

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

1. Programme title and designation		Medieval English		
		For undergraduate programmes only		
		Single honours	Joint	Major/minor
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Final award				
Award	Title	Credit Value	ECTS equivalent	Any special criteria
MA	Medieval English	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	Medieval English	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.
Postgraduate Certificate	Medieval English	90	45	In cases where all taught modules have been passed, excluding the dissertation.
5. Level in the qualifications framework		M		
6. Attendance				
		Full-time	Part-time	Distance learning
Mode of attendance		√	√	N/A
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		English Language & Literature		
10. Programme organiser and contact Details		Dr. Lawrence Warner – lawrence.warner@kcl.ac.uk		
11. UCAS code (if appropriate)		N/A		

QA&AA Approved: September 2009

PAF modified by ASQ re: exit awards: 21st May 2010

PAF finalised for 2010/11: 12 October 2010

PAF finalised for 2011/12: 26 October 2011

PAF modified re: description, title and programme structure: 9 July 2014

12. Relevant QAA subject benchmark/ Professional, statutory and regulatory body guidelines	No benchmark for MA but QAA English benchmark was used for reference, as were AHRC guidelines for postgraduate courses.
13. Date of production of specification	3 July 2009
14. Date of programme review	2010/2011 rolling review schedule for Department of English Language & Literature; 2013-14 resulting in change of structure from 2015-16

16. 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 offers students the opportunity to explore medieval literature and language from a number of inter-connected theoretical, interdisciplinary and multi-disciplinary perspectives, including cultural studies (especially cultural approaches to the study of medieval religious texts), the relation between verbal and visual artifacts, the function and meaning of medieval materials in modern society, gender and sexuality studies, and connections between the medieval and early modern periods. Additionally, students in the programme will benefit from modules taught in conjunction with institutions such as the British Library and the British Museum.

These perspectives complement the department's traditional strengths in manuscript, lexical, and source studies of the medieval period. The programme offers ample provision for research into the Old and Middle English periods, for example, text and manuscript study, modern medievalism, sexuality and romance, or new materialism. The programme also offers opportunities to develop special interest topics (single authors, genres or theoretical approaches).

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

Knowledge and understanding

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

1. advanced knowledge of the cultural and literary history of the medieval period.
2. advanced awareness of the political, social and historical contexts in which texts are produced and received;
3. advanced knowledge of a range of theoretical and/or disciplinary methodologies and their application;
4. the effective and appropriate use of critical analysis, and of the research



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

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

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- and arguments of others, as appropriate to graduate-level work.
5. appropriate personal and professional conduct in the context of the discipline.

- a range of staff/graduate seminars
- occasional conferences
- guided access to the research facilities available in London, including the British Library

Assessment:

- essays
- dissertation
- critical survey

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

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 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:

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

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;
3. Be able to read in the original language the appropriate literary or documentary texts

Seminars, lectures, private study, consultations and supervisions

Assessment:

The range of assessment methods requires students to 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;
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:**

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 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, statutory and regulatory body guidelines

There are no relevant benchmark statements or professional body guidelines that apply to this programme. However, the descriptors used in this document build on the QAA undergraduate subject benchmarks for English (QAA 146 02/07:

Programme approval 2008/09

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/English07.asp>) and the College's Framework of Credits and Levels for College Awards.

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, depending on the pathway chosen, are key elements of our provision in the study of English at graduate level.

The award of this MA degree is in compliance with section A6 1 (1.1) of the *Academic Regulations, Regulations concerning students and General Regulations* of King's College London. This defines the level of a Masters course as "A prescribed programme of study beyond the standard first degree level which assumes the general level of educational competence implicit in the award of a first degree and which extends over a period equivalent to a minimum of one calendar year full-time".

19. 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? N/A

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20. Programme structure

See Programme Handbook for modules to be taken.

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

Yes. Graduate level language modules in the Modern Language Centre. Maximum 20 credits.

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

30 credits

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

Yes

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

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)

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

A Postgraduate Certificate is available as an exit award only in cases where all taught modules have been passed, excluding the dissertation.

With permission from the Programme Coordinator, students may take a maximum of 40 credits outside the programme from modules available in the School of Arts & Humanities, or exceptionally elsewhere in the College or University of London.

Other relevant information to explain the programme structure

Please note that new 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.

(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 (*students may take a maximum of 20 credits of graduate language modules at level 6*).

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Part time

Year 1
50 credits earned 1 x 30 credit compulsory module and 20 credits of optional modules (*students may take a maximum of 20 credits of graduate language modules at level 6*).

Year 2
130 credits earned through 1 x 20 credit compulsory module, 1 x 90 credit core dissertation module and 20 credits of optional modules (*If not taken in year 1, students may take a maximum of 20 credits of graduate language modules at level 6*).

(b) range of credit levels permitted within the programme

6 & 7

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

20 credits

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

160 credits

21. Marking criteria

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

22. 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.