

UNIVERSITY OF KENT

Programme Specification

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 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.

MA Medieval and Early Modern Studies

1. Awarding Institution/Body	University of Kent
2. Teaching Institution	University of Kent
3. School responsible for management of the programme	Centre for Medieval and Early Modern Studies
4. Teaching Site	Canterbury; Canterbury and Paris
5. Mode of Delivery	Full-time Part-time
6. Programme accredited by	N/A
7. a) Final Award	MA
7. b) Alternative Exit Awards	PG Diploma in Medieval and Early Modern Studies; PG Certificate in Medieval and Early Modern Studies
8. Programme	Medieval and Early Modern Studies
9. UCAS Code (or other code)	
10. Credits/ECTS value	180 (90 ECTS)
11. Study Level	Level 7
12. Relevant QAA subject benchmarking group(s)	History (2014) and English (2015) This Subject Benchmark Statement is for undergraduate degrees only, and has been used here for guidance purposes with adjustments appropriate to postgraduate level study
13. Date of creation/revision	Sept 2010/revised by Centre February 2018
14. Intended Start Date of Delivery of this Programme	September 2019

15. Educational Aims of the Programme

The programme aims to:

UNIVERSITY OF KENT

- provide students with a thorough grounding in the techniques and approaches necessary for advanced research in the medieval and early modern periods
- 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.
- enable students to undertake interdisciplinary work.
- 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
- develop students' capacities to think critically and to argue a point of view with clarity and cogency, both orally and in written form
- develop students' abilities to assimilate and organise a mass of diverse information
- offer students the experience of a variety of teaching, research and study skills
- develop independent critical thinking and judgement
- promote a curriculum supported by scholarship, staff development and a research culture that provides breadth and depth of intellectual inquiry and debate
- assist students to develop cognitive and transferable skills relevant to their vocational and personal development
- 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.

16 Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the subject benchmarking statement for History (2014) and English (2015).

This Subject Benchmark Statement is for undergraduate degrees only, and has been used here for guidance purposes with adjustments appropriate to postgraduate level study

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
2. the value of original materials to study local, national and transnational 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
3. ability to identify, investigate and analyse primary and secondary material
4. to develop reasoned, defensible arguments based on reflection, study, analysis and critical judgement
5. 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
6. ability to organise and present research findings
7. study and reach conclusions independently

C. Subject-specific Skills:

1. enhanced skills in the close critical analysis of both primary and secondary material/sources
2. ability to articulate knowledge and understanding of material
3. well-developed language use and awareness, which includes a grasp of the standard critical terminology
4. 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
2. developed critical acumen
3. ability to assimilate and organise substantial quantities of complex information of diverse kinds
4. enhanced skills in the planning and execution of project-based work
5. enhanced capacity for independent research, intellectual focus, reasoned judgement and self-criticism
6. 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)

Teaching/learning and assessment methods and strategies used to enable the programme learning outcomes to be achieved and demonstrated

Each module involves critical reflection on key themes, verbal discussion and written analysis and interpretation of the relevant material.

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, oral presentations and other assessment methods.

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.

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 is undertaken continuously. Regular feedback reflects progress in these areas.

Modules are assessed through a variety of methods to include: supervised projects requiring independent research, essays, supervised class discussions, group projects, self-assessment activities and dissertation.

For more information on the skills developed by individual modules and on the specific learning outcomes associated with any alternative exit award relating to this programme of study, see the module mapping table, located at the end of this specification.

17 Programme Structures and Requirements, Levels, Modules, Credits and Awards

This programme is studied over one year full-time or two years part-time. Those students who complete 120 credits towards their MA qualification, but who decide not to complete a

UNIVERSITY OF KENT

dissertation, or whose dissertation fails to meet the required standard will be awarded a PG Diploma.

The programme can be studied in two routes: 1) Canterbury. 2) Canterbury and Paris.

The programme for both Canterbury and Canterbury/Paris is divided into two stages. Stage 1 comprises modules to a total of 120 credits and Stage 2 comprises a 60 credit dissertation module. Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all classes and all private study and research). Thus obtaining 180 credits in an academic year requires 1,800 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at <http://www.kent.ac.uk/teaching/ga/credit-framework/creditinfo.html>

Each module and programme is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at <http://www.kent.ac.uk/teaching/ga/credit-framework/creditinfoannex2.html>. To be eligible for the award of a Master's degree students must obtain 180 credits, at least 150 of which must be Level 7. Students who obtain 120 credits, but excluding the dissertation, will be eligible for the award of postgraduate diploma.

Students successfully completing 60 credits at Stage 1 of the programme and meeting credit framework requirements who do not successfully complete Stage 1 will be eligible for the award of postgraduate certificate.

Compulsory modules are core to the programme and must be taken by all students studying the programme. Students may be permitted to take an alternative skills module in place of MT887 Europe's *lingua franca*: Introduction to Latin, only if they can prove that they have, at the point of registration, a level of ability in Latin equal to or above that required by the module's learning outcomes. A student requesting such a dispensation will undertake a Latin aptitude exercise, overseen by the Module Convenor. If an exemption is deemed possible, it will only take effect if the student enrolls on a suitable alternative skills module in agreement with the convenor of MT887.

Optional modules provide a choice of subject areas, from which students will select a stated number of modules.

Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/ga/credit-framework/creditinfo.html>.

Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework.

At postgraduate level the 'Summer Term' includes the standard summer vacation period. For specific details of term dates please refer to <https://www.kent.ac.uk/academic/University-term-dates/Menutermdates.html>.

KV Code	Code	Title	Level	Credits	Term(s)
Stage 1					
Compulsory Modules – Canterbury					
MEMS8870	MT887	Europe's <i>lingua franca</i> : Introduction to Latin	7	15	1

UNIVERSITY OF KENT

As section 17 students may take an alternative skills module if existing level of Latin is sufficient.					
MEMS8880	MT888	Palaeography and Codicology: an introduction to manuscript studies	7	15	1
Compulsory Modules – Canterbury and Paris					
MEMS8870	MT887	Europe's <i>lingua franca</i> : Introduction to Latin	7	15	1
MEMS8880	MT888	Palaeography and Codicology: an introduction to manuscript studies	7	15	1
MEMS8840	MT884	Pre-Modern Paris	7	30	2
Optional Modules: Canterbury: Students must select 90 level 7 credits from the Medieval and Early Modern Studies optional modules (each worth 30 credits = 3 optional modules)					
Optional Modules: Canterbury and Paris: Students must select 60 level 7 credits from the Medieval and Early Modern Studies optional modules (each worth 30 credits = 2 optional modules)					
Stage 2					
Compulsory Modules					
MEMS9980	MT998	Medieval and Early Modern Studies Dissertation	7	60	3

18 Work-Based Learning

Disability Statement: Where disabled students are due to undertake a work placement as part of this programme of study, a representative of the University will meet with the work placement provider in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements.

19 Support for Students and their Learning

- School and University induction programme
- Programme/module handbooks
- Student Support <http://www.kent.ac.uk/student-support/>
- Student Wellbeing www.kent.ac.uk/student-wellbeing/
- Student Learning Advisory Service <http://www.kent.ac.uk/uelt/about/slas.html>
- Counselling Service <https://www.kent.ac.uk/student-wellbeing/counselling/>
- Kent Union www.kentunion.co.uk/
- Kent Graduate Student Association (KGSA)
<https://www.kent.ac.uk/graduateschool/community/kgsa.html>
- Graduate School (Provision of (i) skills training (workshops and online courses) (ii) institutional level induction and (iii) student-led initiatives such as social events, conferences and workshops) www.kent.ac.uk/graduateschool/index.html
- Information Services (computing and library services) www.kent.ac.uk/is/

UNIVERSITY OF KENT

- Postgraduate student representation at School, Faculty and Institutional levels
- Centre for English and World Languages www.kent.ac.uk/cewl/index.html
- Careers and Employability Services www.kent.ac.uk/ces/
- International Recruitment Office <https://www.kent.ac.uk/internationalstudent/>; International Partnerships Office <https://www.kent.ac.uk/global/partnerships/>
- Medical Centre <https://www.kent.ac.uk/studentwellbeing/medicalcentre.html>
- Library services <http://www.kent.ac.uk/library/>
- PASS system <https://www.kent.ac.uk/teaching/qa/codes/taught/annexg.html>
- During term 2 students in Paris will have, in addition to the support of the Paris-based team and staff visiting Paris, access to the module convenors based in Canterbury via skype or phone. Office hours and the provision to speak by appointment will be advertised.
- Dissertation students based in Paris will have access to the same supervisory arrangements as those based in Canterbury although this supervision may be provided via skype or telephone.

20 Entry Profile

The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the programme begins. There is no upper age limit.

20.1 Entry Route

For current information, please refer to the University prospectus

A first or upper-second class honours degree in an appropriate subject or equivalent. All applicants are considered on an individual basis and additional qualifications, and professional qualifications and experience will also be taken into account when considering applications.

20.2 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
- The Canterbury/Paris offers the opportunity to study the history of Paris, one of Europe's great pre-modern cities, in situ, through a mixture of classroom-based seminars and site visits.

20.3 Personal Profile

- 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

UNIVERSITY OF KENT

- 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
- French language skills are not essential for study in Paris.

21 Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

21.1 Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards

- Quality Assurance Framework <http://www.kent.ac.uk/teaching/qa/codes/index.html>
- Periodic Programme Review <http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html>
- External Examiners system <http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html>
- Annual programme and module monitoring reports <http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html>
- QAA Higher Education Review <http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx>
- Student module evaluations
- Annual staff appraisal
- Peer observation

21.2 Committees with responsibility for monitoring and evaluating quality and standards

- Board of Examiners
- School Graduate Studies Committee
- Faculty Graduate Studies Committee
- Faculty Board
- Graduate School Board
- Staff/Student Liaison Committee

21.3 Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Staff-Student Liaison Committee
- Postgraduate Taught Experience Survey (PTES)
- Student module evaluations
- Postgraduate Student Representation System (School, Faculty and Institutional level)
- Students in Paris will have access to PTES and module evaluations and will appoint a student rep from amongst their number who can attend staff-student liaison via skype and feed concerns for the Postgraduate Student Representation System to the Canterbury based student representatives.

21.4 Staff Development priorities include:

- Annual Appraisals
- Institutional Level Staff Development Programme

UNIVERSITY OF KENT

- Study Leave
- Academic Practice Provision (PGCHE, other development opportunities)
- PGCHE requirements
- HEA (associate) fellowship membership
- Professional body membership and requirements
- Programme team meetings
- Research seminars
- Conferences
- Equality, Diversity and Inclusivity (EDI) awareness

22 Indicators of Quality and Standards

- Annual External Examiner reports
- Results of periodic programme review June 2014
- Annual programme and module monitoring reports
- Graduate Destinations Survey
- Postgraduate Taught Experience Survey (PTES) results
- QAA Higher Education Review 2015

22.1 The following reference points were used in creating these specifications:

- QAA UK Quality Code for Higher Education <http://www.qaa.ac.uk/assuring-standards-and-quality>
- QAA Benchmarking statement/s for History (2014) and English (2015)
- School and Faculty plan
- University Plan <https://www.kent.ac.uk/about/plan/> and Learning and Teaching Strategies <https://www.kent.ac.uk/uelt/strategies/lt.html>
- Staff research activities
- Kent Inclusive Practices (<https://www.kent.ac.uk/studentssupport/accessibility/inclusive-practice.html>)

23 Inclusive Programme Design

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the programme is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

Template last updated November 2017

UNIVERSITY OF KENT

Programme Title: MA in Medieval and Early Modern Studies: Canterbury only and Canterbury and Paris (compulsory modules only)

	Stage 1 – both		Stage 1 – Paris only	Stage 2 – both
	Europe's <i>lingua franca</i> Introduction to Latin	Palaeography and Codicology: an introduction to manuscript studies	Pre-Modern Paris	Dissertation
A1	X		X	X
A2	X		X	X
B1	X	X	X	X
B2	X	X	X	X
B3	X	X	X	X
B4	X	X	X	X
B5	X		X	X
B6	X		X	X
B7	X	X	X	X
C1	X	X	X	X
C2	X		X	X
C3	X	X	X	X
C4	X	X	X	X
D1	X		X	X
D2	X	X	X	X
D3	X	X	X	X
D4	X		X	X
D5	X	X	X	X
D6	X	X	X	X