

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

<b>1. Programme title and designation</b>		MA in Shakespeare 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	Shakespeare 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	Shakespeare Studies	120	60	N/A	
Postgraduate Certificate	Shakespeare 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			√	√	N/A
Minimum length of programme			<b>1 year</b>	<b>2 years</b>	N/A
Maximum length of programme			<b>3 years</b>	<b>4 years</b>	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>	English Language & Literature
<b>10. Programme organiser and contact Details</b>	Dr Lucy Munro lucy.munro@kcl.ac.uk
<b>11. UCAS code (if appropriate)</b>	N/A
<b>12. Relevant QAA subject benchmark/ Professional, statutory and regulatory body guidelines</b>	No benchmark for MA but QAA English benchmark was used for reference, as were AHRC guidelines for postgraduate courses.
<b>13. Date of production of specification</b>	CFPAF: April 2007 Revised PAF: July 2009
<b>14. Date of programme review</b>	2016/17 rolling review schedule for Department of English Language & Literature

QA&AA Approved: August 2009  
 PAF modified by ASQ re: exit awards: 24<sup>th</sup> May 2010  
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**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*

The programme – taught in collaboration with the Education department of Shakespeare’s Globe Theatre – aims to provide teaching and research training at postgraduate level in the drama of Shakespeare and his contemporaries, based (at King’s) in a research environment which values scholarly inquiry and independence of thought and (at Shakespeare’s Globe Theatre) in a theatrical and research environment that offers a unique insight into current issues in the performance of early modern drama. The programme aims to educate students about the output of the London theatres under Elizabeth I, James I and Charles I, and to require them to analyse the textual, material and theatrical contexts for that output. The course provides training in research methods, including an introduction to dealing with early printed books and manuscripts; offers participants the chance to work with theatre practitioners at Shakespeare’s Globe in order to develop an understanding of the ways in which the plays have been presented both then and now; and includes exploratory workshops on the Globe stage in which students will be expected to engage.

**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:

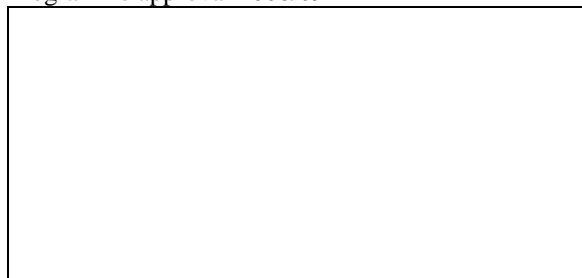
1. Advanced knowledge of the work of Shakespeare and his contemporaries in their cultural contexts;
2. Advanced awareness of political, social and historical contexts for the production of early modern drama;
3. Advanced awareness of the contexts in which early modern plays are produced and received now, and especially of the possibilities and limitations of the reconstructed Globe;
4. Advanced awareness of the issues raised by the conjectural reconstruction of a theatre from an earlier time;
5. Advanced knowledge of a range of appropriate theoretical and/or disciplinary methodologies and their application;
6. The effective and appropriate use of critical analysis, and of the research and arguments of others, as appropriate to graduate-level work.
7. Appropriate personal and professional conduct in the context of the discipline.

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
- a range of staff/graduate seminars
- workshops and staged readings at Shakespeare’s Globe, esp. on the Globe stage itself
- occasional conferences at both King’s and the Globe and the opportunity to attend related colloquia such as the London Renaissance Seminar and London Shakespeare Seminar
- guided access to the research facilities available in London, including 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. 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 modules 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:

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

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 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.

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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> Seminars develop skills 1-7; private study develops skills 2-7</p> <p><b>Assessment:</b> 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</p> <p>Class presentations develop oral communication and are a continuous part of the teaching process but are not formally assessed.</p>
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**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:

<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".

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**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?

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<b>20. 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> Yes. Graduate level language modules in the Modern Language Centre. Maximum 20 credits.
<b>Maximum number of credits permitted with a condoned fail (core modules excluded)</b> 30 credits
<b>Are students permitted to take any additional credits, as per regulation A3; 5.9?</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> <b>(a) numbers of introductory, core, compulsory and optional modules to be taken in each year of the programme with related credit values full time:</b> 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 ( <i>students may take a maximum of 20 credits of graduate language modules at level 6</i> ).  <b>Part time</b> <b>Year 1</b> 40 credits earned 1 x 20 credit compulsory module and 20 credits of optional modules ( <i>students may take a maximum of 20 credits of graduate language modules at level 6</i> ). <b>Year 2</b> 140 credits earned through 1 x 30 credit compulsory module 1 x 90 credit core dissertation module and 20 credits of optional modules ( <i>If not taken in year 1, students may take a maximum of 20 credits of graduate language modules at level 6</i> ).

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## **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.

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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 Shakespeare Studies

**2. Is this programme involved in collaborative activity?**

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?**

Not an

N/A

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**

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

Dr Farah Karim-Cooper  
Head of Higher Education and Research  
Shakespeare's Globe  
21 New Globe Walk  
Bankside  
London SE1 9DT

Nature of the involvement of external body

Teaching and assessment of one compulsory module (20 credits) and one option modules (20 credits). Contribution to teaching of second compulsory module (30 credits). Also involved in assessment of Critical Survey and supervision and assessment of Dissertations.

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

Globe Education provides study space for the MA students out of the acting season (i.e. semester one and some of semester two); they have an increasingly useful library of appropriate materials; and in general the environment of Globe Education – a combination of education and theatre – is ideal as a complement to the English department at King's.

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 Globe is monitored by way of King's course evaluation forms and teaching evaluation forms; colleagues at the Globe also collect feedback through their own procedures and forms. The course convenor is in regular contact with the academic staff and administrators at the Globe, and regular meetings are held. Developments within the courses taught at the Globe are always discussed between the convenor, the Head of Higher Education and Research and the Director of Globe Education, with input as appropriate from other members of the department. Within Globe Education, the Head of Higher Education and Research and the Postdoctoral Research Fellow, who teach for the MA, are appraised by the Director of Globe

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Programme approval 2008/09

Education; within King's, both the Head of Higher Education and Research and the Postdoctoral Research Fellow are full members of the MA SS Programme Board. The Head of Higher Education and Research is she an honorary visiting research fellow in the London Shakespeare Centre.

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

No single specific monitoring visit is required because the convenor is a regular attendee at Globe events, lectures, etc., and is a member of the Globe Architecture Research Committee. Another colleague in English, Professor Gordon McMullan, is a member of Globe Council. There is good regular contact between the convenor, the Head of Higher Education and Research and the Postdoctoral Research Fellow, and the Director of Globe Education.

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

**5. Recognition of study or award of credit through off-campus study or placement - please indicate how the time will be spent, the length of time out, the amount of credit and whether it is a compulsory or optional part of the programme**

Year abroad

Year in employment

Placement

Other (please specify)

Time spent .....N/A.....Credit amount .....Compulsory/optional.....

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

N/A

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

Name and address of PSB      N/A

Frequency of validation/ accreditation      Date of next validation/ accreditation

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