

UNIVERSITY OF YORK
POSTGRADUATE PROGRAMME SPECIFICATION

This document applies to students who commence the programme(s) in:		2015/6			
Awarding institution		Teaching institution			
University of York		University of York			
Department(s)					
Centre for Lifelong Learning					
Award(s) and programme title(s)			Level of qualification		
PG Diploma in Railways Studies			Level 7 (Masters)		
Award(s) available <i>only</i> as interim awards					
PG Certificate in Railways Studies					
Admissions criteria					
<p>Normally students will be expected to hold a Bachelor's Degree in a related subject area. CLL will also favourably consider any student previously awarded a BA/BSc in any subject, and with evidence of recent HE level study.</p> <p>As a Centre based upon the cornerstone of open access, CLL will also seek to ensure that those without the qualifications highlighted above, but with the obvious ability to succeed, have the opportunity to engage.</p> <p>In such instances, the presentation of a critical essay in the field of Railway Studies may be requested and considered by the admissions panel; CLL reserves the right to ask any student for academic work to support their application.</p> <p>Any student may be called to interview.</p> <p>Students must have an IELTS score of 7.0 where appropriate.</p>					
Length and status of the programme(s) and mode(s) of study					
Programme	Length (years) and status (full-time/part-time)	Start dates/months (if applicable – for programmes that have multiple intakes or start dates that differ from the usual academic year)	Mode		
			Face-to-face, campus-based	Distance learning	Other
PG Diploma in Railways Studies	2 years part-time (usual maximum of 3 years registration)	Annual October start date	One residential weekend per academic year.	Yes	
Language of study		English			
Programme accreditation by Professional, Statutory or Regulatory Bodies (if applicable)					

N/A	
Educational aims of the programme(s)	
<p>For the Certificate:</p> <ul style="list-style-type: none"> To provide students with knowledge of the academic debates regarding different aspects of British railway history between 1825 and 1920s To give students knowledge of how the building and development of Britain's railways in the Victorian period changed the nation socially, economically and politically To provide the students with an understanding of how and when railways' operational and managerial systems were developed, refined and advanced before 1914 To provide students with knowledge of how labour relations changed within the British railway industry before 1926, and how the railway unions developed To provide students with an understanding of the potential causes of the declining profitability of British railway industry after 1870 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 to effectively interrogate the worth of primary and secondary source material pertaining to the history of the British railway industry 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. 	
<p>Additionally for the Diploma:</p> <ul style="list-style-type: none"> To provide students with knowledge of the academic debates regarding different aspects of British railway history between 1920s and 2002 To give students with an understanding of the debates in government and in public surrounding what the social and economic role of British railways should be To provide students with an understanding of how government changed the structure of the British railway industry after the First World War To impress on the students the importance of studying emotive or controversial historical events in an objective manner. 	
Intended learning outcomes for the programme – and how the programme enables students to achieve and demonstrate the intended learning outcomes	
<i>This programme provides opportunities for students to develop and demonstrate knowledge and understanding qualities, skills and other attributes in the following areas:</i>	<i>The following teaching, learning and assessment methods enable students to achieve and to demonstrate the programme learning outcomes:</i>
A: Knowledge and understanding	
<ol style="list-style-type: none"> The changing relationship between the railway industry and government, and the debated role of the railways as a public service. How the government intervened in the affairs of the British railway industry in response to the viewpoints and goals of politicians, 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> Online workshops/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 workshops (1,2,3,4,5,6,7,8) Reading of primary/secondary texts (1,2,3,4,5,6,7,8)

<p>civil servants, traders and the public.</p> <ol style="list-style-type: none"> How the coming of the railways changed British society. The role of the railways as a facilitator of economic development within Britain; especially with regard to the improved communication and trade links. How railway companies competed for traffic and how this improved the services customers were provided with. The nature of employment in the British railway industry, employees working conditions and the unionisation of railway workers from the 1870s onwards. The development and advancement of managerial and operational systems within British railway companies. Understand the changing profitability of the British railway industry. 	<p>Types/methods of assessment (relating to numbered outcomes):</p> <ul style="list-style-type: none"> Short critical essays (1,2,3,4,5,6,7,8) Book reviews (1,2, 4) Long critical essays (1,2,3,4,5,6,7,8) Review of three railway careers (6) Local railway portfolio (3,4) Write-up of interview (1,2) Describe a piece of legislation (1, 2, 6) Biography (8)
<p align="center">B: (i) Skills – discipline related</p>	
<p>At the end of the module, students will be able to:</p> <ol style="list-style-type: none"> Understand how people have existed, acted and thought in the always different context of the past. Read and analyse texts and other primary sources, both critically and empathetically, while addressing questions of genre, content, perspective and purpose. Appreciate the complexity and diversity of situations, events and past mentalities. Understand the problems inherent in the historical record itself: awareness of a range of viewpoints and the way to cope with this; appreciation of the range of problems involved in the interpretation of complex, ambiguous, conflicting and often incomplete material; a feeling for the limitations of knowledge and the dangers of simplistic explanations. 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> Online workshops/blogs (1,2,3,4) Peer review of work (1,2,3,4) Face-to-face residential workshops (1,2,3,4) Reading of primary/secondary texts (1,2,3,4) <p>Types/methods of assessment (relating to numbered outcomes)</p> <ul style="list-style-type: none"> Short critical essays (1,2,3,4) Book reviews (1,2,3,4) Long critical essays (1,2,3,4) Review of three railway careers (1,2,3,4) Local railway portfolio (1,2,3,4) Write-up of interview (1,2,3,4) Describe a piece of legislation (1,2,3,4) Biography (1,2,3,4)

B: (ii) Skills – transferable	
<p>At the end of the module, students will be able to:</p> <ol style="list-style-type: none"> 1. Recognise that statements are not all of equal validity, that there are ways of testing them, and that historians operate by rules of evidence. 2. Gather, sift, select, organise and synthesise large quantities of evidence; the ability to formulate appropriate questions and to provide answers to them using valid and relevant evidence and argument. 3. Marshal an argument in written and oral; such argument should have structure and be relevant and concise 4. Work with others, and have respect for others' reasoned views. 5. Consider and solve problems, including complex problems to which there is no single solution 6. Understand the importance of studying emotive or controversial historical events in an objective manner. 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • Online workshops/blogs (1,2,3,4,5) • Peer review of work (1,2,3,4,5) • Face-to-face residential workshops (1,2,3,4,5) • Reading of primary/secondary texts (1,2,3,4,5)
	<p>Types/methods of assessment (relating to numbered outcomes)</p> <ul style="list-style-type: none"> • Short critical essays (1,2,3,4,5,6) • Book reviews (1,2,3,4,5,6) • Long critical essays (1,2,3,4,5,6) • Review of three railway careers (1,2,3,4,5,6) • Local railway portfolio (1,2,3,4,5,6) • Write-up of interview (1,2,3,4,5,6) • Describe a piece of legislation (1,2,3,4,5,6) • Biography (1,2,3,4,5,6)
C: Experience and other attributes	
<p>.At the end of the module, students will:</p> <ol style="list-style-type: none"> 1. Understand academic approach to British railway history and the outstanding debates in the literature. 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • Online workshops/blogs (1) • Peer review of work (1) • Face-to-face residential workshops (1) • Reading of primary/secondary texts (1)
	<p>Types/methods of assessment (relating to numbered outcomes)</p> <ul style="list-style-type: none"> • Short critical essays (1) • Book reviews (1) • Long critical essays (1) • Review of three railway careers (1) • Local railway portfolio (1) • Write-up of interview (1) • Describe a piece of legislation (1) • Biography (1)

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 upon QAA History 2007 (BA Honours level as no equivalent exists at PG level)
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 which is available on the VLE: CLL's Induction Site.
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 which is available on the VLE: CLL's Induction Site.

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

Postgraduate Diploma (if applicable)

	Autumn term	Spring term	Summer term
Year One	The Coming of the Railways to Britain, 1825-1900	The Declining Profitability of the Railway Industry, 1870-1914	British Railway Workers, 1825-1926
Year Two	The Role of the Railways: Railways and Government, 1888-1939	The Railways and Society: The Railways After the Second World War, 1945-1968	Privatising British Rail, 1987-2002

Postgraduate Certificate

Autumn term	Spring term	Summer term
The Coming of the Railways to Britain, 1825-1900	The Declining Profitability of the Railway Industry, 1870-1914	British Railway Workers, 1825-1926

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

	Autumn term	Spring term	Summer term	Summer vacation	Date of final award board
	Submission to be Wednesday (Week 11) following conclusion of Week 10 activities.	Submission to be Wednesday (Week 11) following conclusion of Week 10 activities.	Submission to be Wednesday (Week 11) following conclusion of Week 10 activities.	N/A	Late August annually

All reassessments will take place five weeks after completion of marking on initial submissions

Overview of modules

Core module table

Module title	Module code	Credit level ¹	Credit value ²	Prerequisites	Assessment rules ³	Timing (term and week) and format of main assessment ⁴	Independent Study Module? ⁵
The Coming of the Railways to Britain, 1825-1900		7	20			Aut Critical 3000 word essay (75%) Local railway history portfolio (25%) <i>Submission during week 11</i>	
The Declining Profitability of the Railway Industry, 1870-1914		7	20			Spr Short biography of railway decision-maker (25%) Critical 3000 word essay (75%)	

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.

						<i>Submission during week 11</i>	
British Railway Workers, 1825-1926		7	20			Sum Review of railway careers (25%) Critical 3000 word essay (75%) <i>Submission during week 11</i>	
The Role of the Railways: Railways and Government, 1888-1939		7	20			Aut Politician Study (25%) Critical 3000 word essay (75%) <i>Submission during week 11</i>	
The Railways and Society: The Railways After the Second World War, 1945-1968		7	20			Spr Book Review (25%) Critical 3000 word essay (75%) <i>Submission during week 11</i>	

Privatising British Rail, 1987-2002		7	20			Sum Critical 1500 word essay or write up of employee interview (25%) Critical 4000 word essay (75%) <i>Submission during week 11</i>	

Option modules

Module title	Module code	Credit level	Credit value	Prerequisites	Assessment rules	Timing and format of main assessment	Independent Study Module?

Transfers out of or into the programme	
Exceptions to University Award Regulations approved by University Teaching Committee	
Exception	Date approved
Quality and Standards	
<p>The University has a framework in place to ensure that the standards of its programmes are maintained, and the quality of the learning experience is enhanced.</p> <p>Quality assurance and enhancement processes include:</p> <ul style="list-style-type: none"> • The academic oversight of programmes within departments by a Board of Studies, which includes student representation • The oversight of programmes by external examiners, who ensure that standards at the University of York are comparable with those elsewhere in the sector • Annual monitoring and periodic review of programmes • The acquisition of feedback from students by departments. <p>More information can be obtained from the Academic Support Office: http://www.york.ac.uk/about/departments/support-and-admin/academic-support/</p>	
Date on which this programme information was updated:	05/08/2015
Departmental web page:	www.york.ac.uk/lifelonglearning
<p>Please note</p> <p>The information above provides a concise summary of the main features of the programme and learning outcomes that a typical students might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the leaning opportunities that are provided.</p> <p>Detailed information on learning outcomes, content, delivery and assessment of modules can be found in module descriptions.</p> <p>The University reserves the right to modify this overview in unforeseen circumstances, or where processes of academic development, based on feedback from staff, students, external examiners or professional bodies, requires a change to be made. Students will be notified of any substantive changes at the first available opportunity.</p>	