1. Admissions/ Management Information

Title of the programme – including any lower awards

Please provide the titles used for all awards relating to this programme. Note: all programmes are required to have at least a Postgraduate Certificate exit award.

See guidance on programme titles in:

https://www.york.ac.uk/media/staffhome/learningandteaching/documents/programmedevelopment/Framework%20for%20Programme%20Design%20-%20PG.pdf

Masters	MA in Culture and Thought After 1945		
Postgraduate Diploma	Postgraduate Diploma in Culture and Thought After 1945	Please indicate if the Postgraduate Diploma is available as an entry point, ie. is a programme on which a student can register, is an exit award, ie. is only available to students exiting the masters programme early, or both.	Exit
Postgraduate Certificate	Postgraduate Certificate in Culture and Thought After 1945	Please indicate if the Postgraduate Certificate is available as an entry points, ie. is a programme on which a student can register, is an exit award, ie. is only available to students exiting the masters programme early, or both.	Exit

Level of qualification	Level 7
This document applies to students who commenced the programme(s) in:	2018

Awarding institution	**Teaching institution**
University of York	University of York

Department(s): **Where more than one department is involved, indicate the lead department**	**Board of Studies**
Lead Department — Centre for Modern Studies / English and Related Literature	
Other contributing Departments: — History, History of Art (as parent departments to centre) plus other departments and centres contributing to CORE module and providing OPTION modules (including, TFTV, Archeology, Music, Sociology, and the Centre for Women's Studies)	English and Related Literature

Route code **(existing programmes only)**	

Admissions criteria

BA 2:1 (with preference for strong academic record and interdisciplinary interests to match MA programme and help ensure successful completion)

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

Programme	Length (years/ months)	Status (full-time/ part-time) Please select	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 Culture & Thought After 1945	1	Full-time		Please select Y/N Yes	Please select Y/N No	

MA Culture & Thought After 1946	2	Part-time		Please select Y/N	Yes	Please select Y/N	No	

Language(s) of study

English

Language(s) of assessment

English

2. Programme accreditation by Professional, Statutory or Regulatory Bodies (PSRB)

2.a. Is the programme recognised or accredited by a PSRB

Please Select Y/N:	No	if No move to section 3 if Yes complete the following questions

3. Additional Professional or Vocational Standards

Are there any additional requirements of accrediting bodies or PSRB or pre-requisite professional experience needed to study this programme?

Please Select Y/N:	No	if Yes, provide details

4. Programme leadership and programme team

4.a. Please name the programme leader for the <u>year to which the programme design applies</u> **and any** <u>key</u> **members of staff responsible for designing, maintaining and overseeing the programme.**

2016-2017 Emilie Morin & Claire Westall (English); 2017-2019 Gerard McCann (History)

5. Purpose and learning outcomes of the programme

5.a. Statement of purpose for applicants to the Masters programme
Please express succinctly the overall aims of the programme as an applicant facing statement for a prospectus or website. This should clarify to a prospective masters student why they should choose this programme, what it will provide to them and what benefits they will gain from completing it.

The MA in 'Culture and Thought After 1945', based in the Centre for Modern Studies, offers you a unique chance to study the aesthetic, theoretical, cultural, political and historical developments of "the contemporary" at both an advanced academic level and with a personal focus. The MA programme enables you to simultaneously advance your disciplinary knowledge - pushing you into new intellectual areas - and engage with challenging arguments about "contemporary" societies and ideas. The programme will stretch you intellectually across more than one disciplinary domain, around the globe and into topical debates about the dynamcis of the contemporary world. This depth and flexibility of engagement is possible due to a structure which includes a core conceptual framing module and on-going graduate training, as well as access to modules from eight different departments - English, History, History of Art, Archaeology, Sociology, TFTV, Music and the Centre for Women's Studies. You can come from any relevant disciplinary background, and find an attractive breadth, depth and vibrancy of the modules across the humanities and social sciences. The result is that you are able to construct your own interest-based programme in an incredibly research-rich and intellectually diverse environment. You will develop a range of important transferable skills: critically analysing textual, visual and aural sources; managing large amounts of information; improving written and oral communication skills; and developing advanced powers of argumentative persuasion. With this emphasis on critical, theoretical and interdisciplinary thinking about the contemporary, the programme lays a strong foundation for future careers in publishing, advertising, the media, teaching, journalism and many other areas of the creative industries. The programme also serves as perfect preparation for doctoral research.

5.b.i. Programme Learning Outcomes - Masters	
Please provide six to eight statements of what a graduate of the Masters programme will be able to do.	
If the document only covers a Postgraduate Certificate or Postgraduate Diploma please specify four to six PLO statements in the sections 5.b.ii and 5.b.iii as appropriate.	
Taken together, these outcomes should capture the distinctive features of the programme. They should also be outcomes for which progressive achievement through the course of the programme can be articulated, and which will therefore be reflected in the design of the whole programme.	
PLO	On successful completion of the programme, graduates will be able to:
1	**Analyse and theorise the nature of the 'contemporary' by examining the place of culture within postwar aesthetic, political, historical and philosophical debates.**
2	**Understand, evaluate, and deploy key areas of postwar critical thinking, within particular disciplinary modules and via interdisciplinary/trans-disciplinary models.**
3	**Critically evaluate methodological tools and approaches across disciplinary boundaries and then draw together approaches based on their own educational needs, academic interests and high-level digital skills within, across and beyond disciplinary lines.**
4	**Initiate, conduct, and take responsibility for independent research, drawing on skills honed by graduate-level research training, research-led teaching, and the completion of a substantial dissertation project and several module specific essays across participating departments and centres.**
5	**Communicate sophisticated written arguments in a clear, accurate and persuasive fashion, synthesising evidence from multiple sources so as to convey information creatively and convincingly.**
6	**Engage in verbal discussion of complex textual material, demonstrating versatility, rigour, and confidence in the reception, appreciation, and articulation of high-level ideas and perspectives.**
7	**Direct their own development, bringing new knowledge and transferable skills, such as critical analysis and information management, to bear upon a range of contexts including, but not limited to, further academic study and careers in creative industries.**
8	

5.c. Explanation of the choice of Programme Learning Outcomes

Please explain your rationale for choosing these PLOs in a statement that can be used for students (such as in a student handbook). Please include brief reference to:

i) ... in what way will these PLOs result in an ambitious, challenging programme which stretches the students?

The PLOs clearly demonstrate the high standards of intellectual enquiry that underpin the programme, including the complexity of debates about differing approaches to the contemporary and the need to both understand discipline-specific approaches to this category as well as inter-/trans-disciplinary approaches to it. The PLOs convey the centrality of the category of culture to debates and patterns of thought that have developed within and mutated across the contemporary period. They also demonstrate the manner in which students will be required to think in advanced ways about these debates across aesthetic, political, historical and philosophical domains. The PLOs express the elasticity of thinking required to manage information, critical sources, and differing methodological tools and approaches from within and across different disciplinary domains. Simultaneously, they demonstrate how the programme enables such skills to also be used for personal and professional development, including through the use of audience-specific modes of communication, within and beyond academia. Consequently, the PLOs demonstrate and help establish the unique and intellectually advanced requirements for, and outcomes of, a broad yet carefully selected interdisciplinary programme of taught postgraduate study.

ii) ... in what way will these PLOs produce a programme which is distinctive and advantageous to the student?

The PLOs evidence the unique status and intellectual breadth of the MA in Culture and Thought After 1945. This is a distinctive interdisciplinary programme, operating within an interdisciplinary research centre at a Russell Group university and offering its own intellectually grounding core module – Framing the Contemporary. In this way, it is an exceptional MA programme, with few – if any – direct competitors. The PLOs show the range of subject and disciplinary areas offered via the MA and suggest the variety of routes and interests students can take up. The PLOs also convey the high standards, theoretical precision and analytical versatility that students require for the programme, meaning they convey the manner in which their ability to manage, shape, and mobilise cross-boundary thinking will be substantially advanced, clearly aiding a wide spectrum of future professional journeys.

iii) ... how the design of the programme enables students from diverse entry routes to transition successfully into the programme? For example, how does the organisation of the programme ensure solid foundations in disciplinary knowledge and understanding of conventions, language skills, mathematics and statistics skills, writing skills, lab skills, academic integrity

As an interdisciplinary programme stretching across a variety of Arts & Humanities disciplines, and also drawing on the Social Sciences, the MA in Culture and Thought enables students from a wide range of disciplinary backgrounds to enter into a new style of study programme, and to sit alongside other students whose disciplinary training may come from across a spectrum of relevant (but not necessarily the same) areas. In this way, the MA programme enables entry from across a broad range of disciplinary backgrounds. And, while the entry policy encourages students with particularly strong theoretical interests and advanced modes of critical thinking skills to apply, it makes clear provision for students coming from outside the most common routes into the MA, both in terms of disciplinary training and in terms of educational route.

On the programme, the core module – Framing the Contemporary – underpins the necessary intellectual range required for the MA programme, training students in how to take up disciplinary debates and move them across boundaries, where appropriate, and how to ask probing questions about such intellectual boundary crossing. It enables them to encounter discipline-specific advances or mutations in thinking within the contemporary period and to explore how such changes fit into larger patterns or intellectual trends. The core module also provides methodological templates for approaching inter-/trans-disciplinary study that establish the foundation for the rest of the MA programme and its optionality. In providing an opportunity for formative writing, via Framing the Contemporary, the MA ensures that all students – from all entries routes and disciplinary backgrounds – receive early and constructive feedback about how to shape their research and writing approaches for the MA. And this is accompanied by instruction about the Academic Integrity tutorial and a wide range of training activities coming from, and also as linked to, the MA programme. The new graduate training module in English is strongly oriented toward developing writing skills at MA level, which will be of particular help to students transitioning into the programme from diverse entry routes. The opportunity to participate in History department graduate training enables students to further engage, under staff supervision, with issues in using digital resouces for humanities research, for example online databases and online repositories.

Across the MA as a whole, the variety of option modules means that students can select specific topics and methodological approaches that interest them, or that they feel will benefit them directly in terms of skill acquisition. The specifications for all modules offered are reviewed before being made available to students to ensure: that all MA students on the programme will be eligible for the module; that they will intellectually gain in relation to the overall ambitions and PLOs of the MA programme; and that the module works as part of the inter-changeable range of options that constitute an effective and challenging interdisciplinary MA programme.

The design of the dissertation, and the supervision and training pattern provided to accompany it, including support from staff with inter-/trans-disciplinary interests and/or training, also ensures that students from all backgrounds will gain support across the full stretch of research and writing tasks required of them for successful completion of the programme.

iv) ... how the programme is designed to enable students to progress successfully - in a limited time frame - through to the end of the award? For example, the development of higher level research skills; enabling students to complete an independent study module; developing competence and confidence in practical skills/ professional skills. See QAA masters characteristics doument http: //www.qaa.ac.uk/en/Publications/Documents/Masters-Degree-Characteristics-15.pdf

The programme is designed to ensure that the students receive the grounding they need, intellectually and in terms of specific study and related skills, at a pace that is commensurate with their programme progress and supports their movements through the developing challenges of the MA.

At the outset, the core module, Framing the Contemporary, provides the intellectual training and methodological example-setting that students require to lay the foundations for the rest of the programme. Via this module, all MA in Culture and Thought After 1945 students complete an essay and receive feedback from their individual supervisors in a constructive and supportive manner. This ensures: that they understand the broad requirements – specifically in terms of research, writing and argumentation – required at masters level; that they receive feedback that helps them understand how to begin to approach inter-/trans-disciplinary thinking and writing, including how to tackle and/or mobilise complex theoretical debates about the contemporary; and that they benefit from individualized feedback on how to improve their own study approach, including their strategies for research, writing and scholarly presentation.

Across the option modules, students receive expert- and research-led teaching, and this key facet of the programme ensures that the methods and materials they encounter and the materials they use are sufficiently challenging, field defining, and recent for them to approach as an example of how to proceed in the undertaking of advanced academic and scholarly work.

The completion of substantial written work via assessments at the end of each module, and the individualized and robust feedback provided for each assessment, ensures that students are moving towards the successful completion of a larger dissertation project. The support of their supervisor, as well as individual tutors, through this assessment and feedback process, also helps ensure that they understand how to ask questions about their work and how to implement suggestions for improvement. The new graduate training module in English is built around the idea of progression, and contains a substantial amount of provision oriented towards preparation for the dissertation.

In asking students to select option modules that match their own intellectual interests and/or skill-development requirements, from across a range of disciplines and subject areas, the programme builds in mechanisms that allow for independent and cumulative study gains that feed into the larger dissertation project and show each student, before they start their dissertation, that they have already completed a set of individually chosen modules and assessment tasks, that they have already managed their own intellectual priorities and selection strategies, and that they can draw on the interconnections that they have made across their modules in order to complete their final dissertation project.

v) ... how this programme (as outlined in these PLOs) will develop students' digital literacy skills and how technology-enhanced learning will be used to support active student learning through peer/tutor interaction, collaboration and formative (self) assessment opportunities (reference could be made to such as blogging, flipped classroooms, response 'clickers' in lectures, simulations, etc).

Due to the interdisciplinary nature of the MA, including its core module provision, all students will encounter new methods of study, and so they will encounter new methods of argumentation, of data/evidence presentation, of presentation style and requirements etc. The VLE supports the core module programme, and all the option modules provided. The students make use of their existing digital skills in the presentations of written assessments, and through e-submission procedures. More substantially, they can choose to develop new digital skills by: pursuing modules in particularly appropriate disciplinary domains (e.g. sociology); by mobilising digital techniques from one discipline and, where appropriate, redeploying them in another; and through debates, discussions and written work on aspects of digital culture (e.g. social media) that they may not have encountered before as scholarly topics. For example, the core module, Framing the Contemporary, asks students to engage with televisual materials and to select and present examples they choose on specific topics/challenges. This core module also enables students to explore a range of disciplinary research tools that require or can make use of digital technologies (e.g. contemporary art and installations, or contemporary archeology, as well as theatre, film and television). In this way, it helps students gain access to new digital practices in the academic contemporary, and also offers examples from which they can learn about how they might shape and manage their own independent projects later. This approach is enhanced by similarly appropriate teaching and training in the option modules. Students also benefit from the MA programme's close relationship with the Centre for Modern Studies, and they can participate in research events, reading groups and postgraduate forum events that will enable them to practice using their digital skills in an immediate and productive fashion (e.g. setting up their own reading materials online, organising conferences and video guest speakers, ensuring that their own presentations and audio-visual provisions work sucessfully etc).

vi) ... how this programme (as outlined in these PLOs) will support and enhance the students' employability (for example, opportunities for students to apply their learning in a real world setting)? The programme's employablity objectives should be informed by the University's Employability Strategy: http://www.york.ac.uk/about/departments/support-and-admin/careers/staff/

Students gain advanced academic and scholarly skills via the MA; more specifically, via the interdisciplinary nature of the programme they will develop strong and versatile modes of thinking, researching, writing and presenting information. They will be able to communicate in ways that are discipline and audience specific, and manage data, evidence and argument, in ways that are particular to discreet domains and in ways that can transgress boundaries, appealing to wider as well as potentially new audiences. Students gain opportunities to study in areas in which they feel they require additional and/or more advanced training, thereby gaining new intellectual impetus in new areas of thinking and also being able to building on their existing skills and training in new and more advanced ways. Students will select their modules, and thereby their own sense of intellectual focus and/or breadth, in accordance with their own intellectual and potentially professional (or future-oriented) needs. They will practice self-directed study across the programme and particularly in the dissertation, making them well equipped for future independent work.

On the core module, student undertake a gallery trip as part of the seminar programme, and work to bridge their experience of art, including its insitutional positioning and curating, with scholarly debates they have in-class. On this module students also benefit from exposure to academic work and research in different displays and the variety of relationships with non-university partnerships this brings (e.g. via History of Art gallery and museum trips, English's creative writing at York offerings, or Archeology's management of site access for recent research on contemporary archeology).

Students will also gain relevant exposure to non-university settings, debates and socio-political as well as aesthetic, cultural and historical shifts via their option module choices, and they can select to take more or less applied modules as they see fit. The programme provides opportunities for students to undertake modules which expressly bind together academic research and activities and practices in other institutions and public spaces. For example, students can select from a module list that includes: Art Installation/Participation; Themes and Issues in Contemporary Sociology; and Cultural Heritage Management I and 2. They can also apply to take a Public History Placement module. Students have the opportunity to work closely with a range of academics and centres (notably the Institute for the Public Understanding of the Past or History of Art department) who engage in quotidian relationships with practitioners in the heritage and creative sectors, through which relationships can be forged and exploited for the workplace.

In addition to these provisions, students may choose to develop dissertation projects that are more explicitly directed towards a particular career path or one that explores a non-university institution, place, or employment practice. Finally, students are able to engage with the wide training programme offered by English, as well as those coming from History and History of Art, and the HRC, and each of these programmes offers employability-linked sessions and opportunities for skills acquisition.

viii) ... how learning and teaching on the programme are informed and led by research in the department/ Centre/ University?

The programme was conceived as reflecting the reality that many academic staff undertake research that extends across disciplinary boundaries. In this way the programme is - at its intellectual roots - bound to the research culture and practices of advanced and experienced research scholars. All staff teaching on the core module - Framing the Contemporary - offer sessions that marry questions about how a particular discipline has been altered by larger patterns of intellectual transformation and a research-specific example case of how this has worked for them, or the area within which their research exists. This means that all sessions demonstrate to students how specific disciplines have developed in the postwar period, how they have been challenged and/or changed by large patterns of intellectual and cultural transformation, and also how such issues can manifest in focused and scholarly research activities, projects and arguments.

Across the range of option modules available, teaching staff are typically constructing and teaching their modules from within their own research frame of reference, drawing on disciplinary and inter-/trans-disciplinary debates, as appropriate, setting up broad questions/issues where needed, but also focusing in on research-intensive approaches, methods and questions from which the students can gain specific content insights and also examples of how best to pursue high-standard research. Via their dissertation projects students can also gain support from the research experience and expertise of their supervisor, and this can be in content or methodological terms, and is often across both. Finally, staff contributing to the range of training opportunities available to the MA students also use their research and the experiences they have gained while researching to help the students understand how academic, and other research-activities and employment function.

5.d. Progression **For masters programmes where students do not incrementally 'progress' on the completion of a discrete Postgraduate Certificate and Postgraduate Diploma, please summarise students' progressive development towards the achievement of the PLOs, in terms of the characteristics that you expect students to demonstrate at the end of the set of modules or part thereof. This summary may be particularly helpful to students and the programme team where there is a high proportion of option modules and in circumstances where students registered on a higher award will exit early with a lower one.** **Note: it is not expected that a position statement is written for each masters PLO, but this can be done if preferred.**
On completion of modules sufficient to obtain a Postgraduate Certificate students will be able to: If the PG Cert is an <u>exit award only</u> please provide information about how students will have progressed towards the diploma/masters PLOs. Please include detail of the module diet that students will have to have completed to gain this qualification as an <u>exit award</u>.

The PG Certificate in Culture and Thought offers recognition for their work and achievements to students who have completed taught elements of the degree, without them having to complete a dissertation project or a long essay. Students must obtain 60 credits in order to receive a certificate. Students will thus have completed at least three modules: the core module plus 2 option modules and assessment requirements for each of those modules. They will have passed at least 40 credits outright and received at least a compensatory pass in another 20 credits. Students achieving a certificate will have engaged with Postgraduate Life in Practice but will not have completed the module, so no credits will be awarded to this provision.

In this manner, students will have studied in accordance with the PLOs that are mapped via the core module and option module entries on the Masters Programme Map. They will have engaged in learning towards all seven PLOs, and will have been assessed on the first five PLOs.

On completion of modules sufficient to obtain a Postgraduate Diploma students will be able to:
If the PG Diploma is an exit award only please provide information about how students will have progressed towards the masters PLOs. Please include detail of the module diet that students will have to have completed to gain this qualification as an   exit award .

The PG Diploma in Culture and Thought offers a postgraduate qualification that can be completed in less time than the MA and involves the writing of a 6-7,000-word long essay rather than a 14-16,000-word dissertation. Students must obtain 120 credits in order to receive the diploma. 80 credits are gained for the four taught modules, 10 credits gained from the completion of Postgraduate Life in Practice 1, and the diploma long essay carries 30 credits.

Successfully completing these requirements will mean that students gaining a Diploma will have engaged in learning towards all seven PLOs, and will have been assessed on six of those PLOs (excluding PLO6).

6. Reference points and programme regulations

https://www.york.ac.uk/media/staffhome/learningandteaching/documents/programmedevelopment/Framework%20for%20Programme%20Design%20-%20PG.pdf
http://www.qaa.ac.uk/en/Publications/Documents/Masters-Degree-Characteristics-15.pdf
http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements
http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2843#.VthM1fmLS70

6.b. University award regulations

The University's 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.

7. Programme Structure

7.a. Module Structure and Summative Assessment Map
Please complete the summary table below which shows the module structure and the pattern of summative assessment through the programme.

IMPORTANT NOTE:
If the structure of your programme does not fit the usual academic year (for instance students start at the beginning of September or in January) please contact your Academic Quality Team contact in the Academic Support Office for guidance on how to represent the structure in an alternative format.

To clearly present the overall programme structure, include the name and details of each invidual CORE module in the rows below. For OPTION modules, 'Option module' or 'Option from list x' should be used in place of specifically including all named options. If the programme requires students to select option modules from specific lists by term of delivery or subject theme these lists should be provided in the next section (7.b).

From the drop-down select 'S' to indicate the start of the module, 'A' to indicate the timing of each distinct summative assessment point (eg. essay submission/ exam), and 'E' to indicate the end of teaching delivery for the module (if the end of the module coincides with the summative assessment select 'EA'). It is not expected that each summative task will be listed where an overall module might be assessed cumulatively (for example weekly problem sheets).

Summative assessment by exams should normally be scheduled in the spring week 1 and summer Common Assessment period (weeks 5-7). Where the summer CAP is used, a single 'A' can be used within the shaded cells as it is understood that you will not know in which week of the CAP the examination will take place. (NB: An additional resit assessment week is provided in week 10 of the summer term for postgraduate students. See Guide to Assessment, 5.4.a)
http://www.york.ac.uk/about/departments/support-and-admin/registry-services/guide/

Full time structure

Full-time structure

Credits	Code	Title	Autumn Term 1	2	3	4	5	6	7	8	9	10	Spring Term 1	2	3	4	5	6	7	8	9	10	Summer Term 1	2	3	4	5	6	7	8	9	10	Summer Vacation 1	2	3	4	5	6	7	8	9	10	11	12	13
20		Framing the Contemporary		S								E	A																																	
20		Option Module		S								E	A																																	
20		Option Module												S									E	A																						
20		Option Module												S									E	A																						
80		Dissertation																						S						E																A
20		Postgraduate Life in Practice 1 & 2	S			A			A							A																E / A													

Please indicate when the Progression Board and Final Exam board will be held and when any reassessments will be submitted.
NB: You are required to provide at least three weeks notice to students of the need for them to resubmit any required assessments, in accordance with the Guide to Assessment section 4.9

Progression Board	Summer Term & Week 6
Reassessment	Summer Term & Week 11
Exam Board	Autumn Term & Week 6

Part time structures
Please indicate the modules undertaken in each year of the part-time version of the programme. Please use the text box below should any further explanation be required regarding structure of part-time study routes.

Year 1 (if you offer the programme part-time over either 2 or 3 years, use the toggles to the left to show the hidden rows)

Credits	Code	Title	Autumn Term 1	2	3	4	5	6	7	8	9	10	Spring Term 1	2	3	4	5	6	7	8	9	10	Summer Term 1	2	3	4	5	6	7	8	9	10	Summer Vacation 1	2	3	4	5	6	7	8	9	10	11	12	13
20		Framing the Contemporary		S								E	A																																	
20		Option Module												S									E	A																						
		Dissertation																						S									E														
10		Postgraduate Life in Practice 1	S			A										A																E													

Please indicate when the Progression Board and Final Exam board will be held and when any reassessments will be submitted.
NB: You are required to provide at least three weeks notice to students of the need for them to resubmit any required assessments, in accordance with the Guide to Assessment section 4.9

Progression Board	Summer Term & Week 6
Reassessment	Summer Term & Week 11
Exam Board	Autumn Term & Week 6

Year 2

Credits	Code	Title	Autumn Term 1	2	3	4	5	6	7	8	9	10	Spring Term 1	2	3	4	5	6	7	8	9	10	Summer Term 1	2	3	4	5	6	7	8	9	10	Summer Vacation 1	2	3	4	5	6	7	8	9	10	11	12	13
20		Option Module		S								E	A																																	
20		Option Module												S									E	A																						
80		Dissertation																						S						E																A

10		Postgraduate Life in Practice 2	S							A															E A											

Please indicate when the Progression Board and Final Exam board will be held and when any reassessments will be submitted.
NB: You are required to provide at least three weeks notice to students of the need for them to resubmit any required assessments, in accordance with the Guide to Assessment section 4.9

Progression Board	Summer Term & Week 6
Reassessment	Summer Term & Week 11
Exam Board	Autumn Term & Week 6

Year 3

7.b. Optional module lists

If the programme requires students to select option modules from specific lists these lists should be provided below. If you need more space, use the toggles on the left to reveal ten further hidden rows.

Option List A	Option List B	Option List C	Option List D
MA Culture and Thought After 1945 Option List	N/A	N/A	N/A

7.c. Explanation of the programme and assessment design
The statements should be in a form that can be used for students (such as in a student handbook). It should make clear to students why they are doing the key activities of the programme, in terms of reaching the PLOs.

i) Students' independent study and formative work Please outline how independent study and student work has been designed to support the progressive achievement of the programme learning outcomes (for example, the use of online resources which incorporate formative feedback; opportunities for further learning from work-based placements).

Students undertake independent work from the outset of the programme. In the taught modules this comes primarily via the independent reading required for each module, and also the prompt to investigate topics further that comes with teaching simulation. The regularity of reading commitments (each week), and the developmental advancement of reading and difficulty on the core module helps establish a progressive sense of forward momentum at the centre of the MA programme. The first written task undertaken by students will be an essay of 2,000 words that derives from the core module. This helps students to enter into the practice of postgraduate research and writing, and feedback is provided by their individual supervisor. This essay is a skills requirement for the MA programme as a whole, but its contents can be used in the summative essay of the core module and in this way it also acts as a formative task for the module, ensuring that students have been guided towards the standards and challenges of MA work.

Some modules will have formative work and cumulative assessment tasks, but students determine for themselves if they prefer this model or a single 4,500-word essay based on their individual module choices. With the dissertation, students will work independently, but they move towards this through an initial supervision pattern (running through the summer term and into the first part of the vacation) before each student is expected to take up the reigns of their projects without explicit supervisorial support. Before they reach this point, students will have undertaken dissertation preparatory tasks via the Postgraduate Life in Practice module and each student will benefit from having their supervisor look at formative writing drafts for the dissertation and provide tailored feedback on those drafts, as well as the opportunity to present verbally essay and dissertation ideas to garner tutor and peer-to-peer feedback.

ii) Contact with staff
Please explain how the programme's design maximises the value of students' contact time with staff (which may be face-to-face, virtual, synchronous or asynchronous), including through the use of technology-enhanced learning. For example, giving students resources for their independent study which then enables a class to be more interactive with a greater impact on learning.

Staff-student contact for the MA programme begins in the recruitment process. Thereafter, the first key point of contact is with the convenor and CMoDS administrator at the Welcome and Information session for the MA programme in Week 1 of the Autumn Term. Students are paired with an individual pastoral supervisor from the outset of the programme and are required to see them in the first two weeks of term. Supervisors meet regularly with their students (initially the pastoral supervisor in Autumn and Spring, then the dissertation supervisor in the summer term and at the start of the summer vacation period).

Students have contact with staff from across a range of disciplines via the core module - Framing the Contemporary - and via their option modules. They also have contact with the MA convenor, in person via teaching on the core module, electronically via VLE sites and email correspondence, and in an ad-hoc fashion determined by the student themselves if they choose to make use of staff open office hours. Students can (and do) see individual staff members, including teaching staff, during open office hours and this is encouraged. Students also benefit from a clear and structured pattern of dissertation supervision and so see their dissertation supervisor for five substantial hour-long one-to-one supervisions, and may also receive written feedback from their dissertation supervisor outside of these face-to-face appointments. Students and staff also have regular contact via the vast range of research activities and events, including reading groups, guest lectures and conferences, which take place within the Centre for Modern Studies, and via other department-specific activities.

iii) Summative Assessment
Please outline how summative assessment within and across modules has been designed to support and evidence the progressive achievement of the programme learning outcomes. (For example, the use of different assessment methods at the 'introduction' stage compared to those used to evaluate deeper learning through the application of skills and knowledge later in the programme).

Students complete a consistent assessment pattern across their 4 x 20 credit taught modules, with a standard 4,500 word essay, with the three option modules being assessed in the same or an equivalent manner. The dissertation will be assessed by a 14,000-16,000-word dissertation when the changes of the enhancement plan are implemented. The PLP requirements, which includes an essay, a dissertation proposal, a critical reflection exercise, and a verbal dissertation presentation, is weighted at 20 credits (10+10) and is assessed summatively at pass/fail.

8. Additional information

8.a. Continuing Professional Development

Will any of the programme's modules be available on a free-standing basis?

Please Select Y/N:	No	

8.b. Transfers out of or into the programme

i) Transfers <u>into</u> the programme will be possible? (please select Y/N)	Yes	

Additional details:

Transfers can only come from relevant MA programmes, on the condition that students meet the application criteria required to gain entry into the programme, and that they take, or have taken, the core module, Framing the Contemporary, in the Autumn Term.

ii) Transfers <u>out</u> of the programme will be possible? (please select Y/N)	No	

11. Exceptions to University Award Regulations approved by University Teaching Committee

Exception Please detail any exceptions to University Award Regulations approved by UTC	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, and via the Postgraduate Taught Experience Survey (PTES). More information can be obtained from the Academic Support Office: http://www.york.ac.uk/about/departments/support-and-admin/academic-support/staff/#quality
Date on which this programme information was updated:
14-Nov-17
Departmental web page:
Centre for Modern Studies webpage for the MA Culture and Thought After 1945
Please note: The information above provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. Detailed information on the learning outcomes, content, delivery and assessment of modules can be found in the module descriptions. The University reserves the right to modify this overview in unforeseen circumstances, or where the process 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.

Template Last Updated 11/01/2017 by Adrian Lee

Masters Programme Map: Module Contribution to Programme Learning Outcomes

Please complete the summary table below which shows how individual modules contribute to the achievement of programme learning outcomes.

Core modules should be mapped individually. If the programme offers multiple options that contribute to exactly the same PLOs you can group these, providing a statement that articulates how all of these contribute to the achievement of the programme learning outcomes. All modules, both core and optional, should be accounted for in the map.

 The table maps the contribution to programme learning outcomes made by each module, in terms of the advance in understanding/ expertise acquired or reinforced in the module, the work by which students achieve this advance and the assessments that test it. This enables the programme rationale to be understood:
 · Reading the table vertically illustrates how the programme has been designed to deepen knowledge, concepts and skills progressively. It shows how the progressive achievement of PLOs is supported by formative work and evaluated by summative assessment. In turn this should help students to understand and articulate their development of transferable skills and to relate this to other resources, such as the Employability Tutorial and York Award;
 · Reading the table horizontally explains how the experience of a student at a particular time includes a balance of activities appropriate to that stage, through the design of modules.

 Note: it is not expected that every module contributes directly to all PLOs, but every module should advance some of them.

Module		Programme Learning Outcomes						
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7

		Analyse and theorise the nature of the 'contemporary' by examining the place of culture within postwar aesthetic, political, historical and philosophical debates.	Understand, evaluate, and deploy key areas of postwar critical thinking, within particular disciplinary modules and via interdisciplinary/trans-disciplinary models.	Critically evaluate methodological tools and approaches across disciplinary boundaries and then draw together approaches based on their own educational needs, academic interests and high-level digital skills within, across and beyond disciplinary lines.	Initiate, conduct, and take responsibility for independent research, drawing on skills honed by graduate-level research training, research-led teaching, and the completion of a substantial dissertation project and several module specific essays across participating departments and centres.	Communicate sophisticated written arguments in a clear, accurate and persuasive fashion, synthesising evidence from multiple sources so as to convey information creatively and convincingly.	Engage in verbal discussion of complex textual material, demonstrating versatility, rigour, and confidence in the reception, appreciation, and articulation of high-level ideas and perspectives.	Direct their own development, bringing new knowledge and transferable skills, such as critical analysis and information management, to bear upon a range of contexts including, but not limited to, further academic study and careers in creative industries.

| Core Module Framing the Contemporary | Progress towards PLO | Teaching will introduce students to key post-war debates about cultural, critical and theoretical changes as they effect specific disciplines and interdisciplinary modes of thinking about the contemporary. The differences and commonalities of the approaches introduced enable students to think in increasingly useful comparative and critical ways about theory and debates. | Students will engage in evaluative judgement-making in their preparatory reading and tasks, and also via their intensive 2hour seminar discussion, guided by their seminar leaders, who come from a wide range of departments, and as they explore field-specific and interdisciplinary debates under the guidance of these tutors. | Teaching will guide students through new methodological tools and issues, including the use of online resources, which they will encounter in their preparatory readings and tasks, and via in class seminar discussions. Set research, reading and presentation tasks develop discipline specific and transferable digital skills, for both academic study and the workplace. | By reading beyond the set materials in designing their own essay and dissertation topics under the guidance of tutors, engaging with library and online resources beyond the prescribed requirements, and setting individual research questions, topics and arguments for in class discussion and written work. | Students learn from and emulate the research-intensive and field-determining readings set for each week's seminar, and use these to learn about argument formulation, and scholarly standards as well as intellectual approaches taken and communication styles used.. | Practiced primarily through in class discussion in intensive weekly 2hr seminars, but also via preparatory tasks and discussions amongst peers, as well as via discussions with tutors about module content in open office hours, and via any activities that draw on other audiences. | Exploring content in preparation for writing tasks, seeking additional support for interest in particular topics, disciplines and arguments, and by bringing new ideas and approaches to class discussions. |

| By working on (and if applicable, assessed through) | 1. By engaging closely with their week by week preparatory reading, including specific tasks set by individual tutors, including presentations and group activities. 2. By engaging in in-class discussion with their peers and tutor. 3. By completing an essay that helps develop their own approach to the content and debates explored. 4. By working towards and successfully completing their assessed essay, planned over several weeks | 1. By engaging closely with their week by week preparatory reading, including specific tasks set by individual tutors.. 2. By engaging in in-class discussion with their peers and tutor, the introduction and conclusion of which specifically speak to the significance of debate and concept, often deploying illustrative case studies to further explain. 3. By completing an essay that helps develop their own approach to | 1. By engaging closely with the mechanics and structures of the week by week preparatory reading, including specific tasks set by individual tutors. 2. By engaging in in-class discussion, bringing their own academic interests to the group and cross-fertilising other student's ideas about method. 3. By completing an essay that helps develop their own approach to the content and debates explored, and necessitates | 1. By engaging closely with their week by week preparatory reading, including specific tasks set by individual tutors, including presentations and group activities (where appropriate). 2. By completing an essay that helps develop their own approach to the content and debates explored. 4. By working towards and successfully completing their assessed essay, drawn largely from a range of digital resources. 4. By taking | 1. By completing an essay that helps develop their own approach to the content and debates explored. 2. By working towards and successfully completing their assessed essay. 3. In both cases, by taking advantage of convenor and seminar tutor individual meetings to discuss bespoke project design and written style. | 1. By engaging closely with their week by week preparatory reading, including specific tasks set by individual tutors, including presentations and group activities (where appropriate). 2. By sharing their preparatory time and exercises with other students outside of the class room, notably the group trip to an exhibition. 3. By fully participating in seminar discussions, presentations and other interactive tasks as set by | 1. By engaging with the programme beyond the guidance set down in preparatory reading and tasks. 2. By establishing their own research remits, topics, arguments and interests for their essays. 3. By undertaking the gallery trip and corresponding reading and discussion work built into the module. 4. By making use of staff open office hours to explore individual ideas and future development plans. 5. By attending and contributing |

Option Modules 1, 2, 3	Progress towards PLO	Teaching will introduce students to key debates within a specific topic and discipline, and students will explore this, and related ideas, and also relate the materials back to their core module.	Students will engage in evaluative judgement-making in their preparatory reading, and tasks, and also in via their intensive 2hour seminar discussion, as guided by their tutor and as they explore field-specific debates, which they can relate back to their core module.	Teaching will guide students through established and new methodological tools (including digital tools/skills/approaches), within a specific discipline and research area, and students can relate these back to, or contrast them, issues tackled in their core module.	By reading beyond the set materials, engaging with the library resources beyond the prescribed requirements, and setting individual research questions, topics and arguments for in class discussion and written work.	Students learn from and emulate the research-intensive and field-determining readings set for each week's seminar, and use these to learn about argument formulation, and scholarly standards as well as intellectual approaches taken.	Practiced primarily through in class discussion in intensive weekly 2hr seminars, but also via preparatory tasks and discussions amongst peers, as well as via discussions with tutors about module content in open office hours, and via any activities that draw on other audiences (the quantity of which is determined by module choice)	Exploring content in preparation for writing tasks, seeking additional support for interest in particular topics, disciplines and arguments, and by bringing new ideas and approaches to class discussions.

By working on (and if applicable, assessed through)	1. By engaging closely with their week by week preparatory reading, including specific tasks set by individual tutors, including presentations and group activities (where appropriate). 2. By engaging in in-class discussion with their peers and tutor. 3. By working towards and successfully completing their assessed work, which deploys theories from the module itself and core module to populate a discrete topic,	1. By engaging closely with their week by week preparatory reading, including specific tasks set by individual tutors, including presentations and group activities (where appropriate). 2. By engaging in in-class discussion with their peers and tutor. 3. By working towards and successfully completing their assessed work, which necessitates the deployment of conceptual and theoretical meterialto	1. By engaging closely with their week by week preparatory reading, including specific tasks set by individual tutors, including presentations and group activities (where appropriate). 2. By engaging in in-class discussion with their peers and tutor. 3. By working towards and successfully completing their assessed work, which requires reflection and critique of methodology from specific disciplines and across	1. By engaging closely with their week by week preparatory reading, including specific tasks set by individual tutors, including presentations and group activities. 2. By engaging in in-class discussion with their peers and tutor. 3. By working towards and successfully completing their assessed work, which involves self-design of essays under the guidance of module tutors.	1. By working towards and successfully completing their assessed work.	1. By engaging closely with their week by week preparatory reading, including specific tasks set by individual tutors, including presentations and group activities (where appropriate). 2. By sharing their preparatory time and exercises with other students outside of the class room. 3. By fully participating in seminar discussions, presentations and other interactive tasks as set by tutors.	1. By engaging with the programme beyond the guidance set down in preparatory reading and tasks. 2. By establishing their own research remits, topics, arguments and interests for assessed work. 3. By undertaking the gallery trip and corresponding reading and discussion work built into the module. 4. By making use of staff open office hours to explore individual ideas and future development plans.

Dissertation	Progress towards PLO	Students will consolidate the knowledge gained from previous modules, develop their own external and/or relevant interest, and all apply all of these to the develop of their own original research topic.	Student will determine the disciplinary domain of their individual projects, or the inter-/trans-disciplinary range of their projects, and corresponding research methods, approaches and arguments (based on their taught module training and supervision guidance)	Student will determine the disciplinary domain of their individual projects, or the inter-/trans-disciplinary range of their projects, and corresponding research methods, approaches and arguments (based on their taught module training and supervision guidance)	Students will undertake independent research and research activities, in consultation with their supervisor, synthesizing information and materials, and positioning themselves and their projects as they move forward in the process.	Students will continue to develop their advanced writing skills via regular draft submissions of work to their dissertation supervisors and via the written and/or verbal feedback provided by the supervisor.	Students will continue to develop their already advanced oral presentation and discussion skills by presenting work and ideas to their supervisors in regular and structured supervision sessions, and also via peer-to-peer discussions about dissertation progress.	Students will practice developing their own study skills strategies for managing their independent research project, particularly by working towards deadlines for draft work submissions and supervision discussions.

By working on (and if applicable, assessed through)	By working on draft submissions of written work for supervision review and discussion and by completing their individual 14-16,000 word dissertation project.	By working on draft submissions of written work for supervision review and discussion and by completing their individual 14-16,000 word dissertation project.	By working on draft submissions of written work for supervision review and discussion and by completing their individual 14-16,000 word dissertation project.	Work: Students research their topic independently, and demonstrate that independent research in draft submissions of written work toward their dissertation. Assessment: Students complete a 14-16,000-word dissertation, which involves initiating, conducting, and taking responsibility for independent research.	Work: Students research their topic and write draft submissions of written work toward their dissertation. Assessment: Students complete a 14-16,000-word dissertation, which involves communicating sophisticated written arguments in a clear, accurate and persuasive fashion, synthesising information from multiple sources so as to convey information creatively and convincingly.	Students will continue to develop their already advanced oral presentation and discussion skills by presenting work and ideas to their supervisors in regular and structured supervision sessions.	By working on draft submissions of written work for supervision review and discussion and by completing their individual 14-16,000 word dissertation project.

Postgraduate Life in Practice	Progress towards PLO	Attending relevant training session and engaging in discussion of the content may also, for this MA, feed direct into content discussions about "the contemporary" via ideas about employment, training, precariat and professionalization. In addition, they will compose a dissertation proposal and present their dissertation ideas as part of their training progression, which requires reflection on these debates.		Attending relevant training sessions and engaging in discussion of the content of several sessions speak directly to methodological problems, including digital methodologies, as they compose a dissertation proposal and present their dissertation ideas as part of their training progression.	Students receive graduate-level research training, with a view to helping them initiate, conduct and take responsibility for independent research.	Students receive training in graduate-level writing, with a view to helping them to communicate sophisticated written arguments in a clear, accurate and persuasive fashion.	Students receive training in the verbal presentation of their arguments about complex textual material, with a view to helping them demonstrate versatility, rigour, and confidence in the reception, appreciation, and articulation of high-level ideas and perspectives.	Students receive careers-oriented training, with a view to helping them direct their own development and bring new knowledge and skills upon a range of extra-academic contexts. Students also receive lectures devoted to critical reflection, and to the process of applying for doctoral study.

| By working on (and if applicable, assessed through) | By attending training sessions, completing their reflecting exercises and also by completing their dissertation proposal and dissertation presentation, with the support of dissertation presentation sessions, which will be intrinsically tethered to contemporary studies. | | By attending training sessions, completing their reflecting exercises and also by completing their dissertation proposal and dissertation presentation, especially sessions on dissertation design and presentation of ideas in progress. | Work: Students attend lectures and workshops focused on graduate-level research. Assessment: Students write and submit a 2,000-wordl essay, which introduces them to the process of initiating, conducting and taking responsibility for independent research. They write and submit a 500-word dissertation proposal, which further develops their skills in initiating, conducting and taking responsibility for independent | Work: Students attend lectures and workshops focused on graduate-level writing. They participate in "draft swap" workshops for the essay and dissertation proposal, allowing them to receive feedback from their peers and their programme leader. Assessment: Students write and submit a 2,000-word essay, which introduces them to the process of communicating sophisticated written arguments in a clear, accurate and | Work: Students attend lectures and workshops focused on graduate-level presentation. They attend two "draft swap" workshops in the Autumn and Summer terms, which sees them discuss in a coordinated fashion their own work-in-progress and the work of their peers. They also submit a critical reflection task to their supervisor, and follow that up with a verbal discussion. Assessment: Students deliver a 10-minute presentation | Work: Students attend lectures and workshops devoted to post-graduate careers, critical reflection, and doctoral study. Assessment: Students write and submit a 500-word critical reflection task, assessing their experience of a research presentation they attended in the Autumn term. This encourages them to reflect on their own expectations of how academic knowledge is conveyed, and how new knowledge |

For the Diploma exit award, students complete the taught requirements of the MA (80 credits), Postgraduate Life in Practice 1 (10 credits), a

Long Essay (as dissertation replacement) 30 credits	Progress towards PLO	Students will consolidate the knowledge gained from previous modules, develop their own external and/or relevant interest, and all apply all of these to the develop of their own original research topic and long essay	Students will determine the disciplinary domain of their long essay, or the inter-/trans-disciplinary range of their long essay.	Student wills determine the disciplinary domain of their long essay, or the inter-/trans-disciplinary range of their long essay.	Consolidating the knowledge gained from their taught modules, students initiate, conduct and take responsibility for independent research towards the long essay.	Consolidating the knowledge gained from their taught modules, students write a long essay with the support of their supervisor, who helps them to communicate sophisticated written arguments in a clear, accurate and persuasive fashion, synthesising information from multiple sources so as to convey information creatively and convincingly.	Consolidating the knowledge gained from their taught modules, students discuss their long essay drafts with their supervisor.	Students will continue developing their own study skills strategies by managing and completing a long essay of 6-7,000 words.

By working on (and if applicable, assessed through)	By working on draft submissions of written work for supervision review and discussion and by completing their individual 6,000-7,000-word long essay.	By completing their individual 6-7,000 word long essay.	By completing their individual 6-7,000-word long essay.	Work: Students research their topic independently, and demonstrate that independent research in draft submissions of written work toward their long essay. Assessment: Students complete a 6-7,000-word essay, which involves initiating, conducting, and taking responsibility for independent research, but to a lesser extent and level than with a dissertation.	Work: Students research their topic and write draft submissions of written work toward their long essay. Assessment: Students complete a 6-7,000-word essay, which involves communicating sophisticated written arguments in a clear, accurate and persuasive fashion, synthesising information from multiple sources so as to convey information creatively and convincingly.	Work: Students discuss their long essay drafts with their supervisor.	By completing their individual 6-7,000-word long essay.

Overview of modules by stage

Notes:

[1] The credit level is an indication of the module's relative intellectual demand, complexity and depth of learning and of learner autonomy (Level 4/Certificate, Level 5/Intermediate, Level 6/Honours, Level 7/Masters)

[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 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] 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'. Integrated Masters programmes may designate a project in the final stage as an ISM which is then subject to the assessment rules as set out in the postgraduate programmes section of the Guide to Assessment.

Core & option module table (add additional rows as required)

Core/ Option	New/ substantially revised module – Yes/ No	Module title	Module code	Credit level[1]	Credit value[2]	Prerequisites, Corequisites, Prohibited combinations (name of modules(s))	Assessment rules[3],[4]	Timing of module (eg. AuT – Autumn, SpT – Spring, SuT – Summer Term, Year long)	Format, contribution to module mark and timing of summative assessment (eg. essay, 50%, AuT wk10, exam and 50%, SpT wk1)
Core	No	Framing the Contemporary		20				Autumn	4,500 word essay SpT wk1
Option	No	Option Module 1		20				Autumn	4,500-word essay SpT wk1
Option	No	Option Module 2		20				Spring	4,500-word essay SuT wk1
Option	No	Option Module 3		20				Spring	4,500-word essay SuT wk1
Core	No	Dissertation		80				Summer	14-16,000-word essay SuV wk 12
Core	Yes	Postgraduate Life in Practice		20			P/F	Autumn, Spring, Summer	2,000-word essay; 500-word critical reflection task; 500-word dissertation proposal; 10-minute presentation on the dissertation-in-progress