

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

<b>1. Programme title and designation</b>		MA in Eighteenth-Century Studies		
<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	Eighteenth-Century Studies	180	90	N/A
<b>3. Nested awards</b>				
<b>Award</b>	<b>Title</b>	<b>Credit Value</b>	<b>ECTS equivalent</b>	<b>Any special criteria</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	Eighteenth-Century Studies	120	60	N/A
Postgraduate Certificate	Eighteenth-Century Studies	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		
<b>10. Programme organiser and contact Details</b>		Dr Clare Brant, Department of English Language & Literature clare.brant@kcl.ac.uk extension 2247		
<b>11. UCAS code (if appropriate)</b>		Not applicable		
<b>12. Relevant QAA subject benchmark/ professional and statutory body guidelines</b>		Not applicable		
<b>13. Date of production of specification</b>		May 2007		
<b>14. Date of programme review</b>		2018/19		

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### 16. Educational aims of the programme

The programme aims to provide teaching and research-training in a wide variety of disciplines relating to the study of the eighteenth century at post-BA level. As the programme will be offered jointly with the British Museum special emphasis will be placed on relevant collections held by that institution. The programme will include opportunities for training in any of the basic technical skills necessary for those who wish to go on to study for a Ph.D. in eighteenth-century subjects, but will also be designed for students who wish simply to study the Enlightenment and its aftermath at postgraduate level. Students will be exposed to approaches to scholarship from a wide variety of disciplines from the School of Humanities, and will be exceptionally well-placed to undertake interdisciplinary research as a result. The degree will be thematic and comparative in its approach. The British Museum will provide not less than 4 and not more than 6 two hour seminars for the core module. All optional modules will provide an opportunity for the use, where appropriate, of primary sources. The programme-specific compulsory core course will take as its focus the idea of the Enlightenment, setting it in relation to (among other themes) nationality, race, philosophy, science, medicine, gender, and cultures of collecting. The optional courses to be taken alongside the core course will provide more specialist training. The course will also provide an excellent foundation and springboard for students and tutors interesting in pursuing the AHRC collaborative doctoral awards programme (in which the department has already had some success with partnerships with the National Portrait Gallery, Globe theatre and Imperial War Museum).

### 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) Different approaches to studying and writing about the eighteenth century across a wide variety of disciplines;
- 2) The methodological and practical problems encountered in carrying out eighteenth-century research and in using primary sources from the period;
- 3) Themes in eighteenth-century studies from roughly 1680 to 1820;
- 4) Ways in which historical writing is informed by other disciplines, such as sociology, anthropology and political science;
- 5) The development of relevant linguistic competence;
- 6) Appropriate personal and professional conduct in the context of the discipline.

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

- research-based seminars, including regular (non-assessed) class presentations and discussion
- fieldwork, data collection, and analysis
- museum-based and library research
- essay consultations
- one-to-one dissertation supervisions
- small group work
- directed private study
- guest lectures and seminar series involving relevant researchers
- occasional conferences
- guided access to the research facilities available in London, including the British Library

#### Assessment:

- essays, projects, dissertation



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. Critical awareness, can undertake analysis of complex, incomplete or contradictory areas of knowledge communicating the outcome effectively;
2. Critical awareness, 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 original 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:**

Seminars, guided and framed by a tutor, in which students are expected to prepare reading, make presentations and explore set topics and materials through group discussion.

Individual tutorials which guide students as they prepare their essays.

One-to-one supervision on the dissertation.

Seminars at outside institutions such as the Institute of English Studies and the Institute of Historical Research at which visiting scholars give papers to audiences of academics and postgraduate students.

**Assessment:**

Essays, a dissertation.

#### 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:**

Seminar discussion, supervised dissertation work, advice from personal and academic tutors, and independent research.

**Assessment:**

Essays, with tutorial feedback.

Dissertation (independent research under supervision).

#### 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;

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

Seminar discussion, supervised dissertation work, advice from personal and academic tutors, and independent research.

**Assessment:**

Essays, with tutorial feedback.

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.

Dissertation (independent research under supervision).

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

There are no relevant benchmark statements or professional body guidelines which apply to this programme. However, the programme is built on the following QAA Descriptor for a qualification at Masters' (M) level:

Masters' degrees are awarded to students who have demonstrated:

1. a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;
2. a comprehensive understanding of techniques applicable to their own research or advanced scholarship;
3. originality in the application of knowledge, together with practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;
4. conceptual understanding that enables the student.

There are no relevant benchmark statements or guidelines from a professional body, which apply to this programme. However, the programme is built on the following QAA Descriptor for a qualification at Masters' (M) level and will have the qualities and transferable skills necessary for employment requiring:

1. the exercise of initiative and personal responsibility;
2. decision-making in complex and unpredictable situations; and
3. the independent learning ability required for continuing professional development.

**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)

**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*

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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.

80 credits of optional modules to be taken from those listed in the PAF or other modules as considered appropriate to the educational aims of the programme, subject to convenor approval. Optional Department of English modules can be taken by students outside of the department

**(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?**

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 Eighteenth-Century Studies

**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**

The British Museum is a formidable resource for learning and scholarship. The opportunity to study its collections at close quarters and to work with senior staff at the Museum will significantly enhance the value of the MA.

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

Name and address of PSB

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NA

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*

British Museum  
Great Russell Street  
London  
WC1B 3DG.

*Percentage/amount of the programme delivered off-campus or by external body*  
Around 5-7%.

*Nature of the involvement of external body*

The degree will be jointly offered by King's College London and the British Museum (BM). The teaching contribution of the BM will be equivalent to at least 12 credits and in some cases – where dissertations require it – more than 12 credits.

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

The Museum itself, as an eighteenth-century institution (it was founded in 1753), is a formidable object of enquiry in its own right. The resources that are of most immediate interest to us are those in the newly-refurbished Enlightenment gallery. These include 16,000 18th-century and early-19th-century books on loan from the House of Commons library. In the bookshelves and in display cases, there are some 5,000 "natural and artificial" objects that underline the oneness of nature and humanity. There are specimens collected on Captain Cook's voyages to the Pacific and Sir Hans Sloane's albums of plants and his medicine cabinet. The gallery makes a special effort to recognize the achievements of women from the period. It features, among other things, the scientific paintings of Maria Sibylla Merian (1647-1717) and the skulls of the first pterodactyls classified by the naturalist Mary Anning (1799-1847).

The interest of the Museum to those taking to the degree extends beyond the Enlightenment gallery: some of the objects acquired by the Museum during the early nineteenth century, such as the Rosetta Stone and the Elgin Marbles, were to play an important iconic role in transmitting the legacy of the Enlightenment to future generations.

There are important Enlightenment collections held in the Print Room (to which students taking this MA will have special access), e.g. prints by the portrait painter, caricaturist and collector, Robert Dighton (1751-1814).

Equally important – if they can be classified as 'learning resources' are the Museum staff who will contribute to this MA. The BM team will be headed by Dr Kim Sloan, Principal Curator of the Enlightenment Gallery. She will be joined by Drs Frances Carey (head of national programmes), Jill Cook (head of prehistory), Brian Durrans (curator, Department of Asia) and Ian Jenkins (keeper).

*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?*

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The BM will nominate a representative to the Programme Board responsible for the degree. All BM sessions will be attended by the KCL course convenor.

Sessions to be delivered by the BM will be agreed in advance with KCL staff.

The draft framework agreement which is currently the subject of negotiations allows for review of the programme each year. The review will consider general teaching issues, to update the BM on changes relevant to School policies and to discuss student feedback on the core course seminars given by BM staff.

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

Visits to the museum have taken place to discuss and negotiate with its staff. No assessment has yet been made of insurance arrangements and matters such as health and safety. These will be considered in the framework agreement with the BM.

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