

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

<b>1. Programme title and designation</b>	MA in Cultural and Intellectual History 1300-1650		
<b>2. Final award</b>	M Level MA		
<b>3a. Nested awards</b>			
<b>3b. Exit awards</b>			
<b>4. Level in the qualifications framework</b>	M (Level 7; 2 <sup>nd</sup> cycle)		
<b>5. Credit value for the programme and for each nested/exit award</b>	<b>180</b>	<b>ECTS equivalent:</b>	
<b>6. Attendance</b>			
	<b>Full-time</b>	<b>Part-time</b>	<b>Distance learning</b>
Mode of attendance	<b>Yes</b>	<b>n/a</b>	<b>N/A</b>
Minimum length of programme	<b>1 Year</b>	<b>n/a</b>	
Maximum length of programme	<b>3 Years</b>	<b>n/a</b>	
<b>7. Awarding institution/body</b>	University of London		
<b>8. Teaching institution</b>	Warburg Institute		
<b>9. Programme organiser and contact Details</b>	Dr Guido Giglioni The Warburg Institute Woburn Square, London WC1H 0AB Tel. 020 7862 8949. E-mail: Guido.Giglioni@sas.ac.uk		
<b>10. Relevant QAA subject benchmark/ Professional, statutory and regulatory body guidelines</b>	M level descriptors of the framework for Higher Education Qualifications (2008), Criteria for Degrees (University of London), School of Advanced Study Quality Assurance Framework		
<b>11. Date of production of specification</b>	June 2009		
<b>12. Date of programme review</b>	June 2004; June - November 2009.		

<b>13 Entry profile</b>	
<b>Academic criteria</b>	
<b>Aptitude tests, plus English language requirements</b>	<p><b>Common European Framework (CEF):</b> Master's applicants – level B2 Research applicants (MPhil/PhD) – level C1; or</p> <p><b>International English Language Testing Service (IELTS)</b> test administered by the British Council: a minimum overall score of 7.0, and no less than 6.0 in each category (academic reading, academic writing, listening and speaking);</p> <p><b>Test of English as a Foreign Language (TOEFL):</b> score of at least 610 in the paper-based test plus 5 in the test of written English, or a minimum score of 253 in the computer-based test plus an essay rating of 5; Internet based TOEFL with a score of 102;</p> <p><b>Cambridge Certificate of Proficiency in English:</b> a Grade C or above;</p> <p><b>Cambridge Certificate in Advanced English:</b> Grade A</p> <p><b>University of Reading TEEP</b> test of proficiency for academic purposes at level 7.5 and above;</p> <p><b>Trinity College English for Speakers of Other Languages (ESOL)</b> at level ISE Level III; or</p> <p><b>Pearson Test of English (PTE):</b> Master's applicants – minimum PTE score of 64 Research applicants (MPhil/PhD) – minimum PTE score of 76; or</p> <p>A first degree or MA in a relevant subject from an Anglophone country (ie where the majority of the inhabitants of that country or region speak English) or from a university in a non-Anglophone country where teaching, written work and examination were mainly in English.</p>
<b>Other Language Requirements</b>	A reading knowledge of Latin and one other modern European language other than English. A knowledge of Italian is particularly useful.
<b>Degree</b>	Minimum 2:1 in first degree or an equivalent qualification from overseas.
<b>Postgraduate degree</b>	British and overseas postgraduate qualifications are considered.
<b>Professional Qualifications</b>	n/a

<b>Non-academic criteria</b>		
<b>Community activities</b>	n/a	<input type="checkbox"/> Compulsory/ <input type="checkbox"/> Very desirable/ <input type="checkbox"/> Desirable
<b>Scholastic activities</b>	n/a	<input type="checkbox"/> Compulsory/ <input type="checkbox"/> Very desirable/ <input type="checkbox"/> Desirable
<b>General</b>		

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<b>activities/interests (including potential award bearing)</b>	n/a	<input type="checkbox"/> Compulsory/ <input type="checkbox"/> Very desirable/ <input type="checkbox"/> Desirable
<b>Paid or voluntary work</b>	n/a	<input type="checkbox"/> Compulsory/ <input type="checkbox"/> Very desirable/ <input type="checkbox"/> Desirable
<b>Work shadowing/ observation</b>	n/a	<input type="checkbox"/> Compulsory/ <input type="checkbox"/> Very desirable/ <input type="checkbox"/> Desirable
<b>Specific employment requirement</b>	n/a	<input type="checkbox"/> Compulsory/ <input type="checkbox"/> Very desirable/ <input type="checkbox"/> Desirable

<b>Interviewing policy</b>	
<b>Are interviews offered?</b>	yes
<b>Are all applicants interviewed?</b>	all applicants in the UK are interviewed
<b>Are all those made an offer interviewed?</b>	all applicants in the UK are interviewed before an offer is made
<b>What form does it take?</b>	introduction to Library given, interview with members of academic staff, written translation test
<b>What is considered at interview?</b>	Student's background knowledge and wider interests, future plans, and enthusiasm about the course; passive and active knowledge of spoken English

**14. 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 Course is intended as an introduction to the principal elements of the classical tradition and to interdisciplinary research in cultural and intellectual history from the late Middle Ages to the Early Modern period. It is a qualification in its own right and is also designed to provide training for further research at doctoral level.

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

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) Aspects of cultural and intellectual history seldom covered in any depth in undergraduate courses: Renaissance philosophy, iconography, humanism and history (Religion & Society in Italy) as well as two more specialised areas of study. The main focus is on Italy, but consideration is also given to the rest of Western Europe.

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

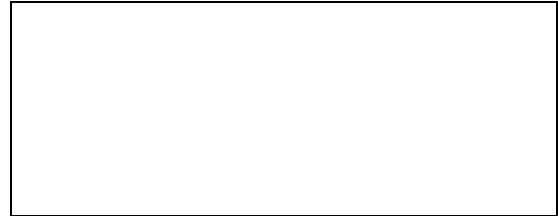
Coursework (1-3); essays (1-3); dissertation (2-3); discussions with teachers (2-3)

**Assessment:**

Assessed exam based on coursework (1-2); assessed essay (1-3); dissertation (2-3)

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- 2) An introduction to current scholarship in these areas.
- 3) An awareness of topics requiring further investigation.



### Skills and other attributes

#### **Intellectual skills:**

- 1) The ability to understand and comment on primary source material, visual as well as textual
- 2) The ability to read critically scholarly publications in a variety of European languages
- 3) The ability to undertake scholarly research at a high level and write up the results in an accurate and rigorous way
- 4) The ability to acquire a familiarity with the principal sources of information in a variety of historical disciplines.

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

Coursework (1,2,4); essays (2,3); dissertation (1-4); discussion with institute staff (4)

#### **Assessment:**

Assessed exam based on coursework (1-3); Assessed essays (1-4); Dissertation (1-4)

**Practical skills:**

- 1) Ability to read medieval and Renaissance Latin, Italian and French
- 2) Latin and Italian palaeography
- 3) The description of manuscripts and early printed books.
- 4) Ability to make effective use of electronic resources.

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

Special classes (1-4);  
discussion with institute staff (4)

**Assessment:**

Translation paper (1); Assessed essays and dissertation (3,4)

**Generic/transferable skills:**

- 1) Ability to write and give oral presentations effectively, succinctly and accurately.
- 2) Ability to make effective and objective use of evidence and to present it in a succinct and accurate way
- 3) Ability to manage time between different tasks
- 4) Ability to produce substantial amounts of work to specific deadlines
- 5) Ability to enhance knowledge through discussion and exchange with others working in related fields

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

Assessed courses (1,3,4); essays (1-3); dissertation (1,2,4);  
scholarly community in Institute (5)

**Assessment:**

Essays, dissertation (1.2)

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

n/a

**17. Programme structure**

Please complete the following table  
**Code** = code of each module available for the programme  
**Title** = title of each module available for the programme, plus its credit level and credit value  
**Status** = please indicate whether the module is core (Cr), compulsory (Cp), one or more of however many modules must be passed to progress (CrCp), (P) professional (i.e. module testing skills/competency that has no credit level or value but is a professional body requirement) or optional (O) for each type of programme. For postgraduate programmes use the "single honours" column  
**Pre-requisite/Co-requisite** = where appropriate please indicate whether the module is pre-requisite to another module or co-requisite by noting pre or co and the module code that it is pre/co-requisite to.  
**Assessment** = please indicate in broad terms the assessment for the module eg written examinations, coursework  
 (Note: the availability of optional modules may vary slightly from year to year; the following are the modules available at the commencement of the programme)

**17a Number of introductory, core, compulsory and optional modules to be taken in each year of the programme, with the related credit values.**

Year	Introductory		Core		Compulsory		Optional	
	No.	Credit	No.	Credit	No.	Credit	No.	Credit
1					6	155	2	25
2								

- 17b Range of permitted credit levels 7
- 17c Maximum number of credits permitted at the lowest level
- 17d Minimum number of credits required at the highest level..... 180
- 17e Progression and award requirements (if different from the standard)
- 17f Maximum number of credits permitted with a condoned fail. 20

**17g** Other relevant information to explain the programme structure:  
**First term: 3 compulsory courses plus language courses. Second term: 1 compulsory course, 2 options plus language courses. Third term: Dissertation to be submitted by 30 September. Language courses until Translation examination. Two long essays – one in the Christmas vacation, one**

<b>in the Easter vacation. Written Comment examination in May. Translation examination in June.</b>
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### Programme Structure Table

#### Notes:

- 1) **Status:** Core(Cr), Compulsory (Cp), one or more of however many modules must be passed to progress (CrCp), or Optional (O)
- 2) **Progression:** Module required for year to year progression (Y); module required for completion of award (N)
- 3) **Assessment:** List assessment components in broad terms
- 4) **Pre-requisite:** Module is pre-requisite to another module
- 4) *Availability of optional modules may vary from year to year. The listed modules are those available at the commencement of the programme.*

Code	Title	Credit	Credit	Status for each type of module		Pre-requisite/ Co-requisite (please note the module code)		Assessment
		Level	Value	Single	Joint	Single	Joint	
	Aspects of Humanism	7		Cp				<b>As part of Comment Paper written examination</b>
	Iconography	7		Cp				<b>As part of Comment Paper written examination</b>
	Religion and Society in Italy	7		Cp				As part of Comment Paper written examination
	History of Renaissance Philosophy	7		Cp				As part of Comment Paper written examination
	Renaissance Material Culture	7		O				As part of Comment Paper written examination
	Art and Devotion	7		O				As part of Comment Paper written examination
	The Creation of Vasari's Lives	7		O				As part of Comment Paper written examination
	Islamic Authorities and Arabic Elements in the Renaissance	7		O				As part of Comment Paper written examination
	Sin and Sanctity in the Reformation	7		O				As part of Comment Paper written examination
	Music and the Arts and Sciences in the Renaissance	7		O				As part of Comment Paper written examination

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	The Imagination and its Intellectual Contexts in the Sixteenth and Seventeenth Centuries	7		<b>O</b>				As part of Comment Paper written examination
	The Transmission of the Classical Tradition in Dante	7		<b>O</b>				As part of the Comment Paper written examination
	Encyclopaedias and the Shaping of Knowledge 1300-1650	7		<b>O</b>				As part of the Comment Paper written examination
	Languages (Latin, Italian classes compulsory; French classes optional)			<b>Cp</b>				As part of the Translation Paper written examination. Students undertake 3 translations, one of which must be a Latin translation. Students may not do more than one translation from their native language. In addition to Latin, Italian and French, passages in some other European languages relevant for the Course may be available in the Translation Paper by prior arrangement. Students must achieve a pass in a Latin translation as well as in the paper as a whole.
	Palaeography (Latin, Italian)			<b>O</b>				Not assessed
	Techniques of Scholarship			<b>CP</b>				Not assessed.
								Two 3,000 – 5,000 word essays, one to be handed in on the first day of the second term and one to be submitted on the first day of the third term.



**18. Marking criteria**

Standard School marking criteria. Condonation rules: A marginal failure in one assessable component of the examination may be condoned at the discretion of the Examination Board provided that the overall mark for the programme is at least 50%.

ii) A marginal failure in individual questions of the two written papers may be condoned provided that the overall mark on each written paper is a pass. A marginal failure in the first essay may be condoned provided that the composite mark for the two essays duly weighted is 50% or higher.

. Penalty for exceeding the word limit on essays and the dissertation: at least one mark for exceeding the word limit on essays and at least two marks for the dissertation.

**PROGRAMME APPROVAL FORM  
ADMINISTRATIVE INFORMATION**

<b>1. Programme name:</b> <b>MA in Cultural and Intellectual History 1300-1650</b>	<b>2. Programme code</b> (for Registry use only): WTWCI
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<b>3. JACS code</b>
V100

<b>4. Estimated intake</b>	
<b>Low fee</b>	<b>High fee</b>
<b>6</b>	<b>2</b>

<b>5. Campus</b>
The Warburg Institute, Woburn Square, London WC1H 0AB

<b>6. Duration</b>		
When will the programme start (give month and year)	September 2009	
Does the programme run: Sept – Jun, Sept – Sept, Jan – Dec, other (please specify)	Sept-Sept	
Are there any other entry points to the programme and if so when	No	
Are any years of the programme longer than standard, if so please give details	No	
	<b>Yes</b>	<b>No</b>
Does the programme follow standard term dates?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If not, please state rationale for having non-standard dates?		
What are the proposed dates?		

<b>7. Finance</b>	
Major source of funding	Fees
Should the fees be billed at the programme or unit level?	Programme
Level of fees if different from the standard level in the School's fee schedule	n/a