THE PROGRAMME SPECIFICATION

1. Programme title and designation	**Digital Humanities**

2. Final award

Award	Title	Credit Value	ECTS equivalent	Any special criteria
MA	Digital Humanities	180	90	N/A

3. Nested awards

Award	Title	Credit Value	ECTS equivalent	Any special criteria

4. Exit awards

Award	Title	Credit Value	ECTS equivalent	Any special criteria
Postgraduate Diploma	Digital Humanities	120	60	An unclassified PG Diploma may be offered in cases where a total of 120 credits of any combination of modules have been achieved.

5. Level in the qualifications framework	M

6. Attendance

	Full-time	Part-time	Distance learning
Mode of attendance	X	X	No
Minimum length of programme	1 year	2 years	N/A
Maximum length of programme	3 years	4 years	N/A

7. Awarding institution/body	King's College London
8. Teaching institution	King's College London
9. Proposing department	Department of Digital Humanities
10. Programme organiser and contact details	Paul Spence Email: paul.spence@kcl.ac.uk
11. UCAS code (if appropriate)	N/A
12. Relevant QAA subject benchmark/ professional and statutory body guidelines	No benchmark for MA.
13. Date of production of specification	Original PAF: June 2005; CFPAF: January 2007
14. Date of programme review	2012/13

16. Educational aims of the programme

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The *MA Digital Humanities* aims to equip students to understand and apply computing techniques to the source materials and problems of the humanities. Its principal objectives are to develop the analytical practical skills that will enable them to do this. Its subject matter comprises formal analytical methods and computational methods and techniques which have proved useful across a range of humanities disciplines, and the consequences and implications of applying them.

At the core of the Programme is the meeting between the formal rigour of computational methods and imaginative diversity of cultural expression. The Programme emphasises in theory and practice the consistency and explicitness that the computer requires while highlighting in each case-study the kinds of knowledge which inevitably escape these rigorous demands. The student thereby learns to judge when the application of computing may lead to useful or interesting results and also learn how the analytical and practical processes can throw new light on the object of study. By combining divergent perspectives of computing and the humanities, the student encounters in an immediately concrete way the question of how we know what we know. This question is developed throughout as an essential tool for better critical thinking.

17. Educational objectives of the programme/programme outcomes

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. Formal analytical methods and computational methods and techniques which have proved useful across a range of humanities disciplines, and the consequences and implications of applying them;
2. Ability of how to formulate a computationally tractable problem from an area of interest in the humanities, match it to an appropriate technology, design an approach employing this technology, evaluate the results and reformulate the problem for further research;
3. Specific skills with the standard technologies of text-analysis, numerical analysis, database design, digital publishing and programming, as appropriate within each module;
4. Ability to analysis problems involving text, numbers, tabular data and related design skills; matching of real-world problems to computing technologies; critical evaluation of results; articulation of the process from analysis to design;
5. Appropriate personal and professional conduct in the context of the discipline.

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

Instruction includes lectures on theoretical topics, demonstrations, and practical classes and exercises. A representative selection of case-studies drawn from a number of discipline and multi-discipline areas is used to exemplify analysis of typical problems and the combination of technical means needed to approach them successfully.

Assessment:

- Essays;
- Dissertation;
- Computing models constructed for practical exercises.

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Skills and other attributes

Intellectual skills:

1. A critical awareness allowing the student to undertake analysis of complex, incomplete or contradictory areas of knowledge communicating the outcome effectively;
2. A critical awareness allowing the student to 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**:

Instruction includes lectures on theoretical topics, demonstrations, and practical classes and exercises. A representative selection of case-studies drawn from a number of discipline and multi-discipline areas is used to exemplify analysis of typical problems and the combination of technical means needed to approach them successfully.

Assessment:

- Essays;
- Dissertation;
- Computing models constructed for practical exercises.

Practical skills:

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

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

Instruction includes lectures on theoretical topics, demonstrations, and practical classes and exercises. A representative selection of case-studies drawn from a number of discipline and multi-discipline areas is used to exemplify analysis of typical problems and the combination of technical means needed to approach them successfully.

Assessment:

- Essays;
- Dissertation;
- Computing models constructed for practical exercises.

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,

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

Instruction includes lectures on theoretical topics, demonstrations, and practical classes and exercises. A representative selection of case-studies drawn from a number of discipline and multi-discipline areas is used to exemplify analysis of typical problems and the combination of technical means needed to approach them successfully.

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reporting on action clearly, autonomously and competently;
7. Has independent learning ability required for continuing professional study, making professional use of others where appropriate.

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

No benchmark statements or guidelines exist for the digital humanities as described here. DDH are, however, involved world-wide in formulating such benchmarks and the programmes involves invited expert speakers from outside of the College for lectures and seminars.

19. Programme structure and award requirements (where relevant the information should also differentiate the particular requirements of pathways within a programme or linked/exit awards)

(a) numbers of compulsory and optional units to be taken in each year of the programme
Full time:
180 credits earned through 1 x 40 credit core module, 1 x 60 credit core dissertation and 80 credits of optional modules.

Part time:
Year 1
80 credits earned through 1 x 40 credit core module and 40 credits of optional modules.
Year 2
100 credits earned through 1 x 60 credit core dissertation and 40 credits of optional modules.

(b) range of credit levels permitted within the programme
7

(c) maximum number of credits permitted at the lowest level
180

(d) minimum number of credits required at the highest level
180

(e) progression and award requirements (if different from the standard)
N/A

(f) maximum number of credits permitted with a condoned fail (core modules excluded)
30 credits.

(g) are students permitted to take a substitute module, as per regulation A3, 20.7? Students are not permitted to take a substitute module

(h) other relevant information to explain the programme structure

By approval of the Programme Coordinator, optional modules can be taken from a range of existing modules run by DDH and in other departments in the School of Arts & Humanities or in the College.

Exit Award provision

A classified PG Diploma may be offered in cases where students have gained 120 credits from taught modules (as identified on the nested award)
Includes condoned fails

An unclassified PG Diploma may be offered in cases where a total of 120 credits of any combination of modules have been achieved.
Includes condoned fails

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Programme Structure
See Programme Handbook for modules to be taken.

20. Marking criteria
The assessment criteria follow the College's general criteria for the assessment of MA programmes.

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