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See guidance on programme t	itles in:									
https://www.york.ac.uk/media	a/staffhome/learning	andteaching/do	<u>ocumen</u>	nts/programmedevelopment/F	ramework%20for%20Prog	ramme ^s	%20Design%20-%20PG.pdf			
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MA in Medieval Literatures and										
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MA in Medieval Literatures and							
Languages	2	Part-time	Please select Y/N	Yes	Please select Y/N	No	

Language(s) of study

English (with some options involving other languages)

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 year to which the programme design applies and any key members of staff responsible for designing, maintaining and overseeing the programme.

Dr Nicola McDonald is programme leader for this MA, and is responsible for recruitment, coordination, oversight, pastoral care and planning. Dr Adam Kelly is Director of PGT Programmes in English, which involves consulting with MA programme leaders on issues of programme design, coordination, oversight and planning. All Medieval School staff in English constitute the teaching and supervision team for the programme.

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 Medieval Literatures and Languages offers an intensive and exciting opportunity to study the literary culture of medieval England (c.700-c.1500) in its European and multi-lingual contexts. You can choose from an exceptionally wide array of option modules across the languages, literatures and chronological periods of the Middle Ages, including Old and Middle English, Old Norse, medieval Italian, French and Latin, enabling you to construct a distinct, individually tailored programme of study throughout the year. These modules are supported by specialist skills training in medieval languages and/or palaeography. Option modules are each assessed by a research essay, and your developing skills as a researcher are then brought to bear on a substantial dissertation on a topic of your own choosing. In all these tasks you are taught and supervised by world-leading scholars, working in one of the largest research centres in medieval literature in the UK.

The MA in Medieval Literatures and Languages is designed to foster both subject-specific and transferable skills; as such, it represents an equally suitable foundation for students who wish to pursue doctoral research and those who aspire to careers in related areas, including teaching, heritage management, publishing, and archives, among others. Throughout the year the MA programme is supported by a rich schedule of seminars, conferences, and reading groups in medieval literatures, languages and cultures, and as a postgraduate student you will play an important role in the wider research community of both the English Department and the Centre for Medieval Studies. Postgraduate life in the medieval period is channelled equally through the University's Centre for Medieval Studies and the Humanities Research Centre, vibrant interdisciplinary hubs that enable close social and intellectual bonds to form over the course of your time at York.

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:

Analyse significant literary and cultural texts from the medieval period closely and critically, interpreting them with reference to their social, political, linguistic and/or cultural contexts.

- Synthesise and interrogate a range of critical sources in a sophisticated fashion, showing awareness of scholarly debate, while evaluating and selecting material to make for convincing and creative argumentation.

 Deploy knowledge of medieval literature in its original contexts, demonstrating specialist skills in medieval languages and/or palaeography.

 Initiate, design, and complete advanced research, drawing on skills honed by graduate-level training, teaching, and independent study.
- 5 Communicate sophisticated written arguments in a clear, accurate and persuasive fashion, to a deadline and to a high professional standard.
- 6 Engage in discussion of literary and scholarly texts, demonstrating versatility and cooperation in the exploration of complex ideas and perspectives.
- 7 Direct their own development, bringing new knowledge and skills to bear upon a range of possible careers and/or further study.

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 and specialised training that underpin the programme. Students on the programme study a broad range of medieval literatures, in English and other medieval languages, both in the original and in translation; they receive specialist training in the linguistic and palaeographical skills essential to their chosen research field; and they are encouraged to interpret their reading of medieval literature through a range of lenses – social, cultural, linguistic, and aesthetic. They are given the tools to evaluate and contribute to ongoing debates in their area of literary study, and are introduced to a range of specialist fields within this broader area. They are trained to be independent researchers, and to communicate at a high level both verbally and in written work. The training they receive encourages them to direct their own development by applying their graduate skills to considerations of career choice after their MA. The PLOs capture these key facets of an ambitious, challenging programme.

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

The PLOs evidence the distinctive breadth of this MA. PLOs 1, 2 and 3 speak to the programme's intellectual and cultural scope: the opportunity it offers to engage at an advanced level with a broad range of medieval literatures in their original linguistic and material contexts, across genres, periods, and geographies, and through a variety of critical and conceptual lenses. PLOs 4, 5, 6 and 7 emphasise the M-level skills that students will gain through the programme. PLO 4 names the elements of the programme that help to develop the student as an independent researcher, while PLO7 indicates where the student might take this development beyond the programme, supported by the writing and verbal skills described in PLOs 5 and 6. Taken together, the PLOs convey the manner in which the student's ability to manage, shape, and mobilise their thinking will be substantially advanced, 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, academic integrity

While the expectation is that the majority of students taking this MA programme will have completed a BA in English (or a BA with English as one of its elements), the programme is designed to help students from other entry routes to transition successfully into postgraduate life as an English student. This transition is mainly addressed through the training element embedded in the Dissertation module. Although the bulk of the work for the Dissertation is undertaken in the Summer Term and Summer Vacation, its training element runs from the start of the academic year, and comprises both lectures devoted to research skills and to graduate-level writing, as well as writing exercises, making sure students new to the discipline gain a grounding in its key elements. These elements include library orientation, research through digital platforms, bibliographical skills, academic integrity, and writing and argumentation. The opening weeks' lectures lead up to an essay, written for an Autumn Term option module of the student's choosing. Submission of this essay is a summative task for the module, but the essay is not given a mark so that students can use it as a lower-stakes stepping stone to research and writing for the assessed essays in their Autumn Term option modules. Students receive written feedback on the essay from their module tutor, and can discuss it further with that tutor, as well as their personal supervisor, in advance of submitting their first essays. This core focus on writing and research skills at the beginning of their graduate training is intended to help all students to transition to M-level work, but will be particularly valuable for students transitioning from diverse entry routes. This includes mature students returning to full- or part-time study, whose particular needs will be addressed by matching them with a carefully chosen supervisor, and through making them aware of central initiatives for mature students such as buddying schemes. Additionally, all of the skills modules (in medieval langua

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 and supports their progress through the developing challenges of the MA. All candidates have a personal supervisor able to advise them in the shaping and rationale of their route through the degree (including option and skills module choices). All our Masters modules, too, include a first session outlining the contours of the debates and issues to be addressed and offering a map or maps of the terrain. In their option modules in the Autumn and Spring terms, the students progress to study specialist areas of interest to them, from a broad range of possibilities. Across these modules, students receive expert and research-led teaching, and this key facet of the programme ensures that the methods and materials they encounter 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. Assessments for each of these modules are double-marked and extensive individualised feedback is received by the student. This feedback can be discussed with tutors, supervisors and programme leaders, ensuring that the student can incorporate its insights into later tasks on the MA, including the dissertation.

In the Autumn and Spring terms students additionally follow specialist skills modules in medieval languages and/or palaeography which are designed to provide them with the training needed to allow them to undertake independent research in a variety of medieval topics.

Undergirding the student's progress through the programme is the training element of the Dissertation module. This module is carefully designed to teach students particular academic skills at the moment when they first need to employ them. So, as described in the answer to (iii) above, the early part of the module in the Autumn term is devoted to core research and writing skills. In the Spring term the focus shifts to preparing for the dissertation, including the writing of a proposal for a focused and manageable dissertation (in the time and word count available), and to careers beyond the MA. Early in the Summer term students are prepared for the dissertation workshops that form the final summative assessment of the module, and for the writing of the dissertation itself. The training element of the Dissertation module therefore feeds directly into the students' preparations for their dissertation over the summer, the transition to which offers the key progression point of the MA year.

Progression through the dissertation module itself is supported by assigning a specialist research supervisor to each student. The student has five one-hour meetings with this supervisor between the beginning of the Summer term and 21 July, and for each meeting the student submits a substantial piece of writing towards the dissertation. In addition to this one-on-one mentoring, the student also receives feedback from peers and from their programme leader at the dissertation presentation workshop. As such, the student is thoroughly supported in undertaking the most challenging element of their MA.

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).

The VLE is a crucial element of the student's interaction with this MA programme. All option modules as well as the Dissertation module will have VLE sites, through which students will access week-by-week teaching content and further reading and resources, and will submit their assessed work. VLE training is available to all students through the university's central provision. In all option modules, tutors will engage with digital literacy where it fits the purposes of the relevant module or individual seminar. In the training element of the Dissertation module, students will begin the year by being introduced to academic research through digital platforms, ensuring that their core research, writing and bibliographic skills are supported by digital awareness. Students will be encouraged to followed up with key Library and technology staff if they want to develop these skills further. Early in the Spring term, students will receive a lecture introducing the department's new online student-led magazine, The Stray. Students on this MA programme, along with students on other programmes, will have the opportunity to write for, edit and publish an edition of the magazine, introducing those students to valuable skills in digital editing and publication. Students will have the opportunity to utilise their digital skills as part of their final summative assessment at the dissertation presentation workshop. The use of Powerpoint or Prezi will be expected, but students will also be able to present videos related to their work. Finally, students can test their developing digital literary skills in the context of the wider activities of the Humanities Research Centre. They can participate in research events, reading groups and postgraduate forum that involve e.g. setting up their own reading materials online, organising conferences and video guest speakers, and presenting their own work to their peers.

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 employability objectives should be informed by the University's Employability Strategy:

http://www.york.ac.uk/about/departments/support-and-admin/careers/staff/

The advanced academic, writing and research skills that students gain through an MA in English are prized on the job market. As such, the teaching and learning associated with the option, skills and dissertation modules serve to support and enhance the students' employability by developing and testing those skills. More specifically, the training element of the Dissertation module has a strong careers focus, particularly in the Spring term when students will be starting to look ahead to life after the MA. Students will receive a presentation from the English careers contact early in the term, and later in the term the department will host an alumni event where former MA students return to discuss their career journeys following their time at York. Then in the Summer term, the students will present their research-in-progress for the dissertation in 10-minute presentations, followed by question and answer with their cohort and programme leader. This task marks the summative assessment of the verbal skills the students have gained through the programme, and students will receive feedback oriented towards their presentation skills as well as their content, serving the employability as well as academic agenda. Students on this programme are also supported by the broad range of employability-linked sessions offered by Careers and Placements.

In addition, as mentioned in (v) above, students will have the opportunity to write for, edit and publish an issue of the department's new online magazine, The Stray. This will provide those students interested in finding employment in careers related to writing, editing, and publishing a chance to establish their credentials in this area and boost their CV.

Over the course of the programme, as outlined in the PLOs, the students' employability is enhanced by the development of transferrable skills such independent working, time management, efficient organisation, critical reasoning, effective argumentation, and verbal communication. These skills are developed in seminar discussion, in researching and writing to deadlines, and in presenting on their work-in-progress. Students are also introduced to the York Strengths and York Award programmes early in the year, and are given the opportunity to complete these in addition to their core work on the MA programme.

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

The Department of English and Related Literature, as well as the Centre for Medieval Studies with which the MA is also associated, and from which it is administered, are internationally renowned for their research, and this is what attracts many students to undertake an MA with us. Our MA programmes centrally feature research-led teaching across their various elements. Across the range of option modules available, teaching staff are typically constructing and teaching their modules from within their own research frame of reference. They draw on disciplinary and inter-/trans-disciplinary debates as appropriate, they set up broad questions/issues where needed, and they model research-intensive approaches, methods and questions for students, who gain insights and also examples of how best to pursue high-standard research. In their dissertation projects students also receive 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 training element of the Dissertation module 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. In these ways the programme is - at its intellectual roots - bound to the research culture and practices of advanced and experienced research scholars in the department.

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 Medieval Literatures and Languages 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: either three 20 credit option modules or two 20 credit option modules and two 10 credit skills modules and the 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 the training element of the Dissertation module 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 Medieval Literatures and Languages 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, 20 for the Skills Modiles and the diploma long essay carries 20 credits.

Successfully completing these requirements will mean that students gaining a Diploma will have engaged in learning towards and been assessed on all seven PLOs.

6. Reference points and programme regulations

 $\underline{https://www.york.ac.uk/media/staffhome/learningandteaching/documents/programmedevelopment/Framework\%20 For \%20 Programme\%20 Design \%20-\%20 PG. pdf$

http://www.gaa.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.gaa.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

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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
https://www.york.ac.			
uk/english/postgraduate/taught-ma/modules20178/			
	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 seminar, and also the guidance in investigating topics further that is offered via additional reading lists and tutor consultation. The first written task undertaken by students is an essay of 2,000 words for one of their Autumn Term option modules, due in week 6 of the Autumn term. In the weeks leading up to this task, students are prepared through lectures on graduate-level research and writing. The students are thus well prepared for this first task, which acts as a skills task both for module for which the essay is written and for the the programme as a whole.

There are two other tasks in the programme which help students to progressively achieve the PLOs. The dissertation proposal task, due in Week 6 of the Spring term, is a key milestone in terms of progression, since it prepares the ground for the major ISM project the students will undertake in the Summer term and summer vacation. Students are also required to present their work-in-progress at a dissertation presentation workshop for their cohort, a task which serves a number of learning purposes on the programme.

Finally, the dissertation module itself is structured in such a way that tasks support independent learning. Students submit written work on a regular basis to their research supervisor from the beginning of the Summer term until 21 July, with some students being in a position to submit a first draft of their entire dissertation by the latter date. After 21 July, students are expected to take up the reins on their project and work independently of supervision in submitting their dissertation in September, a period that represents the final test of their progression over the course of the programme.

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, where the programme leader writes to each successful applicant as the application is processed. Thereafter, the first key point of contact with the programme leader comes at the Welcome and Information session for the MA programme in Week 1 of the Autumn Term. During that week students are also given an introductory lecture by the Director of the Centre for Medieval Studies, the Director of PGT programmes in the Department of English and Related Literature, as well as an induction lecture by the HRC. All of this early contact is valuable in introducing students to York, the department, and life as a postgraduate student.

From the outset of the programme, students are paired with an individual supervisor who they are required to see in the first two weeks of term; thereafter students meet regularly with their supervisors, both formally and informally. The supervisor is available to the student to deal with pastoral issues for the Autumn and Spring terms, before the role normally passes in the Summer term to the research supervisor for the dissertation. If, however, a pastoral situation requires supervisory continuity, the student may also retain the original pastoral supervisor for the duration of the academic year.

On the option modules, students usually work with a single tutor over the course of the module, enabling them to have extensive face-to-face and electronic contact with a member of staff. Students can (and do) see individual staff members, including teaching staff, during open office hours, and this is encouraged.

Students have regular contact with the programme leader, in person whether via teaching or regular cohort meetings, 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. S/he runs the training element of the Dissertation module, organises and leads the dissertation preparation session, and is involved in the choice of research supervisor for the student's dissertation. The programme leader also leads the dissertation presentation workshops in Week 7 of the Summer term.

On the dissertation module, students benefit from a clear and structured pattern of supervision. They see their research supervisor for five substantial hour-long one-to-one supervisions, in each case submitting work to their supervisor in advance for discussion at the meeting. They may also receive written feedback from their research supervisor outside of these face-to-face appointments.

Finally, 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 department, the interdisciplinary centres, especially the Centre for Medieval Studies, and the wider HRC.

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).

As befits an advanced degree in English, the core unit of assessment on this programme is the essay. The students complete four 4,500-word essays for their option modules, across the Autumn and Spring terms, which form 50% of their mark for the degree. The other 50% is made up of the 14-16,000-word dissertation completed over the Summer term and summer vacation. In addition, students are required to pass examinations in two 10 credit skills modules (which assessed, at the end of the Spring term on a Pass/Fail basis). As such there is a clear progression through the year from the taught element of the degree to the ISM.

As explained in answer to (i) above, progression through the mark-bearing summative tasks is supported by non-mark-bearing tasks that are integrated into the training strand of the Dissertation module. The teaching on the module has been carefully designed to give students the skills they need when they need them, and the summative tasks have also been designed with this in mind. As explained elsewhere in this PDD, the early focus of the module is on M-level research and writing, with the essay in Week 6 of the Autumn term serving as an early task that prepares the students for their assessed summative tasks in all of their other modules. In the Spring term the focus shifts to preparing for the dissertation, with a lecture and cohort meeting followed by the submission of the dissertation proposal as the summative task in Week 6. The final task for the training strand of the Dissertation module is the dissertation presentation at the workshop in the Summer term.

This task is designed both to support the employability focus of the module and to help students workshop ideas for the dissertation itself.

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 into the programme will be possible? (please select Y/N) Yes

Additional details:			
of the Skills Modules that run through the A	utumn and Spri	•	tion criteria required to gain entry to the programme, and that they take, or have taken, two
ii) Transfers <u>out</u> of the programme will be possible? (please select Y/N)	Yes		
Additional details:			
Students can apply to transfer to other MA	programmes, o	n the condition that they meet the applicatio	n criteria required to gain entry to the programme.
11. Exceptions to University Award Regulat	tions approved	by University Teaching Committee	
Exception			Date approved
Please detail any exceptions to University Av	ward Regulation	ns approved by UTC	

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:

9th November 2017

Departmental web page:

https://www.york.ac.uk/english/postgraduate/taught-ma/

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			Programi	me Learning C	Outcomes		
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
	Analyse	Synthesise	Deploy	Initiate,	Communicate	Engage in	Direct their
	significant	and	knowledge of	design, and	sophisticated	discussion of	own
	literary and	interrogate a	medieval	complete	written	literary and	development,
	cultural texts	range of	literature in	advanced	arguments in	scholarly	bringing new
	from the	critical	its original	research,	a clear,	texts,	knowledge
	medieval	sources in a	contexts,	drawing on	accurate and	demonstratin	and skills to
		sophisticated	demonstratin	skills honed	persuasive	g versatility	bear upon a
		fashion,	g specialist	, , ,	fashion, to a	and	range of
			skills in		deadline and	cooperation	possible
	them with		medieval	O,	to a high	in the	careers
		scholarly	languages	independent	professional	exploration	and/or
	· ·	debate, while	and/or	study.	standard.	of complex	further study.
	political,	evaluating	palaeography			ideas and	
	linguistic	and selecting	•			perspectives.	
	and/or	material to make for					
	cultural						
	contexts.	convincing and creative					
		argumentatio					
		"					
		n.					

Option	Progress	Students	Option	In all option	Students	Students	Students	In making
Modules 1, 2,	towards PLO	engage with	modules will	modules,	engage with	learn from	participate in	their choices
3, & 4		significant	be based on	students are	research-led	and emulate	class	of option
		literary and	extensive,	encouraged	teaching, and	the research-	discussion in	modules,
		cultural texts	detailed and	to study	are	intensive and	intensive	students are
		from the	progressive	primary texts	encouraged	field-	weekly 2-hour	directing the
		medieval	primary and	in their	to take	determining	seminars,	own
		period, and	secondary	original	responsibility	readings set	with certain	developmen
		with a range	reading,	language	for their own	for each	modules	and exposing
		of contexts -	whereupon	(although,	independent	week's	including	themselves t
		social,	seminar	with the	research.	seminar, and	additional	various field
		political,	discussions	exception of		use these to	elements of	that may
		economic	will	Middle		learn about	staff-student	influence
		and/or	encourage	English, all are		argument	contact. They	their future
		aesthetic - in	candidates to	also taught in		formulation	are also	trajectory in
		which those	weigh the	translation)		and scholarly	encouraged	range of
		texts were	merits of	and with an		standards, as	to discuss the	contexts
		produced,	different	awareness		well as	module	including (bu
		reproduced,	approaches,	and		intellectual	material at	not limited t
		and received.	draw	understandin		approaches to	the open	doctoral stu
			connections	g of their		communicatin	office hours	in modern
			between texts	original		g information	of the module	English and
			and contexts,	manuscript		clearly and	tutor. Termly	related field
			and work	and/or (more		persuasively.	reports, which	Within
			towards the	rarely) print		,	are taken up	module,
			defence of	context.			in one-to-one	students are
			rigorous and				meetings with	exposed to
			innovative				supervisors,	research-led
			interpretation				evaluate	teaching and
			s of cultural				students' oral	field-
			texts.				performance	determining
			texts.				and strategies	readings set
							for	for each
							improvement	week's
							are discussed.	seminar,
							are discussed.	which begin
								to give them
								an indication
								of the
								academic
				1				level require
				1				of research
				1				doctoral lev
				1				
			1	1	1	1	I	and above.

By working on	Work:	Work:	Work:	Work:	Assessment:	Work:	Work:
(and if	Students	Students	Students	Students are	Students	Students	Students are
applicable,	follow a	follow a	follow a	encouraged	complete a	engage in	making
assessed	directed	directed	directed	to read	4,500-word	seminar	choices
through)	programme of	programme of	programme of	beyond the	essay, which	discussion of	between
tillougilj	l		l. –		involves	complex	modules with
	reading,	reading,	reading,	set materials,			
	supported by	supported by	supported by	to engage	communicatin	textual	a view to
	seminar	seminar	seminar	with the	g	material, and	directing their
	discussion.	discussion.	discussion.	library	sophisticated	of high-level	development.
	Assessment:	Assessment:	Assessment:	resources	written	ideas and	Within
	Students	Students	Students	beyond the	arguments in	perspectives.	modules,
	complete a	complete a	complete a	prescribed	a clear,	Depending on	students are
	4,500-word	4,500-word	4,500-word	requirements,	accurate and	their choices	encouraged
	essay which	essay, which	essay, which	and to set	persuasive	and on the	to direct their
	involves	involves	may involve	individual	fashion,	individual	own
	analysing	evaluating	deploying	research	synthesising	methods of	development
	significant	and	knowledge of	questions,	information	the tutor,	by choosing
	literary and	contributing	specialist	topics and	from multiple	students may	to go beyond
	cultural texts	to scholarly	fields within	arguments for	sources so as	be required to	the set
				-			1
	from the	debates	the broader	in-class	to convey	complete	materials in
	medieval	current in	remit of	discussion	information	verbal	certain
	period closely	medieval	medieval	and written	creatively and	presentations	seminars.
	and critically,	literary study.	literature and	work.	convincingly.	over the	
	and with	In Autumn	culture in	Assessment:	In Autumn	course of the	
	reference to	Term,	order to ask	Students	Term,	module. In all	
	the social	students	and answer	complete a	students	cases,	
	and/or	complete a	innovative	4,500-word	complete a	students will	
	aesthetic	2000-word	questions	essay, which	200- word	receive	
	contexts in	essay for one	about	involves	essay for one	ongoing	
	which they	of their	medieval	initiating,	of their	feedback and	
	were	Option	texts and	conducting	Option	direction from	
	produced,	modules, for	contexts. In	and taking	modules, for	module tutors	
	reproduced,	which they	Autumn	responsibility	which they	on their	
				for		verbal	
	and received.	are	Term,		are	1	
	In Autumn	encouraged	students	independent	encouraged	contributions	
	Term,	to attend	complete a	research. In	to attend	in class.	
	students	training in	2000-word	Autumn	training in		
	complete a	Master's level	essay for one	Term,	Master's level		
	2000-word	research and	of their	students	research and		
	essay for one	writing; they	Option	complete a	writing; they		
	of their	then receive	modules, for	2000-word	then receive		
	Option	detailed	which they	essay for one	detailed		
	modules, for	written	are	of their	written		
	which they	feedback, and	encouraged	Option	feedback, and		
	are	are	to attend	modules, for	are		
	encouraged	encouraged	training in	which they	encouraged		
	to attend	to follow that	Master's level	are	to follow that		
	training in	up orally with	research and	encouraged	up orally with	1	
	Master's level	their module	writing; they	to attend	their module		
	research and	tutor and	then receive	training in	tutor and		
	writing; they	personal	detailed	Master's level	personal		
	then receive	1.	written		1.		
		supervisor.		research and	supervisor.		
	detailed		feedback, and	writing; they			
	written		are .	then receive			
	feedback, and		encouraged	detailed		1	
	are .	1	to follow that	written			
	encouraged		up orally with	feedback, and		1	
	to follow that		their module	are			
	up orally with		tutor and	encouraged		1	
	their module	1	personal	to follow that			
	tutor and		supervisor.	up orally with		1	
	personal			their module		1	
	supervisor.			tutor and			
				personal		1	
				supervisor.			
					•		

Skills Modules	Progress	Students		In choosing
1 & 2 (chosen	towards PLO	study two		their skills
from a		from a range		modules,
selection of		of medieval		students are
medieval		languages		directing their
languages		and/or		own
and/or		palaeography,		development,
palaeography)		depending on		and exposing
palacograpity)		their research		themselves to
		interests		various
		and/or		linguistic
		1		
		previous		and/or
		experience.		palaeographic
		All modules		al specialisms
		are available		that may
		to beginners		influence
		while		their future
		advanced		trajectory in a
		options are		range of
		also available		contexts
		in Old English		including (but
		and Latin.		not limited to)
				doctoral
				study.
	By working on	Work:		Work:
	(and if	Students		Students are
	applicable,	follow a		making
	assessed	I I		
		directed		choices
	through)	programme of		between
		study in their		modules with
		choice of		a view to
		medieval		directing their
		language(s)		development.
		and/or		
		palaeography,		
		supported by		
		classroom		
		teaching,		
		module tutor		
		office hours,		
		and, for		
		palaeography,		
		lectures.		
		Assessment:		
		each module		
		I I		
		is assessed by		
		a Pass/Fail		
		written exam,		
		which tests,		
		as		
		appropriate,		
		language and		
		transcription		
		skills.		

Oissolidating (which includes a year-long, taught strand of graduate research graduate research training). In the taught modules, students will meter taught modules, students students will will be the training in the taught of graduate event modules, students students will will be training in the taught of graduate event where were produced, and critically, political, political, political, and/or aesthetic contexts in which they were produced, reproduced, and received. In the taught strand strand strand strand strand strand the training in the taught of graduate event where were produced, and refricence to the social, political, and/or aesthetic contexts in which they were produced, and received. In the taught strand strand strand strand strand strand the training in the taught of their taught modules, students students students students students will make training with a students with conscious the project that analyses and contexts and personable to the social, political, political, and/or aesthetic contexts in which they were produced, and received. In the taught strand strand strand strand strand strand the promotive training, with a view to live t									
knowledge gared from their taught modules, students year-long, gained from their taught training). research students vittedents analyses specific project that analyses significant literary and cultural texts from the medieval period closely, and critically, interpreting them with reference to more intricate the social, political, political, and received, and received, and received, and received, and received, and received, and received. Reproduced, and received. Rowledge gained from their taught modules, students view to conceive a synthesise, specific project that the relevant intervention in relevant the conceive and/or aesthetic contexts in which they were produced, and received, and received. Reference to the social, political, political, political, reproduced, and received. Reference to the social, political, political, political, political, political, political, political, and received. Reference to the social, political, political, political, political, political, political, political, political, and received. Reference to the social, political, po		_	1 -	_	_	_	_	_	_
gained from their taught modules, students students with training. With conceive a specific project that analyses expeding in the medieval period closely and critically, interpreting them with they were produced, and received. **Receive modules, students with students students with their taught modules, students analyses expectific project that cading in relevant intervention in relevant in relevant in relevant in the modules, students with their taught modules, students with the specific project than tending in the graduate-level writing, with a presentation or interest the final presentation and cultural texts or conceive a specific project than tending in the graduate-level writing, with a legion the helping them arguments in a dear, and theoretical project that the consumption of the project that the	•	towards PLO							
their taught of graduate level modules, students students students students students synthesise, evaluate, project that analyses seemed their project that literary and cultural texts from the medieval pand critically, interpreting them with reference to the social, political, political, and received. **Project that conceive a text of their sught was a view to a view to to a view to to communicate to comptex sophisticated take responsibility for dependent in intervention in dependent in relevant in intervention for modules, stated their sught was a view to a relevant to to more communicate to comptex sophisticated take responsibility for depending on the consonic sand/or aesthetic contexts in which they were produced, and received. **Produced, reproduced, and received.** **Produced, reproduced, reproduced, and received.** **Produced, reproduced, and received.** **Produced, reproduced, and received.** **Produced, reproduced, reproduced, and received.** **Produced, reproduced, reproduced, and received.** **Produced, reproduced, reproduced, reproduced, and received.** **Produced, reproduced, reproduced, reproduced, reproduced, reproduced, and received.** **Produced, reproduced, reproduced, reproduced, reproduced, reproduced, reproduced, reproduced, reproduced, reproduced, reproduce				_	_				
research training). Italianguages of graduate research training, with sudents students significant literary and cultural experience to the social, political, economic and/or aesthetic contexts in which they were produced, and received. In the research tectorere, consolidating and/or aesthetic contexts in which they were produced, and received. In the students will in the chosen of authorship and received. In the students will in the students will will depending on the choice of topic, demonstrate an understandin g of their primary texts' original context. In the students will will be students students students will be sources and understandin g of their primary texts' original context. In the side to the social, political, economic and/or aesthetic contexts in which they were produced, and received. In the students will will be students will be students will be students will depending on the choice of topic, demonstrate an understandin g of their primary texts' original context. In the side to the social produced, and received. In the side to the social produced, and received. In the side to the social produced, and received. In the side to the social produced, and received. In the side to the social produced, and received. In the side to the social produced, and received. In the side to the social produced, and received to the social produced, and received. In the side to the social produced, and received to the social produced to the social produced, and received. In the side to the social produced to the			1-	-	1-				
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project that analyses of the social, political, political, political, porduced, and received. and/or aesthetic contexts in which they were produced, and received. and/or aesthetic contexts in which they were produced, and received. and receive	training).								
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(and if	Students	Students	Students	taught strand	taught strand	taught strand	taught strand
applicable,	research their	research their	research their	students	students	students	students
assessed through)	topic and write draft	topic and write draft	topic and write draft	attend lectures and	attend lectures and	attend lectures and	attend lectures and
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	of written	of written	of written	focused on	focused on	focused on	devoted to
	work toward	work toward	work toward	graduate-level	graduate-level	graduate-level	post-graduate
	their dissertation.	their dissertation.	their dissertation.	research. In the research	writing. In the research	presentation. In the	careers, critical
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	complete a	complete a	complete a	research their	research their	students	study. In the
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	involves	involves	involves	that	work toward	supervisor.	dissertation
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	medieval	current in	cultural	work toward	strand	deliver a 10-	medieval
	period closely	medieval	debates.	their	students	minute	literatures
	and critically,	literary study.		dissertation.	write and	presentation	and languages
	interpreting				submit a	on their	and related
	them with reference to			Assessment: In the taught	2,000-word essay (for one	dissertation- in-progress to	fields, and some to
	the social,			strand	of their	their cohort	research
	political,			students	Autumn term	and	careers in
	economic			write and	optional	programme	other
	and/or			submit a	modules),	leader in a	contexts.
	aesthetic contexts in			2,000-word essay, which	which introduces	workshop in the Summer	Assessment:
	which they			introduces	them to the	term, which	In the taught
	were			them to the	process of	enables them	strand in the
	produced,			process of	communicatin	to engage in	Summer
	reproduced,			initiating,	g	verbal	term,
	and received.			conducting and taking	sophisticated written	discussion of complex	students offer a 10-minute
				responsibility	arguments in	textual	presentation
				for	a clear,	material, and	on their
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				research.	persuasive	demonstrate	work-in-
				They write and submit a	fashion. They also write and	versatility, rigour, and	progress. This allows them
				500-word	submit a 500-	confidence in	to test their
				dissertation	word	the reception,	expectations
				proposal,	dissertation	appreciation,	of how
				which further	proposal,	and	academic
				develops their skills in	which develops their	articulation of high-level	knowledge is conveyed,
				initiating,	skills in	ideas and	and to
				conducting	communicatin	perspectives.	demonstrate
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				on their own	students		not limited to) doctoral study
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For the Diploma exit award, students complete the taught requirements of the MA (80 credits), two skills modules (20 credits), and a long essay (20 credits). Hence the following replaces the dissertation module for students who opt for this route:

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(and if	Students	Students	Students	Students	Students	Students	Students
applicable,	research their	research their	research their	research their	research their	discuss their	research their
assessed	topic and	topic and	topic and	topic	topic and	long essay	long essay
through)	write draft	write draft	write draft	independentl	write draft	drafts with	topic, some
	submissions	submissions	submissions	y, and	submissions	their	with a view to
	of written	of written	of written	demonstrate	of written	supervisor.	research
	work toward	work toward	work toward	that	work toward		careers in
	their long	their long	their long	independent	their long		non-academic
	essay.	essay.	essay.	research in	essay.		contexts.
	Assessment:	Assessment:	Assessment:	draft	Assessment:		
	Students	Students	Students	submissions	Students		
	complete a 6-	complete a 6-	complete a 6-	of written	complete a 6-		
	7,000-word	7,000-word	7,000-word	work toward	7,000-word		
	essay, which	essay, which	essay, which	their long	essay, which		
	involves	will involve	involves	essay.	involves		
	analysing	the synthesis,	awareness of	Assessment:	communicatin		
	significant	comparison	and	Students	g		
	literary and	and	participation	complete a 6-	sophisticated		
	cultural texts	evaluation of	in relevant	7,000-word	written		
	from the	critical	literary and	essay, which	arguments in		
	medieval	sources, and	cultural	involves	a clear,		
	period closely	the	debates, but	initiating,	accurate and		
	and critically,	formulation	to a lesser	conducting,	persuasive		
	interpreting	and defence	extent and	and taking	fashion,		
	them with	of an	level than a	responsibility	synthesising		
	reference to	argument, but	dissertation.	for	information		
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	political,	extent and		research, but	sources so as		
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	and/or	dissertation.		extent and	information		
	aesthetic			level than	creatively and		
	contexts in			with a	convincingly.		
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	reproduced,						
	and received,						
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	extent and						
	level than a						
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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 Chassessment.

Core & option module table (add additional rows as required)									
Core/ Option	New/ substantially revised module – Yes/ No	Module title	Module code		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)
Option	No	Option Module 1		20				Autumn	4,500-word essay SpT wk1
Option	No	Option Module 2		20				Autumn	4,500-word essay SpT wk1
Option	No	Option Module 3		20				Spring	4,500-word essay SuT wk1
Option	No	Option Module 4		20				Spring	4,500-word essay SuT wk1
Option	No	Skills Modules		2x10			P/F	Spring	Written exam SpTwk 11
Core	No	Dissertation		80				Summer	14-16,000-word essay SuV wk 12