

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	Medieval Studies		
Postgraduate Diploma	Postgraduate Diploma in Medieval Studies. Students who do not progress to the dissertation can be recommended for a Postgraduate Diploma as an exit award.	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 Medieval Studies. Students who do not progress to the dissertation can be recommended for a Postgraduate Certificate as an exit award.	Please indicate if the Postgraduate Certificate is available as an entry points, ie. is a programme on which a student can register, is an exit award, ie. is only available to students exiting the masters programme early, or both.	Exit
Level of qualification	Level 7		
This document applies to students who commenced the programme(s) in:		2018	
Awarding institution		Teaching institution	
University of York		University of York	
Department(s): Where more than one department is involved, indicate the lead department		Board of Studies	
Lead Department	Centre for Medieval Studies	Centre for Medieval Studies	
Other contributing Departments:	Archaeology, Art History, English, History		
Route code (existing programmes only)			
Admissions criteria			

BA 2:1 in a relevant subject (Arts and Humanities, including Archaeology, English, History, History of Art or similar) or equivalent GPA in arts and humanities or Liberal Arts, or relevant professional experience. Please see guidance on CMS website: <https://www.york.ac.uk/medieval-studies/postgraduate-study/masters-medieval-studies/>
 For details of other entry requirements, please see Entry Requirements pages for International Students.
 For Language requirements, which are particularly important for Medieval Studies, please see Language Requirements for International Students:
 IELTS: 7.0, no less than 6.0 in Listening and Speaking, a minimum of 6.5 in Reading, and of 7.0 in Writing
 PTE: 67, with no less than 55 in Listening and Speaking, a minimum of 61 in Reading and of 67 in Writing
 CAE and CPE (from January 2015): 185, with a minimum of 169 in Listening and Speaking, a minimum of 176 in Reading, and of 185 in Writing
 TOEFL: 96, with a minimum of 21 in Listening and Speaking, a minimum of 23 in Reading, and of 24 in Writing
 Trinity ISE: level 3 with Distinction in all components

Masters								
Programme	Length (years/ months)	Status (full-time/ part-time) Please select	Start dates/months (if applicable – for programmes that have multiple intakes or start dates that differ from the usual academic year)	Mode				
				Face-to-face, campus-based		Distance learning		Other
MA in Medieval Studies	1	Full-time	September	Please select Y/N	Yes	Please select Y/N	No	
MA in Medieval Studies	2	Part-time	September	Please select Y/N	Yes	Please select Y/N	No	

Language(s) of study

English (with options to study 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 Steve Ashby (Chair of BoS until Dec 2018)/ Dr Aleks McClain (Chair of BoS from Jan 2019). Support and input will be sought from Sarah Rees Jones (Director) , Jane Hawkes (Exams Officer) and Gillian Galloway (administrator).

5. Purpose and learning outcomes of the programme

5.a. Statement of purpose for applicants to the Masters programme

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

The MA in Medieval Studies is a degree that offers you a truly interdisciplinary experience, with the opportunity to study in one of the longest established centres for the study of Middle Ages in the world. The degree will introduce you to new disciplines that complement your existing expertise, offering you teaching from leading specialists in the early, high and later middle ages, from the departments of Archaeology, English, History and History of Art. Through the MA, you will be able to bring together research questions and sources from different disciplines to create a genuinely interdisciplinary experience. This is accompanied by extensive provision of skills training in Latin, palaeography and diplomatic, and medieval vernacular languages. By encountering a wide range of evidence and approaches, you will be part of a lively interdisciplinary scholarly environment including seminars, reading groups, research lectures and fieldtrips, enabling you to develop key research skills, and the ability to explore and solve problems independently. The flexibility of the programme allows you to build competence in at least three of the disciplines that make up the specialisms of the Centre, leading to the production of supervised essays and a dissertation at the forefront of scholarly research. Being in York gives you access to some of the UK's most important medieval records held in the York Minster Library and Archives, The Borthwick Institute for Archives, the City Archives and a rich source of archaeological material in the city's museums and galleries. By undertaking the MA in Medieval Studies you will develop interdisciplinary skills which will prepare you for further postgraduate study, and to seek employment in a wide range of professions, including archives, libraries, museums, galleries, publishing companies, the heritage sector and the media.

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	Depth of Knowledge: Demonstrate in depth understanding of current research, theoretical approaches, context, sources and advanced scholarship at the forefront of medieval studies
2	Critical evaluation: Critically evaluate a range of complex scholarly arguments and primary sources, informed by systematic knowledge of relevant disciplinary, inter-disciplinary and multi-disciplinary approaches within the early, high and later middle ages
3	Apply methodologies: Independently analyse and interpret diverse forms of medieval primary sources and data to high academic and professional standards
4	Communication: Confidently and concisely synthesise, review, critique and present relevant information verbally and in written form to a range of academic and other audiences, using print, visual, and where appropriate, digital media
5	Creativity: Demonstrate originality through the application of knowledge and skills from disciplinary, interdisciplinary and multi-disciplinary contexts, in individual and group work, and where possible, generate new contributions to scholarly understanding
6	Personal and professional development: Informed by learning and research, reflect critically and constructively on a range of personal and professional skills, identifying opportunities for personal and collective development, to proactively enhance employability both within and beyond academia
7	
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?

<p>The PLOs reflect the ambitious interdisciplinary character of the programme, demanding intellectual engagement and critical understanding of key theories concepts and principles across the MA's four disciplines. Throughout the programme, students are engaged with, and encouraged to interrogate, a broad range of evidence and to develop original and creative approaches to the scholarship of individual disciplines. Through skills modules, seminars and lectures they are then encouraged to understand and develop an interdisciplinary approach to critically evaluate current scholarly debates and primary sources. The training received allows the students to develop as independent researchers, with detailed knowledge and critical understanding in three of the four disciplines. The teaching on the MA encourages the students to develop as able communicators, both verbally and through written work. Throughout, the breadth of approaches studied allows students to consider how their graduate skills can be applied to future careers or research after the MA.</p>
<p>ii) ... in what way will these PLOs produce a programme which is distinctive and advantageous to the student?</p>
<p>The breadth of the range of approaches that can be used to understand the medieval world are reflected in the PLOs, informed by the key skills developed by students. The intellectual challenges and rewards of the interdisciplinary MA in Medieval Studies are reflected in PLOs 1, 2 and 3. These PLOs highlight the distinctive character of the MA which requires students to analyse critically evidence from the different disciplines. PLO4 and PLO5 highlights the key elements of the programme that allow students to develop as independent researchers. These PLOs reflect the unique skills students develop by engaging with approaches from different disciplines and the ability to communicate complex concepts effectively through written and verbal presentation. PLO6 reflects the fact that MA students will be able to reflect meaningfully on their personal development and apply this to future study or employment. The PLOs present the structure of the MA through which students will develop their thinking and skills which will prepare them for future study or employment.</p>
<p>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</p>
<p>The interdisciplinary nature of the MA in Medieval Studies means that it is typical for students to commence the programme from diverse entry routes. Student transition to interdisciplinary study is facilitated, initially through a series of induction activities with the Chair of Board of Studies and Skills Tutors, and through the Autumn term core course 'Approaches to an Interdisciplinary Methodology'. This introduces students to the different approaches and research questions of the disciplines contributing to the MA, and to forms of working, referencing and assessment at postgraduate level. Module seminars allow students to ask questions, engage in discussions and benefit from peer learning. Assessment comprises a conference style group poster presentation, supported by a training session before the actual presentation. The core module prepares students with the skills associated with the production and communication of academic scholarship, including bibliographic and referencing skills, use of electronic and archival resources. Dedicated skills modules in palaeography and medieval languages familiarise students with skills beyond their specific degree entry path. The core and skills modules focus in the first term on introducing the different approaches of the contributing departments, facilitating the transition to M-level study for students which, through the very nature of the degree, have come from diverse entry routes.</p>
<p>iv) ... how the programme is designed to enable students to progress successfully - in a limited time frame - through to the end of the award? For example, the development of higher level research skills; enabling students to complete an independent study module; developing competence and confidence in practical skills/ professional skills. See QAA masters characteristics document http://www.qaa.ac.uk/en/Publications/Documents/Masters-Degree-Characteristics-15.pdf</p>
<p>The structure of the MA in Medieval Studies ensures that students are provided with a programme allowing progression, with appropriate support, towards achieving an MA. Introductory sessions with the library, online academic integrity test, CMS resources session and the Autumn term core module provide the grounding and skills that allow student development and progression from the beginning of their MA. Skills are further developed as students follow their interests through a combination of interdisciplinary or single subject options in the Autumn and Spring terms. Throughout, students are engaged in friendly and lively seminars with expert and research led teaching. Students are encouraged to reflect on presentation and creativity through informal conversations with peers, tutors, supervisors and formal feedback on the core course poster presentation and digital skills training sessions. Student learning is supported with case studies used in seminars and reading lists facilitating an introduction to relevant approaches and methods and engaging students with advanced academic and scholarly work. Students need to show competence in three of the four disciplines through written assessment, which receives individualised written and verbal feedback. This provides structured supportive comments on development to be incorporated into future work, including the dissertation and enables students to familiarise themselves with the distinctive requirements of disciplinary academic writing styles and referencing systems. The dissertation is supported through the assigning of a specialist research supervisor for each student, with 3-5 support meetings arranged from the Summer term. Supervisors provide guidance on bibliography, planning and structuring the dissertation, and give feedback on first drafts of written work. Specialist skills are supported through initial diagnostic skills tests allowing tutors to allocate students to appropriate levels of skills teaching (beginners, intermediate, advanced). A distinctive strength of the programme is the way in which sessions throughout the year are team-taught, allowing students to engage in interdisciplinary dialogue and debate with academics as well as peers.</p>
<p>v) ... how this programme (as outlined in these PLOs) will develop students' digital literacy skills and how technology-enhanced learning will be used to support active student learning through peer/tutor interaction, collaboration and formative (self) assessment opportunities (reference could be made to such as blogging, flipped classrooms, response 'clickers' in lectures, simulations, etc).</p>

The MA introduces students to academic research through digital platforms, ensuring that their core research and writing skills are supported by digital awareness. The MA makes extensive use of the VLE, which is a crucial element of the student's interaction with the programme. All modules have VLE sites, through which students access week-by-week teaching content and further reading and resources. It is used for an online Academic Integrity tutorial completed before students submit their first piece of assessed work. For the core course and in option modules, tutors engage with relevant digital resources across the module or for individual seminars. Students use word processing for essay and dissertation submissions, reference management systems to compile bibliographies and presentation software to produce the poster for the core module in the Autumn term. All students have access to digital literacy training through the university's central provision. The interdisciplinary nature of the MA introduces students to a broad spectrum of digital literacy skills, supported by bespoke Medieval Studies Subject guides and subject liaison librarian.

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 breadth and variety of interdisciplinary modules offered by the MA in Medieval Studies, combined with its focus on skills training, provide students with a distinctive skill set that can be applied to a wide range of careers. The digital literacy skills associated with writing essays and preparing the dissertation provide a solid foundation and have application in the work place, enabling graduates to undertake independent research and to produce high quality written and visual material. The structure of the MA also prepares students for group work and verbal presentations, and for managing their work load to ensure tasks are completed to deadlines. Specialist skills acquired through the MA including latin, palaeography, diplomatic also equip students for careers in libraries and archives, whilst communication skills facilitate working in public humanities and media sectors. Career development for postgraduate students is provided through bespoke support from the Careers Service, including a dedicated CV and letter writing workshop, delivered by Kate Morris in the Spring Term. Students are also offered individual career planning sessions, through the Careers Drop in Sessions (<https://www.york.ac.uk/students/work-volunteering-careers/events/types/>). Additional workshops and interdisciplinary training programmes are also led by the Humanities Research Centre. These include sessions by prospective employers and alumni. A series of alumni events is planned for 2017/18 as part of the CMS' 50th anniversary celebrations.

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

The international reputation of CMS for research forms a core component of teaching across all departments contributing to the MA in Medieval Studies. The core module introduces cutting-edge research within each subject specialism, allowing students to understand how different approaches and methods are used to study the medieval period. Through the Spring and Autumn terms, students taking single subject options engage with research-led teaching by staff working at the forefront of their own research field. Interdisciplinary options allow students to interact with staff teaching from an inter or trans-disciplinary perspectives. Teaching provides students with an understanding of the framework within which research is carried out through an introduction to key issues within each discipline, encouraging engagement in debates and questioning of evidence. Students have access to a research seminar series from leading academics presenting their latest research, and are expected to attend at least 9 sessions throughout the year. These provide students with an insight into high-level research which feeds into their essay writing and preparation for dissertations. Dissertations are supported through the expertise of a supervisor working at the forefront of their discipline and through a structured supervisory process. Staff experience is invaluable in supporting students in considering future employment and/or academic research.

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 forms an exit award for the programme. To be eligible, students must have passed 60 credits, which must include the 20 credit 'Approaches to an Interdisciplinary Methodology, plus 40 credits from any modules in Autumn and Spring terms. The certificate gives recognition to students who have shown the ability to engage with teaching and learning set out in the PLOs, and successfully completed assessments with a grade average of 50.

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 forms an exit award for the programme. To be eligible, students must have passed 80 credits, which must include the 20 credit, 'Approaches to an interdisciplinary Methodology', plus 40 credits from modules in Autumn and Spring terms, and a long essay the long essay (5000). The Diploma gives recognition to students who have demonstrated the ability to engage with teaching and learning set out in the PLOs (and successfully completed assessments with a grade average of 50), and the capacity to work independently over a sustained period, including engaging in research using primary sources, to deploy research approaches and methodologies learned earlier in the programme.

6. Reference points and programme regulations

6.a. Relevant Quality Assurance Agency benchmark statement(s) and other relevant external reference points

Please state relevant reference points consulted (e.g. Framework for Higher Education Qualifications, National Occupational Standards, Subject Benchmark Statements or the requirements of PSRBs): See also Taught Postgraduate Modular Scheme: Framework for Programme Design:

<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 individual 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

Option List A AUTUMN- Options consist of the core module, skills module and either interdisciplinary or single subject module. These change annually and this list is indicative	Option List B SPRING Skills module and either single subject or interdisciplinary module These change annually and this list is indicative	Option List C	Option List D
<p>Core Approaches to Interdisciplinary Methodology</p> <p>Single Subject Modules</p> <p>Reading Dante's Comedy (English)</p> <p>England in Europe (English)</p> <p>Vikings (Archaeology)</p> <p>The Frontiers of Reason, 1200-1450 (History)</p> <p>Death and Commemoration (History)</p> <p>Art and Imagery in York Minster (Art History)</p> <p>Scrolls and Serpents (Art History)</p> <p>Reinterpreting Northern Renaissance ART</p> <p>Interdisciplinary Module Global Middle Ages</p> <p>Skills Module Medieval Latin (Beginners) Medieval Latin (Intermediate) Medieval Latin (Advanced) Old English (Beginners) Old English (Advanced) Old Norse Old French Palaeography</p>	<p>Single Subject Modules</p> <p>Painting on Light: Stained Glass in the Medieval Tradition (History of Art)</p> <p>Mapping the World,, 1100-1300 (History of Art)</p> <p>The domestic Interior in Italy c.1400-1550 (History of Art)</p> <p>Medieval Settlements and Communities (Archaeology)</p> <p>Fictions of Audacity (English)</p> <p>Viking Poetry (English)</p> <p>Renegotiating Rome: Western Europe in the Fifth Century (History)</p> <p>Common Knowledge: Publics, Power and Information in Fifteenth-Century England (History)</p> <p>Interdisciplinary Module Invisible Cities</p> <p>Skills Module Medieval Latin (Beginners) Medieval Latin (Intermediate) Medieval Latin (Advanced) Old English (Beginners) Old English (Advanced) Old Norse Old French Palaeography</p>	<p>N/A</p>	<p>N/A</p>

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).

Through the MA in Medieval Studies, you will develop skills in working independently, which forms a key component of the core and optional modules. Through structured reading and group discussion in seminars, you will develop skills which will enable you to actively contribute to seminar discussion, supported by tutors skilled in facilitating academic discussion and building confidence in seminar participation. Through weekly reading lists, available through the University's e-learning system, you will be able to build on core reading with supplementary resources, broadening your understanding of new topics and giving you a sense of momentum. You will be able to demonstrate this through the essays you submit for assessment. Over the course of two terms of taught skills workshops, you will also build confidence and competence in working with primary documentation, preparing you for their assessment. Reading for seminars and writing essays helps to prepare you for your dissertation in the Summer term and Summer vacation. We will support you in preparing your dissertation by reading draft chapters and through regular meetings with your supervisor, who will also provide support and guidance to reflect on the final submission in September.

Staff contact time with you is a core component of the MA. It commences in the first week of term with welcome sessions and informal get-togethers with other students. You will be assigned a dedicated member of academic staff as your personal supervisor, who will provide you with both academic and pastoral support. Throughout the MA, we will help you develop your learning through feedback. This is provided in the form of a written report which is returned within six weeks of submission and which is accompanied by the opportunity to meet and discuss the feedback with your module leader as well as your personal supervisor. You will have regular contact with the programme leader, in person via teaching on the core module, electronically via VLE sites, by email correspondence. Staff office hours are also a great opportunity for students to contact staff. By the end of the Spring vacation, you will have been assigned a dedicated dissertation supervisor to provide you with support and guidance over the Summer Term and vacation. The vibrant and active research environment of the Centre of Medieval Studies and the wider Humanities Research Centre allows you to engage in a wide range of activities and events, including reading groups, guest lectures and conferences. You can provide feedback and comment through representatives attending Staff Student Forum and Teaching Committee where matters can be raised and which can be taken up by Teaching Committee or Board of Studies.

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).

You will be assessed through summative assessments which reflect the interdisciplinary character of the programme. You will be introduced to a range of interdisciplinary skills through the introductory core course module, which will familiarise you with the approaches of different disciplines. This gives you an opportunity to develop group working skills, knowledge and creativity through the co-design of a poster presentation, which forms the assessment for this introductory module. During the MA, you will write essays that demonstrate competence in three of the four disciplines (archaeology, art history, literature, and history) as assessments for your interdisciplinary modules and option modules. The assessment of your single-subject option modules will normally be in the discipline of that module. The assessment of your interdisciplinary modules may be in any of the disciplines covered in that module. Altogether your three pieces of course work will enable you to apply and demonstrate the ability to work effectively in at least three different disciplines.

Through assessment, you will develop skills in forms of writing style and academic referencing beyond your existing specialism and to reflect critically on the use of a range of evidence to address research questions. You can reflect regularly on your progress through discussion of marking and feedback with course tutors and your personal supervisor. Skills modules in palaeography and a language are assessed through a closed exam at the end of the taught elements of the course. The exam draws on examples of texts which are similar to those you have been working on throughout the course. This allows you to demonstrate the skills you have learned in reading old texts and the applying grammar and vocabulary from your taught sessions and online resources to new sources. Summative assessment culminates with the production of your dissertation, where you can demonstrate your knowledge, skills and creativity to address a research topic of your choosing.

8. Additional information

8.a. Continuing Professional Development

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

Please Select Y/N: No

8.b. Transfers out of or into the programme

i) Transfers <u>into</u> the programme will be possible? (please select Y/N)		
Additional details:		
ii) Transfers <u>out</u> of the programme will be possible? (please select Y/N)		
Additional details:		
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:		
<ul style="list-style-type: none"> · 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:		
		13/06/2018
Departmental web page:		
https://www.york.ac.uk/medieval-studies/		
Please note: The information above provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. Detailed information on the learning outcomes, content, delivery and assessment of modules can be found in the module descriptions. The University reserves the right to modify this overview in unforeseen circumstances, or where the process of academic development, based on feedback from staff, students, external examiners or professional bodies, requires a change to be made. Students will be notified of any substantive changes at the first available opportunity.		

Template Last Updated 17/07/2017 by Adrian Lee

Programme Title	Medieval Studies
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	PLO8
		Depth of Knowledge: Demonstrate in depth understanding of current research, theoretical approaches, context, sources and advanced scholarship at the forefront of medieval studies	Critical evaluation: Critically evaluate a range of complex scholarly arguments and primary sources, informed by systematic knowledge of relevant disciplinary, interdisciplinary and multi-disciplinary approaches within the early, high and later middle ages	Apply methodologies: Independently analyse and interpret diverse forms of medieval primary sources and data to high academic and professional standards	Communication: Confidently and concisely synthesise, review, critique and present relevant information verbally and in written form to a range of academic and other audiences, using print, visual, and where appropriate, digital media	Creativity: Demonstrate originality through the application of knowledge and skills from disciplinary, interdisciplinary and multi-disciplinary contexts, in individual and group work, and where possible, generate new contributions to scholarly understanding	Personal and professional development: Informed by learning and research, reflect critically and constructively on a range of personal and professional skills, identifying opportunities for personal and collective development, to proactively enhance employability both within and beyond academia		
Core (20 credits): Approaches to an Interdisciplinary Methodology	Progress towards PLO	<p>Students introduced to concepts, theoretical approaches and source materials of contributing departments through introductory sessions from staff in the core disciplines. This provides students with the context for their work, most particularly:</p> <ul style="list-style-type: none"> - key skills and approaches of the disciplines - the foundation for teaching interdisciplinary approaches to the medieval period. <p>Development and progression in the second half of the module occurs through introduction of focused topics:</p> <ul style="list-style-type: none"> - perceptions of the medieval past - society, religion, and politics and - places, objects and texts. <p>Taught as interdisciplinary seminars, drawing on scholarship at the forefront of medieval studies, this provides an environment in which students are supported through set reading and structured discussion around key issues and debates.</p>	The structured reading for the module provides the framework for students to become familiar with the range of scholarly and primary sources for each discipline. Through seminars students are guided to the application of knowledge to inter-disciplinary and multi-disciplinary approaches. Set reading (recommended and further reading) allows students to engage independently with key texts and build familiarity with the disciplines, providing the foundation for student development of independent study skills and to develop reading beyond core texts.	The module provides a grounding for students in the core sources and range of methods used in each discipline, through case studies and structured reading. Students use this grounding to understand academic and professional standards and begin to acquire new skills, including digital literacy used in identifying and accessing Masters level work, and apply this to their engagement with primary sources and in further reading and module assessment.	The seminars allow students to develop communication skills, through preparation of key notes ahead of seminars, through structured discussion and short presentations to academic staff and peers using, where appropriate visual and/or digital resources.	Students can demonstrate creativity and originality in the application of knowledge through the seminars, developing discussions drawing on their existing expertise, and their reading across the core disciplines. The poster and poster presentation provides the opportunity for students to show their application of knowledge to a core debate or topic.	Students through the module will gain a fuller understanding of the approaches and methodologies from different disciplines. This allows students to develop a range of transferrable skills in communication and presentation, and the ability to engage with ideas and data from unfamiliar disciplines. This includes the ability to synthesise from a wide range of sources, and engage with diverse types of data and arguments. The seminars, posters and poster presentations develop students' transferrable skills in planning, communication, design and presentation.		
	By working on (and if applicable, assessed through)	The core module provides a structured work flow with progression in student engagement and learning : Wks 2-4 introduces students to core disciplines and approaches and Wks 5-8 begins developing and deepening student knowledge through case studies addressing core topics using interdisciplinary approaches.	The poster assessment allows students to show critical engagement by working individually and collectively to bring together different approaches and then design a coherent digital representation and oral presentation of their ideas.	The poster presentation requires students to work individually and collectively to produce a well-designed digital poster, drawing on best practice in digital scholarship to summarise concisely, effectively and engagingly, a key topic or debate in medieval studies. The poster should be produced to a standard that could be displayed at conferences and is submitted digitally. Students then work on a digital presentation to support the poster and present this collectively in a structured session to the module tutor and cohort. Students are mentored through drop-in sessions and written feedback is given to each group.	Seminars develop verbal discussion, informal and formal presentation skills in students. The assessment in the form of a poster (presented orally) allows students to develop both independent and collaborative skills working together to research, design and produce a visually effective design communicating ideas concisely and effectively to high standard. The production of the poster allows students to develop planning and communication skills, to peers but also a wider audience as the posters are placed in the public display cabinets within the Centre for Medieval Studies.	The seminars provide opportunities for students to try out innovative ideas in discussion and debate. The assessment of the poster through the poster presentation provides the opportunity for students to work individually and collectively in creative ways to plan the research, design and production of a poster to communicate the application of knowledge of key debates or issues.	Graduates from the MA are able to work in multiple sectors, with strong individual and collaborative working practices and interdisciplinary perspective , with the ability to communicate diverse information in a variety of verbal, visual and written sources to a range of audiences. This is assessed through the poster presentation on which they receive detailed feedback from the Programme Leader, through essay work, where drafts can be submitted for reflective discussion with module leaders, the dissertation, where the regular exchange of draft chapters with Dissertation Supervisors provides an opportunity for reflection. Personal supervisors provide an opportunity for wider reflection on personal and professional development, supported by the Careers Advisor and where appropriate, additional Student Support Services.		

<p>AuT and SpT Interdisciplinary modules: Allow students to learn by making connections between ideas and concepts across different disciplinary boundaries</p>	Progress towards PLO	<p>Students are provided with set reading (recommended and further) and supported through the structured seminar discussions to develop their understanding of the sources and advanced scholarship that can be applied to the study of the middle ages.</p>	<p>Critical thinking skills are used and developed as students look across disciplinary boundaries to consider other viewpoints, begin to compare and contrast concepts across subject areas draw on, and develop their disciplinary knowledge, understanding and skills, thereby deepening their understanding of these disciplines.</p>	<p>Students develop skills in questioning evidence using approaches from different disciplines, encouraging the use of interdisciplinary methods and approaches. The interdisciplinary approach to evidence through seminars taught by staff from different departments, provides a supportive and challenging environment in which students can engage with a topic from different perspectives. Through case studies and structured reading, students will develop skills to apply different approaches to interpret diverse forms of primary and secondary evidence.</p>	<p>Seminars help students build communication skills through group presentations and contributions to in-class discussions, by drawing on the prescribed and wider reading undertaken for each week. Students use this knowledge to present arguments with clarity, logically and tactfully, listening to different points of view, making considered criticisms and comments. The posters are also displayed to audiences beyond academic at the CMS annual 'Bake Off' and thereafter, on the Headmaster's House display board.</p>	<p>Interdisciplinary knowledge and application of different disciplines can lead to greater intellectual creativity as students explore ways of engaging with diverse forms of evidence and presenting this in seminar discussions (for example, bringing artefacts, exhibition catalogues or online resources into the classroom).</p>	<p>Transferable skills relating to critical thinking, analysis, synthesis and communication are developed and made applicable to future learning experiences.</p>		
	By working on (and if applicable, assessed through)	<p>Seminars and structured reading form an introduction, and then more focussed studies of issues and themes associated with a topic. Reading lists provide the basis for student knowledge, and it is expected that they will read beyond the set material, engaging with a range of scholarly resources. This provides the foundation for in-depth discussion in the seminars and for the essay by which the module is assessed. For example, in Gender and Sexuality the first seminar 'Problematising Gender and Sexuality' provides the overview to current research, theoretical approaches, context and sources of evidence. Through the following seminars, students consider the issues of Gender and Sexuality in relation to specific contexts; perceptions of women, domesticity, gender and space, conjugality, perceptions of the body. This allows students to reflect on their progression in the depth of knowledge gained and understanding of the diverse sources that can be used to research these topics.</p>	<p>Through the reading for each seminar, students are introduced to key topics and the relevant primary sources. Through discussion students develop an awareness of the complexities and different perspectives that can be brought to bear on different types of evidence. Critically analysing primary and secondary sources and showing awareness of the breadth of scholarly arguments is assessed through the summative essay.</p>	<p>The co-taught nature of the interdisciplinary modules introduces students to different, but complimentary approaches to studying a particular topic. Through the taught component, students are shown the different approaches and methods used by scholars in different disciplines. The ability to apply relevant methodologies from different disciplines is expressed through the seminars as students engage with the set reading. The essay expects students to demonstrate appropriate use of methodologies to interpret relevant source material.</p>	<p>Through participation in seminars, students demonstrate their knowledge and ability to develop and present arguments. The essay involves students in being able to structure and present sophisticated written arguments in a clear and accurate manner, synthesising information from a diverse range of sources.</p>	<p>The essay is the opportunity for students to develop innovative approaches to show the application of knowledge and skills from different disciplines and for this to be formally assessed.</p>	<p>The analysis and synthesis of a range of oral and written communication skills and responsibility for managing work load are relevant to future careers or further academic study, and are reflected upon via personal supervision and engagement with a bespoke Careers Service team.</p>		
<p>AuT and SpT ARCHAEOLOGY Single subject options (20 credits): Single discipline modules characterised by distinct objectives, concepts, principles, theories, skills, and applications. Allow students to gain an understanding of approaches and methodologies outside their core area of interest and gain familiarity in working within other disciplines</p>	Progress towards PLO	<p>The seminars are structured to introduce students to the chronology, wider context of the topic within Britain and Europe, key research themes, an awareness of the diversity of sources used by scholars of this period and the relative merits of these sources. Students' knowledge will be progressive through the seminars, from introduction to the use of case studies to study particular themes in detail, providing students with an awareness of the transformations through time, different forms of settlement or activity, building types and their uses and an appreciation of the long term social, political, and economic significance of these developments.</p>	<p>The seminars and set reading make students aware of the diversity of sources and methods used by scholars of this period, and of the relative merits of these sources. Students will use relevant sources and evidence to examine particular types of buildings, artefacts, settlements, and economic phenomena in relation to landscape type, agrarian regimes, and social structures. They will also explore the importance of spatial organisation within buildings, settlements, and fields, and examine local, regional, and national distributions of such phenomena.</p>	<p>Students will be expected to become familiar with archaeological source material, either as artefacts, reports or secondary literature. Students should be able to assess the usefulness of a variety of archaeological, documentary, and cartographic sources for understanding key themes.</p>	<p>Seminars encourage students to engage with the set reading, to widen their reading through independent study, and to communicate their ideas effectively.</p>	<p>Engagement with a diverse range of evidence allows students to demonstrate creativity through interpretation delivered via seminars and assessment</p>	<p>Students will develop analytical and reasoning skills, and be able to develop structured arguments supported by evidence. This is challenging for students of the MA in Medieval Studies, as they may be unfamiliar with archaeology as a discipline. By the end of the module, they will have developed their abilities to present coherent arguments using appropriate evidence.</p>		
	By working on (and if applicable, assessed through)	<p>Seminars provide the opportunity to embed and deepen knowledge through reading and discussion. The environment of a seminar encourages questioning and discussion of evidence, which can be particularly important for supporting acquisition of knowledge for students on the MA in Medieval Studies, for whom the subject area is new. Assessed through the essay.</p>	<p>Students gain familiarity and understanding of topics through the seminars. In some modules, such as <i>Medieval Settlement and Communities</i>, students give individual presentations in weeks 3-5, 7-9 where they present to peers on a set topic. This demonstrates learning and understanding of the key themes of a topic. This is done in a friendly and constructive environment with peer support, as well as input and feedback from academic staff. The critical application of knowledge is assessed through the essay.</p>	<p>Discussion in class will enable students to show an awareness of appropriate methods (for example forms of excavation, survey or scientific analysis). The <i>Medieval Settlement and Communities</i> module also provides an artefact handling class, in which key methods in object analysis and interpretation are developed.</p>	<p>Seminars encourage the development of verbal communication, informal and formal presentation skills. The essay enables students to develop written communication skills and the ability to compile a structured argument using the relevant evidence, supported by appropriate visual sources.</p>	<p>Discussion in class may draw creatively on previous experiences (for example on excavation or visiting sites and museums). The <i>Medieval Settlement and Communities</i> module also provides an artefact handling class, wherein creative approaches to observation and analysis are encouraged. Creative approaches to materials and methods, including digital resources, are assessed through the essay.</p>	<p>Students gain valuable skills by learning to work with data in an area outside their particular specialism. Time management skills and independent research skills are developed. The ability to synthesise a range of different evidence and present coherent arguments is developed. Verbal and written communication skills are enhanced.</p>		

AuT and SpT ART HISTORY Single subject options (20 credits): Single discipline modules characterised by distinct objectives, concepts, principles, theories, skills, and applications. Allow students to gain an understanding of approaches and methodologies outside their core area of interest and gain familiarity in working within other disciplines	Progress towards PLO	Through the History of Art modules, students acquire specialist knowledge of a range of architecture, painting, and sculpture from the medieval period. Students are introduced to the use of material to explore the broader intellectual, religious and political culture within which they were created.	Art History modules encourage students to consider evidence <i>critically</i> , developing observational and <i>analytical</i> skills to describe and interpret a range of visual material. Students are supported in developing approaches to <i>summarise and critique interpretations, theoretical approaches, and approaches to material from different perspectives</i> . This allows students to assess the way in which the production and consumption of art was associated with social status, expressions of cultural beliefs, values, and practices, both in their original and subsequent contexts.	Students will be encouraged and supported to identify, locate, and evaluate archival, literary, visual and other forms of material relating to medieval art. This supports students in gaining the intellectual confidence to recognize, order, and interpret facts through acquisition of skills to research medieval art. The essay assessment allows students to show they have successfully familiarised themselves with the approaches and methodologies of a single discipline subject.	Students develop skills in understanding and presenting evidence to international standards, and presenting scholarly research through oral and written form, either individually or through group work. Teaching allows students to be confident in communicating complex information in an intelligent, coherent and balanced way.	Student contributions to seminars and essays show ability to bring creative approaches to the analysis of the evidence.	Students develop skills in managing their time and work commitments, and the ability to work independently and in teams. Students will become adept at analysing and interpreting information from a range of sources, gathering and analyzing information		
	By working on (and if applicable, assessed through)	Through seminars students are introduced to the core research and standards of art history. Depending on the module chosen, students will consider medieval art, from carving to stained glass, in relation to wider themes of medieval artistic styles, the relationship between different art forms (for example, sculpture and stained glass). Depth of knowledge is assessed through a written essay, appropriately supported with visual sources.	Students through the reading and seminars are introduced to a range of interpretations and approaches to examine medieval art. Through discussion and case studies students will be expected to assess, critique and debate the validity of different interpretations and methods. <i>Critical</i> understanding is assessed through a written essay.	Depending on module chosen, students will be introduced through seminars to the range of <i>methodologies</i> used to examine medieval art in its many varied forms. Students will learn through <i>case studies</i> how different approaches relate to researching and interpreting the evidence and to the conservation and curation of art objects. <i>Understanding and applying</i> appropriate methods is assessed through a written essay, supported by appropriate visual sources.	Formal and informal seminar contributions enable students to apply communication skills to design and present information in visually engaging and concise ways. Written communication skills are developed in the essay, supported by appropriate use of visual sources.	Students are encouraged to develop their reading beyond the set works, and engage with a range of online and library resources, digital resources, and the rich medieval art in the city of York and its galleries and museums. Students' ability to engage creatively with art objects is shown through contributions to seminars, and creativity in writing is assessed through the essay, supported by appropriate visual sources.	Students gain valuable skills working in a different discipline, developing observational, analytical and critical thinking skills.		
AuT and SpT ENGLISH Single subject options (20 credits): Single discipline modules characterised by distinct objectives, concepts, principles, theories, skills, and applications. Allow students to gain an understanding of approaches and methodologies outside their core area of interest and gain familiarity in working within other disciplines	Progress towards PLO	Students will gain an understanding of a range of medieval languages and literature in its original cultural and historical contexts, and develop an in depth understanding of how this has been translated and published historically.	Analyse literary and cultural texts from the medieval period, critically interpreting them in relation to social, political, linguistic and cultural contexts.	Depending on module chosen, students will be introduced to methods of translation, editing and the production of critical editions, and to skills of close reading and analysis of key texts.	Through the seminars and anticipated wider reading , students will interrogate a range of sources in a sophisticated manner, showing awareness of scholarly debate, developing creative approaches to evaluating and selecting material to make convincing arguments.	Contributions to seminars and essays show students' ability to bring creative approaches to the analysis of the evidence.	Direct their own professional development and bring new knowledge and skills for future career or further study.		
	By working on (and if applicable, assessed through)	Students follow a directed programme of reading, supported through structured seminar discussion. This provides students with a good knowledge of different languages (Old Norse, Old English) or close study of important medieval texts (Dante, medieval romance poetry). These are considered in relation to their specific meaning but also the wider social and political contexts within which they were created. Depth of knowledge and understanding is assessed by essay.	Though directed and supported seminar teaching students are introduced to key concepts and encouraged to critically consider different translations, editions, interpretations and meaning, with reference to the social, political, economic contexts in which they were produced, reproduced or received. Skills of core reading, critical evaluation and ability to construct a coherent argument are assessed by an essay.	Application of appropriate methods of translation, transcription, editing and close reading are assessed through an essay, supported by appropriate quotations and references.	The seminars and the essay demonstrate students' ability to communicate clearly and concisely in both verbal and written form. Students need to discuss complex themes verbally within the seminars, and in the essay present sophisticated written arguments in a clear, accurate and logical manner.	Contributions to seminars and essays show students' ability to bring creative approaches to the analysis of the evidence.	Students gain valuable transferable skills honing and developing existing abilities to an advanced level.		
AuT and SpT HISTORY Single subject options (20 credits): Single discipline modules characterised by distinct objectives, concepts, principles, theories, skills, and applications. Allow students to gain an understanding of approaches and methodologies outside their core area of interest and gain familiarity in working within other disciplines	Progress towards PLO	Students become acquainted with a range of primary sources for medieval history, in their original and published editions and translation. Students will be able to show epistemological and interpretive challenges associated with the use of different sources in constructing and evaluating historical arguments.	Critical reasoning and <i>evaluating</i> skills are developed through the modules. Students demonstrate the ability to use critical awareness to evaluate historical arguments and use diverse methods to construct their own arguments.	Skills of analysis are developed through the module options. There is overlap here with the students taking Skills Modules in Medieval Latin and Palaeography. Students will be able to understand, translate and interpret medieval texts and documents. Students will be able to demonstrate the ability to identify relevant primary and secondary sources in appropriate media (library resource and digital resource).	Oral and written communication and research skills engaging directly with questions and presenting independent opinions about them in arguments that are well-written, clearly expressed, coherently organised and effectively supported by relevant evidence.	Engagement with primary and secondary sources and how these are interpreted provide students with the opportunity to demonstrate creative ways of demonstrating knowledge through seminar discussion	Self-directed learning , making the most effective use of time and resources, managing and interpreting information		
	By working on (and if applicable, assessed through)	Through seminars students are introduced to the current research theoretical approaches, wider context, and sources relevant to their module of choice. Structured reading and discussion in seminars is used to progress student knowledge from the introductory session to the use of case studies to deepen knowledge. Depth of knowledge and understanding is assessed by essay.	Seminars and reading introduce students to a range of source material used by historians to construct original arguments and narrative about the past. Skills of critical evaluation are assessed by essay.	Students will be expected to make full use of the <i>traditional</i> sources held in the library, Borthwick and City archives alongside <i>digital</i> research methods. The ability to identify relevant electronic resources will be expected to be demonstrated. Familiarity with methods is assessed through an essay.	Students will be expected to demonstrate high standards of written work, showing ability to engage with the range of evidence discussed in the taught component to successfully write an essay. Oral communication is demonstrated through the seminars.	Formative - students will be expected to show development of approaches to material as the module progresses and students gain familiarity and confidence in working with source material	As with all the option modules, students develop transferable skills in communication, time management, group and individual working, and the production of clear, concise written work, conveying complex ideas.		
Skills (10 credits) : Languages Latin Old English Old Norse Old French	Progress towards PLO	Through workshops taught by academics and archivists, students gain an introduction to the different languages used in the medieval period. In the first term, students are provided with a basic grounding in grammar and vocabulary.	Students are introduced to the range of documents in which the languages are used, such as wills, charters and legal documents. Progression for the students is through the application of knowledge, to begin translating short passages from actual documents.	Students will develop the skills to be able to understand, translate and interpret medieval texts and documents in their original form. Students will have access to physical materials in archives, and archive manuscripts in digital format.	The workshops are built around tutorials and workshops. This is an informal style of teaching that is designed to be interactive and provide a supportive environment for the learning of the foundations required to translate and use primary sources and make the translations intelligible.	Creativity can be demonstrated in workshops and exams, in which students draw on existing or cognate language skills or contextual information to help translate or interpret unfamiliar material.	Skills modules support the acquisition of core skills for those students intending to pursue careers in libraries or archives. More broadly, skills modules enhance students confidence in acquiring new skills mid-career.		

	By working on (and if applicable, assessed through)	The workshops and tutorials provide students with a good foundation in using the language selected from the available options. Assessed through written exams (Pass/Fail)	The workshops provide example texts which are worked on with support, allowing students to develop the skills to read simple documents with confidence, and identify and extract key information from primary sources. Students should become sufficiently familiar with vocabulary and grammar to attempt more challenging texts with help, even if they cannot fully translate these sources. Assessment enables students to demonstrate these skills within timed conditions.	Completing the skills modules acquaints students with a variety of methodologies and approaches to translating medieval manuscripts and other primary sources. Students will be able to demonstrate the ability to identify and use physical and digital archives to locate material relevant to research topics for essays and dissertations.	Unlike the essay format for the single and interdisciplinary modules, the closed exam for the skills module requires independent application of the skills to translate example texts and convey the relevant information from the documents clearly and concisely.	Formative- students will demonstrate ability to show engagement with source material, to show ability to engage with diverse source material as the course progresses			
Skills (10 credits): Palaeography	Progress towards PLO	Workshops introduce students to the discipline and provide them with the information needed to begin reading medieval texts	Through workshop and tutorial teaching students develop the skills to transcribe manuscripts and documents of a chosen period - this ranges from texts produced in the 6th/7th century to the beginnings of the 16th century	As with the language skills module, students are made familiar with <i>physical and digital</i> archive material for use in their research. Students will be expected to demonstrate competence in using these resources to locate relevant material and show ability to apply the skills learnt.	The teaching format is the same as for the language skills modules, providing a supportive and stimulating environment for students, where they learn the skills required to use manuscripts and convey their meaning clearly and concisely.	Creativity can be demonstrated in workshops and exams where students draw on existing or cognate language skills or contextual information to help translate or interpret unfamiliar material.	Skills modules support the acquisition of core skills for those students intending to pursue careers in library or archives. More broadly, skills modules enhance students confidence in acquiring new skills mid-career.		
	By working on (and if applicable, assessed through)	Workshops support student learning through discussion and the provision of handouts that contain key information for working on texts	With support, Students work in the workshop with example texts that provide the skills to identify writing styles, abbreviations, shorthand and language, facilitating reading and transcribing texts from the chosen period. The workshops enable students to gain an understanding of when, how and why texts were produced.	On completion of the workshop students should be able to use texts in their own research with confidence. The skills learnt through the workshop are assessed through the closed exam, testing the ability to transcribe full texts from manuscripts and documents for the student's chosen period.	The format of assessment, the closed exam , presents the same challenges as it does for the language skills modules, with the students required to work independently and apply the skills to transcribe example texts, conveying relevant information from the documents clearly and concisely.	Formative- students will demonstrate engagement with source material, engaging with diverse source material as the course progresses			
Dissertation (80 credits)	Progress towards PLO	The dissertation is the opportunity for students to demonstrate their ability to apply skills developed during the taught modules to a research topic of their choosing, selected with support from tutors and supervisors. Students will need to be able to: - Demonstrate depth of knowledge applied to complex, disciplinary and interdisciplinary approaches to address the research question successfully - Place their project in context, in relation to medieval studies. - Locate relevant primary and secondary material and apply the relevant skills - Demonstrate contextualisation and methodological process to structure arguments	Students will show the ability to draw together a range of source material and scholarly arguments. Students will further develop and demonstrate their understanding of: - How their research addresses and develops current academic questions and theoretical approaches - the conceptual linkages between diverse sources of evidence - Critical analysis of their wider knowledge of the relevant disciplinary, inter-disciplinary and multi-disciplinary approaches	Students will independently analyse and interpret a range of primary and secondary sources identified to address the research question. For example, this could be relevant application of: - primary medieval manuscripts (showing application of skills modules) - Use of primary archaeological data (demonstrating application of single subject option) - Use of stained glass, sculpture or other topics discussed in Art History (demonstrating application of single subject option) - Use of contemporary written sources such as poetry (demonstrating application of single subject option) - Application of a range of historical sources (demonstrating application of single subject option) Students would be encouraged to demonstrate inter-disciplinary application of different approaches drawing on skills from the taught component of the MA	The dissertation is the opportunity for students to demonstrate their ability to express their ideas coherently and concisely, building on the skills developed through the assessment for the taught component of the MA. Students will be expected to demonstrate: - their ability to plan and manage projects - use a range of traditional and electronic sources to address the research question - further develop their drafting and editing skills - present research in a coherent and professional manner	The dissertation provides the opportunity for students to demonstrate creativity in the application of the knowledge gained through the taught components of the MA and through their independent research to address the research question of their dissertation. The dissertation allows students to: - develop innovative and original approaches to construct a research document that integrates a range of source material into a coherent argument	The dissertation offers students the opportunity to reflect upon and apply the skills learnt through the taught component of the course. Students reflect on and recognise the skills they have developed through the MA which culminate in the dissertation and which have wider application when considering future careers. The ability to assess and critique the research of others can be applied to future academic study, or to professions in which it is necessary to integrate data from other companies (e.g. heritage or media). Students will also develop clear, concise writing and editing skills, which are invaluable in most professions. They will also develop the ability to lead structured projects to time, and develop their skills in undertaking independent research, both of which are highly transferable.		
	By working on (and if applicable, assessed through)	Through <i>identifying, reading and applying</i> source material to develop a <i>preliminary and advanced</i> research proposal, students will further develop their ability to articulate key research questions, synthesise multiple and complex perspectives With supervisor guidance, students will: - refine initial exploration of an issue into a viable, specific set of research questions - identify the context, key theoretical perspectives and sources that apply to their research question. - develop the structure for the dissertation to address the research question, applying knowledge gained through research Assessment - via Dissertation proposal, development and submission according to criteria	Students will produce with supervisor guidance; - a preliminary dissertation proposal and a more advanced dissertation proposal - a literature review that is appropriately nuanced and considerate of alternative perspectives - a substantive piece of written work that discusses the value and limitations of the data and evidence in relation to established literature and their own research Assessment - via Dissertation criteria	With Supervisor guidance, students will - produce draft chapters which demonstrate application of relevant methods and approaches to use the relevant source material - demonstrate ability to relate their research using primary and secondary sources from different disciplines to address the research question Assessment - via Dissertation criteria	Informal presentation at Dissertation workshop enables students to present research questions, methods and approaches in verbal and visual form, concisely and effectively. Writing the dissertation further develops academic writing skills practised earlier in the programme. Production of draft chapters for comment from supervisors allow students to develop their ideas and the structure in which they are presented. Assessment - via Dissertation criteria	With Supervisor guidance, students develop: - a focused, coherent, evidence-based academic argument - an original approach to the integration and analysis of the source material Assessment - via Dissertation criteria	Through the process of undertaking independent research to address a research question of their choosing, students have the opportunity to reflect upon the skills learnt through the taught MA. The dissertation allows students to identify skills that they can apply and seek to further develop in addressing their research questions (e.g. working more closely with manuscripts, art historical sources, poetry, archaeological data or historical approaches). The production of a concisely written, organised and structured document provides students with invaluable writing and editorial skills. Students develop skills using word processing software and other digital resources to produce text and - where necessary - illustrations to support their arguments. Assessment - via dissertation criteria		

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	Approaches to Interdisciplinary Methodology	MST007M	7	20		Pass/Fail	Autumn	Poster AuT wk10; Group poster
Option	No	Skills: Latin (beginners and advanced)	MST00007M MST00013M	7	10		Pass/Fail	Autumn and Spring	Exam SpT wk 10; Closed Exam
Option	No	Skills: Palaeography	MST00008M	7	10		Pass/Fail	Autumn and Spring	Exam SpT wk 10; Closed Exam
Option	No	Skills: Old French		7	10		Pass/Fail	Autumn and Spring	Exam SpT wk 10; Closed Exam
Option	No	Skills: Old English (Intermediate and Advanced)		7	10		Pass/Fail	Autumn and Spring	Exam SpT wk 10; Closed Exam
Option	No	Skills: Old Norse		7	10		Pass/Fail	Autumn and Spring	Exam SpT wk 10; Closed Exam
Option	No	Reading Dantes Comedy	MST00051M	7	20			Autumn or Spring	Wk 1 of the following term; 3,500-4000 word essay
Option	No	England in Europe		7	20			Autumn or Spring	Wk 1 of the following term; 3,500-4000 word essay

Option	No	Vikings	MST00014M	7	20			Autumn or Spring	Wk 1 of the following term; 3,500-4000 word essay
Option	No	The Frontiers of Reason, 1200-1450		7	20			Autumn or Spring	Wk 1 of the following term; 3,500-4000 word essay
Option	No	Art and Imagery in York Minster	MST00024	7	20			Autumn or Spring	Wk 1 of the following term; 3,500-4000 word essay
Option	No	Scrolls and Serpents	MST00025M	7	20			Autumn or Spring	Wk 1 of the following term; 3,500-4000 word essay
Option	No	Architecture of the Medieval Mediterranean	MST00052M	7	20			Autumn or Spring	Wk 1 of the following term; 3,500-4000 word essay
	No	Gender and Sexuality- Interdisciplinary Module	MST00006M	7	20			Autumn or Spring	Wk 1 of the following term; 3,500-4000 word essay
Option	No	Painting on Light: stained glass in the Medieval Tradition	MST00028M	7	20			Autumn or Spring	Wk 1 of the following term; 3,500-4000 word essay
Option	No	Mapping the World	MST00053	7	20			Autumn or Spring	Wk 1 of the following term; 3,500-4000 word essay
Option	No	The domestic interior in Italy c. 1400-1500	MST00030M	7	20			Autumn or Spring	Wk 1 of the following term; 3,500-4000 word essay
Option	No	Medieval Settlement and Community	MST00015M	7	20			Autumn or Spring	Wk 1 of the following term; 3,500-4000 word essay
Option	No	Fictions of Audacity	MST00016M	7	20			Autumn or Spring	Wk 1 of the following term; 3,500-4000 word essay
Option	No	Viking Poetry	MST00019	7	20			Autumn or Spring	Wk 1 of the following term; 3,500-4000 word essay

Option	No	Renegotiating Rome: western Europe in the fifth century	MST00037M	7	20			Autumn or Spring	Wk 1 of the following term; 3,500-4000 word essay
Option	No	Common Knowledge: Public Power and Informaiton in 15th century England	MST00059M	7	20			Autumn or Spring	Wk 1 of the following term; 3,500-4000 word essay
Option	Yes	Invisible Cities-- Interdisciplinary Module		7	20			Autumn or Spring	Wk 1 of the following term; 3,500-4000 word essay
Option	No	Global Middle Ages- Interdisciplinary Module		7	20			Autumn or Spring	Wk 1 of the following term; 3,500-4000 word essay
Core	No	Disertation		7	80			Spring, Summer	AuT; 20,000-word dissertation