1. Admissions/ Management Information

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

See guidance on programme titles in:
https://www.york.ac.uk/media/staffhome/learningandteaching/documents/programmedevelopment/Framework%20for%20Programme%20Design%20-%20PG.pdf

Masters	MA in Literature of the Romantic Period, 1775-1832		
Postgraduate Diploma	Postgraduate Diploma in Literature of the Romantic Period, 1775-1832	Please indicate if the Postgraduate Diploma is available as an entry point, ie. is a programme on which a student can register, is an exit award, ie. is only available to students exiting the masters programme early, or both.	Exit
Postgraduate Certificate	Postgraduate Certificate in Literature of the Romantic Period, 1775-1832	Please indicate if the Postgraduate Certificate is available as an entry points, ie. is a programme on which a student can register, is an exit award, ie. is only available to students exiting the masters programme early, or both.	Exit

Level of qualification	
	Level 7

This document applies to students who commenced the programme(s) in:	2018

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

Department(s): **Where more than one department is involved, indicate the lead department**	**Board of Studies**
Lead Department	English and Related Literature	
Other contributing Departments:		English and Related Literature

Route code **(existing programmes only)**	PMENGSLRP1

Admissions criteria

BA 2:1

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

Programme	Length (years/ months)	Status (full-time/ part-time)	Start dates/months (if applicable – for programmes that have multiple intakes or start	Mode

		Please select	dates that differ from the usual academic year)	Face-to-face, campus-based		Distance learning		Other
MA in Literature of the Romantic Period, 1775-1832	1	Full-time		Please select Y/N	Yes	Please select Y/N	No	
MA in Literature of the Romantic Period, 1775-1833	2	Part-time		Please select Y/N	Yes	Please select Y/N	No	

Language(s) of study

English (with some options involving other languages)

Language(s) of assessment

English

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

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

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

3. Additional Professional or Vocational Standards

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

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

4. Programme leadership and programme team

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

Dr Mary Fairclough 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 staff in the Eighteenth Century and Romantics research school in English constitute the teaching and supervision team for the programme.

5. Purpose and learning outcomes of the programme

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

The MA in Literature of the Romantic Period 1775-1832 offers an intensive and exciting survey of the literary culture of the late eighteenth and early nineteenth centuries in Britain. The core module, Romantic Texts and Contexts, introduces you to key authors, texts, ideas and critical methods from the period, while the wide array of option modules enable 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 one of the leading research centres in the literature of the long eighteenth century in the UK.

The MA in Literature of the Romantic Period 1775-1832 represents an equally suitable foundation for students who wish to pursue doctoral research in Romantic-era literature, those aspiring to careers in related areas like teaching, publishing, arts management, journalism, marketing and public administration, and those with enthusiasm for English literature but no clear career direction as yet. The programme's graduate training module, Postgraduate Life in Practice, is designed with the needs of all these kinds of student in mind, and aims to foster both subject-specific and transferable skills. Throughout the year the MA programme is supported by a rich schedule of seminars, conferences, and reading groups in eighteenth-century and Romantic literature and culture, and as a postgraduate student you will play an important role in the wider research culture of the English Department and the Centre for Eighteenth Century Studies. Postgraduate life is channelled through the Centre for Eighteenth Century Studies at King's Manor, and the Humanities Research Centre on York's Heslington campus, both vibrant interdisciplinary hubs that enable close social and intellectual bonds to form over the course of your time at York.

5.b.i. Programme Learning Outcomes - Masters
Please provide six to eight statements of what a graduate of the Masters programme will be able to do.
If the document only covers a Postgraduate Certificate or Postgraduate Diploma please specify four to six PLO statements in the sections 5.b.ii and 5.b.iii as appropriate.
Taken together, these outcomes should capture the distinctive features of the programme. They should also be outcomes for which progressive achievement through the course of the programme can be articulated, and which will therefore be reflected in the design of the whole programme.

PLO	On successful completion of the programme, graduates will be able to:
1	Analyse significant literary and cultural texts from the Romantic 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.
2	Evaluate and contribute to scholarly debates around literary Romanticism, and around Romantic-era literary and cultural production and print culture.
3	Deploy knowledge of specialist fields within the broader remit of Romantic literature and culture – for example Romantic aesthetic theory and poetic practice, political revolutions, the place of women as writers, ideas of Empire and the Orient, the representation of landscape – in order to ask and answer innovative questions about the literary production of this period.
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 modern English literature and related fields.
8	

5.c. Explanation of the choice of Programme Learning Outcomes
Please explain your rationale for choosing these PLOs in a statement that can be used for students (such as in a student handbook). Please include brief reference to:
i) ... in what way will these PLOs result in an ambitious, challenging programme which stretches the students?

The PLOs clearly demonstrate the high standards of intellectual enquiry that underpin the programme. Students on the programme centrally interrogate the concepts of Romanticism and the Romantic, and are encouraged to interpret their reading in Romantic literature and culture through a range of lenses – social, political, economic 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 intellectual breadth of this MA. PLOs 1, 2 and 3 speak to the programme's unique elements, with their focus on literary Romanticism and Romantic modernity. 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 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 two elements of the programme. The core module introduces students in its opening week to debates about Romanticism through a series of key critical texts. The remainder of the module addresses many of the most important writers of the late eighteenth and early nineteenth centuries, ensuring that students get a solid grounding in the period as a springboard to their research across the programme. The 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. The opening weeks lead up to a "draft swap" workshop on the student's writing, allowing questions to be raised and addressed at an early stage, followed by an 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 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.

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 formative 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 Postgraduate Life and Practice 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 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 employablity 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 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. More specifically, the training module Postgraduate Life in Practice 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. 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.

Two new tasks being introduced on the PLP module will also serve to enhance the employability focus. A critical reflection task in the Autumn term will see students reflect on a research presentation they have attended; they will be encouraged the observe and comment on presentation skills as well as content. Then in the Summer term the students will themselves 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. Finally, students on this programme 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?

The Department of English and Related Literature is internationally renowned for its 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. 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. Finally, staff contributing to the Postgraduate Life in Practice 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 Literature of the Romantic Period, 1775-1832 offers recognition for their work and achievements to students who have completed taught elements of the degree, without them having to complete a dissertation project or a long essay. Students must obtain 60 credits in order to receive a certificate. Students will thus have completed at least three modules: the core module plus 2 option modules and assessment requirements for each of those modules. They will have passed at least 40 credits outright and received at least a compensatory pass in another 20 credits. Students achieving a certificate will have engaged with Postgraduate Life in Practice but will not have completed the module, so no credits will be awarded to this provision.

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

On completion of modules sufficient to obtain a Postgraduate Diploma students will be able to:

If the PG Diploma is an exit award only please provide information about how students will have progressed towards the masters PLOs. Please include detail of the module diet that students will have to have completed to gain this qualification as an   exit award .

The PG Diploma in Literature of the Romantic Period, 1775-1832 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.qaa.ac.uk/en/Publications/Documents/Masters-Degree-Characteristics-15.pdf
http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements
http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2843#.VthM1fmLS70

6.b. University award regulations

The University's award and assessment regulations apply to all programmes: any exceptions that relate to this programme are approved by University Teaching Committee and are recorded at the end of this document.

7. Programme Structure

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

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

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

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

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

Full time structure

Credits	Module		Autumn Term										Spring Term										Summer Term										Summer Vacation												
	Code	Title	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	11	12	13

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

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

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

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

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

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

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

Year 2

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

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

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

Year 3			
7.b. Optional module lists			
If the programme requires students to select option modules from specific lists these lists should be provided below. If you need more space, use the toggles on the left to reveal ten further hidden rows.			
Option List A	**Option List B**	**Option List C**	**Option List D**
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 first written task undertaken by students is an essay of 2,000 words for the Postgraduate Life in Practice (PLP) module, 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, and in the week before they submit the essay they take part in a "draft swap" workshop with their cohort and programme leader. The students are thus well prepared for this first task, which serves as summative work for PLP but acts as a formative skills task for the programme as a whole, feeding into the essays students write for core and option modules that receive marks contributing to the degree award.

Two other summative tasks on the PLP module also serve a formative role in the programme as a whole, helping students to progressively achieve the PLOs. The critical reflection task, due at the end of the Autumn term, is designed to have students engage early with the broader research culture of the department, and to reflect on their own expectations of how academic knowledge is conveyed, and how new knowledge and skills can be brought to bear upon a range of contexts. 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.

Finally, 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, which forms the final summative task for PLP and serves a number of learning purposes on the programme. 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 introductory lecture on the PLP module by the Director of PGT Programmes, 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 and are required to see them in the first two weeks of term. Supervisors meet regularly with their students, and offer targeted feedback on the first two summative tasks on the PLP module, the essay and the critical reflection task. 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 PLP module. 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 reading groups, guest lectures and conferences, which take place within the department, the interdisciplinary centres, 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 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.

As explained in answer to (i) above, progression through these mark-bearing summative tasks is supported by the non-mark-bearing summative tasks for the PLP 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 summative task that prepares the students for their assessed summative tasks in the other modules. The critical reflection task at the conclusion of the Autumn term serves to engage the students in the department's research culture and encourages them to reflect on their own expectations of how academic knowledge is conveyed, and how new knowledge and skills can be brought to bear upon a range of contexts. In the Spring term the focus shifts to preparing for the dissertation, with a lecture and "draft swap" session followed by the submission of the dissertation proposal as the summative task in Week 6. The final summative task on the PLP 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	

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)	Yes	
Additional details:		
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, the core module in the Autumn Term.		
ii) Transfers out of the programme will be possible? (please select Y/N)	Yes	
Additional details:		
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, and that they take, or have taken, the core module in the Autumn Term.		

11. Exceptions to University Award Regulations approved by University Teaching Committee	
Exception Please detail any exceptions to University Award Regulations approved by UTC	**Date approved**

Quality and Standards
The University has a framework in place to ensure that the standards of its programmes are maintained, and the quality of the learning experience is enhanced.   Quality assurance and enhancement processes include: · the academic oversight of programmes within departments by a Board of Studies, which includes student representation · the oversight of programmes by external examiners, who ensure that standards at the University of York are comparable with those elsewhere in the sector · annual monitoring and periodic review of programmes · the acquisition of feedback from students by departments, and via the Postgraduate Taught Experience Survey (PTES). More information can be obtained from the Academic Support Office: http://www.york.ac.uk/about/departments/support-and-admin/academic-support/staff/#quality
Date on which this programme information was updated:
31st July 2017
Departmental web page:
https://www.york.ac.uk/english/postgraduate/taught-ma/

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 Romantic 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.	Evaluate and contribute to scholarly debates around literary Romanticism, and around Romantic era literary and cultural production and print culture.	Deploy knowledge of specialist fields within the broader remit of Romantic literature and culture – for example Romantic aesthetic theory and poetic practice, political revolutions, the place of women as writers, ideas of Empire and the Orient, the representation of landscape – in order to ask and answer innovative questions about the literary production of this period.	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.	Communicate sophisticated written arguments in a clear, accurate and persuasive fashion, synthesising information from multiple sources so as to convey information creatively and convincingly.	Engage in verbal discussion of complex textual material, demonstrating versatility, rigour, and confidence in the reception, appreciation, and articulation of high-level ideas and perspectives.	Direct their own development, bringing new knowledge and skills to bear upon a range of contexts including (but not limited to) doctoral study in Romantic literature and related fields.	

Core Module Romantic Texts and Contexts	Progress towards PLO	Students engage with significant literary and cultural texts from the Romantic period, and with a range of contexts - social, political, economic and/or aesthetic - in which those texts were produced, reproduced, and received.	Students engage with scholarly debates around literary Romanticism and assess and interrogate the manifestations of literary Romanticism in a range of Romantic period literature and culture.	Certain seminars on the module see students engage with specialist fields within the broader remit of Romantic period literature and culture.	Students are exposed to 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. They are also encouraged to discuss the module material at the open office hours of relevant staff: tutors on the module, their supervisor, and their programme leader.	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.	

By working on (and if applicable, assessed through)	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 Romantic period closely and critically, and with reference to the social, political, economic and/or aesthetic contexts in which they were produced, reproduced, and received.	Work: Students follow a directed programme of reading, supported by seminar discussion. Assessment: Students complete a 4,500-word essay, which may involve evaluating and contributing to scholarly debates around literary Romanticism.	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 Romantic period literature and culture in order to ask and answer innovative questions regarding the origins, contexts, and underlying conditions of literary production at that period.	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.	Assessment: Students complete a 4,500-word essay, which involves communicating sophisticated written arguments in a clear, accurate and persuasive fashion, synthesising information from multiple sources so as to convey information creatively and convincingly.	Work: Students engage in seminar discussion of complex textual material, and of high-level ideas and perspectives.	Work: Students are encouraged to direct their own development by choosing to go beyond the set materials in certain seminars.	

Option Modules 1, 2, 3	Progress towards PLO	Depending on their choices, students may engage further with significant literary and cultural texts from the Romantic period, and with a range of contexts - social, political, economic and/or aesthetic - in which they were produced, reproduced, and received.	Depending on their choices, students may engage further with scholarly debates around literary Romanticism.	Students engage further with specialist fields within the broader remit of Romantic period literature and culture.	Students are further exposed to research-led teaching, and are encouraged to take responsibility for their own independent research.	Students continue to 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 continue to 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.	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 Romantic literature and related fields. Within each 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

17

By working on (and if applicable, assessed through)	Work: Students follow a directed programme of reading, supported by seminar discussion. Assessment: Students complete a 4,500-word essay, which (depending on their choices) may involve analysing significant literary and cultural texts from the Romantic period closely and critically, and with reference to the social, political, economic and/or aesthetic contexts in which they were produced, reproduced,	Work: Students follow a directed programme of reading, supported by seminar discussion. Assessment: Students complete a 4,500-word essay, which (depending on their choices) may involve evaluating and contributing to scholarly debates around literary Romanticism.	Work: Students follow a directed programme of reading, supported by seminar discussion. Assessment: Students complete a 4,500-word essay, which will involve deploying knowledge of specialist fields within the broader remit of Romantic period literature and culture in order to ask and answer innovative questions regarding the origins, contexts, and underlying conditions of literary production at that period.	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.	Work: Depending on their choices and on the individual methods of the tutor, students may be required to submit formative written work over the course of the module. Assessment: Students complete a 4,500-word essay, which involves communicating sophisticated written arguments in a clear, accurate and persuasive fashion, synthesising information from multiple sources so as to convey information creatively and convincingly,	Work: Students engage in seminar discussion of complex textual material, and of high-level ideas and 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.	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.	

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

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

20

Dissertation	Progress towards PLO	Consolidating the knowledge gained from their taught modules, students conceive a specific project that analyses significant literary and cultural texts from the Romantic 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.	Consolidating the knowledge gained from their taught modules, and depending on their choice of project, students may evaluate and contribute to scholarly debates around literary Romanticism.	Consolidating the knowledge gained from their taught modules, students conceive a specific project that deploys knowledge of a specialist field within the broader remit of Romantic period literature and culture, and that may involve asking and answering innovative questions regarding the origins, contexts, and underlying conditions of literary production at that period.	Consolidating the knowledge gained from their taught modules, students initiate, conduct and take responsibility for independent research towards the dissertation.	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.	Consolidating the knowledge gained from their taught modules, students discuss their dissertation drafts with their supervisor.	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 Romantic literature and related fields.	

By working on (and if applicable, assessed through)	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 Romantic period closely and critically, interpreting them with reference to the social, political, economic and/or aesthetic contexts in which they were produced.	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 may involve evaluating and contributing to scholarly debates around literary Romanticism.	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 deploying knowledge of specialist fields within the broader remit of Romantic period literature and culture, and may involve asking and answering innovative questions regarding the origins, contexts, and underlying conditions of	Work: Students research their topic independently, and demonstrate that independent research in draft submissions of written work toward their dissertation. Assessment: Students complete a 14-16,000-word dissertation, which involves initiating, conducting, and taking responsibility for independent research.	Work: Students research their topic and write draft submissions of written work toward their dissertation. Assessment: Students complete a 14-16,000-word dissertation, which involves communicating sophisticated written arguments in a clear, accurate and persuasive fashion, synthesising information from multiple sources so as to convey information creatively and convincingly.	Work: Students discuss their dissertation drafts with their supervisor. (Note: assessment of this element of the dissertation is conducted via the Postgraduate Life in Practice module).	Work: Students research their dissertation topic, some with a view to continuing onto doctoral study in Romantic literature and related fields, and some to research careers in other contexts.	

22

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 dissertation replacement) 30 credits	Progress towards PLO	Consolidating the knowledge gained from their taught modules, students conceive a specific project that analyses significant literary and cultural texts from the Romantic 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.	Consolidating the knowledge gained from their taught modules, and depending on their choice of project, students may evaluate and contribute to scholarly debates around literary Romanticism.	Consolidating the knowledge gained from their taught modules, students conceive a specific project that deploys knowledge of a specialist field within the broader remit of Romantic period literature and culture, and that may involve asking and answering innovative questions regarding the origins, contexts, and underlying conditions of literary production at that period.	Consolidating the knowledge gained from their taught modules, students initiate, conduct and take responsibility for independent research towards the long essay.	Consolidating the knowledge gained from their taught modules, students write a long essay with the support of their supervisor, who helps them to communicate sophisticated written arguments in a clear, accurate and persuasive fashion, synthesising information from multiple sources so as to convey information creatively and convincingly.	Consolidating the knowledge gained from their taught modules, students discuss their long essay drafts with their supervisor.	In choosing their long essay topic, students are directing their own development.	

| By working on (and if applicable, assessed through) | Work: Students research their topic and write draft submissions of written work toward their long essay. Assessment: Students complete a 6-7,000-word essay, which involves analysing significant literary and cultural texts from the Romantic 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. | Work: Students research their topic and write draft submissions of written work toward their long essay. Assessment: Students complete a 6-7,000-word essay, which may involve evaluating and contributing to scholarly debates around literary Romanticism. | Work: Students research their topic and write draft submissions of written work toward their long essay. Assessment: Students complete a 6-7,000-word essay, which involves deploying knowledge of specialist fields within the broader remit of Romantic period literature and culture, and may involve asking and answering innovative questions regarding the origins, contexts, and underlying conditions of literary production at | Work: Students research their topic independently, and demonstrate that independent research in draft submissions of written work toward their long essay. Assessment: Students complete a 6-7,000-word essay, which involves initiating, conducting, and taking responsibility for independent research, but to a lesser extent and level than with a dissertation. | Work: Students research their topic and write draft submissions of written work toward their long essay. Assessment: Students complete a 6-7,000-word essay, which involves communicating sophisticated written arguments in a clear, accurate and persuasive fashion, synthesising information from multiple sources so as to convey information creatively and convincingly. | Work: Students discuss their dissertation drafts with their supervisor. | Work: Students research their long essay topic, some with a view to research careers in non-academic contexts. | |

See table above.

Overview of modules by stage

Notes:

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

[2] The credit value gives the notional workload for the module, where 1 credit corresponds to a notional workload of 10 hours (including contact hours, private study and assessment)

[3] Special assessment rules (requiring University Teaching Committee approval); P/F – the module marked on a pass/ fail basis (NB pass/ fail modules cannot be compensated); NC – the module cannot be compensated; NR – there is no reassessment opportunity for this module. It must be passed at the first attempt

[4] Independent Study Modules (ISMs) are assessed by a dissertation or substantial project report. They cannot be compensated (NC) and are subject to reassessment rules which differ from 'taught modules'. Integrated Masters programmes may designate a project in the final stage as an ISM which is then subject to the assessment rules as set out in the postgraduate programmes section of the Guide to Assessment.

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

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