

PROGRAMME APPROVAL FORM
SECTION 1 – THE PROGRAMME SPECIFICATION

1. Programme title and designation		MA in Greek Tradition		
2. Final award				
Award	Title	Credit Value	ECTS equivalent	Any special criteria
MA	Greek Tradition	180	90	N/A
3. Nested awards				
Award	Title	Credit Value	ECTS equivalent	Any special criteria
N/A	N/A	N/A	N/A	N/A
4. Exit awards				
Award	Title	Credit Value	ECTS equivalent	Any special criteria
Postgraduate Diploma	Greek Tradition	120	60	N/A
Postgraduate Certificate	Greek Tradition	60	30	N/A
5. Level in the qualifications framework		M		
6. Attendance				
		Full-time	Part-time	Distance learning
Mode of attendance		√	√	n/a
Minimum length of programme		12 months	24 months	n/a
Maximum length of programme		6 years	6 years	n/a

7. Awarding institution/body	King's College London
8. Teaching institution	King's College London
9. Proposing department	Centre for Hellenic Studies, supported by Classics
10. Programme organiser and contact Details	Charlotte Roueché, x2515 charlotte.roueche@kcl.ac.uk
11. UCAS code (if appropriate)	n/a
12. Relevant QAA subject benchmark/ Professional, statutory and regulatory body guidelines	http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/Classics.asp (this is BA only)
13. Date of production of specification	30.1.2009
14. Date of programme review	2016/17

ASQ Approved: 4 November 2010
 PAF amended by ASQ 7th February 2011
 PAF amended re: contact details: 25 October 2011
 PAF finalised for 2011/12: 25 October 2011
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15. Educational aims of the programme

i.e. what is the purpose of the programme and general statements about the learning that takes place over the duration of the programme

This programme of study focusses on the Greek-speaking world from the first millennium BC to the modern day. Drawing on the exceptionally rich resources of two academic departments at King's which together cover a chronological range of more than 3,000 years, it offers the possibility of discipline-based or interdisciplinary study, including Greek language, literature, history, philosophy, religion and material culture. Students have a unique opportunity to study the interactions within that culture, both diachronically and synchronically. The programme should appeal to students of the Classical world, or of Byzantine or Modern Greece, who are looking for a programme to complement what they have already studied. It should be of interest not only to those who wish to learn more about Greek culture, but also more generally to those who wish to investigate the internal dynamics of a long cultural tradition and its reception.

All students will be required to take two modules which examine views of Greek antiquity from many periods and disciplines: M111 *Perceptions of the Past* (20 credits, *tbc*), and M112 *Retelling ancient narratives* (20 credits, *tbc*). Students will also be required to undertake a diachronic study in their dissertation (60 credits). In addition, students may choose from a wide range of modules, with guidance from their programme tutor.

Outcomes: Students will learn to access information from a wide variety of sources, and from a variety of disciplines, and reflect critically upon that information.

They will be helped to assess the complex of historical, political and cultural assumptions which have determined approaches to the subject area at every period

Finally, they will be trained to develop skills of autonomous study and research.

A full description of the programme can be found at <http://www.kcl.ac.uk/schools/humanities/depts/bmgs/prosgrads/tradition>

16. Educational objectives of the programme/programme outcomes (as relevant to the SEEC Credit Level Descriptors)

The programme provides opportunities for students to develop and demonstrate knowledge and understanding and skills in the following areas:

Knowledge and understanding

The programme provides a **knowledge and understanding** of the following:

1. The history, and culture of the Greek-speaking world
2. The transmission and perception of that history and culture
3. Particular research tools

These are achieved through the following **teaching/learning methods and strategies**:

- a) Lectures (1, 3)
- b) Student-led presentations (1, 3)
- c) Workshops, seminars, group work, discussions and debates (1, 2, 3)
- d) Classes (2)
- e) Dissertation supervision (1, 3)

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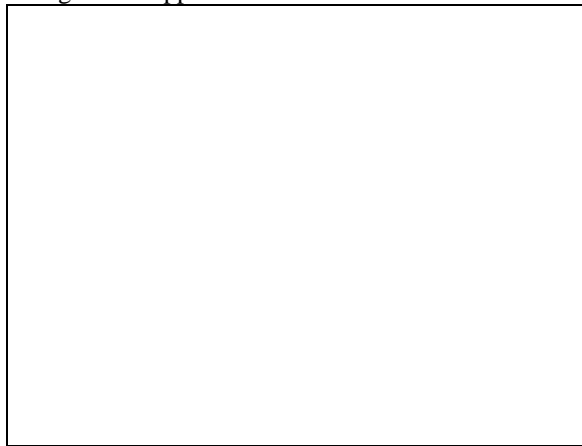
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f) Formative feedback on coursework (1, 2, 3,)

Assessment:
g) Written coursework assignments (1, 2, 3,)
h) A research-based dissertation (1, 3)

(Numbers in brackets indicate the knowledge or skills listed on the left which are achieved through each learning method or tested through each assessment method listed on the right)

Skills and other attributes

Intellectual skills:

1. A critical awareness, and ability to undertake analysis of complex, incomplete or contradictory areas of knowledge communicating the outcome effectively;
2. Can synthesise information in a manner that may be innovative, utilising knowledge or processes from the forefront of the discipline/practice;
3. A level of conceptual understanding that will allow her/him critically to evaluate research, advanced scholarship and methodologies and argue alternative approaches;
4. Initiative and originality in problem solving. Can act autonomously in planning and implementing tasks at a professional or equivalent level, making decision in complex and unpredictable situations.

These are achieved through the following **teaching/learning methods and strategies:**

All are taught by means of discussion, independent study, critical reflection, supervision, seminars and presentations.

Assessment:
Essays
Unseen examinations
Dissertation.

Practical skills:

1. Can operate in complex and unpredictable and/or specialised contexts, and has an overview of the issues governing good practice;
Is able to exercise initiative and personal responsibility in professional practice.

These are achieved through the following **teaching/learning methods and strategies:**

All are taught by means of discussion, independent study, critical reflection, supervision, seminars and presentations.

Assessment:
Essays
Unseen examinations
Dissertation.

Generic/transferable skills:

1. Can work effectively with a group as leader or member. Can clarify tasks and make appropriate use of capacities of group members. Is able to negotiate and handle conflict with confidence;
2. Is able to use full range of learning resources;
3. Is reflective on own and others' functioning in order to improve practice;
4. Can competently undertake research tasks with minimum guidance;
5. Is an independent and self critical learner, guiding the learning of others and managing own requirements for continuing professional development;
6. Can engage confidently in academic and professional communication with others, reporting on action clearly, autonomously and competently;
7. Has independent learning ability required for continuing professional study, making professional use of others where appropriate.

These are achieved through the following **teaching/learning methods and strategies:**

All are taught by means of discussion, independent study, critical reflection, supervision, seminars and presentations.

Assessment:

Essays
Unseen examinations
Dissertation.

17. Statement of how the programme has been informed by the relevant subject benchmark statement(s)/professional, statutory and regulatory body guidelines

The key characteristic of interdisciplinarity within a defined area was identified as a hall mark of this subject area in the relevant benchmarking statement

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/Classics.asp> particularly that graduates will:

A1 have acquired an understanding of another culture, whether focused on its literature, thought, art and religion, or its history and political and social organisation, or its material culture; demonstrated a critical engagement with it; and developed an informed sense of the similarities and differences between it and our own culture

A2 have a broad knowledge, developed within a coherent framework, of complementary subjects, drawn from such fields as language, literature, linguistics, philosophy, history, art and archaeology, or theme-based topics which cross the boundaries between them (eg religion, gender studies), and periods

A3 be familiar with an appropriate and diverse range of primary materials, eg literary, philosophical and historical texts, art objects, archaeological evidence, inscriptions, newspapers, sound recordings

18. In cases of joint honours programmes please provide a rationale for the particular subject combination, either educational or academic

N/A

Which is the lead department and/or School?

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19. Programme structure										
Please complete the following table and, if appropriate, to include joint, major/minor or other variations										
Code = code of each module available for the programme										
Title = title of each module available for the programme, plus its credit level and credit value										
Status = please indicate whether the module is introductory (I), core (Cr), compulsory (Cp), one or more of however many modules must be passed to progress (CrCp), (P) professional (i.e. module testing skills/competency that has no credit level or value but is a professional body requirement) or optional (O) for each type of programme. For postgraduate programmes use the "single honours" column										
Pre-requisite/Co-requisite = where appropriate please indicate whether the module is pre-requisite to another module or co-requisite by noting pre or co and the module code that it is pre/co-requisite to.										
Assessment = please indicate in broad terms the assessment for the module eg written examinations, coursework										
(Note: the availability of optional modules may vary slightly from year to year; the following are the modules available at the commencement of the programme)										
Code	Title	Credit Level	Credit Value	Status (I, Cr, Cp, CrCp, P, O) for each type of module			Pre-requisite/ Co-requisite (Please note the module code)			Assessment
				Single	Joint	Major/Minor	Single	Joint	Major/Minor	
Full-time Study										
First Year										
7AABM113	Dissertation	7	60	Cr						Coursework
7AABM111	Perceptions of the Past	7	20	Cp						Essays
7AABM112	Poetic Geography: Landmarks of the Nation in the Modern Greek Poetic Tradition, 1821-1940	7	20	Cp						Essays (Coursework)
7AACK005	Beginners' Ancient Greek for Research	7	40	O						Exam, various
7AACK015	Intermediate Ancient Greek for Research	7	40	O						Exam, various
7AABMA10	Advanced Modern Greek	7	40	O						Exam, various
6AA*	Postgraduate Modern Greek, MLC	6	20	O						Various

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7AABMA14	Language, identity and culture	7	40	O						Various
7AABMA15	Linguistic analysis of Modern Greek narrative	7	20	O						Project
7AABMA16	Linguistic approaches to narrative analysis	7	20	O						Project
7AABM730	Greek Epigraphy	7	40	O						Coursework, tests
7AABM592	Mystery Religions in the Greek and Roman Worlds	7	40	O						Coursework
7AABMB07	The Reign of Constantine I	7	40	O						Exam, coursework
7AACK410	Territory and Identity in Ancient Greece	7	40	O						Essays
7AACK806	Pausanias and the Archaeology of Greece	7	40	O						Essays
7AABM303	Byzantium and the West, A. D. 800-1054	7	40	O						Exam, coursework
7AABMB10	Living in Byzantium: Material culture and built environment (c. AD 300-1500)	7	40	O						Essays
7AABMA31	Greece in the 1940s: a nation in crisis)	7	40	O						Coursework and Exam
7AABMA32	The politics of unification, integration and homogenization in Greece (1820s–1940s)	7	40	O						Coursework and Exam
7AACK814	Ancient Cyprus: Colonizations, Copper and City-kingdom	7	40	O						Coursework
7AACK818	Ancient mosaics: making and meaning	7	40	O						Essays
7AACK830	Greek Pottery and Painting	7	40	O						Various
7AACM820	Greek Sculpture, c. 750-300 BC	7	40	O						Essays
7AAH1015	Byzantium & the West, 800-1000	7	20	O						Coursework

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7AAH1014	One God, One Sea: Byzantium & Islam, 600-800	7	20	O						Coursework
7AABMB15	Hellenism & Christianity: Conflict or Confluence	7	20	O						Coursework
Part-time Study										
First Year										
7AABM111	Perceptions of the Past	7	20	Cp						Essays
7AABM112	Poetic Geography: Landmarks of the Nation in the Modern Greek Poetic Tradition, 1821-1940	7	20	Cp						Essays
7*	Optional modules to the value of 40 credits	7	40	O						Various
Second Year										
7AABM113	Dissertation	7	60	Cr						Coursework
7*	Optional modules to the value of 40 credits	7	40	O						Various
6AA*	Postgraduate Modern Greek, MLC	6	20	O						Various

If a Masters programme, are level 6 credit levels permitted within the programme?

Yes, Graduate Language modules only

Maximum number of credits permitted with a condoned fail (core modules excluded)

30 credits at level 7 with a condoned (Masters) fail mark permitted, dissertation excluded (as per College regulations)

Are students permitted to take any additional credits, as per regulation A3; 5.10?

Yes, if they can show a need for them

Are students permitted to take a substitute module, as per regulation A3, 20.7?

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No

Are there any exceptions to the regulations regarding credits, progression or award requirements? (where relevant the information should also differentiate the particular requirements of pathways within a programme or nested/exit awards)

All students will be required to take two modules which examine views of Greek antiquity from many periods and disciplines: 7AABM111 Perceptions of the Past (20 credits), and 7AABM112 :Poetic Geography: Landmarks of the Nation in the Modern Greek Poetic Tradition, 1821-1940 (20 credits).

Students will also be required to undertake a diachronic study in their dissertation, 7AABM113 (60 credits).

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20. Marking criteria

The College generic criteria for assessment of postgraduate work apply to the assessment of this programme

21. Will this Programme Board of Examiners report to an existing Board, and if so which one? If a new Programme Board of Examiners is to be set up please note name of Board here

The MA Board in Modern Greek Studies.

22. Please confirm that the process for nominating External Examiners has commenced, and if known, note whom the nominated External Examiner(s) may be

Externals serving the MA Board in Modern Greek Studies will be appropriate to assess this programme.

21. Particular features of the programme which help to reduce the barriers experienced by disabled students and ensure that the programme is accessible to all students who meet the entry requirements

Structure

The programme may be offered part-time.

Publicity and programme handbook

These clearly communicate the key skills that will be required during the programme, the content of each module, the intended teaching methods to be used and the module's status (core/compulsory/optional).

Teaching methods

A wide range of teaching methods are utilised including: handouts in alternative formats, electronic resources placed on the website

Assessment

Advice has been taken from the Equality and Diversity Department to ensure assessment methods do not unfairly discriminate against students with disabilities. The College's Special Examination Arrangements Committee (SEAC) considers requests for adjustments to assessment to take account of learning and/or physical disabilities. Module outlines specify the assessment methods that will be used and explain that SEAC will need to be notified about requests for alternative assessment methods. The form that the alternative assessment will take has been specified for each module in advance.

Feedback

Feedback on programmes is regularly collected from students, including information from students with disabilities about their learning experience. The information collected is used towards the on-going development and improvement of programmes.

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