This document applies to students who commence the programme(s) in:

<table>
<thead>
<tr>
<th>Awarding institution</th>
<th>Teaching institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of York</td>
<td>University of York</td>
</tr>
</tbody>
</table>

**Department(s)**

History

**Award(s) and programme title(s)**

Heritage, History and Fabric of the Parish Church

**Level of qualification**

Level 7 (Postgraduate Diploma)

**Award(s) available only as interim awards**

Postgraduate Certificate

**Admissions criteria**

Normally students will be expected to hold a Bachelor’s Degree in a related subject area.

As the target market includes people engaged with churches on a voluntary basis who will have considerable knowledge and passion but may lack a first degree, C&C will also seek to ensure that those without the qualifications highlighted above, but with the obvious ability to succeed, have the opportunity to engage.

In such instances, supporting evidence of prior learning and/or a written justification in the form of an essay may be requested and considered by the admissions panel; C&C reserves the right to ask any student for academic work to support their application.

Any student may be called to interview. Students must have an IELTS score of 7.0 where appropriate.

**Length and status of the programme(s) and mode(s) of study**

<table>
<thead>
<tr>
<th>Programme</th>
<th>Length (years) and status (full-time/part-time)</th>
<th>Start dates/months (if applicable – for programmes that have multiple intakes or start dates that differ from the usual academic year)</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heritage, History and Fabric of the Parish Church</td>
<td>2 years part-time (usual maximum of 3 years registration)</td>
<td>Annual October start date</td>
<td>Face-to-face, campus-based</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Distance learning</td>
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<td></td>
<td></td>
<td></td>
<td>Other</td>
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<td></td>
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<td>Yes</td>
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</tbody>
</table>

**Language of study**

English

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

Applying for RIBA and IHBC accreditation for CPD
Educational aims of the programme(s)

For the Diploma and Certificate:

- To provide students with a comprehensive knowledge of the sources on which to draw for the study of parishes and parish churches.
- To provide students with knowledge of the issues within parish history and current academic debate.
- To provide the students with an understanding of the development of the parish system and its role in everyday life from the early medieval period to the present day.
- To provide students with knowledge of how churches and their churchyards developed and changed over time and the current debates around ecology, maintenance and continued use.
- To provide students with an understanding of the changing nature of the relationship between a parish church and the community it serves through time.
- To demonstrate the complexity and diversity of events in the past, and the range of problems involved in the interpretation of complex, ambiguous, conflicting and often incomplete material.
- To equip students with the analytical tools necessary to interrogate effectively the worth of primary and secondary source material pertaining to the history of parish churches.
- To encourage students to develop their own views on different historical debates in the academic literature and to think creatively about the topics they are studying.
- To provide a supportive and stimulating postgraduate environment enabling students to work independently within a clearly defined structure of regular discussion and supervision.

Additionally for the Diploma (if applicable):

- To explore the changing practice of public worship and private devotion and their interaction with art and architecture.
- To stimulate students to explore the use, care and changing of church buildings and to understand the complex issues and emotions which surround debates in this field.
- To apply their skills and knowledge to undertaking research for the production of a substantial piece of independent work.
- To underline for students the importance of objectivity in research and to be aware when their own views or feelings are unbalancing and objective argument.

Additionally for the Masters:

N/A

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**

<table>
<thead>
<tr>
<th>Knowledge and understanding of: For the Masters, Diploma and Certificate:</th>
<th>Learning/teaching methods and strategies (relating to numbered outcomes):</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The sources for the study of parish churches and their communities</td>
<td>- Online blogs (1,2,3,4,5,6,7)</td>
</tr>
<tr>
<td>2. The complexities and difficulties presented by the study of historic buildings still in contemporary use</td>
<td>- Peer review of work (1,2,3,4,5,6,7)</td>
</tr>
<tr>
<td>3. The interdisciplinary nature of the study of parish churches and the opportunities such interdisciplinary work offers for deepening our understanding</td>
<td>- Face-to-face residential workshop (1,2,3,4,5,6,7)</td>
</tr>
<tr>
<td>4. The range and variety of approaches to parish studies, which may include building conservation, worship studies, archaeology, ecology, social history, art historical and architectural study</td>
<td>- Reading of primary/secondary texts (1,2,3,4,5,6,7)</td>
</tr>
<tr>
<td>5. The central role of the parish in our understanding of the history of community</td>
<td>- Directed fieldwork in local churches (1,2,3,4,5,6,7)</td>
</tr>
</tbody>
</table>

**Additionally for the Diploma:**

6. How the fabric and form of church buildings influence and reflect cultural change and difference

7. The role of liturgical traditions in shaping parish history, and the religious, architectural, cultural and socio-historical contexts in which such traditions develop

**Additionally for the Masters:**

N/A

**B: (i) Skills – discipline related**

<table>
<thead>
<tr>
<th>Able to: For the Masters, Diploma and Certificate:</th>
<th>Learning/teaching methods and strategies (relating to numbered outcomes):</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. the ability to develop and sustain historical arguments, formulating appropriate questions and utilising evidence</td>
<td>- Online blogs (1,2,3,4,5,6,7)</td>
</tr>
<tr>
<td>2. an ability to read, analyse and reflect critically and contextually upon primary sources</td>
<td>- Peer review of work (1,2,3,4,5,6,7)</td>
</tr>
<tr>
<td>3. an ability to read, analyse and</td>
<td>- Face-to-face residential workshop (1,2,3,4,5,6,7)</td>
</tr>
<tr>
<td></td>
<td>- Reading of primary/secondary texts (1,2,3,4,5,6,7)</td>
</tr>
<tr>
<td></td>
<td>- Directed fieldwork in local churches (1,2,3,4,5,6,7)</td>
</tr>
</tbody>
</table>
reflect critically and contextually upon secondary evidence drawn from a variety of disciplines
4. an appreciation of the complexity of reconstructing the past, the problematic and varied nature of historical evidence
5. an understanding of different historical methodologies
6. awareness of continuity and change over extended time spans

Additionally for the Diploma:

7. an ability to design, research, and present a sustained and independently-conceived piece of historical writing
8. competence in specialist skills as appropriate (dependent upon which options are selected)

Additionally for the Masters:

B: (ii) Skills - Transferable

Able to:
For the Masters, Diploma and Certificate:
1. Clarity, fluency, and coherence in written expression
2. Clarity, fluency, and coherence in oral expression
3. The ability to work as part of an asynchronous group and to participate in group discussion
4. The ability to gather and deploy evidence and data to find, retrieve,

Learning/teaching methods and strategies (relating to numbered outcomes):
1. Clarity, fluency, and coherence in written expression
2. Clarity, fluency, and coherence in oral expression
3. The ability to work as part of an asynchronous group and to participate in group discussion
4. The ability to gather and deploy evidence and data to find, retrieve,

Types/methods of assessment (relating to numbered outcomes)
- Short critical essays (1,2,3,4,5,6,7)
- Book or article reviews (1,2,4)
- Long critical essays (1,2,3,4,5,6,7)
- Local church portfolio (2,3,4)
- Creation of a church management plan (6,7,8)
- Describe and comment upon heritage and ecclesiastical exemption and related legislation (1, 2, 3, 4, 6, 7, 8)

- Online blogs (1,2,3,4,5,6,7,8)
- Peer review of work (1,2,3,4,5,6,7,8)
- Face-to-face residential workshop (1,2,3,4,5,6,7)
- Reading of primary/secondary texts (1,2,3,4,5,6,7,9)
- Directed fieldwork in local churches (1,2,3,4,5,6,7,8,9)
sort and exchange new information
5. a command of comparative perspectives

**With particular reference to the Distance Learning delivery**
6. Take responsibility for one's own work
7. Reflect on one's own learning, and to make constructive use of feedback
8. Take shared responsibility for one's own programme of studies.

**Additionally for the Diploma:**
9. The ability to develop an independent argument that is informed by but not dependent on authorities in the subject area

**Additionally for the Masters:**
N/A

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**C: Experience and other attributes**

**Able to:**

For the Masters, Diploma and Certificate:
1. Participation in a shared technology enhanced learning environment resulting in enhanced Information Technology skills and the ability to access, work with and evaluate electronic resources (such as hypertext, conferencing, e-publishing, blogs and wikis)
2. Engagement in residential weekend summer school focusing in depth on churches

**Additionally for the Diploma:**
3. Research, design and completion of an independent piece of work for which the student has sole responsibility.

**Additionally for the Masters:**
N/A

**Learning/teaching methods and strategies (relating to numbered outcomes):**
- Online blogs (1)
- Peer review of work (1,2)
- Reading of primary/secondary texts (1,2)
- Face-to-face residential workshop (1,2)

**Types/methods of assessment (relating to numbered outcomes)**
- Local church portfolio (1,2,3)
- Creation of a church management plan (1,3)
- Describe and comment upon heritage and ecclesiastical exemption and related legislation (1, 2, 3, 4, 5, 6, 7, 8,9)

**Types/methods of assessment (relating to numbered outcomes)**
- Short critical essays (1,2,3,4,5,6,7)
- Book or article reviews (1,2,4)
- Long critical essays (1,2,3,4,5,6,7)
- Local church portfolio (2,3,4,9)

**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)
Based on QAA History 2007 (BA Hons) as no PG equivalent

**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

<table>
<thead>
<tr>
<th>Term</th>
<th>Autumn term</th>
<th>Spring term</th>
<th>Summer term</th>
<th>Summer vacation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Postgraduate Diploma (if applicable)

#### Year 1

<table>
<thead>
<tr>
<th>Term</th>
<th>Autumn term</th>
<th>Spring term</th>
<th>Summer term (options)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sources and Issues 1</td>
<td></td>
<td>Sources and Issues 2</td>
<td>Church &amp; Churchyard <strong>OR</strong> Parish &amp; community</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Year 2 (options)

<table>
<thead>
<tr>
<th>Term</th>
<th>Autumn term</th>
<th>Spring term</th>
<th>Summer term (options)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worship &amp; ritual in context</td>
<td></td>
<td>Independent study (with support from relevant module tutors dependent upon choice of topic)</td>
<td>Independent study (with support from relevant module tutors dependent upon choice of topic)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Autumn term</th>
<th>Spring term</th>
<th>Summer term (options)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use, care and change in</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Postgraduate Certificate

<table>
<thead>
<tr>
<th>Autumn term</th>
<th>Spring term</th>
<th>Summer term (options)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sources and Issues</td>
<td>Sources and Issues 2</td>
<td>Church &amp; Churchyard OR Parish &amp; community</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Autumn term</th>
<th>Spring term</th>
<th>Summer term</th>
<th>Summer vacation</th>
<th>Date of final award board</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submission to be Wednesday (Week 1) of Spring Term.</td>
<td>Submission to be Wednesday (Week 1) of Summer Term.</td>
<td>Submission to be Wednesday last week of July.</td>
<td>N/A</td>
<td>Late August annually</td>
</tr>
<tr>
<td>Reassessment Wk6 of Spring term</td>
<td>Reassessment Wk6 of Summer term</td>
<td>Reassessment 1st week of September.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Overview of modules

#### Core module table

<table>
<thead>
<tr>
<th>Module title</th>
<th>Module code</th>
<th>Credit level</th>
<th>Credit value</th>
<th>Prerequisites</th>
<th>Assessment rules</th>
<th>Timing (term and week) and format of main assessment</th>
<th>Reassessment</th>
<th>Independent Study Module?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sources and issues for the history of the parish and parish church</td>
<td>7</td>
<td>7</td>
<td>40</td>
<td></td>
<td>SpT</td>
<td>Two critical essays each of 2000 words (wk 10)</td>
<td>SuT</td>
<td></td>
</tr>
<tr>
<td>Project dissertation</td>
<td>7</td>
<td>7</td>
<td>40</td>
<td></td>
<td>SuT</td>
<td>600 word synopsis by end Feb (WK 6) with reading 4000 word essay or portfolio (wk10)</td>
<td>SuT of Wk5</td>
<td></td>
</tr>
</tbody>
</table>

#### Option modules

<table>
<thead>
<tr>
<th>Module title</th>
<th>Module code</th>
<th>Credit level</th>
<th>Credit value</th>
<th>Prerequisites</th>
<th>Assessment rules</th>
<th>Timing and format of main assessment</th>
<th>Reassessment</th>
<th>Independent Study Module?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Church and Churchyard</td>
<td>7</td>
<td>7</td>
<td>20</td>
<td></td>
<td>SuT</td>
<td>Wk 10</td>
<td>Weds last</td>
<td></td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>Course Description</th>
<th>Week</th>
<th>Hours</th>
<th>Assignment Description</th>
<th>Submission Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parish and Community</td>
<td>7</td>
<td>20</td>
<td>SuT (Wk 10) 2000 word essay or journal</td>
<td>Weds of last week in July</td>
</tr>
<tr>
<td>Worship and ritual in context</td>
<td>7</td>
<td>20</td>
<td>AuT (Wk 10) 2000 word essay</td>
<td>SpT (Wk5)</td>
</tr>
<tr>
<td>Use, care and change in church buildings</td>
<td>7</td>
<td>20</td>
<td>AuT (Wk 10) Online portfolio based on Google sites 2000 words plus image and interactive content</td>
<td>SpT (Wk5)</td>
</tr>
</tbody>
</table>
### Transfers out of or into the programme

### Exceptions to University Award Regulations approved by University Teaching Committee

<table>
<thead>
<tr>
<th>Exception</th>
<th>Date approved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

### Quality and Standards

The University has a framework in place to ensure that the standards of its programmes are maintained, and the quality of the learning experience is enhanced.

Quality assurance and enhancement processes include:

- The academic oversight of programmes within departments by a Board of Studies, which includes student representation
- The oversight of programmes by external examiners, who ensure that standards at the University of York are comparable with those elsewhere in the sector
- Annual monitoring and periodic review of programmes
- The acquisition of feedback from students by departments.

More information can be obtained from the Academic Support Office: [http://www.york.ac.uk/about/departments/support-and-admin/academic-support/](http://www.york.ac.uk/about/departments/support-and-admin/academic-support/)

Departmental Statements on Audit and Review Procedures are available at: [http://cms.york.ac.uk/terminalfour/SiteManager?ctfn=publish&fnno=30&sid=32825](http://cms.york.ac.uk/terminalfour/SiteManager?ctfn=publish&fnno=30&sid=32825)

### Date on which this programme information was updated:

| Date on which this programme information was updated: | 20.12.2013 |

### Departmental web page:

| Departmental web page: | History |

### Please note

The information above provides a concise summary of the main features of the programme and learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Detailed information on learning outcomes, content, delivery and assessment of modules can be found in module descriptions.

The University reserves the right to modify this overview in unforeseen circumstances, or where processes of academic development, based on feedback from staff, students, external examiners or professional bodies, requires a change to be made. Students will be notified of any substantive changes at the first available opportunity.