UNIVERSITY OF CAMBRIDGE

Programme Specifications

MASTER OF PHILOSOPHY IN ANGLO-SAXON, NORSE & CELTIC

1	**Awarding body**	University of Cambridge
2	**Teaching institution**	Department of Anglo-Saxon, Norse & Celtic
3	**Accreditation details**	None
4	**Name of final award**	Master of Philosophy
5	**Programme title**	Master of Philosophy in Anglo-Saxon, Norse & Celtic
6	**JACS code(s)**	Q500, Q900
7	**Relevant QAA benchmark statement(s)**	None
8	**Qualifications framework level**	7 (Masters)
9	**Date specification produced**	June 2015

Educational aims of the programme

- To give students with relevant experience at first-degree level the opportunity to carry out focused research under close supervision in one or more of the following areas: Anglo-Saxon history; Old English language and literature; medieval Scandinavian history; Old Norse language and literature; the histories of the Brittonic- and Gaelic-speaking peoples; Medieval Irish language and literature; Medieval Welsh language and literature; Insular Latin language and literature; palaeography; Germanic philology, Celtic philology, and textual criticism.
- To give students the opportunity to acquire or develop skills in the unique range of subjects offered by the Department.
- To provide students with an overview of important texts in the major subject areas listed above and in related areas.
- To prepare students for doctoral research in one or more of the ASNC subject areas.

These aims are achieved by:

i) giving students the guidance necessary during the application process for them to be able to formulate a plausible research proposal, and to produce written work based on such a proposal to a strict timetable;

ii) broadening their appreciation of the principal issues which shape the field of their dissertation topic, and encouraging them to develop insights which might form the basis of an original contribution to the field;

iii) developing students' competence in bibliographical searching (including the use of information technology), and in the critical assessment of research in the field;

iv) providing teaching in a range of specialist linguistic, literary, historical and palaeographical topics and giving students the opportunity to prepare written exercises for assessment in two of these areas;

v) developing students' competence in contributing to a weekly text-based seminar, and in presenting their own work and discussing the issues arising from it with an audience of peers and senior members of the Department.

Programme outcomes

Knowledge and understanding
During the MPhil, students should have:

(1) developed a deeper knowledge of their chosen area within Anglo-Saxon, Norse & Celtic and of the critical debates within it;

(2) developed an understanding of critical debates which allows the evaluation of current research in their dissertation field;

(3) shown independent judgement based on their own research.

Teaching and learning methods

(1), (2) and (3) are developed through:
– independent research and study;
– in-depth discussions with supervisor;
– participation in research seminars.

Assessment
(1), (2) and (3) are assessed though the review of scholarship essay, take-home essay, dissertation (and *viva voce* examination where applicable).

Skills and other attributes
By the end of their course, students should have:

(4) acquired and/or consolidated linguistic, palaeographical or other scholarly skills;

(5) participated effectively in seminar discussions and made an oral presentation of their research;

(6) learnt how to schedule independent research to produce written work of a high standard to a strict deadline.

Teaching and learning methods
(4) is developed through written exercises in scholarly skills and, in many cases, through dissertation work;
(5) is developed through preparation for and feedback at weekly text seminars and the presentation of research in the Easter Term research forum;
(6) is developed through coursework deadlines and regular meetings between supervisor and student through the year.

Assessment
(4) is assessed by the written exercises;
(5) and (6) are formatively assessed.

Programme structure

June/July	*Viva voce* examination (for candidates continuing to PhD and any others who opt for a viva, and, at the Examiners' discretion, for borderline cases)	Examiners' meeting; degree awarded
June	Dissertation due (50%) (draft to supervisor 3 weeks earlier)	Dissertations double-marked; all work to External Examiner
April	Take-home essay (10%)	Double-marked; feedback given
March	Written exercises (15% each)	Double-marked; feedback given
December	Review of Scholarship due (10%) (draft to supervisor 2 weeks earlier)	Double-marked; feedback given

October to June: MPhil seminars (Michaelmas and Lent);
Research Forum (Easter)

October to March: Weekly classes for written exercises	
October Entry	High 2(i) in first degree or equivalent required

Requirements for the award of the degree

The examination is divided into the following elements:

- review of scholarship in the student's dissertation field, not exceeding 5,000 words (10%);
- written exercise in a scholarly skill (15%);
- second written exercise (15%);
- take-home essay not exceeding 3,000 words, on seminar texts from Michaelmas and Lent Terms (10%);
- a dissertation not exceeding 15,000 words (50%).

In order to pass the MPhil, students must achieve an overall mark of 60. Candidates whose failure in one of the elements (review of scholarship, written exercise, take-home essay) is marginal may be allowed to submit a dissertation if the Graduate Sub-Committee considers it possible that the candidate will pass on aggregate. If failure in exercises is more than marginal, or if there is failure in more than one element, candidates will not normally be allowed to proceed towards the degree. The overall result in the MPhil is either a Pass or a Fail. Although Distinctions are not formally awarded, a mark of 75+ is considered a 'Distinction equivalent'.

Indicators of quality

External Examiners of the MPhil have consistently praised the quality of the provision of teaching and supervision. Between 5 and 14 students read for the MPhil each year and the pass rate approaches 100%.

Learning Support

Each student has a supervisor who gives advice on planning the year's work and the dissertation in particular. Other members of the Department are also available to assist with particular aspects of students' dissertation research. All students are members of a College as well as the Department and have access to learning support from both College and University. The College Tutor for Graduates also plays a role in induction, support and guidance and many Colleges appoint subject mentors for their graduate students.

Documentation offering specifications and guidance in relation to each element of assessed work is provided to students. Progress is monitored through the discussion with each student of draft sections of their dissertations by their supervisor and through submitted work: the review of scholarship exercise which is submitted at the end of Michaelmas Term is returned with written feedback at the beginning of Lent Term. Written feedback is also provided on the written exercises and the take-home essay.

The Department's learning resources include the ASNC Common Room with computers and printer and a small collection of reference books, the Faculty library which constitutes a useful working collection for MPhil students, as well as the University Library and college libraries.

Evaluating and improving the quality and standards of learning

The Faculty participates in the University's quality assurance and enhancement system:

1. External Examining: the MPhil in Anglo-Saxon, Norse & Celtic has an External Examiner who submits a report which is considered by the Graduate Sub-Committee and the Degree Committee of the Faculty. Action in response to reports includes, where appropriate, revisions or adjustments to the programme and its delivery.
2. Course approval: the Faculty is required to obtain the approval of the Board of Graduate Studies and the General Board's Education Committee before any significant changes to courses are made.
3. General Board Internal Review: teaching and learning in the Department, including the MPhil, was reviewed by the University's General Board in 2013.

In addition, MPhil students complete a teaching evaluation questionnaire on the text seminar and an end-of-year open questionnaire on the MPhil in general. The results are analysed by the MPhil Convenor and presented for discussion to the Graduate Sub-Committee of the Department which either makes changes to the teaching programme directly or makes recommendations for substantive changes to the Degree Committee of the Faculty, and from there to the Board of Graduate Studies. The results of these deliberations are fed back to students through meetings of the Graduate Joint Academic Committee. If difficulties arise the Faculty has a complaints procedure for graduate students to follow, which is set out in The Blue Book of Advice and Information for graduate students in English.

One MPhil student is a member of the Department's Graduate Joint Academic Committee and represents the interests of MPhil students on that committee.

Graduate Employment and Career Destinations

Preparation for employment is provided in the opportunities for acquisition of relevant skills outlined above.

Up to 60% of graduates of the ASNC MPhil go on to study for a PhD at Cambridge or other universities. In order to register for the PhD in Anglo-Saxon, Norse & Celtic at Cambridge, students must normally have achieved an overall mark in the MPhil of 70 or above, and 70 or above for the dissertation, as well as having passed a *viva voce* examination on their dissertation conducted by two examiners and with the participation of the External Examiner.

The Careers Service maintains links with relevant employers and takes into account employer needs and opinions in the services which it provides for students. The Careers Service also allocates a Careers Adviser to each College, Faculty and Department to act as a point of contact.

Every effort has been made to ensure the accuracy of the information in this programme specification. At the time of publication, the programme specification has been approved by the relevant Faculty Board (or equivalent). Programme specifications are reviewed annually, however, during the course of the academical year, any approved changes to the programme will be communicated to enrolled students through email notification or publication in the Reporter. The relevant faculty or department will endeavour to update the programme specification accordingly, and prior to the start of the next academical year.

Further information about specifications and an archive of programme specifications for all awards of the University is available online at: www.admin.cam.ac.uk/univ/camdata/archive.html.