

UNIVERSITY OF YORK
POSTGRADUATE PROGRAMME SPECIFICATION

This document applies to students who commence the programme(s) in:			2017/8		
Awarding institution			Teaching institution		
University of York			University of York		
Department(s)					
Centre for Lifelong Learning and Archaeology					
Award(s) and programme title(s)			Level of qualification		
MA in English Building History			Level 7 (Masters)		
Award(s) available <i>only</i> as interim awards					
PG Diploma in English Building History					
PG Certificate in English Building History					
Admissions criteria					
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.					
CLL reserves the right to ask any student for academic work to support their application.					
Any student may be called to interview. It is anticipated that students will be largely from an arts and humanities background. The programme will be targeted at students who will already have the required skills to study at M level.					
Students will not be accepted to the programme unless they can demonstrate the required skills. 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
MA in English Building History	3 years part-time (usual maximum of 4 years registration)	Annual October start date	1 residential weekend, per academic year; small number of tutorials in the final 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, students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate detailed knowledge and expertise of English building history and of key buildings c.1000-1950 • Demonstrate understanding of buildings as manifestations of complex social, cultural, economic, and political influences characteristic of a particular historical era and an awareness of the associated scholarly themes and debates • Apply a range of specialised skills required for analysing, understanding, and interpreting English built history • Assimilate material from a variety of sources and to contextualise information in relation to the history of buildings in various forms • Identify a range of historic buildings' developments and analyse their phases, date, materials, style, and function • Identify, select, and employ appropriate media for communicating ideas clearly on English built history to specialist and non-specialist audiences 	
<p>Additionally for the Diploma: As above, but extending the breadth of student knowledge and honing the wider skillset in this field</p> <ul style="list-style-type: none"> • Research and develop a critical argument using resources gleaned from a broad spectrum of intellectual fields • Apply contemporary interpretive and theoretical approaches to the form, function, and meaning of a range of historic building types 	
<p>Additionally for the Masters programme:</p> <ul style="list-style-type: none"> • Complete a dissertation by independent study, involving the analysis and interpretation of primary and secondary sources, and relating them to existing scholarship and present in an assessed lecture • Apply research skills in the field of English Building History 	
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"> 1. Knowledge and understanding of the processes through which buildings are designed and made in the cultures studied (HAAD) 2. Keen familiarity with substantive areas of current research in the field addressed by the programme (HAAD) 3. Knowledge of the development of the field addressed by the programme, and 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • Delivery of online materials (1,2,3,4,5,6,7,8) • Online workshops/blogs (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) • Directed fieldwork at local sites (1,2,3,4,5,6,7,8)

<p>of its key intellectual tools (HAAD)</p> <ol style="list-style-type: none"> Understanding of the cultural, social and intellectual histories, theories and technologies that influence the design of buildings (Architecture) Knowledge of influence of history and theory on the spatial, social, and technological aspects of architecture (Architecture) Understanding of the theories, practices and technologies of the arts' influence on architectural design (Architecture) Understanding of the relationship between people and buildings, and between buildings and their environment, and the need to relate buildings and the spaces between them to human needs and scale (Architecture) An appreciation of the wider public interest in archaeology and debates over public-professional engagement (Archaeology) 	<p>Types/methods of assessment (relating to numbered outcomes):</p> <ul style="list-style-type: none"> Formative essay (1,2,3,4,5,6,7,8) Critical essays (1,2,3,4,5,6,7,8) Research projects (1,2,3,4,5,6,7,8) Case site report (1,2,3,4,5,6,7,8) Thematic study (1,2,3,4,5,6,7,8) Historic Building assessment (1,2,3,4,5,6,7,8) Historic Building report (1,2,3,4,5,6,7,8) Dissertation (1,2,3,4,5,6,7,8)
<p align="center">B: (i) Skills – discipline related</p>	
<p>At the end of the programme, students will be able to:</p> <ol style="list-style-type: none"> Make close and systematic visual examination, informed by appropriate knowledge of fabric, materials, techniques and cultural contexts (HAAD) Record and describe such buildings with clarity and precision, using ordinary and specialist language as appropriate to the topic and the intended audience (HAAD) 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> Delivery of online materials (1,2,3,4,5,6,7,8,9) Online workshops/blogs (1,2,3,4,5,6,7,8,9) Face-to-face residential workshops (1,2,3,4,5,6,7,8,9) Reading of primary/secondary texts (1,2,3,4,5,6,7,8,9) Directed fieldwork at local sites (1,2,3,4,5,6,7,8)

<ol style="list-style-type: none"> 3. Draw upon personal responses to buildings while recognising how these should be distinguished from other relevant meanings (HAAD) 4. Develop arguments concerning production processes, and concerning formal and functional ambitions and effects from close observation of buildings (HAAD) 5. Marshal and appraise critically other people's arguments and to argue on the basis of familiarity both with relevant evidence and with specialist literature (HAAD) 6. Critically evaluate evidence, arguments and assumptions in order to make and present sound judgments within a structured discourse relating to architectural culture, theory and design (Architecture) 7. Demonstrate a critical understanding of how knowledge is advanced through research to produce clear, logically argued and original written work relating to architectural culture, theory and design (Architecture) 8. Recognise and explain the archaeological significance of built remains and landscapes (Archaeology) 9. Question cultural assumptions (Archaeology) 10. Apply appropriate scholarly, theoretical and scientific principles and concepts to archaeological problems (Archaeology) 	<p>Types/methods of assessment (relating to numbered outcomes)</p> <ul style="list-style-type: none"> • Formative essay (1,2,3,4,5,6,7,8,9,10) • Critical essays (1,2,3,4,5,6,7,8,9,10) • Research projects (1,2,3,4,5,6,7,8,9,10) • Case site report (1,2,3,4,5,6,7,8,9,10) • Thematic study (1,2,3,4,5,6,7,8,9,10) • Historic Building assessment (1,2,3,4,5,6,7,8,9,10) • Historic Building report (1,2,3,4,5,6,7,8,9,10) • Assessed lecture (1,2,3,4,5,6,7,8,9,10) • Dissertation (1,2,3,4,5,6,7,8,9,10)
B: (ii) Skills – transferable	
<p>At the end of the programme, students will be able to:</p> <ol style="list-style-type: none"> 1. Use appropriate methodologies to locate, assess and interpret primary sources (HAAD) 2. Select relevant evidence from the wide range of types of evidence used in the subject area, and to apply it to the examination of historical issues and problems (HAAD) 3. Produce logical and structured 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • Delivery of online materials (1,2,3,4,5,6,7,8,9,10) • Online workshops/blogs (1,2,3,4,5,6,7,8,9,10) • Face-to-face residential workshops (1,2,3,4,5,6,7,8,9,10) • Reading of primary/secondary texts (1,2,3,4,5,6,7,8,9,10) • Directed fieldwork at local sites (1,2,3,4,5,6,7,8)

<p>narratives and arguments supported by relevant evidence (HAAD)</p> <ol style="list-style-type: none"> 4. Break down an argument, a task or a body of evidence, and deal effectively with its component parts (HAAD) 5. Demonstrate the capacity for critical, effective and testable information retrieval and organisation 6. Design and carry out a research project with limited supervision (HAAD) 7. Communicate information, arguments and ideas cogently and effectively within a range of discourses as appropriate to particular audiences (HAAD) 8. Solve problems and develop solutions through creative thinking (Archaeology) 9. Producing logical and structured arguments supported by relevant evidence engage with relevant aspects of current broad instrumentalist agendas such as global perspectives, public engagement, employability, enterprise, and creativity (Archaeology) 	<p>Types/methods of assessment (relating to numbered outcomes)</p> <ul style="list-style-type: none"> • Formative essay (1,2,3,4,5,6,7,8,9) • Critical essays (1,2,3,4,5,6,7,8,9) • Research projects (1,2,3,4,5,6,7,8,9) • Case site report (1,2,3,4,5,6,7,8,9) • Thematic study (1,2,3,4,5,6,7,8,9) • Historic Building assessment (1,2,3,4,5,6,7,8,9) • Historic Building report (1,2,3,4,5,6,7,8,9) • Assessed lecture (1,2,3,4,5,6,7,8,9,10) • Dissertation (1,2,3,4,5,6,7,8,9)
<p>C: Experience and other attributes</p>	
<p>.At the end of the programme, students will:</p> <ol style="list-style-type: none"> 1. Understand academic approaches to English Building History and the outstanding debates in the field. 2. Develop an understanding of the particular nuances of distance learning 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • Delivery of online materials (1,2) • Online workshops/blogs (1,2) • Face-to-face residential workshops (1) • Reading of primary/secondary texts (1) • Directed fieldwork at local sites (1) <p>Types/methods of assessment (relating to numbered outcomes)</p> <ul style="list-style-type: none"> • Formative essay (1,2) • Critical essays (1) • Research projects (1) • Case site report (1) • Thematic study (1) • Historic Building assessment (1) • Historic Building report (1) • Assessed lecture (1) • Dissertation (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)

The programme will be aligned to the QAA benchmark statements for Archaeology (2014), History of Art, Architecture and Design [HAAD] (2010) and Architecture (2008). NB: where no PG statement exists, the UG version has been adopted and used accordingly.

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

MA

	Autumn term	Spring term	Summer term
Year One	An Introduction to the Historic Built Environment	The Medieval Era	Early Modern Period
Year Two	The Neo-Classical Tradition	The 'Modern' Movement	Approaches to Historic Buildings Research
Year Three	Independent Study Module		

Postgraduate Diploma (if applicable)

	Autumn term	Spring term	Summer term
Year One	An Introduction to the Historic Built Environment	The Medieval Era	Early Modern Period
Year Two	The Neo-Classical Tradition	The 'Modern' Movement	Approaches to Historic Buildings Research

Postgraduate Certificate

Autumn term	Spring term	Summer term
An Introduction to the Built Environment	The Medieval Era	Early Modern Period

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 (this will allow for the opportunity for students to migrate from Lifelong to Archaeology in the third year)

All reassessments will take place five weeks after completion of marking on initial submissions. For the third year of study with Archaeology, submission timing and issues of reassessment for the ISM module will align with current practice and procedure within the department.

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
An Introduction to the Historic Built Environment		7	20			Autumn – week 11 • Visual analysis practical on Historic building , 4000 words	N
The Medieval Era		7	20			Spring – week 11 • Case site report, 4000 words	N
Early Modern Period		7	20			Summer – week 11 • Essay, 4000 words	N
The Neo-Classical Tradition		7	20			Autumn – week 11 • Thematic study, 4000 words	N
The 'Modern' Movement		7	20			Spring – week 11 • Essay, 4000 words	N
Approaches to Historic Buildings Research		7	20			Summer – week 11 • Historic building	N

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.

						desk-based assessment, 4000 words	
Independent Study Module		7	60			Summer – week 8 Assessed lecture Summer – end Aug Dissertation, 12,000 words	Y

Option modules

Module title	Module code	Credit level	Credit value	Prerequisit es	Assessmen t 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:	26 November 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>	