

UNIVERSITY OF YORK

POSTGRADUATE PROGRAMME REGULATIONS (for PGT programmes that will run under the new modular scheme)

This document applies to students who commence the programme(s) in:					
Awarding institution		Teaching institution			
University of York		University of York			
Department(s)					
Centre for Medieval Studies					
Award(s) and programme title(s)		Level of qualification			
MA in Medieval Studies		Level 7 (Masters)			
Award(s) available <i>only</i> as interim awards					
Diploma in Medieval Studies PG Certificate in Medieval Studies					
Admissions criteria					
Good first degree (2i or equivalent) in pertinent discipline plus evidence of having followed some medieval modules					
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	1 year F/T 2 years P/T		Yes (King's Manor)		
Language of study		English			
Programme accreditation by Professional, Statutory or Regulatory Bodies (if applicable)					
Educational aims of the programme(s)					
<p>For the Masters, Diploma and Certificate:</p> <p>The MA in Medieval Studies is designed to provide an intellectually stimulating training for students with established and developing specialisms in the field of Medieval Studies. It provides students with some familiarity with and confidence in handling the approaches, methodologies and sources associated with the disciplines of Archaeology, Art History, Literature, and History. In particular, it introduces students to the methodologies and approaches of interdisciplinary scholarship and an appreciation of the challenges and possibilities of such an approach. It provides training in a range of pertinent research skills, including Latin, other medieval languages, and palaeography. It also offers instruction in and practical experience of necessary skills associated with the production and communication of academic scholarship, including bibliographic and referencing skills, use of electronic and archival resources etc. Seminar-based teaching encourages students to develop verbal communication skills and the</p>					

ability to engage in academic debate. The course as a whole aims to help students develop transferrable skills which will enhance their employability in a wide range of professions. It also provides essential training and support for those intending to go on to undertake doctoral research in the field of Medieval Studies.

Additionally for the Diploma (if applicable): the long essay (independent study) element requires students to develop the capacity to work independently over a sustained period, including engaging in research using primary sources, to deploy research approaches and methodologies learned earlier in the programme.

Additionally for the Masters:

The dissertation (independent study) element requires students to develop the capacity to work independently over a sustained period, including engaging in research using primary sources, to deploy research approaches and methodologies learned earlier in the programme, and, where appropriate, to use language and palaeographic skills learned earlier in the programme.

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 Masters, Diploma and Certificate:

1. Methodologies of the disciplines of (at least three of) archaeology, art history, literature, and history.
2. Interdisciplinarity as way of understanding the medieval past which does not privilege any particular methodology or approach and appreciates that an interdisciplinary methodology often allows for a more nuanced and rounded perspective, but few easy answers.
3. Specific themes and issues associated with the medieval past. (Some of these will be explored from multi-disciplinary and interdisciplinary perspectives.)

Additionally for the Diploma:

N/A

Additionally for the Masters:

N/A

Learning/teaching methods and strategies (relating to numbered outcomes):

- The Approaches to an Interdisciplinary Methodology module provides seminars relating to the four disciplines described in (1). The different disciplines are drawn upon in the team-taught seminars for Interdisciplinary module(s). Students also take one or two Option modules which are single disciplinary such that they have some experience of all four disciplines over the course of the taught element of the programme.
- The Approaches to an Interdisciplinary Methodology module provides an introduction to the different methodologies of the four disciplines followed by a more in-depth thematic study that brings these disciplines in conversation with each other. The Interdisciplinary modules, one of which is normally compulsory, are multi- and interdisciplinary in design and team taught drawing upon staff from two or more disciplines. This allows students to see the possibilities of different disciplinary approaches and methodologies working in tandem. Students are encouraged to draw upon their interdisciplinary skills in the dissertation element of the course, but it is not a course requirement that the dissertation be interdisciplinary.
- Interdisciplinary modules and Option Modules (which last are 'owned' by the Centre's respective parent departments) comprise programmes of eight weekly seminars organised around specific themes and issues.
- In addition to seminar-based modules, students have opportunities to take part in field trips organised by the Centre to medieval sites etc.
- The Centre hosts a number of research seminars, reading groups etc., many of which are student run, which provide a forum for discussion and exchange of ideas. Students are expected to attend a number of these meetings through the year.

Types/methods of assessment (relating to numbered outcomes)

- (1) Students are normally required to write essays that demonstrate competence in three of the four disciplines (viz. archaeology, art history, literature, and history) as assessments for Interdisciplinary modules and the option modules.
- (2) Students are required to reflect on the multi- and interdisciplinary elements of the Approaches to an Interdisciplinary Methodology module as part of the assessment for this compulsory module. The process of reflection takes place over the course of the entire term the module is taught, and culminates in the presentation of a research-style poster at the end of the term, presenting an interdisciplinary approach to a set topic. This is seen as important for students familiarising themselves with disciplinary approaches with which they may not be very familiar and beginning to grapple with the demands of an interdisciplinary approach. It is because of the particular demands of learning new disciplines and the difficulties of working in an interdisciplinary mode that the module carries a pass / fail assessment. Students are encouraged to write interdisciplinary dissertations, but this is not a course requirement. It is expected, however, that dissertations will be enhanced by the experience of and exposure to the range of methodologies and approaches which the programme draws from.
- (3) Students write essays by way of assessment for the Interdisciplinary module(s) and the option module(s). Each of these modules addresses a specific theme, e.g. early medieval York, gender and sexuality, chivalry etc., and associated issues.

B: (i) Skills – discipline related

Able to:

For the Masters, Diploma and Certificate:

1. Recognise and read some medieval writing (the study of palaeography) and / or read with understanding a medieval language or languages (from Latin, Old English, Old Norse, Old French.) – students choose two different modules according to their likely interests and needs as medievalists.
2. Interpret a range of medieval sources, both textual and material.
3. Read critically and discuss pertinent scholarly literature.

Additionally for the Diploma:

Additionally for the Masters:

Learning/teaching methods and strategies (relating to numbered outcomes):

- Palaeography is taught over two terms by means of weekly classes. After an initial general introduction to the creation and form of medieval documents, classes focus on practice at reading actual examples of medieval documents.
- Languages are taught over two terms by means of weekly classes that use actual examples of texts alongside instruction in grammar and vocabulary.
- Primary sources form an integral part of the Approaches to an Interdisciplinary Methodology and of Option and Interdisciplinary module seminars. Students prepare these in advance of seminar discussion.
- Guided reading is an integral part of the preparation required of the Approaches to an Interdisciplinary Methodology module and to the Option and Interdisciplinary seminars. Students are expected to refer to and are encouraged critique this literature in seminar discussion.

Types/methods of assessment (relating to numbered outcomes)

- (1) Palaeography and languages are assessed by means of closed examinations that draw upon examples of medieval writing and medieval texts respectively. These assessments are pass / fail.
- (2 and 3) Essays written as assessment for the Interdisciplinary and Option modules are required to engage with pertinent primary source materials and show a critical awareness of a pertinent secondary literature.

B: (ii) Skills - transferable

Able to:

For the Masters, Diploma and Certificate:

1. Engage in bibliographical searches.
2. Produce logical and structured arguments supported by relevant evidence
3. Present academic writing with the appropriate scholarly apparatus.
4. Plan, design, and execute a programme of independent research.
5. Argue verbally and in a critical manner.
6. Work effectively as part of a team.

Additionally for the Diploma:

Additionally for the Masters:

Learning/teaching methods and strategies (relating to numbered outcomes):

- (1) Two training seminars on research resources are given in conjunction with Approaches to an Interdisciplinary Methodology module. Individual staff will give advice in respect of essay assessments and the dissertation.
- (2 - 3) A seminar on essay writing is given in conjunction with Approaches to an Interdisciplinary Methodology module. Students get detailed written feedback on their essay assessments and supervisors will specifically give advice on the basis of this feedback. Students are asked to show that they can correct errors noticed in essay assessments, but only after assessment has been completed.
- (4) Students are required to take increasing initiative in devising research questions and finding research materials and methodologies over the course of their registration. Initially students prepare for seminars on predetermined topics with prescribed reading, source materials and questions, but they are required, with guidance and advice, to devise their own questions and bibliographies etc. for their essay assessments, which normally build upon seminar work. For their dissertations, students likewise devise their own topics which may grow out of course work, but equally may be unrelated.
- (5 - 6) Seminars are a forum for debate and discussion. Such debate and discussion also goes on in the various research groups hosted by the Centre. Seminars further require students to co-operate so as to permit constructive debate and discussion and students are encouraged to continue discussion outside the classroom.

	<p>Types/methods of assessment (relating to numbered outcomes)</p> <ul style="list-style-type: none"> • (1) is not separately assessed, but students are required to perform bibliographic research in respect of the essays written as assessment for the Interdisciplinary module(s) and the Option module(s). Bibliographic research is essential in respect of the dissertation and students will be penalised if they fail to demonstrate sufficient awareness of a pertinent scholarly literature. • (2-3) are requirements of both the essay and the dissertation elements of assessment. • (4) is not separately assessed, but is implicit in the requirements of essay and, more especially, dissertation research; students are given advice on their essay assessments and regular formal supervision on the dissertation, but the initiative for much day to day research rests with the student. • 5-6 are not formally assessed
C: Experience and other attributes	
<p>Able to:</p> <p><i>For the Masters, Diploma and Certificate:</i></p> <ol style="list-style-type: none"> 1. Evaluate personal performance in a range of tasks. 2. Demonstrate the skills necessary for self-managed lifelong learning. 3. Demonstrate the development of an adaptable and flexible approach to study and work. 4. Identify and work towards personal targets for academic and career development. <p><i>Additionally for the Diploma:</i></p> <p><i>Additionally for the Masters:</i></p>	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • (1-4) These skills are developed through the range of coursework demands – seminars, essays, dissertation etc. – and supported by supervisory meetings <p>Types/methods of assessment (relating to numbered outcomes)</p> <ul style="list-style-type: none"> • Not assessed
<p>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)</p>	

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, the relevant module descriptions and detailed grade descriptors provided for each form of assessment. These are available in the student handbook and on the Department's website: <http://www.york.ac.uk/medieval-studies/>

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: <http://www.york.ac.uk/medieval-studies/>

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

Masters

Autumn term	Spring term	Summer term	Summer vacation
<p>Approaches to an Interdisciplinary Methodology (20 credits, pass/fail)</p> <p>Assessment by reflective study compiled through module and submitted week 10</p>	<p>Option Module OR Interdisciplinary Module (20 credits, 14.3% of assessment)</p> <p>Assessment week 1 Summer term by essay</p>	<p>Dissertation (80 credits, 57.1% of assessment)</p>	<p>Dissertation submitted in September</p>
<p>Option Module or Interdisciplinary Module (20 credits, 14.3% of assessment)</p> <p>Assessment week 1 Spring term by essay</p>	<p>Option Module or Interdisciplinary Module (20 credits, 14.3% of assessment)</p> <p>Assessment week 1 Summer term by essay</p>		
<p>Skills Module (10 credits, pass/fail)</p> <p>Assessment week 10 Spring term by closed exam</p>			
<p>Skills Module (10 credits, pass/fail)</p> <p>Assessment week 10 Spring term by closed exam</p>			

Notes

Students must normally take at least one Interdisciplinary module during the Autumn and Spring terms. They may take EITHER an Interdisciplinary module and an Option module in the Spring term OR, if they have already taken an Interdisciplinary module, two Option modules.

Students are permitted to take an additional 'optional' Skills module, but this will not be included in the credit total for the degree nor will its assessment count towards the degree.

Postgraduate Diploma

Autumn term	Spring term	Summer term
<p>Approaches to an Interdisciplinary Methodology (20 credits, pass/fail)</p> <p>Assessment by reflective study compiled through module and submitted week 10</p>	<p>Option Module OR Interdisciplinary Module (20 credits)</p> <p>Assessment week 1 Summer term by essay</p>	<p>Long Essay (40 credits)</p> <p>Long Essay submitted by 30th June</p>
<p>plus 60 credits from any of the following:</p> <p>Option Module or Interdisciplinary Module (20 credits)</p> <p>Assessment: week 1 Spring term by essay</p>	<p>Option Module or Interdisciplinary Module (20 credits)</p> <p>Assessment week 1 Summer term by essay</p>	
<p>Skills Module (10 credits, pass/fail)</p> <p>Assessment: week 10 Spring term by closed exam</p>		
<p>Skills Module (10 credits, pass/fail)</p> <p>Assessment: week 10 Spring term by closed exam</p>		

Note:

To achieve the learning outcomes for the Postgraduate Diploma in Medieval Studies, students must achieve 120 credits that must include the 20 credit Approaches to an Interdisciplinary Methodology module in the Autumn term, the 40 credit Long Essay in the Summer Term, plus any other 60 credits from the Autumn and Spring terms.

Postgraduate Certificate

Autumn term	Spring term
Approaches to an Interdisciplinary Methodology (20 credits, pass/fail) PLUS A FURTHER 40 CREDITS FROM ANY OF THE FOLLOWING: Option Module OR Interdisciplinary Module (20 credits)	Option Module AND / OR Interdisciplinary Module (20 credits) OR 2 x Option Modules (20 credits)
Skills Module (10 credits, pass/fail). Assessment: week 10 Spring term, closed exam	
Skills Module (10 credits, pass/fail). Assessment: week 10 Spring term, closed exam	

Note:

To achieve the learning outcomes for the Postgraduate Certificate in Medieval Studies, students must achieve 60 credits that must include the 20 credit Approaches to an Interdisciplinary Methodology module in the Autumn term plus any other 40 credits from the Autumn or Spring term.

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
Approaches to an Interdisciplinary Methodology module Week 10	Option Module I OR Interdisciplinary module I Week 1	Option Module I-II AND/OR Interdisciplinary module I-II (2 essays) Week 1	Dissertation in September (2016: 7 September)	Mid November
	Skills modules Week 10	Progression Board Week 7		
		Reassessment period Week 10		

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
Core Course	MST00004M	7	20	none	P/F	AuT Week 10 poster presentations	No
Dissertation	MST00011M	7	80	none	NC	Dissertation submitted September (2016: 7 September)	Yes

Option modules

Module title	Module code	Credit level	Credit value	Prerequisites	Assessment rules	Timing and format of main assessment	Independent Study Module?
Option module I and II are 'owned' by parent departments		7	20		Essay 3,500-4000 words	SpT or SuT, Week 1, essay	No
Module title	Module code	Credit level	Credit value	Prerequisites	Assessment rules	Timing and format of main assessment	Independent Study Module?
Interdisciplinary modules:							
Gender & Sexuality	MST00006M	7	20	none	Essay 3,500-4000 words	SpT or SuT, Week 1, essay	No
The Global Middle Ages	MST00060M	7	20	None	Essay 3,500-4000 words	SpT or SuT, Week 1, essay	No
Skills modules:							
Latin Beginners	MST00007M	7	10	none	P/F closed exam	Week 10, Spring term exam	No
Latin Intermediate	MST00012M	7	10	none	P/F closed exam	Week 10, Spring term exam	No
Latin Advanced	MST00013M	7	10	none	P/F closed exam	Week 10, Spring term exam	No
Palaeography	MST00008M	7	10	none	P/F closed exam	Week 10, Spring term exam	No
Old English Beginners	ENG00059M	7	10	none	P/F closed exam	Week 10, Spring term exam	No
Old English Advanced	ENG00060M	7	10	none	P/F closed exam	Week 10, Spring term exam	No
Old Norse	ENG00061M	7	10	none	P/F closed exam	Week 10, Spring term exam	No

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.

<u>Transfers out of or into the programme</u>	
Exceptions to University Award Regulations approved by University Teaching Committee	
Exception	Date approved
<u>Quality and Standards</u>	
<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 (annual programme review) 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/admin/aso/</p> <p>Departmental Statements on Audit and Review Procedures are available at: http://www.york.ac.uk/admin/aso/teach/deptstatements/index.htm</p>	
Date on which this programme information was updated:	
Departmental web page:	http://www.york.ac.uk/medieval-studies/
<u>Please note</u>	
<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>	