

## 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>

<b>Masters</b>	MA in Medieval Literatures and Languages							
<b>Postgraduate Diploma</b>	Postgraduate Diploma in Medieval Literatures and Languages					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
<b>Postgraduate Certificate</b>	Postgraduate Certificate in Medieval Literatures and Languages					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
<b>Level of qualification</b>	Level 7							
<b>This document applies to students who commenced the programme(s) in:</b>			2018					
<b>Awarding institution</b>				<b>Teaching institution</b>				
University of York				University of York				
<b>Department(s):</b>				<b>Board of Studies</b>				
Where more than one department is involved, indicate the lead department								
Lead Department	English and Related Literature			English and Related Literature				
Other contributing Departments:								
<b>Route code (existing programmes only)</b>			PMENGSM11					
<b>Admissions criteria</b>								
BA 2:1								
<b>Length and status of the programme(s) and mode(s) of study</b>								
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 in Medieval Literatures and Languages	1	Full-time		Please select Y/N	Yes	Please select Y/N	No	

MA in Medieval Literatures and Languages	2	Part-time		Please select Y/N	Yes	Please select Y/N	No
<b>Language(s) of study</b>							
English (with some options involving other languages)							
<b>Language(s) of assessment</b>							
English							
<b>2. Programme accreditation by Professional, Statutory or Regulatory Bodies (PSRB)</b>							
<b>2.a. Is the programme recognised or accredited by a PSRB</b>							
Please Select Y/N:	No	if No move to section 3 if Yes complete the following questions					
<b>3. Additional Professional or Vocational Standards</b>							
<b>Are there any additional requirements of accrediting bodies or PSRB or pre-requisite professional experience needed to study this programme?</b>							
Please Select Y/N:	No	if Yes, provide details					
<b>4. Programme leadership and programme team</b>							
<b>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.</b>							
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.							
<b>5. Purpose and learning outcomes of the programme</b>							
<b>5.a. Statement of purpose for applicants to the Masters programme</b>							
<b>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.</b>							
<p>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.</p> <p>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.</p>							
<b>5.b.i. Programme Learning Outcomes - Masters</b>							
<b>Please provide six to eight statements of what a graduate of the Masters programme will be able to do.</b>							
<b>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.</b>							
<b>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.</b>							
<b>PLO</b>	On successful completion of the programme, graduates will be able to:						
<b>1</b>	<b>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.</b>						

2	<b>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.</b>
3	<b>Deploy knowledge of medieval literature in its original contexts, demonstrating specialist skills in medieval languages and/or palaeography.</b>
4	<b>Initiate, design, and complete advanced research, drawing on skills honed by graduate-level training, teaching, and independent study.</b>
5	<b>Communicate sophisticated written arguments in a clear, accurate and persuasive fashion, to a deadline and to a high professional standard.</b>
6	<b>Engage in discussion of literary and scholarly texts, demonstrating versatility and cooperation in the exploration of complex ideas and perspectives.</b>
7	<b>Direct their own development, bringing new knowledge and skills to bear upon a range of possible careers and/or further study.</b>
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, lab 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 languages and palaeography) are streamed to include sections for absolute beginners, carefully tailored to facilitate the learning of students new to the study of languages manuscripts.

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 document <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 presentation 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 classrooms, 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 exit award only 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 exit award.

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.





**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
<a href="https://www.york.ac.uk/english/postgraduate/taught-ma/modules20178/">https://www.york.ac.uk/english/postgraduate/taught-ma/modules20178/</a>	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	
<b>8.b. Transfers out of or into the programme</b>		
i) Transfers <u>into</u> the programme will be possible? (please select Y/N)	Yes	

<b>Additional details:</b>	
Students can apply to transfer from other MA programmes, on the condition that they meet the application criteria required to gain entry to the programme, and that they take, or have taken, two of the Skills Modules that run through the Autumn and Spring Terms.	
ii) Transfers <u>out</u> of the programme will be possible? (please select Y/N)	Yes
<b>Additional details:</b>	
Students can apply to transfer to other MA programmes, on the condition that they meet the application criteria required to gain entry to the programme.	
<b>11. Exceptions to University Award Regulations approved by University Teaching Committee</b>	
<b>Exception</b>	<b>Date approved</b>
Please detail any exceptions to University Award Regulations approved by UTC	
<b>Quality and Standards</b>	
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:	
<ul style="list-style-type: none"> <li>· the academic oversight of programmes within departments by a Board of Studies, which includes student representation</li> <li>· the oversight of programmes by external examiners, who ensure that standards at the University of York are comparable with those elsewhere in the sector</li> <li>· annual monitoring and periodic review of programmes</li> <li>· the acquisition of feedback from students by departments, and via the Postgraduate Taught Experience Survey (PTES).</li> </ul>	
More information can be obtained from the Academic Support Office:	
<a href="http://www.york.ac.uk/about/departments/support-and-admin/academic-support/staff/#quality">http://www.york.ac.uk/about/departments/support-and-admin/academic-support/staff/#quality</a>	
<b>Date on which this programme information was updated:</b>	
9th November 2017	
<b>Departmental web page:</b>	
<a href="https://www.york.ac.uk/english/postgraduate/taught-ma/">https://www.york.ac.uk/english/postgraduate/taught-ma/</a>	
<b>Please note:</b>	
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 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.	Communicate sophisticated written arguments in a clear, accurate and persuasive fashion, to a deadline and to a high professional standard.	Engage in discussion of literary and scholarly texts, demonstrating versatility and cooperation in the exploration of complex ideas and perspectives.	Direct their own development, bringing new knowledge and skills to bear upon a range of possible careers and/or further study.

Option Modules 1, 2, 3, & 4	Progress towards PLO	Students engage with significant literary and cultural texts from the medieval period, and with a range of contexts - social, political, economic and/or aesthetic - in which those texts were produced, reproduced, and received.	Option modules will be based on extensive, detailed and progressive primary and secondary reading, whereupon seminar discussions will encourage candidates to weigh the merits of different approaches, draw connections between texts and contexts, and work towards the defence of rigorous and innovative interpretations of cultural texts.	In all option modules, students are encouraged to study primary texts in their original language (although, with the exception of Middle English, all are also taught in translation) and with an awareness and understanding of their original manuscript and/or (more rarely) print context.	Students engage with research-led teaching, and are encouraged to take responsibility for their own independent research.	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 to communicating information clearly and persuasively.	Students participate in class discussion in intensive weekly 2-hour seminars, with certain modules including additional elements of staff-student contact. They are also encouraged to discuss the module material at the open office hours of the module tutor. Termly reports, which are taken up in one-to-one meetings with supervisors, evaluate students' oral performance and strategies for improvement are discussed.	In making their choices of option modules, students are directing their own development, and exposing themselves to various fields that may influence their future trajectory in a range of contexts including (but not limited to) doctoral study in modern English and related fields. Within module, students are exposed to research-led teaching and field-determining readings set for each week's seminar, which begin to give them an indication of the academic level required of research at doctoral level and above.
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<p>By working on (and if applicable, assessed through)</p>	<p>Work: Students follow a directed programme of reading, supported by seminar discussion. Assessment: Students complete a 4,500-word essay which involves analysing significant literary and cultural texts from the medieval period closely and critically, and with reference to the social and/or aesthetic contexts in which they were produced, reproduced, and received. In Autumn Term, students complete a 2000-word essay for one of their Option modules, for which they are encouraged to attend training in Master's level research and writing; they then receive detailed written feedback, and are encouraged to follow that up orally with their module tutor and personal supervisor.</p>	<p>Work: Students follow a directed programme of reading, supported by seminar discussion. Assessment: Students complete a 4,500-word essay, which involves evaluating and contributing to scholarly debates current in medieval literary study. In Autumn Term, students complete a 2000-word essay for one of their Option modules, for which they are encouraged to attend training in Master's level research and writing; they then receive detailed written feedback, and are encouraged to follow that up orally with their module tutor and personal supervisor.</p>	<p>Work: Students follow a directed programme of reading, supported by seminar discussion. Assessment: Students complete a 4,500-word essay, which may involve deploying knowledge of specialist fields within the broader remit of medieval literature and culture in order to ask and answer innovative questions about medieval texts and contexts. In Autumn Term, students complete a 2000-word essay for one of their Option modules, for which they are encouraged to attend training in Master's level research and writing; they then receive detailed written feedback, and are encouraged to follow that up orally with their module tutor and personal supervisor.</p>	<p>Work: Students are encouraged to read beyond the set materials, to engage with the library resources beyond the prescribed requirements, and to set individual research questions, topics and arguments for in-class discussion and written work. Assessment: Students complete a 4,500-word essay, which involves initiating, conducting and taking responsibility for independent research. In Autumn Term, students complete a 2000-word essay for one of their Option modules, for which they are encouraged to attend training in Master's level research and writing; they then receive detailed written feedback, and are encouraged to follow that up orally with their module tutor and personal supervisor.</p>	<p>Assessment: Students complete a 4,500-word essay, which involves communicating sophisticated arguments in a clear, accurate and persuasive fashion, synthesising information from multiple sources so as to convey information creatively and convincingly. In Autumn Term, students complete a 200- word essay for one of their Option modules, for which they are encouraged to attend training in Master's level research and writing; they then receive detailed written feedback, and are encouraged to follow that up orally with their module tutor and personal supervisor.</p>	<p>Work: Students engage in seminar discussion of complex textual material, and of high-level written perspectives. Depending on their choices and on the individual methods of the tutor, students may be required to complete verbal presentations over the course of the module. In all cases, students will receive ongoing feedback and direction from module tutors on their verbal contributions in class.</p>	<p>Work: Students are making choices between modules with a view to directing their development. Within modules, students are encouraged to direct their own development by choosing to go beyond the set materials in certain seminars.</p>
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Skills Modules 1 & 2 (chosen from a selection of medieval languages and/or palaeography)	Progress towards PLO			Students study two from a range of medieval languages and/or palaeography, depending on their research interests and/or previous experience. All modules are available to beginners while advanced options are also available in Old English and Latin.				In choosing their skills modules, students are directing their own development, and exposing themselves to various linguistic and/or palaeographical specialisms that may influence their future trajectory in a range of contexts including (but not limited to) doctoral study.
	By working on (and if applicable, assessed through)			Work: Students follow a directed programme of study in their choice of medieval language(s) and/or palaeography, supported by classroom teaching, module tutor office hours, and, for palaeography, lectures. Assessment: each module is assessed by a Pass/Fail written exam, which tests, as appropriate, language and transcription skills.				Work: Students are making choices between modules with a view to directing their development.

<p>Dissertation (which includes a year-long, taught strand of graduate research training).</p>	<p>Progress towards PLO</p>	<p>Consolidating the knowledge gained from their taught modules, students conceive a specific project that analyses significant literary and cultural texts from the medieval period closely and critically, interpreting them with reference to the social, political, economic and/or aesthetic contexts in which they were produced, reproduced, and received.</p>	<p>Consolidating the knowledge gained from their taught modules, students will synthesise, evaluate, critique and extend their reading in relevant primary, secondary, historical and theoretical literatures, in pursuing a longer and more intricate research project than they have undertaken heretofore.</p>	<p>Consolidating the knowledge gained from their taught modules, students conceive a specific project that deploys awareness of and intervention in relevant literary and cultural debates, including, depending on the chosen text or topic, its history, inheritances, legacies, relation to socio-economic conditions, conceptions of authorship and textuality. Students will work in original medieval languages and will, depending on the choice of topic, demonstrate an understanding of their primary texts' original context.</p>	<p>In the taught strand students receive graduate-level research training, with a view to helping them initiate, conduct and take responsibility for independent research.</p> <p>In the research strand consolidating the knowledge gained from their taught modules, students initiate, conduct and take responsibility for independent research towards the dissertation.</p>	<p>In the taught strand 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.</p> <p>In the research strand consolidating the knowledge gained from their taught modules, students write a dissertation 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.</p>	<p>In the taught strand 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.</p> <p>In the research strand consolidating the knowledge gained from their taught modules, students discuss their dissertation drafts with their supervisor.</p>	<p>In the taught strand 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.</p> <p>In choosing their dissertation topic, students are directing their own development, and undertaking a task that might lead to a research career in a range of contexts including (but not limited to) doctoral study in medieval literatures and languages and related fields.</p>
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<p>By working on (and if applicable, assessed through)</p>	<p>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 analysing significant literary and cultural texts from the medieval period closely and critically, interpreting them with reference to the social, political, economic and/or aesthetic contexts in which they were produced, reproduced, and received.</p>	<p>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 evaluating and contributing to scholarly debates current in medieval literary study.</p>	<p>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 awareness of and participation in relevant literary and cultural debates.</p>	<p>Work: In the taught strand students attend lectures and workshops focused on graduate-level research. In the research strand students research their topic independently, and demonstrate that independent research in draft submissions of written work toward their dissertation. Assessment: In the taught strand students write and submit a 2,000-word 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 research. Finally, they offer a 10-minute presentation on their own dissertation work-in-progress, which offers an example to others of their</p>	<p>Work: In the taught strand students attend lectures and workshops focused on graduate-level writing. In the research element, students research their topic and write draft submissions of written work toward their dissertation. Assessment: In the taught strand students write and submit a 2,000-word essay (for one of their Autumn term optional modules), which introduces them to the process of communicating sophisticated written arguments in a clear, accurate and persuasive fashion. They also write and submit a 500-word dissertation proposal, which develops their skills in communicating sophisticated arguments in the abbreviated fashion of an abstract. In the research strand students complete a 14-16,000-word dissertation, which involves</p>	<p>Work: In the taught strand students attend lectures and workshops focused on graduate-level presentation. In the research strand students discuss their dissertation drafts with their supervisor. Assessment: In the taught strand students deliver a 10-minute presentation on their dissertation-in-progress to their cohort and programme leader in a workshop in the Summer term, which enables them to engage in verbal discussion of complex textual material, and to demonstrate versatility, rigour, and confidence in the reception, appreciation, and articulation of high-level ideas and perspectives.</p>	<p>Work: In the taught strand students attend lectures and workshops devoted to post-graduate careers, critical reflection, and doctoral study. In the research strand students research their dissertation topic, some with a view to continuing onto doctoral study in medieval literatures and languages and related fields, and some to research careers in other contexts. Assessment: In the taught strand in the Summer term, students offer a 10-minute presentation on their dissertation work-in-progress. This allows them to test their expectations of how academic knowledge is conveyed, and to demonstrate how new knowledge and skills can be brought to bear upon a range of contexts, including (but not limited to) doctoral study in medieval literatures and languages and related fields.</p>
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Progress towards PLO							
By working on (and if applicable, assessed through)							

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:

<p>Long Essay (as dissertation replacement) 30 credits</p>	<p>Progress towards PLO</p>	<p>Consolidating the knowledge gained from their taught modules, students conceive a specific project that analyses significant literary and cultural texts from the medieval period closely and critically, interpreting them with reference to the social, political, economic and/or aesthetic contexts in which they were produced, reproduced, and received.</p>	<p>Consolidating the knowledge gained from their taught modules, students conceive a specific project that deploys awareness of and intervention in relevant literary and cultural debates, including, depending on the chosen text or topic, its history, inheritances, legacies, relation to socio-economic conditions, conceptions of authorship and textuality.</p>	<p>Consolidating the knowledge gained from their taught modules, students conceive a specific project that deploys awareness of and intervention in relevant literary and cultural debates, including, depending on the chosen text or topic, its history, inheritances, legacies, relation to socio-economic conditions, conceptions of authorship and textuality. Students will work in original medieval languages and will, depending on the choice of topic, demonstrate an understanding of their primary texts' original context.</p>	<p>Consolidating the knowledge gained from their taught modules, students initiate, conduct and take responsibility for independent research towards the long essay.</p>	<p>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.</p>	<p>Consolidating the knowledge gained from their taught modules, students discuss their long essay drafts with their supervisor.</p>	<p>In choosing their long essay topic, students are directing their own development.</p>
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By working on (and if applicable, assessed through)	<p>Work: Students research their topic and write draft submissions of written work toward their long essay.</p> <p>Assessment: Students complete a 6-7,000-word essay, which involves analysing significant literary and cultural texts from the medieval period closely and critically, interpreting them with reference to the social, political, economic and/or aesthetic contexts in which they were produced, reproduced, and received, but to a lesser extent and level than a dissertation.</p>	<p>Work: Students research their topic and write draft submissions of written work toward their long essay.</p> <p>Assessment: Students complete a 6-7,000-word essay, which will involve the synthesis, comparison and evaluation of critical sources, and the formulation and defence of an argument, but to a lesser extent and level than a dissertation.</p>	<p>Work: Students research their topic and write draft submissions of written work toward their long essay.</p> <p>Assessment: Students complete a 6-7,000-word essay, which involves awareness of and participation in relevant literary and cultural debates, but to a lesser extent and level than a dissertation.</p>	<p>Work: Students research their topic independently, and demonstrate that independent research in draft submissions of written work toward their long essay.</p> <p>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.</p>	<p>Work: Students research their topic and write draft submissions of written work toward their long essay.</p> <p>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.</p>	<p>Work: Students discuss their long essay drafts with their supervisor.</p>	<p>Work: Students research their long essay topic, some with a view to research careers in non-academic contexts.</p>
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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 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)
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 SpT wk 11
Core	No	Dissertation		80				Summer	14-16,000-word essay SuV wk 12