

**PROGRAMME APPROVAL FORM  
SECTION 1 – THE PROGRAMME SPECIFICATION**

<b>1. Programme title and designation</b>		MA in Early Modern English Literature: text and transmission		
<b>2. Final award</b>				
<b>Award</b>	<b>Title</b>	<b>Credit Value</b>	<b>ECTS equivalent</b>	<b>Any special criteria</b>
MA	Early Modern English Literature: text and transmission	180	90	N/A
<b>3. Nested awards</b>				
N/A	N/A	N/A	N/A	N/A
<b>4. Exit awards</b>				
<b>Award</b>	<b>Title</b>	<b>Credit Value</b>	<b>ECTS equivalent</b>	<b>Any special criteria</b>
Postgraduate Diploma	Early Modern English Literature: text and transmission	120	60	N/A
Postgraduate Certificate	Early Modern English Literature: text and transmission	60	30	N/A
<b>5. Level in the qualifications framework</b>		M		
<b>6. Attendance</b>				
		<b>Full-time</b>	<b>Part-time</b>	<b>Distance learning</b>
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

<b>7. Awarding institution/body</b>	King's College London, University of London
<b>8. Teaching institution</b>	King's College London, University of London
<b>9. Proposing department</b>	Department of English Language & Literature and the British Library
<b>10. Programme organiser and contact Details</b>	Dr Sonia Massai Email: sonia.massai@kcl.ac.uk
<b>11. UCAS code (if appropriate)</b>	N/A
<b>12. Relevant QAA subject benchmark/ professional and statutory body guidelines</b>	No benchmark for MA but QAA English benchmark was used for reference, as were AHRC guidelines for postgraduate courses.

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	[when benchmark guidelines are added for MA they will appear here <a href="http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements/masters-degree-subjects">http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements/masters-degree-subjects</a> and the programme will be checked to be in line with these]
<b>13. Date of production of specification</b>	May 2007
<b>14. Date of programme review</b>	2015/16

### 16. Educational aims of the programme

The programme – taught in collaboration with the British Library – aims to provide teaching and research training at postgraduate level in the production, transmission and reception of early modern literary texts in English.

The strong tradition of Shakespeare and early modern literary studies at King’s and the world-leading expertise in the bibliographical make-up of early printed books and manuscripts at the British Library offer students the unique opportunity to study early modern literary texts not only in light of recent critical and literary approaches, but also as material artefacts. In other words, this MA programme, unlike any other programme of its kind, encourages students to understand the materiality of literary texts as the condition of their meaning rather than simply as a medium through which they are transmitted from their authors to their readers. The advanced critical understanding of early modern English literature, which students gain through the literary, critical and historical methodologies deployed by teachers of this course at King’s, will therefore be complemented and reinforced by the textual and bibliographical element of the module taught at the British Library.

This programme also provides training in research methods, giving students a clear sense of what would be involved in progressing to the doctorate.

### 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. Advanced knowledge of a selection of early modern literary texts in English;
2. The effective and appropriate use of critical analysis, and of the research and arguments of others, as appropriate to graduate-level work
3. Effective and appropriate use of a range of appropriate theoretical and/or

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

- seminars including regular (non-assessed) class presentations and discussion
- lectures
- directed private study
- essay consultations
- one-to-one dissertation supervisions

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- disciplinary methodologies and their application;
4. Advanced awareness of the production, circulation and reception of literary texts in English during the early modern period (ca 1500-1700);
  5. Advanced awareness of the agents involved in the transmission of early modern literary texts in English, including authors, scribes and compositors, correctors and censoring authorities, the reading public and literary patrons;
  6. Advanced awareness of the influences of aristocratic patronage and the rise of commercial drama and a literary market on the production of early modern literary texts in English;
  7. Advanced knowledge of the main styles of early modern handwriting (palaeography), early modern printing practices and conventions (bibliography), and the material conditions (the book trade) which affected the way in which early modern literary texts were produced;
  8. Appropriate personal and professional conduct in the context of the discipline.

- a range of staff/graduate seminars
  - workshops with specimens of early modern literary texts in manuscript and print, drawn from the relevant collections at the British Library
  - occasional conferences at King's and the British Library and the opportunity to attend related seminars offered by the School of Advanced Studies and by the Centre for Manuscript and Print Studies (University of London), including the Early Modern Manuscript Studies seminar.
  - guided access to the research facilities available at King's and at the British Library
- Assessment:**
- essays
  - dissertation
  - research methods essay and bibliographical exercise
- Seminar presentations develop oral communication and are a continuous part of the teaching process but are not formally assessed.

### Skills and other attributes

- Intellectual skills:**
1. A critical awareness; can undertake analysis of complex, incomplete or contradictory areas of knowledge communicating the outcome effectively;
  2. A critical awareness; can synthesise information in a manner that may be innovative, utilising knowledge or processes from the forefront of the discipline/practice;

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

Intellectual skills are developed through the teaching and learning programme outlined above. The courses all, through both teaching and private study, develop skills 1-4

**Assessment:**

The range of assessment methods requires students to demonstrate skills 1-4 through the production of coherent

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.

written responses to the questions or problems set

Class presentations develop oral communication and are a continuous part of the teaching process but are not formally assessed.

**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:**

Seminars, lectures, private study, consultations and supervisions

**Assessment:**

The range of assessment methods requires students to demonstrate these skills through the production of essays and the dissertation

Class presentations develop oral communication and are a continuous part of the teaching process but are not formally assessed.

**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;

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

Seminars develop skills 1-7; private study develops skills 2-7

**Assessment:**

The range of assessment methods requires students to demonstrate skills 2-7 through the production of coherent written responses to the questions or problems set

Class presentations develop oral communication and are a continuous

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.

part of the teaching process but are not formally assessed.

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

There is no subject benchmark for humanities MA degrees.

The English benchmark statement, though addressed primarily to undergraduate programme specifications and formulated for a more general degree, was used as a key reference point in producing this document. The statement highlights the range of textual engagements that can be expected in any English degree, including 'the role of critical traditions in shaping literary history,' of 'the linguistic, literary, cultural and socio-historical contexts in which literature is written and read,' and of appropriate critical terminology. These are key elements of the King's/British Library MA programme.

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

**(a) numbers of introductory, core, compulsory and optional modules to be taken in each year of the programme with related credit values**

*Full time*

180 credits earned through 1 x 30 credit compulsory module, 1 x 20 credit compulsory module, 1 x 90 credit core dissertation module and 40 credits of optional modules.

*Part time*

*Year 1*

40 credits earned through 1 x 20 credit compulsory module and 1 x 20 credit optional module

*Year 2*

140 credits earned through 1 x 30 credit compulsory module, 1 x 20 credit optional module and 1 x 90 credit core dissertation module.

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

7.

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

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180 credits.

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

180 credits.

**(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?**

No

**(h) other relevant information to explain the programme structure**

N/A

**20. Marking criteria**

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

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**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*

We welcome part time applications.

*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 (as demonstrated by box 17), including: handouts in alternative formats, electronic resources placed on the website, lecture notes in advance in electronic formats and transcriptions available for outside speakers and films.

*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 the programme 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 the programme. In particular, it has prompted closer working with ISS to ensure that subject resources are offered in a range of alternative formats wherever possible.

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**PROGRAMME APPROVAL FORM**  
**SECTION 2 – SUPPLEMENTARY INFORMATION**

Not all of the information in this section will be relevant for all programmes and for some programmes this section will not be relevant at all

**1. Programme name**

MA in Early Modern English Literature: text and transmission

**2. If the programme is a joint award with an institution outwith the University of London has the necessary approval been sought from Academic Board?**

Yes  No  Not applicable

Please attach a copy of the request to Academic Board

**3. 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?

**4. If the programme involves time outside the College longer than a term, please indicate how the time will be spent, the length of time out and whether it is a compulsory or optional part of the programme N/A**

Year abroad	Year in employment	Placement	Other (please specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Time spent ..... Compulsory/optional .....

**5. Please provide a rationale for any such time outside the College, other than that which is a requirement of a professional, regulatory or statutory body**

N/A

**6. Please give details if the programme requires validation or accreditation by a professional, regulatory or statutory body**

Name and address of PSB

N/A

Frequency of validation/ accreditation      Date of next validation/ accreditation

**7. In cases where parts or all of the programme (other than those in box 4 above) are delivered either away from one of the College campuses and/or by a body or bodies external to the College please provide the following details**

**Name and address of the off-campus location and/or external body**

The British Library  
96 Euston Road  
St Pancras  
London NW1 2DB

**Nature of the involvement of external body**

Teaching and assessment of one compulsory module (20 credits). Also involved in supervision and assessment of Dissertations (90 credits).

**Description of the learning resources available at the off-campus location**

The British Library provides the largest collections of early modern literary texts in English in print and manuscript worldwide. The research and study environment provided by the British Library is uniquely suited to the aims and objectives of this MA programme.

**What mechanisms will be put in place to ensure the ongoing monitoring of the delivery of the programme, to include monitoring of learning resources off-site or by the external body?**

As with all modules taught within the department, the course taught at the British Library is monitored by way of course evaluation forms and teaching evaluation forms. The course convenor is in regular contact with the teaching and curatorial staff at the British Library. Developments within the course taught at the British Library will be regularly discussed between the convenor of the programme at King's and the convenor of the core course taught at the British Library, with input as appropriate from other members of the department.

**Please attach the report of the visit to the off-campus location**

No single specific monitoring visit is required because the programme convenor is in regular contact with the course convenor at the British Library and routinely takes part in lectures, seminars and events held at the British Library.