

## THE PROGRAMME SPECIFICATION

<b>1. Programme title and designation</b>		Medieval 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	Medieval 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>	
PG Diploma	Medieval Studies	120	60	Students must take and pass 120 credits of taught modules (for exit award purpose only)	
<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	Medieval Studies	120	60	A classified PG Diploma may be offered in cases where students have gained 120 credits from taught modules (as identified on the nested award)	
Postgraduate Diploma	Medieval Studies	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.	
<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		
<b>8. Teaching institution</b>			King's College London		
<b>9. Proposing department</b>			School of Arts & Humanities		
<b>10. Programme organiser and contact Details</b>			Sarah Salih, English Department Email: <a href="mailto:sarah.salih@kcl.ac.uk">sarah.salih@kcl.ac.uk</a> x2182		
<b>11. UCAS code (if appropriate)</b>			N/A		

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<b>12. Relevant QAA subject benchmark/ professional and statutory body guidelines</b>	No benchmark for MA.
<b>13. Date of production of specification</b>	Original PAF: February 2004; CFPAF: March 2007 Revised: April 2009 Revised May 2014
<b>14. Date of programme review</b>	2014/15

### 16. Educational aims of the programme

The Programme aims to develop the student's knowledge and understanding of the intellectual issues at stake in the study of the medieval world and of the methodologies practised in medieval studies, enabling them to deepen their knowledge and critical abilities whilst developing an area of specialisation through their chosen optional modules and dissertation. Students also have the opportunity to develop technical skills, e.g. languages and palaeography, which can be used in future medieval research.

### 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. A firm and detailed base of information and knowledge within the chosen topic;
2. The conceptions, assumptions and issues pertaining to the medieval world (whether studied through literature, history, culture, classical and vernacular languages, visual arts or music), and the ability to evaluate them critically;
3. Knowledge of critical methodologies, conceptual models, theories and specialised language used in the subjects studied as part of the programme, and the ability to use these correctly and convincingly;
4. The process and methods of research in a given medieval topic; discovering and using available resources;
5. Appropriate personal and professional conduct in the context of the discipline.

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

These methods and strategies include small-group seminar discussion and presentations, lectures, private reading and independent research; personal discussion with tutors; textual analysis and interpretation, guided reading; the preparation and submission of written essays, assignments, transcriptions and translations (according to the nature of the chosen fields of study) with feedback of same; and preparation and submission of a supervised dissertation.

Where required, the Centre for Computing in the Humanities gives training in exploitation of IT resources and requires both teamwork and individual project preparation.

**Assessment:**

- Essays;
- Written examinations;
- Dissertation;
- Class presentations.

#### Skills and other attributes

##### Intellectual skills:

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

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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.

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

**Assessment:**

- Essays;
- Written examinations;
- Dissertation;
- Class presentations.

**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:**

- Essays;
- Written examinations;
- Dissertation;
- Class presentations.

**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:**

- Essays;
- Written examinations;
- Dissertation;
- Class presentations.

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

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There is no Benchmark for this MA. However, the Arts & Humanities Research Council's (AHRC) criteria for postgraduate taught programmes has been taken into account in balancing research training with access to a wide range of single-subject and interdisciplinary options.

### **19. Programme structure and award requirements**

#### **(a) numbers of compulsory and optional modules to be taken in each year of the programme**

##### **Full time:**

180 credits earned through 1 x 20 credit core module, 1 x 60 credit core dissertation and 100 credits of optional modules.

##### **Part time:**

##### **Year 1**

40 – 80 credits earned through 1 x 20 credit core module, and 20-60 credits of optional modules.

##### **Year 2**

100 – 140 credits earned through 1 x 60 credit core dissertation and 40 -80 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) other relevant information to explain the programme structure**

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

**20. Programme structure**

See Programme Handbook for modules to be taken.

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## **20. Marking criteria**

College Board of Examiners: Generic Marking Criteria: postgraduate awards

## **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:

The programme is offered both as a full-time and part-time course

### Programme Handbook:

This will 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 range of teaching methods will be used, as indicated in box 17.

### Assessment:

1. The programme will include formative and summative assessment.
2. 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.

### Feedback:

Feedback on the programme will be regularly collected from students, including information from students with disabilities about their learning experience. The information collected will be used towards the on-going development and improvement of the programme.

Disabled students have access to college support facilities.

**PROGRAMME APPROVAL FORM**  
**SECTION 3 – 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 Medieval Studies

**2. Is this programme involved in collaborative activity?: See section 4**

Yes

No

If yes what type of Collaborative Provision is it (*tick appropriate box*)?

Does the programme have an access/feeder Programme for entry into it?

Does the programme have an articulation/ progression agreement for entry into it?

Dual Award

Franchised Provision

Joint Award

Partnership Programme

Recognition of Study or Award of Credit through off-campus study or placement

Staff and student exchange

Validated provision

Have the relevant stages and appropriate paperwork been approved and the paperwork forwarded onto QA&AA Office?

Yes

No

Not applicable

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**3. If the programme is a joint award with an institution outwith the University of London, validated provision or franchised provision, has the necessary approval been sought from College Education Committee?**

Yes

No

Not applicable

Please attach a copy of Part 1 of the Partner Profile and checklist submitted to the College Education Committee

**4. Partnership programme - in cases where parts or all of the programme are delivered away from one of the College campuses by a body or bodies external to the College please provide the following details**

The core module Visual and Verbal includes 10 hours of teaching provided by the British Museum.

Name and address of the off-campus location and external body

British Museum  
Great Russell Street,  
London  
WC1B 3DG

Percentage/amount of the programme delivered off-campus or by external body

50% 1/18

Nature of the involvement of external body

Teaching 5 2-hour sessions based on objects in the Museum's collection to complement textual material taught at KCL. Guidance and marking of coursework as appropriate.

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

The main learning resource is the BM's uniquely rich collection of medieval material culture. Studies and records of these items are available in the BM's Paul Hamlyn and Central Libraries.

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?

Module convenor will attend sessions.

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

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