

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

<b>1. Programme title and designation</b>		Medical Humanities		
<b>2. Final award</b>				
<b>Award</b>	<b>Title</b>	<b>Credit Value</b>	<b>ECTS equivalent</b>	<b>Any special criteria</b>
MSc	Medical Humanities	180-200	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	Medical Humanities	120	60	n/a
Postgraduate Certificate	Medical Humanities	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			<b>X</b>	<b>X</b>
Minimum length of programme			<b>1 year</b>	<b>2year</b>
Maximum length of programme			<b>3 years</b>	<b>4 years</b>
<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 (Centre for the Humanities and Health)	
<b>10. Programme organiser and contact Details</b>			Brian Hurwitz/Neil Vickers Department of English Language and Literature <a href="mailto:brian.hurwitz@kcl.ac.uk">brian.hurwitz@kcl.ac.uk</a>	
<b>11. UCAS code (if appropriate)</b>			NA	
<b>12. Relevant QAA subject benchmark/ Professional, statutory and regulatory body guidelines</b>			NA	
<b>13. Date of production of specification</b>			September 2009	
<b>14. Date of programme review</b>			2015/16	

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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*

Personal and cultural meanings are fundamental to the sick and those who care for them. It is the task of the Medical Humanities to elucidate these meanings in the context of present-day and previous medical understandings of illness and health care practice. The field is concerned with the distress and disorder associated with physical and psychological illness, with explication of scientific formulations of disease and health, and with the relational aspects of health care and the ethical challenges to which they give rise. It is characterised by scholarly work that ranges across disciplines (history, history of art, film studies, philosophy, psychology, literature and ethics) and across media (text, image and cultural object) in order to investigate health and disease as constructs, as experiences, and as they can be understood in terms of the representations and material objects to which they give rise

The chief educational aim of this programme is to explore the foundations of the field through sustained exposure to the way a variety of humanities disciplines investigates and elucidates these meanings. Students will be introduced to the different ways such questions appear from the standpoint of different humanities' disciplines and from the standpoint of healthcare. They will learn methods for undertaking Medical Humanities research of their own and will be introduced to a range of research resources (archival as well as bibliographic) necessary for the study of the Medical Humanities.

A compulsory module forms the core of the MSc, 'Themes in the Medical Humanities' (40 credits) taught over two semesters. Alongside this module will run another compulsory module (20 credits), 'Advanced Skills for the Medical Humanities'. Optional modules to the value of a further 60 credits will be selected according to student interest and area of specialisation, and a Dissertation worth 60 credits will be produced.

### 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. How to assess evidence used in the Medical Humanities critically;
2. How to synthesise literary, historical, philosophical, visual and healthcare data, present and past, from printed, manuscript and digital sources;
3. How to use research resources (particularly research library catalogues, archival inventories, on-line catalogues, digital databases and other more specialised digital resources relevant to this emerging field, e.g. DIPEX, a database of patients' experiences presented as video, audio, and/or text;

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

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4. Subject specific skills, e.g. understanding the literary presentation of medicine in a sample of canonical European literature from ancient times to the present; the nature of philosophical argumentation; historiographic considerations; understanding the philosophic and scientific underpinnings of narrative-based medicine; understanding a variety of theories of narrative;
5. Aspects of the relationship between medicine and the humanities as these arise in the context of the course offered
6. Appropriate personal and professional conduct in the context of the discipline.

- occasional conferences
- guided access to the research facilities available in London, including the British Library, Wellcome 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. 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;
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:**

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.

**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).

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<p><b>Generic/transferable skills:</b></p> <ol style="list-style-type: none"><li>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;</li><li>2. Is able to use full range of learning resources;</li><li>3. Is reflective on own and others' functioning in order to improve practice;</li><li>4. Can competently undertake research tasks with minimum guidance;</li><li>5. Is an independent and self critical learner, guiding the learning of others and managing own requirements for continuing professional development;</li><li>6. Can engage confidently in academic and professional communication with others, reporting on action clearly, autonomously and competently;</li><li>7. Has independent learning ability required for continuing professional study, making professional use of others where appropriate.</li></ol>	<p>These are achieved through the following <b>teaching/learning methods and strategies:</b></p> <p>Seminar discussion, supervised dissertation work, advice from personal and academic tutors, and independent research.</p> <p><b>Assessment:</b> Essays, with tutorial feedback. Dissertation (independent research under supervision).</p>
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<p><b>17. Statement of how the programme has been informed by the relevant subject benchmark statement(s)/professional, statutory and regulatory body guidelines</b></p> <p>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:</p> <p>Masters' degrees are awarded to students who have demonstrated:</p> <ol style="list-style-type: none"><li>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;</li><li>2. a comprehensive understanding of techniques applicable to their own research or advanced scholarship;</li><li>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;</li><li>4. conceptual understanding that enables the student to:<ul style="list-style-type: none"><li>- evaluate critically current research and advanced scholarship in the discipline</li><li>- evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.</li></ul></li></ol> <p>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:</p>
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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

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

NA

Which is the lead department and/or School?

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<b>19. Programme structure</b>
See Programme Handbook for modules to be taken.
<b>If a Masters programme, are level 6 credit levels permitted within the programme?</b> No
<b>Maximum number of credits permitted with a condoned fail (core modules excluded)</b> 30.
<b>Are students permitted to take any additional credits, as per regulation A4; 5.8?</b> Yes.
<b>Are students permitted to take a substitute module, as per regulation A3, 20.7?</b> No
<b>Are there any exceptions to the regulations regarding credits, progression or award requirements?</b> (where relevant the information should also differentiate the particular requirements of pathways within a programme or nested/exit awards) n/a
<b>Other relevant information to explain the programme structure</b> <i>Please note that <u>new</u> students enrolling on the information provided on this section of the PAF will have these regulations stipulated throughout their programme of study. The only exception to this will be if there are changes made by Professional, Regulatory or Statutory Bodies that are noted to this programme.</i>  <i>Full-time</i> <i>180 credits to be taken through 60 credits of compulsory modules, and one 60 credit compulsory dissertation module</i> <i>And 60 credits of optional modules</i> Semester 1 Compulsory modules: Themes in Medical Humanities (40 credits) Advanced Skills for the Medical Humanities comp (20 credits) And Two option modules (20 credits each)/One option module (40 credits) <b>OR</b> One option module (20 credits)  Semester 2 Compulsory modules: Themes in Medical Humanities (40 credits) Advanced Skills for the Medical Humanities comp (20 credits)

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And One option module (20 credits) **OR** Two option modules (20credits each)/One option module (40 credits)  
Dissertation (60 credits)

*Part-time*

*Year one*

*80 credits to be taken through 1 x 40 credit compulsory module and 1 x 20 credit compulsory module and 1 x 20 credit option module It is proposed that P/T students submit their coursework for module 7AAEM660 Advanced Skills for the Medical Humanities at the end of Semester 2 during their second year.*

Semester 1&2

Compulsory modules

Themes in Medical Humanities (40 credits)

Advanced Skills for the Medical Humanities comp (20 credits)

One option module (20 credits)

*Year two*

*100 credits to be taken through 1 x 60 credit compulsory dissertation and 40 credits of option modules.*

Semester 1

Two option modules (20 credits each)/ one option (40 credits) **OR** one option module (20 credits)

Semester 2

One option module (20 credits) **OR** two option modules (20 credits each)/one option module (40 credits)

Dissertation (60 credits)

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## **20. Marking criteria**

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

## **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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