**UNIVERSITY OF KENT AT CANTERBURY**

**Annex 1**

**UKC Programme Specifications Template with Guidance**

|  |
| --- |
| **Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found [by following the links provided in the programme handbook]. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education. |

|  |
| --- |
| **Degree and Programme Title** |

|  |  |
| --- | --- |
| 1. **Awarding Institution/Body** | University of Kent |
| 1. **Teaching Institution** | University of Kent at Canterbury |
| 1. **Teaching Site** | Canterbury |
| 1. **Programme accredited by:** |  |
| 1. **Final Award** | MA |
| 1. **Programme** | Medieval & Early Modern Studies |
| 1. **UCAS code (or other code)** | Not applicable |
| 1. **Relevant QAA subject benchmarking group/s** | History/English |
| 1. **Date of production/revision** | September 2010 |
| 1. **Applicable cohort/s** | 2010/11 onwards |

|  |
| --- |
| 1. **Educational Aims of the Programme** |
| **The programme aims to**: |
| 1. provide students with a thorough grounding in the techniques and approaches necessary for advanced research in the medieval and early modern periods 2. introduce students to a wide range of literary and historical sources and to encourage students to identify and develop their own interests and expertise in the medieval and early modern periods. 3. enable students to undertake interdisciplinary work. 4. enable students to understand and use a variety of concepts, approaches and research methods to develop an understanding of the differing and contested aspects between and within the relevant disciplines 5. develop students’ capacities to think critically and to argue a point of view with clarity and cogency, both orally and in written form 6. develop students’ abilities to assimilate and organise a mass of diverse information 7. offer students the experience of a variety of teaching, research and study skills 8. develop independent critical thinking and judgement 9. promote a curriculum supported by scholarship, staff development and a research culture that provides breadth and depth of intellectual inquiry and debate 10. assist students to develop cognitive and transferable skills relevant to their vocational and personal development 11. offer learning opportunities that are enjoyable, involve realistic workloads, are pedagogically based within a research-led framework and offer appropriate support for students from a diverse range of backgrounds. |

|  |  |
| --- | --- |
| 1. **Programme Outcomes** | |
| The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. | |
|  | **Teaching/learning and assessment**  **methods and strategies used to enable outcomes to be achieved and demonstrated** |
| **Knowledge and Understanding** | |
| **A. Knowledge and understanding of:** |  |
| 1. the importance of considering continuities as well as decisive breaks in the transition from the medieval to early modern periods | Points 1 and 2 are taught through the core course and the series of research seminars.  Each course will have a written work requirement and an oral presentation element. The written work will normally be in the form of an essay but may also take the form of surveys, reviews, reports, projects. |
| 1. the value of original materials to study local and regional history and literature |
|  |
| **Skills and Other Attributes** | |
| **B. Intellectual skills:** |  |
| 1. develop the skills needed for academic study and enquiry 2. gather, organise and deploy evidence, data and information from a variety of primary and secondary sources | **Teaching /learning:**  Intellectual skills are developed through the teaching and learning programme outlined below.  Each module involves critical reflection on key themes, verbal discussion and written analysis and interpretation of the relevant material.  **Assessment:**  Assessed through supervised projects requiring independent research, essays, supervised class discussions, group projects, self-assessment activities and dissertation. |
| 1. ability to identify, investigate and analyse primary and secondary material |
| 1. to develop reasoned, defensible arguments based on reflection, study, analysis and critical judgement |
| 1. to reflect on, and manage their own learning and to seek to make use of constructive feedback from peers and staff to enhance their own performance and personal research skills |
| 1. ability to organise and present research findings |
| 1. study and reach conclusions independently |
| **C. Subject-specific skills:** |  |
| 1. enhanced skills in the close critical analysis of both primary and secondary material/sources | **Teaching/learning:**  All students receive initial guidance on how and where to identify and use material available in the library, archive centres and online. Comprehensive reading lists are provided for all modules at the beginning of the academic year, as are guidelines for the production of essays and oral presentations.  Discussion of theoretical and conceptual issues is built in to all modules.  All students are required to submit a detailed plan of their dissertation which is evaluated by their supervisor and individual feedback is then given to the student. There is continued support for the student during the dissertation writing period.  Assessment:  (see above B) |
| 1. ability to articulate knowledge and understanding of material |
| 1. well-developed language use and awareness, which includes a grasp of the standard critical terminology |
| 1. appropriate scholarly practice in the presentation of formal written work |
| **D. Transferable skills:** |  |
| 1. developed powers of communication and the capacity to argue a point of view, orally and in written form, with clarity, organisation and cogency | **Teaching/learning:**  All courses require regular written work and feedback on work is given to the students in order to help them develop their power of presentation, analysis and communication. Time management is learned as students work towards deadlines and plan projects. Technology skills are developed through coursework and through individual learning.  **Assessment*:***  Assessment is undertaken continuously. Regular feedback reflects progress in these areas. |
| 1. developed critical acumen |
| 1. ability to assimilate and organise substantial quantities of complex information of diverse kinds |
| 1. enhanced skills in the planning and execution of project-based work |
| 1. enhanced capacity for independent research, intellectual focus, reasoned judgement and self-criticism |
| 1. ability to undertake original research, utilising all the facilities available including libraries, archives and online data and to extend this research through the use of email communication, processing information using databases and spreadsheets (where necessary) |
| **For more information on which modules provide which skills, see the module mapping www.kent.ac.uk/mems/** | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Programme structures and requirements, levels, modules, credits and awards** | | | | |
| Those students who complete 120 credits towards their MA qualification, but who decide not to complete a dissertation, or whose dissertation fails to meet the required standard will be awarded a PG Diploma. | | | | |
| **Code** | **Title** | **Level** | **Credits** | **Term/s** |
| **Year 1** | | | | |
| ***Required Modules (medieval pathway)*** | | | | |
| MT867 | Reading the Evidence | **M** | **20** | **1 & 2** |
| CL349 | Latin | **C** | **20** | **1 & 2** |
| MT866 | Palaeography & Manuscript | **M** | **20** | **1 & 2** |
| MT999 | Dissertation | **M** | **60** | **3** |
| ***Required Modules (early modern pathway)*** | | | | |
| MT867 | Reading the Evidence | **M** | **20** | **1 & 2** |
| MT866 MT869 | Palaeography & Manuscript Shakespeare and Material Culture | **M M** | **20 20** | **1 & 2 1 or 2** |
| MT999 | Dissertation | **M** | **60** | **3** |
|  | | | | |
| ***Optional Modules*** | | | | |
| CL349 | Latin (for early modernists) | C | **20** | **1&2** |
| MT827 | Approaches to War in Medieval England | M | **30** | **1 or 2** |
| MT856 | The Consolidation of English Protestantism | M | **30** | **1 or 2** |
| MT857 | English Medieval Art | M | **30** | **1 or 2** |
| MT853 | Objects and subjects: Women of the Middle Ages | M | **30** | **1 or 2** |
| MT849 | The Representation of Space | M | **30** | **1 or 2** |
| MT858 | Town Life | M | **30** | **1 or 2** |
| MT852 | Village Life | M | **30** | **1 or 2** |
| MT859 | Word and Image in Tudor England | M | **30** | **1 or 2** |
| MT850 | Horticulture, History and Witchcraft: Provincial Writers in Elizabethan England | M | **30** | **1 or 2** |
| MT851 | Objects of Consumption and Desire, c. 1450-1600 | M | **30** | **1 or 2** |
| MT860 | Chaucer and Gower | M | **30** | **1 or 2** |
| MT855 | Early Modern Women in the History of the Book | M | **30** | **1 or 2** |
| MT854 | Middle English Romance | M | **30** | **1 or 2** |
| MT833 | The Fifteenth-Century Flourish: Poetry, Power, and Rhetorical Culture in England | M | **30** | **1 or 2** |
| MT835 | The Image of France in English Culture | M | **30** | **1 or 2** |
| MT836 | Narrative of War from Froissart to Monluc: From Chronicle to Memoir. | M | **30** | **1 or 2** |
| MT861 | The Gothic Imagination: English art and literature in the Later Middle Ages | M | **30** | **1 or 2** |
| MT838 | Medieval and Interlude Drama | M | **30** | **1 or 2** |
| MT839 | Reading the early modern town: Canterbury an international city | M | **30** | **1 or 2** |
| MT862 | Princes, Portraits and Palaces | M | **30** | **1 or 2** |
| MT841 | The Crisis of Church and State | M | **30** | **1 or 2** |
| MT863 | Shakespeare and material culture | M | **30** | **1 or 2** |
| MT843 | Early Medieval Archaeology | M | **30** | **1 or 2** |
| MT864 | Reading the medieval town: Canterbury an international city | M | **30** | **1 or 2** |
| MT865  MT868 | Encountering the Holy: devotion and the medieval church The Idea of the Renaissance | M  M | **30**  30 | **1 or 2**  1 or 2 |
|  |  |  |  |  |

|  |
| --- |
| 1. **Support for Students and Their Learning** |
| * Faculty of Humanities Handbook available to all students * Library tours at the beginning of the year * both generic and subject-specific library skills training sessions taught by subject librarian * Training sessions on the use of online-resources and data bases * Individual support for students writing dissertations * All new students obtain Essential Information Services Guide * average class size 7 * academic support system: Director of Learning and Teaching runs PASS, supported by module teachers; schedule of office hours for seeing students out of class, email facility available to all students * Central support services include Counselling, Computing Helpdesk, Unit for the Enhancement of Learning and Teaching, Disability Support Unit * Additional learning resources include: module outlines, bibliographic guidance, handouts and booklets where necessary |

|  |  |
| --- | --- |
|  | |
| **Entry Route**  For fuller information, please refer to the University prospectus. The normal requirement is a 2:1 or above from a British University or its equivalent. Other applications will always be considered on merit. Students will be required to provide evidence of work and produce references. They will normally be interviewed. | |
|  |  |
| **What does this programme have to offer?** | |
| * An excellent opportunity to explore specific areas of medieval and early modern studies * The opportunity to study the medieval and early modern period within a friendly and committed centre * This programme offers a challenging, wide-ranging and flexible approach to Medieval and early modern studies as an interdisciplinary field of study * Coverage of both traditional and new fields of study * Choice and opportunity to shape your own degree programme * Encouragement to develop skills in discussion and in independent thinking * A friendly campus at Kent with high student morale and dedicated lecturers and professors of international standing | |
| **Personal Profile**  An applicant should have: | |
| * A lively interest in the medieval and early modern periods * A commitment to take on the challenge of studying the period at a highly specialised level * An openness to what is distinctive of and specific to the medieval and early modern periods * An openness to interdisciplinary study * A willingness to acquire and develop IT skills appropriate to the particular research needs of the courses undertaken, as well as to the creation of one’s own texts * A readiness to share discovery with a larger group and to exchange ideas * Flexibility of mind, the capacity for self-reflection and the desire to be intellectually independent and self-standing * A readiness to place specialist study in a broad framework of complementary and contextual knowledge | |

|  |
| --- |
| 1. **Methods for evaluating and enhancing the quality and standards of teaching and learning** |
| **Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards** |
| * Student module evaluations * Programme monitoring reports * External examiners' reports * Periodic programme review * Mentoring of new and part-time teachers * Annual staff appraisal * Peer observation * QAA Subject Review |
| **Committees with responsibility for monitoring and evaluating quality and standards** |
| * Centre board * Departmental Learning and Teaching Committees * Faculty Learning and Teaching Committee * Learning and Teaching Board * Board of Examiners |
| **Mechanisms for gaining student feedback on the quality of teaching and their learning experience** |
| * Student evaluations * Student representation on Centre committees * Annual student meetings with external examiners * Discussions with tutors |
| **Staff development priorities include:** |
| * Research-led teaching * Links with other British and European Institutions * Staff appraisal scheme * Staff development courses * Programme team meetings * Research seminars * Conferences * Study leave * Subject-based conferences * PhD or equivalent as minimum qualification for appointment to lecturing posts * Strong evidence of research record required for appointment to lecturing posts * Mentoring of new lecturers and part-time teaching staff * Self-evaluation * Dissemination of good practice on new learning and teaching methods |

|  |
| --- |
| 1. **Indicators of quality and standards** |
| * Internal subject reviews * External examiners’ reports * Teaching and research culture recognised by the British Academy, AHRC and Leverhulme Trust in the form of grants given to graduate students and staff for research * Partnership with other higher education and archival institutions in the UK and abroad * Alumni feedback * Professional accreditation * Other external measures |

|  |
| --- |
| The following reference points were used in creating these specifications: |
| * The University Plan and Learning and Teaching Strategy (including the School Learning and Teaching Forum) * Subject-based documents * Staff and graduate research |