UNIVERSITY OF YORK

POSTGRADUATE PROGRAMME SPECIFICATION

This document applies to students who commence the programme(s) in:	2016/17
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**
Postgraduate Diploma in Parish Church Studies: Heritage, History and Fabric	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, 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.

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; CLL 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

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**
Postgraduate Diploma in Parish Church Studies: Heritage, History and Fabric	2 years part-time (usual maximum of 3 years registration)	Annual September start date	One optional residential weekend per academic year.	Yes	

Language of study	English
Programme accreditation by Professional, Statutory or Regulatory Bodies (if applicable)	

Applying for RIBA and IHBC accreditation for CPD – programme has to be at least two years old consideration but IHBC has agreed affiliation.

Educational aims of the programme(s)
For the Diploma and Certificate:

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 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	
Knowledge and understanding of: *For the Diploma and Certificate:* 1. The sources for the study of parish churches and their communities 2. The complexities and difficulties presented by the study of historic buildings still in contemporary use 3. The interdisciplinary nature of the study of parish churches and the opportunities such interdisciplinary	Learning/teaching methods and strategies (relating to numbered outcomes): • Online blogs (1,2,3,4,5,6,7) • Peer review of work (1,2,3,4,5,6,7) • Face-to-face residential workshop (1,2,3,4,5,6,7) • Reading of primary/secondary texts (1,2,3,4,5,6,7) • Directed fieldwork in local churches (1,2,3,4,5,6,7)

work offers for deepening our understanding 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 5. The central role of the parish in our understanding of the history of community *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	Types/methods of assessment (relating to numbered outcomes) • Short critical essays (1,2,3,4,5,6,7) • Long critical essays (1,2,3,4,5,6,7) • Creation of a church management plan (6,7) • Describe and comment upon heritage and ecclesiastical exemption and related legislation (1,2,6)

B: (i) Skills – discipline related	
Able to: *For the Diploma and Certificate:* 1. the ability to develop and sustain historical arguments, formulating appropriate questions and utilising evidence 2. an ability to read, analyse and reflect critically and contextually upon primary sources 3. an ability to read, analyse and 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	Learning/teaching methods and strategies (relating to numbered outcomes): • Online blogs (1,2,3,4,5,6,7) • Peer review of work (1,2,3,4,5,6,7) • Face-to-face residential workshop (1,2,3,4,5,6,7) • Reading of primary/secondary texts (1,2,3,4,5,6,7) • Directed fieldwork in local churches (1,2,3,4,5,6,7)

8. competence in specialist skills as appropriate (dependent upon which options are selected)	Types/methods of assessment (relating to numbered outcomes) • Short critical essays (1,2,3,4,5,6,7) • Long critical essays (1,2,3,4,5,6,7) • 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)

B: (ii) Skills - transferable	

Able to: *For the 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, sort and exchange new information 5. a command of comparative perspectives	Learning/teaching methods and strategies (relating to numbered outcomes): • 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)
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	Types/methods of assessment (relating to numbered outcomes) • Short critical essays (1,2,3,4,5,6,7) • Long critical essays (1,2,3,4,5,6,7) • Creation of a church management plan (6,7,8, 9) • Describe and comment upon heritage and ecclesiastical exemption and related legislation (1,2,3,4,6,7,8,9)

C: Experience and other attributes	

Able to: *For the 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	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)

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.	Types/methods of assessment (relating to numbered outcomes) • Creation of a church management plan (1,3) • Describe and comment upon heritage and ecclesiastical exemption and related legislation (3)

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 Centre'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 Centre's website.

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

Postgraduate Diploma

Year 1		
Autumn term	**Spring term**	**Summer term**
Sources and Issues	Objet D'art, Objects of Faith	Worship & Ritual
Year 2		
Autumn term	**Spring term**	**Summer term**
Parish & Community	Church & Churchyard	Use, Conservation & Change in Church Buildings

Postgraduate Certificate

Autumn term	**Spring term**	**Summer term**
Sources and Issues	Objet D'art, Objects of Faith	Worship & Ritual

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) of Autumn Term.	Submission to be Wednesday (Week 11) of Spring Term.	Submission to be Wednesday (Week 11) of Summer Term.	N/A	Late August annually

All reassessments will take place, at least, five weeks after completion of marking on initial submissions.

The proposed sequence of modules (overleaf) has been devised in a deliberate manner so that students are introduced to a broad overview of the sources and evidence for the study of church history in an ordered way. 'Sources and Issues for the History of the Parish and Parish Church' begins by exploring some of the issues from the nature, extent and survival of evidence, which then leads into 'Objet D'art, Objects of Faith' by focusing on those relating to the study, care and understanding of churches and interaction with specialist and statutory bodies. These two modules provide a crucial grounding in the study and application of sources for church history which is then more widely explored in the third module, 'Worship and Ritual'. This module examines the history of Christian worship in parish churches from the Anglo-Saxon era to the present day, with a particular focus on the way liturgical, social, and cultural change affected church art and architecture. The module thus covers crucial concepts, histories and issues relative to the historical development of the church. Once these issues have been covered, 'Parish and Community' then introduces students to the wider contextual background of the parish church including disaggregating the parish in order to understand the social structure, and the crucial changes that took place in the late medieval and Early Modern period. Following on from this, module 5, 'Church and Churchyard' then takes students back to what they learned in terms 1 and 2, building upon the knowledge provided on the fabric of the church building itself as well as its surroundings in order to explore the role and evolution of the church and churchyard within their social and cultural contexts, and to develop an understanding of the significance of their location, from the medieval period to the present day, in much more detail. This introduces students to the more practical skills and application of such skills needed to fully understand the development of the parish church before leading into the final term and module: 'Use, Conservation and Change of the Church Building' which culminates the diploma by exploring issues of the current realities facing the Church, the varieties of use to which church buildings are put, conservation history and current practice, the regulatory system that governs the care and change of churches, the notion of significance, issues related to change, before finally returning to people and issues of ownership.

The course is thus largely chronological (as much as is possible) and deliberately sequenced to introduce students to certain topics and crucial skills before developing these more fully in subsequent modules.

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]
Sources and Issues for the History of the Parish and Parish Church		7	20			AuT (Wk 11) 4000 word critical essay	N
Objet D'art, Objects of Faith		7	20			SpT (Wk 11) 4000 word critical essay	N
Worship and Ritual in Context		7	20			SuT (Wk 11) 4000 word critical study of an aspect of liturgical history	N
Parish and Community		7	20			AuT (Wk 11) 4000 word case study	N

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[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.

					exploring the nature of interaction between clergy and community	
Church and Churchyard		7	20			SpT (Wk 11) 4000 word Conservation Management Plan	N
Use, Conservation and Change in Church Buildings		7	20			SuT (Wk 11) 4000 word critical essay	N

All reassessments will take place, at least, five weeks after completion of marking on initial submissions.

Transfers out of or into the programme

Exceptions to University Award Regulations approved by University Teaching Committee	
Exception	**Date approved**

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/

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

Date on which this programme information was updated:	05.01.2016
Departmental web page:	Centre for Lifelong Learning

Please note

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.

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.