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See guidance on p	rogrammo ti	tlas in								
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			time)	that have multiple intakes or start						
			Please select	dates that differ from the usual	Face-to-face, campus-	based	Distance learning		Oth	her
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MA in Eighteenth	Century									
Studies		1	Full-time		Please select Y/N	Yes	Please select Y/N	No		

MA in Eighteenth Century							
Studies	2 Part-time	P	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 Catriona Kennedy is programme leader for this MA, and is responsible for recruitment, coordination, oversight, pastoral care and planning. The MA is taught and supervised by staff from the four contributing departments to the Centre for Eighteenth Century Studies (English, History, History of Art and Archaeology).

### 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 Eighteenth Century Studies offers an intensive, inter-disciplinary training in the culture and cultural history of the long eighteenth century (1650-1850) and involves the Departments of Archaeology, English, History and History of Art. The principal focus of the programme is set by the core module, Changes of Meaning, Narratives of Change, which introduces you to some of the most important themes, debates and sources in the period. Our aim is to encourage you to develop a kind of intellectual curiosity that is open to different methods of inquiry, and interested in exploring many different aspects of the period. The core module provides a rigorous grounding in interdisciplinary methods and critical perspectives in relation to a range of literary, visual and material sources, as well as an introduction to staff specialisms. The wide array of option modules, meanwhile, enables you to construct a distinct, individually tailored programme of study throughout the year. Core and 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 in the field. In all these tasks you are taught and supervised by world-leading scholars, working in the foremost centre for eighteenth-century studies in the UK.

The MA in Eighteenth Century Studies represents an equally suitable foundation for students who wish to pursue doctoral research in Archaeology, English, History or History of Art, those aspiring to careers in related areas like teaching, publishing, journalism and curatorial work and those with an enthusiasm for the period but no clear career direction as yet. The programme's graduate training module is designed with the needs of all these kinds of student in mind, and aims to foster both subject-specific and transferable skills. The MA programme is supported by fortnightly research seminars and master classes with visiting speakers from Europe and North America as well as from across Britain. A very successful fortnightly Postgraduate Forum provides MA and PhD students with valuable peer support for their research, while our regular conferences and one-day symposia are particularly geared to the interests of our graduate community. The Centre for Eighteenth Century studies enjoys close working partnerships with a number of 18th century heritage institutions, including Fairfax house, Richmond, and Shandy Hall. Field trips to these and other local and national museums feature in both the core and option modules for the programme.

### 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 textual, visual and material sources from the long eighteenth century closely and critically, interpreting them with reference to the social, political, economic and/or aesthetic contexts in which they were produced, reproduced and received.
- 2 Evaluate and deploy perspectives and approaches from different disciplines.
- 3 Interrogate and contribute to advanced scholarly debates in eighteenth century studies.
- 4 Initiate, conduct, and take responsibility for independent research, drawing on skills honed by graduate-level research training, research-led teaching, and the completion of a substantial dissertation project.
- 5 Communicate sophisticated written arguments in a clear, accurate and persuasive fashion, synthesising evidence from multiple sources so as to convey information creatively and convincingly.
- 6 Engage in verbal discussion of complex textual material, demonstrating versatility, rigour, and confidence in the reception, appreciation, and articulation of high-level ideas and perspectives.
- 7 Direct their own development, bringing new knowledge and skills to bear upon a range of contexts including (but not limited to) doctoral study in eighteenth-century studies and related fields.

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

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

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

The PLOs clearly demonstrate the high standards of intellectual enquiry that underpin the programme. Students on the programme centrally interrogate key themes and concepts in eighteenth-century studies and are introduced to, and encouraged to apply, a range of disciplinary approaches. They are given the tools to evaluate and contribute to ongoing debates in eighteenth-century studies, 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 intellectual breadth of this MA. PLOs 1, 2 and 3 speak to the programme's unique elements, with their focus on eighteenth-century studies and interdisciplinarity. PLO 3 will excite students by indicating routes through the programme the student might take to support their focus on the core elements. 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 large majority of students taking this MA programme will have completed a BA in one of the core disciplines associated with the programme (English, History, History of Art, Archaeology) the programme is designed to help students from other entry routes to transition successfully into postgraduate life as student of eighteenth-century studies. This transition is mainly addressed through two elements of the programme. The core module introduces students to core themes in the history, culture and literature of the eighteenth century, while also fostering students ability to apply perspectives from a range of different disciplines to literary, archival, visual and material sources. As an interdisciplinary programme, students are given the choice of following the Postgraduate Training modules provided by either the History or the English department. The English training module, Postgraduate Life in Practice (PLP), begins in its opening weeks with a series of lectures devoted to research skills and to graduate-level writing, 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. We will provide joint workshops for students following both the History and English PGT modules. These will include in the first term a "draft swap" workshop on the student's writing, allowing questions to be raised and addressed at an early stage, followed by a essay the following week. 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 core and option modules. Students receive written feedback on the essay from their supervisor, and can discuss it further with the supervisor in advance of submitting their first essays. This core focus on writing and research skills at th

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. At the outset, the core module provides the intellectual training and coverage that lays the foundations for the rest of the programme. 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.

Undergirding the student's progress through the programme is the training module, Postgraduate Life in Practice. This module is carefully designed to teach students particular skills at the moment when they first need to employ those skills. 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, with students also trained to undertake the critical reflection task and introduced to the possibility of doctoral study. In the Spring term the focus shifts to preparing for the dissertation 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. PLP 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 modules, including the Post Graduate Training Modules and the Dissertation, 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 the core module and in option modules, tutors will engage with digital literacy where it fits the purposes of the relevant module or individual seminar. In the PLP module, students will begin the year by being introduced to academic research through digital platforms, ensuring that their core research and writing skills are supported by digital awareness. 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 Centre for Eighteenth Century Studies and 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 Eighteenth Century Studies are prized on the jobs market. As such, the teaching and learning associated with the core module, option modules, and dissertation module serve to support and enhance the students' employability by developing and testing those skills. The Centre for Eighteenth Century Studies has strong links to local heritage institutions including Fairfax House, the Mansion House, York Army Museum, Richmond Theatre Royal, Shandy Hall and opportunities for internships with these institutions are available. In addition we host a number of master classes presented visiting national and international scholars to the Centre on topics such as publishing and developing an academic career. Students on the MA are also supported by the employability-linked sessions run by the HRC, and have access to careers sessions in areas related to their career aims.

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.

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

All of the four contributing departments to the MA were ranked in the top 5 nationally for research in the 2014 Research Excellence Framework 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. Staff teaching on the core module offer individual sessions deriving from their research specialisms, thus allowing students access to a cutting-edge research focus from early in the programme. 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 drawing 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.

### 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 Eighteenth Century Studies offers recognition for their work and achievements to students who have completed taught elements of the degree, without them having to complete a dissertation project or a long essay. Students must obtain 60 credits in order to receive a certificate. Students will thus have completed at least three modules: the core module plus 2 option modules and assessment requirements for each of those modules. They will have passed at least 40 credits outright and received at least a compensatory pass in another 20 credits. Students achieving a certificate will have engaged with Postgraduate Life in Practice/History Postgraduate Training 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 Eighteenth Century Studies offers a postgraduate qualification that can be completed in less time than the MA and involves the writing of a 6-7,000-word long essay rather than a 14-16,000-word dissertation. Students must obtain 120 credits in order to receive the diploma. 80 credits are gained for the four taught modules, 10 credits gained from the partial completion of Postgraduate Life in Practice (i.e. excluding the dissertation proposal and workshop presentation) and the diploma long essay carries 30 credits.

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

### 6. Reference points and programme regulations

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

http://www.gaa.ac.uk/en/Publications/Documents/Masters-Degree-Characteristics-15.pdf

http://www.gaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements

http://www.gaa.ac.uk/publications/information-and-guidance/publication?PublD=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)

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Credit s  20 20  10  Please in NB: You	Code  Code  ndicate when the are required to Progressior	odule Title Core Module Option Module Dissertation Postrgraduate Life in Practice/History Postgraduate Training Module e Progression Board provide at least thr Board ment	1 S	2 S	3 al Ex	Aut 4	5 5	n Te	7 ill be	8 held	9 10 E	) 1 A	L 2	y rea	asse:	Sprin, 5	g Ter 6 A	m 7 vill be	8 subbilined a Si	9 1 mitte	dd.	nts, in	acco	ordano deek deek 1	ee wit	7 						E	5	6				10 1:	1 12	13
20 20 10 Please in NB: You	Code  Code  ndicate when the are required to Progression Reassessi	odule Title Core Module Option Module Dissertation Postrgraduate Life in Practice/History Postgraduate Training Module e Progression Board provide at least thr Board ment	1 S	2 S	3 al Ex	Aut 4	5 5	n Te	7 ill be	8 held	9 10 E	) 1 A	L 2	y rea	asse:	Sprin, 5	g Ter 6 A	m 7 vill be	8 subbilined a Si	9 1 mitte	dd.	nts, in	acccon & W	ordano deek deek 1	ee wit	7 						E	5	6				10 1:	1 12	13
20 20 10 Please in NB: You  Year 2 Credit	Code  Code  ndicate when the are required to Progression Reassessi	odule Title Core Module Option Module Dissertation Postrgraduate Life in Practice/History Postgraduate Training Module e Progression Board provide at least thr Board ment pard	1 S	2 S	3 al Ex	Aut 4	5 5 0 0 0 0 0 0 5 0 0 0 0 0 0 0 0 0 0 0	n Te	7 7 iill be	8 held	9 10 E	) 1 A	L 2	y rea	asse	Sprin, 5	g Ter 6 A Annts w	m 7 vill be	8 subbilined a Si	9 1 mitte	dd.	nts, in	3 1 acccc 1 & W & W	d !	ee with	7 E						E	5	6	7	8	9	10 1:	1 12	13
20 20 10 Please in NB: You	Code  Code  ndicate when the are required to Progression Reassessi Exam Bo	odule Title Core Module Option Module Dissertation Postrgraduate Life in Practice/History Postgraduate Training Module e Progression Board provide at least thr Board ment pard	1 S S d and	2 S S S S S S S S S S S S S S S S S S S	al Ex	Aut 4 Aut Aut Aut	5 5 5 5 5 5 5 6 7 7 7 7 8 7 8 7 8 7 8 7 8 7 8 7 8 7 8	n Te	7 7 iill be nts of	8 held f the	9 10 E	yhe for	s s	3 yream to	asse	Sprin,	g Ter 6 A nts w	m 7 //ill beer	8 subsidered a second s	9 1	d. ssmer Term 1	Term	3 11 accc 1 & W 8 W 1 & W	4 !  vrdance  deek 6  Sumr	ee with	7 E	e Gui	de to	Ass	eessm	ent s	E	5 Su	6 	7	8 8	9 9 000			
20 20 10 Please ii NB: You  Year 2 Credit s	Code  Code  ndicate when the are required to Progression Reassessi	odule Title Core Module Option Module Dissertation Postrgraduate Life in Practice/History Postgraduate Training Module e Progression Board provide at least thr Board ment odule Title	1 S S d and	2 S S S S S S S S S S S S S S S S S S S	al Ex	Aut 4 Aut Aut Aut	5 5 0 0 0 0 0 0 5 0 0 0 0 0 0 0 0 0 0 0	n Te	7 7 iill be nts of	8 held f the	9 10 E	whee for	n an then	3 yream to	asse	Sprin,	g Ter 6 A Annts w	m 7 //ill beer	8 subsidered a second s	9 1	d. ssmer Term 1	Term	3 1 acccc 1 & W & W	4 !  vrdance  deek 6  Sumr	ee with	7 E	e Gui	de to	Ass	eessm	ent s	E	5 Su	6 	7	8 8	9 9 000	10 1:		
Credit s  20 20  10  Please ii NB: You  Year 2  Credit s	Code  Code  ndicate when the are required to Progression Reassessi Exam Bo	odule Title Core Module Option Module Dissertation Postrgraduate Life in Practice/History Postgraduate Training Module e Progression Board provide at least thr Board ment odule Title Option Module	1 S S d and	2 S S S S S S S S S S S S S S S S S S S	al Ex	Aut 4 Aut Aut Aut	5 5 5 5 5 5 5 6 7 7 7 7 8 7 8 7 8 7 8 7 8 7 8 7 8 7 8	n Te	7 7 iill be nts of	8 held f the	9 10 E	whee for	n ann then	y ream to	asse	Sprin,	g Ter 6 A nts w	m 7 //ill beer	8 subsidered a second s	9 1 mitteessessiumi	d. ssmer mer T mn T	nts, in Γerm Ferm	3 11 accc 1 & W 8 W 1 & W	4 !  vrdance  deek 6  Sumr	ee with	7 E	e Gui	de to	Ass	eessm	ent s	E	5 Su	6 	7	8 8	9 9 000			
20 20 10 Please ii NB: You  Year 2 Credit s	Code  Code  ndicate when the are required to Progression Reassessi Exam Bo	odule Title Core Module Option Module Dissertation Postrgraduate Life in Practice/History Postgraduate Training Module e Progression Board provide at least thr Board ment odule Title	1 S S d and	2 S S S S S S S S S S S S S S S S S S S	al Ex	Aut 4 Aut Aut Aut	5 5 5 5 5 5 5 6 7 7 7 7 8 7 8 7 8 7 8 7 8 7 8 7 8 7 8	n Te	7 7 iill be nts of	8 held f the	9 10 E	whee for	n an then	y ream to	asse	Sprin,	g Ter 6 A nts w	m 7 //ill beer	8 subsidered a second s	9 1 mitteessessiumi	d. ssmer Term 1	nts, in Γerm Ferm	3 11 accc 1 & W 8 W 1 & W	4 !  vrdance  deek 6  Sumr	ee with	7 E	e Gui	de to	Ass	eessm	ent s	E	5 Su	6 	7	8 8	9 9 000			

	Postgraduate Life																																		
	in Practice/History																																		
	Postgraduate																																		
10	Training Module	S							Α														1	Α									$\Box$		
Please	ndicate when the Progression Board	and F	Final E	kam b	ooard	will be	e hel	d and	whe	en an	y rea	issess	men	nts wi	ill be	subr	nitte	ed.																	
NB: You	are required to provide at least three	ee we	eks no	tice t	o stuc	dents	of th	e nee	d for	ther	n to	resub	mit a	any r	equi	ired a	isses	sme	nts,	in acc	cord	ance w	ith 1	he G	uide	to As	sess	ment	t sec	tion	4.9				
	Progression Board															S	um	mer	Ter	m & '	Wee	k 6													
	Reassessment															Sı	ımn	ner T	ern	n & \	Nee	k 11													

Autumn Term & Week 6

### Year 3

### 7.b. Optional module lists

**Exam Board** 

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 regularity of reading commitments (each week), and the developmental advancement of reading and difficulty on the core module helps establish a progressive sense of forward momentum at the centre of the MA programme.

The 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.

The dissertation module itself is structured in such a way that formative 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. As well as written drafts, students present their dissertation work-in-progress at a dissertation presentation workshop for their cohort. 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 their 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 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 and are required to see them in the first two weeks of term. Supervisors meet regularly with their students, and offer targeted feedback on their summative essay in the spring term. The supervisor is available to the student to deal with pastoral issues for the Autumn and Spring terms, before the role passes in the Summer term to the research supervisor for the dissertation.

On the core module, students have contact with a number of teaching staff, enabling students to get a sense of the range of research specialisms available across their areas of interest. 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 via teaching on the core module, electronically via VLE sites and email correspondence, and in an ad-hoc fashion determined by the student themselves if they choose to make use of staff open office hours. The programme leader also offers feedback on three elements of the training skills workshops for students on the eighteenth-century studies MA. S/he conducts a "draft swap" workshop on the essay in Week 5 of the Autumn term, and on the dissertation proposal in Week 5 of the Spring term. S/he is then 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 formative 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 the fortnightly eighteenth-century research seminar, guest lectures and our lively programme of conferences.

### 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 the Humanities, the core unit of assessment on this programme is the essay. The students complete four 4,500-word essays for their core and option modules, 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. As such there is a clear progression through the year from the taught element of the degree to the ISM.

# 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 if yes, please explain how: 8.b. Transfers out of or into the programme i) Transfers into the programme will be possible? (please select Y/N) Additional details:

Students can apply to transfer from othe module in the Autumn Term.	∍r MA programr	mes, on the condition that they meet the applicati	ion criteria required to gain entry to the programme, and that they take, or have taken, the core
ii) Transfers <u>out</u> of the programme will be possible? (please select Y/N)	Yes		
Additional details:			
module in the Autumn Term.			criteria required to gain entry to the programme, and that they take, or have taken, the core
	gulations appro	oved by University Teaching Committee	
<b>Exception</b> Please detail any exceptions to University A	ward Regulation	is approved by UTC	Date approved
Quality and Standards			
The University has a framework in place to	ensure that the	standards of its programmes are maintained, and the	quality of the learning experience is enhanced.
Quality assurance and enhancement proce	esses include:		
<ul> <li>the oversight of programmes by external</li> <li>annual monitoring and periodic review of</li> </ul>	examiners, who programmes	nts by a Board of Studies, which includes student represents by a Board of Studies, which includes student represents by a Board of Studies, and via the Postgraduate Taught Experience Survey	omparable with those elsewhere in the sector
More information can be obtained from th	e Academic Supp	oort Office:	
http://www.york.ac.uk/about/departments/su	pport-and-admin/	academic-support/staff/#quality_	
Date on which this programme inform	ation was upda	ited:	
31st July 2017			
Departmental web page:			
https://www.york.ac.uk/eighteenth-century-s	studies/		
advantage of the learning opportunities that	t are provided. De circumstances, or	etailed information on the learning outcomes, content, ir where the process of academic development, based	omes that a typical student might reasonably be expected to achieve and demonstrate if they take full a delivery and assessment of modules can be found in the module descriptions. The University reserves the don feedback from staff, students, external examiners or professional bodies, requires a change to be made.

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

	1	l				
Analyse textual,	Evaluate and	Interrogate and	Initiate, conduct,		Engage in verbal	Direct their own
visual and	deploy	contribute to	and take	sophisticated	discussion of	development,
material sources	perspectives and	advanced	responsibility for	written	complex textual	bringing new
from the long	approaches from	scholarly	independent	arguments in a	material,	knowledge and
eighteenth	different	debates in	research,	clear, accurate	demonstrating	skills to bear
century closely	disciplines.	eighteenth	drawing on skills	and persuasive	versatility,	upon a range of
and critically,		century studies.	honed by	fashion,	rigour, and	contexts
interpreting			graduate-level	synthesising	confidence in the	including (but
them with			research	information from	reception,	not limited to)
reference to the			training,		appreciation,	doctoral study in
social, political,			research-led	so as to convey	and articulation	eighteenth-
economic and/or			teaching, and the	information	of high-level	century studies
aesthetic			completion of a		ideas and	and related
contexts in			substantial	•	perspectives.	fields.
which they were			dissertation	.,	рогоросии	
produced,			project.			
reproduced and			project.			
received.						
received.						

		1						
Core Module	Progress	Students	Drawing on	In each	Students are	Students	Students	Students are
Changes of	towards PLO	engage with a	the expertise	seminar	exposed to	learn from	participate in	exposed to
Meaning,		range of	of staff from	students read,	research-led	and emulate	class	research-led
Narratives of		literary,	different	engage with	teaching, and	the research-	discussion in	teaching and
Change		archival,	disciplines	and (with the	are	intensive and	intensive	field-
		visual and	each seminars	help of	encouraged	field-	weekly 2-hour	determining
		material	variously	discussion	to take	determining	seminars.	readings set
		sources from	develop	questions	responsibility	readings set	They are also	for each
		the period	students'	provided	for their own	for each	encouraged	week's
		and are	ability to	beforehand	independent	week's	to discuss the	seminar,
		presented	analyse single	and by the	research.	seminar, and	module	which begin
		with the tools	themes in the	tutor during		use these to	material at	to give them
		to analyse	eighteenth	the seminar)		learn about	the open	an indication
		and	century	critically		argument	office hours	of the
		contextualise	through a	interrogate		formulation	of relevant	academic
		them.	range of	the most		and scholarly	staff: tutors	level required
			disciplinary	influential and		standards, as	on the	of research at
			perspectives	cutting edge		well as	module, their	doctoral level
			or introduce	scholarship in		intellectual	supervisor,	and above.
			them to new	the field of		approaches to	and their	
			modes of	eighteenth-		communicatin	programme	
			approach (e.g.	century		g information	leader.	
			historical	studies.		clearly and		
			archaeology,			persuasively.		
			architectural					
			analysis)					

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	encouraged
assessed	directed	directed	directed	to read	4,500-word	seminar	to direct their
through)	programme of	programme of	programme of	beyond the	essay, which	discussion of	own
	reading,	reading,	reading,	set materials,	involves	complex	development
	supported by	supported by	supported by	to engage	communicatin	textual	by choosing
	seminar	seminar	seminar	with the	g	material, and	to go beyond
	discussion.	discussion.	discussion.	library	sophisticated	of high-level	the set
	Assessment:	Assessment:	Assessment:	resources	written	ideas and	materials in
	Students	Students	Students	beyond the	arguments in	perspectives.	certain
	complete a	complete a	complete a	prescribed	a clear,		seminars.
	4,500-word	4,500-word	4,500-word	requirements,	accurate and		
	essay which	essay, which	essay, which	and to set	persuasive		
	involves	may involve	may involve	individual	fashion,		
	analysing	combining	addressing	research	synthesising		
	literary,	different	and critically	questions,	information		
	archival,	disciplinary	engaging with	topics and	from multiple		
	visual or	approaches to	the most	arguments for	sources so as		
	material	address	significant	in-class	to convey		
	sources from	particular	and cutting-	discussion	information		
	the period	themes and	edge	and written	creatively and		
	with	questions in	scholarship in	work.	convincingly.		
	reference to	eighteenth-	eighteenth-	Assessment:			
	the contexts	century	century	Students			
	in which they	studies.	studies.	complete a			
	were			4,500-word			
	produced,			essay, which			
	reproduced,			involves			
	and received.			initiating,			
				conducting			
				and taking			
				responsibility			
				for			
				independent			
				research.			

Option	Progress	Depending on	Depending on	Students	Students are	Students	Students	In making
Modules 1, 2,	towards PLO	their choices,	their choices,	engage	further	continue to	continue to	their choices
3		students may	students may	further with	exposed to	learn from	participate in	of option
		engage	engage	the most	research-led	and emulate	class	modules,
		further with	further with	significant	teaching, and	the research-	discussion in	students are
		significant	particular	and cutting-	are	intensive and	intensive	directing their
		literary,	disciplinary	edge	encouraged	field-	weekly 2-hour	own
		visual,	approaches	scholarship in	to take	determining	seminars,	development,
		archival and	within the	eighteenth	responsibility	readings set	with certain	and exposing
		material	broader remit	century	for their own	for each	modules	themselves to
		sources from	of eighteenth-	studies.	independent	week's	including	various fields
		the 18th	century		research.	seminar, and	additional	that may
		century and	studies.			use these to	elements of	influence
		with a range				learn about	staff-student	their future
		of contexts -				argument	contact. They	trajectory in a
		social,				formulation	are also	range of
		political,				and scholarly	encouraged	contexts
		economic				standards, as	to discuss the	including (but
		and/or				well as	module	not limited to)
		aesthetic - in				intellectual	material at	doctoral study
		which they				approaches to	the open	in eighteenth-
		were				communicatin	office hours	century
		produced,				g information	of the module	studies and
		reproduced,				clearly and	tutor.	related fields.
		and received.				persuasively.		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
		1		1	I	1	1	l

level required

By working on	Work:	Work:	Work:	Work:	Work:	Work:	Work:
(and if	Students	Students	Students	Students are	Depending on	Students	Students are
applicable,	follow a	follow a	follow a	encouraged	their choices	engage in	making
assessed	directed	directed	directed	to read	and on the	seminar	choices
through)	programme of	programme of	programme of	beyond the	individual	discussion of	between
	reading,	reading,	reading,	set materials,	methods of	complex	modules with
	supported by	supported by	supported by	to engage	the tutor,	textual	a view to
	seminar	seminar	seminar	with the	students may	material, and	directing their
	discussion.	discussion.	discussion.	library	be required to	of high-level	development.
	Assessment:	Assessment:	Assessment:	resources	submit	ideas and	Within
	Students	Students	Students	beyond the	formative	perspectives.	modules,
	complete a	complete a	complete a	prescribed	written work	Depending on	students are
	4,500-word	4,500-word	4,500-word	requirements,	over the	their choices	encouraged
	essay, which	essay, which	essay, which	and to set	course of the	and on the	to direct their
	(depending	(depending	(depending	individual	module.	individual	own
	on their	on their	on their	research	Assessment:	methods of	development
	choices) may	choices) may	choices) may	questions,	Students	the tutor,	by choosing
	involve	involve	involve	topics and	complete a	students may	to go beyond
	analysing	combining	engaging with	arguments for	4,500-word	be required to	the set
	significant	and applying	and	in-class	essay, which	complete	materials in
	literary,	a range of	contributing	discussion	involves	verbal	certain
	visual,	disciplinary	to the most	and written	communicatin	presentations	seminars.
	archival and	approaches	significant	work.	g	over the	
	material	within the	and cutting-	Assessment:	sophisticated	course of the	
	sources from	broader remit	edge debates	Students	written	module. In all	
	the 18th	of eighteenth	and	complete a	arguments in	cases,	
	century and	century	scholarship in	4,500-word	a clear,	students will	
	the range of	studies.	eighteenth-	essay, which	accurate and	receive	
	contexts in		century	involves	persuasive	ongoing	
	which they		studies.	initiating,	fashion,	feedback and	
	were			conducting	synthesising	direction from	
	produced,			and taking	information	module tutors	
	reproduced,			responsibility	from multiple	on their	
	and received.			for	sources so as	verbal	
				independent	to convey	contributions	
				research.	information	in class.	
					creatively and		
					convincingly.		

Postgraduate	Progress		Students	Students	Students	Students
Life in	towards PLO		receive	receive	receive	receive
Practice			graduate-level	training in	training in the	careers-
			research	graduate-level	verbal	oriented
			training, with	writing, with a	presentation	training, with
			a view to	view to	of their	a view to
			helping them	helping them	arguments	helping them
			initiate,	to	about	direct their
			conduct and	communicate	complex	own
			take	sophisticated	textual	development
			responsibility	written	material, with	and bring new
			for	arguments in	a view to	knowledge
			independent	a clear,	helping them	and skills
			research.	accurate and	demonstrate	upon a range
				persuasive	versatility,	of extra-
				fashion.	rigour, and	academic
					confidence in	contexts.
					the reception,	Students also
					appreciation,	receive
					and	lectures
					articulation of	devoted to
					high-level	critical
					ideas and	reflection,
					perspectives.	and to the
						process of
						applying for
						doctoral
						study.

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

		1	ı	1		1	ı	
Dissertation	Progress	Consolidating	Consolidating	Consolidating	Consolidating	Consolidating	Consolidating	In choosing
	towards PLO	the	the	the	the	the	the	their
		knowledge	knowledge	knowledge	knowledge	knowledge	knowledge	dissertation
		gained from	gained from	gained from	gained from	gained from	gained from	topic,
		their taught	their taught	their taught	their taught	their taught	their taught	students are
		modules,	modules, and	modules, and	modules,	modules,	modules,	directing their
		students	depending on	depending on	students	students	students	own
		conceive a	their choice of	their choice of	initiate,	write a	discuss their	development,
		specific	project,	project,	conduct and	dissertation	dissertation	and
		project that	students may	students may	take	with the	drafts with	undertaking a
		involves	apply and	engage with	responsibility	support of	their	task that
		analysing	combine	and	for	their	supervisor.	might lead to
		literary,	different	contribute to	independent	supervisor,		a research
		archival,	disciplinary	the most	research	who helps		career in a
		visual or	approaches to	significant	towards the	them to		range of
		material	address	and cutting-	dissertation.	communicate		contexts
		sources from	particular	edge debates		sophisticated		including (but
		the period	themes and	and		written		not limited to)
		with	questions in	scholarship in		arguments in		doctoral study
		reference to	eighteenth-	eighteenth-		a clear,		in eighteenth-
		the contexts	century	century		accurate and		century
		in which they	studies.	studies.		persuasive		studies and
		were				fashion,		related fields.
		produced,				synthesising		
		reproduced,				information		
		and received.				from multiple		
						sources so as		
						to convey		
						information		
						creatively and		
						convincingly.		

By working on	Work:	Work:	Work:	Work:	Work:	Work:	
(and if	Students	Students	Students	Students	Students	Students	Work:
applicable,	research their	discuss their	Students				
assessed	topic and	topic and	topic and	topic	topic and	dissertation	research their
through)	write draft	write draft	write draft	independentl	write draft	drafts with	dissertation
	submissions	submissions	submissions	y, and	submissions	their	topic, some
	of written	of written	of written	demonstrate	of written	supervisor.	with a view to
	work toward	work toward	work toward	that	work toward		continuing
	their	their	their	independent	their		onto doctoral
	dissertation.	dissertation.	dissertation.	research in	dissertation.		study in
	Assessment:	Assessment:	Assessment:	draft	Assessment:		eighteenth
	Students	Students	Students	submissions	Students		century
	complete a	complete a	complete a	of written	complete a		studies and
	14-16,000-	14-16,000-	14-16,000-	work toward	14-16,000-		related fields,
	word	word	word	their	word		and some to
	dissertation,	dissertation,	dissertation,	dissertation.	dissertation,		research
	which	which may i	which may	Assessment:	which		careers in
	involves	apply and	engage with	Students	involves		other
	analysing	combine	and	complete a	communicatin		contexts.
	significant	different	contribute to	14-16,000-	g		
	literary,	disciplinary	the most	word	sophisticated		
	visual,	approaches to	significant	dissertation,	written		
	archival	address	debates and	which	arguments in		
	and/or	particular	cutting-edge	involves	a clear,		
	material	themes and	scholarship in	initiating,	accurate and		
	sources from	questions in	eighteenth-	conducting,	persuasive		
	the 18th	eighteenth-	century	and taking	fashion,		
	century and	century	studies.	responsibility	synthesising		
	the range of	studies.		for	information		
	contexts in			independent	from multiple		
	which they			research.	sources so as		
	were				to convey		
	produced,				information		
	reproduced,				creatively and		
	and received.				convincingly.		

# For the Diploma exit award, students complete the taught requirements of the MA (80 credits), half of Postgraduate Life in Practice (10 credits), and a long essay (30 credits). Hence the following replaces the dissertation module for students who opt for this route:

Long Essay (as	Progress	Consolidating	Consolidating	Consolidating	Consolidating	Consolidating	Consolidating	In choosing
dissertation	towards PLO	the	the	the	the	the	the	their long
replacement)		knowledge	knowledge	knowledge	knowledge	knowledge	knowledge	essay topic,
30 credits		gained from	gained from	gained from	gained from	gained from	gained from	students are
		their taught	their taught	their taught	their taught	their taught	their taught	directing their
		modules,	modules,	modules,	modules,	modules,	modules,	own
		students	students	students	students	students	students	development.
		conceive a	conceive a	conceive a	initiate,	write a long	discuss their	
		specific	specific	specific	conduct and	essay with the	long essay	
		project that	project that	project that	take	support of	drafts with	
		analyses	may apply	engages with	responsibility	their	their	
		significant	and combine	and	for	supervisor,	supervisor.	
		literary,	different	contributes to	independent	who helps		
		visual,	disciplinary	the most	research	them to		
		archival and	approaches to	significant	towards the	communicate		
		material	address	debates and	long essay.	sophisticated		
		sources from	particular	cutting-edge		written		
		the 18th	themes and	scholarship in		arguments in		
		century and	questions in	eighteenth-		a clear,		
		the range of	eighteenth-	century		accurate and		
		contexts in	century	studies.		persuasive		
		which they	studies			fashion,		
		were				synthesising		
		produced,				information		
		reproduced,				from multiple		
		and received.				sources so as		
						to convey		
						information		
						creatively and		
						convincingly.		

By working on	Work:	Work:		Work:	Work:	Work:	Work:
(and if	Students	Students	Work:	Students	Students	Students	Students
applicable,	research their	research their	Students	research their	research their	discuss their	research their
assessed	topic and	topic and	research their	topic	topic and	dissertation	long essay
through)	write draft	write draft	topic and	independentl	write draft	drafts with	topic, some
	submissions	submissions	write draft	y, and	submissions	their	with a view to
	of written	of written	submissions	demonstrate	of written	supervisor.	research
	work toward	work toward	of written	that	work toward		careers in
	their long	their long	work toward	independent	their long		non-academic
	essay.	essay.	their long	research in	essay.		contexts.
	Assessment:	Assessment:	essay.	draft	Assessment:		
	Students	Students	Assessment:	submissions	Students		
	complete a 6-	complete a 6-	Students	of written	complete a 6-		
	7,000-word	7,000-word	complete a 6-	work toward	7,000-word		
	essay, which	essay, which	7,000-word	their long	essay, which		
	involves	applies	essay, which	essay.	involves		
	analysing	and/or	engages with	Assessment:	communicatin		
	literary,	combines	and	Students	g		
	archival,	different	contributes to	complete a 6-	sophisticated		
	visual or	disciplinary	the most	7,000-word	written		
	material	approaches to	significant	essay, which	arguments in		
	sources from	address	debates and	involves	a clear,		
	the period	particular	cutting-edge	initiating,	accurate and		
	with	themes and	scholarship in	conducting,	persuasive		
	reference to	questions in	eighteenth-	and taking	fashion,		
	the contexts	eighteenth-	century	responsibility	synthesising		
	in which they	century	studies.	for	information		
	were	studies.		independent	from multiple		
	produced,			research, but	sources so as		
	reproduced,			to a lesser	to convey		
	and received.			extent and	information		
				level than	creatively and		
				with a	convincingly.		
				dissertation.			

### Overview of modules by stage

Yes

Core

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

Postgraduate Life in Pracitce/or

History skills module

### 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	New/ substantially revised module – Yes/ No	Module title	Module code	Credit level[1]	Credit value[2]	Prerequisites, Corequisites, Prohibited combinations (name of modules(s))	Assessment rules [3],[4]	Timing of module (eg. AuT – Autumn, SpT – Spring, SuT – Summer Term, Year long)	Format, contribution to module mark and timing of summative assessment (eg. essay, 50%, AuT wk10, exam and 50%, SpT wk1)
Core	No	Changes of Meaning, Narratives of Change	CES00007M	20				Autumn	4,500-word essay SpT wk1
Option	No	Option Module 1	CL300007111	20				Autumn	4,500-word essay SpT
Option	No	Option Module 2		20				Spring	4,500-word essay SuT wk1
Option	No	Option Module 3		20				Spring	4,500-word essay SuT wk1
Core	No	Dissertation		80				Summer	14-16,000-word essay SuV wk 12
									2,000-word essay; 500-

20

word critical reflection task; 500-word dissertation proposal; 10-minute presentation on the dissertation-in-

progress/or pass/fail

Autumn, Spring, based on attendance.