excellent Careers Service, which can help you to build on your postgraduate education and develop your employability before (re-)entering the jobs market.

Developing your employability is about extending skills, making contacts, broadening ideas, and understanding how to use your experiences to enhance your future. Throughout your time at York, you will have many opportunities to do all of this and Careers and Placements can help you make the right choices and use them to your advantage.

The Careers and Placements website (www.york.ac.uk/careers) is packed with all you need to start your career planning and is constantly updated with the latest information, on:
• Fairs and event
• Skills
• Community and volunteering
• Enterprise
• Information for career planning and job
• Part-time jobs and
• Links to
• Recent graduate profiles

There are Postgraduate-specific pages, for both taught and research postgraduate students, while the specific advice for MA students can help you manage your time at York with suggestions of what to do when in your career planning. On the VLE, there is an Online Employability Tutorial, designed to help you understand yourself, your options and the way forward. You can also create a personalised Careers account where you

• Sign up for updates in sectors that interest
• Search hundreds of graduate
• Explore part-time work, internships and volunteering
• Access a wide range of Careers
• Book appointments with Careers staff

Find the Careers and Placements Centre between Campus Central car park and the Berrick Saul building, near the Market Square shops. During undergraduate term time we’re open Monday – Friday 10.00am – 5.00pm. Vacation opening times vary and can be found on our website.