

**PROGRAMME APPROVAL FORM**

**SECTION 1 – THE PROGRAMME SPECIFICATION**

<b>1. Programme title and designation</b>	Master of Arts		
<b>2. Final award</b>	M Level MA History of the Book		
<b>3a. Nested awards</b>	PG Certificate PG Diploma		
<b>3b. Exit awards</b>	PG Certificate PG Diploma		
<b>4. Level in the qualifications framework</b>	M (Level 7; 2 <sup>nd</sup> cycle)		
<b>5. Credit value for the programme and</b>	<b>180</b>	<b>ECTS equivalent:</b> <b>90</b>	
<b>5. Credit for each nested/exit award</b>	<b>120</b>	<b>60</b>	
	<b>60</b>	<b>30</b>	
<b>6. Attendance</b>			
	<b>Full-time</b>	<b>Part-time</b>	<b>Distance learning</b>
Mode of attendance	<b>Yes</b>	<b>Yes</b>	<b>N/A</b>
Minimum length of programme	<b>1 Year</b>	<b>2 Years</b>	
Maximum length of programme	<b>5 Years</b>	<b>5 Years</b>	

<b>7. Awarding institution/body</b>	University of London
<b>8. Teaching institution</b>	Institute of English Studies
<b>9. Programme organiser and contact Details</b>	Dr Andrew Nash andrew.nash@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>	
<b>12. Date of programme review</b>	2016

<b>13 Entry profile</b>	
<b>Academic criteria</b>	
<b>Aptitude tests, plus English language requirements</b>	<p><b>Common European Framework (CEF):</b></p> <p>Master’s applicants – level B2</p> <p>Research applicants (MPhil/PhD) – level C1; or</p> <p><b>International English Language Testing Service (IELTS) test</b> 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; 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></p> <p>Master’s applicants – minimum PTE score of 64</p> <p>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>	None

<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>	Alternatives to a degree would include qualifications in librarianship, book conservation, etc.

<b>Non-academic criteria</b>		
<b>Community activities</b>	<b>Not applicable</b>	<input type="checkbox"/> Compulsory/ <input type="checkbox"/> Very desirable/ <input type="checkbox"/> Desirable
<b>Scholastic activities</b>	<b>Not applicable</b>	<input type="checkbox"/> Compulsory/ <input type="checkbox"/> Very desirable/ <input type="checkbox"/> Desirable
<b>General activities/interests (including potential award bearing)</b>	<b>Not applicable</b>	<input type="checkbox"/> Compulsory/ <input type="checkbox"/> Very desirable/ <input type="checkbox"/> Desirable
<b>Paid or voluntary work</b>	<b>Not applicable</b>	<input type="checkbox"/> Compulsory/ <input type="checkbox"/> Very desirable/ <input type="checkbox"/> Desirable
<b>Work shadowing/ observation</b>	<b>Not applicable</b>	<input type="checkbox"/> Compulsory/ <input type="checkbox"/> Very desirable/ <input type="checkbox"/> Desirable
<b>Specific employment requirement</b>	<b>Not applicable</b>	<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>	Yes
<b>Are all those made an offer interviewed?</b>	Yes
<b>What form does it take?</b>	Either a face-to-face interview or by telephone; both usually last about half-an-hour
<b>What is considered at interview?</b>	The student's academic background, ability, and motivation.

#### **14. Educational aims of the programme**

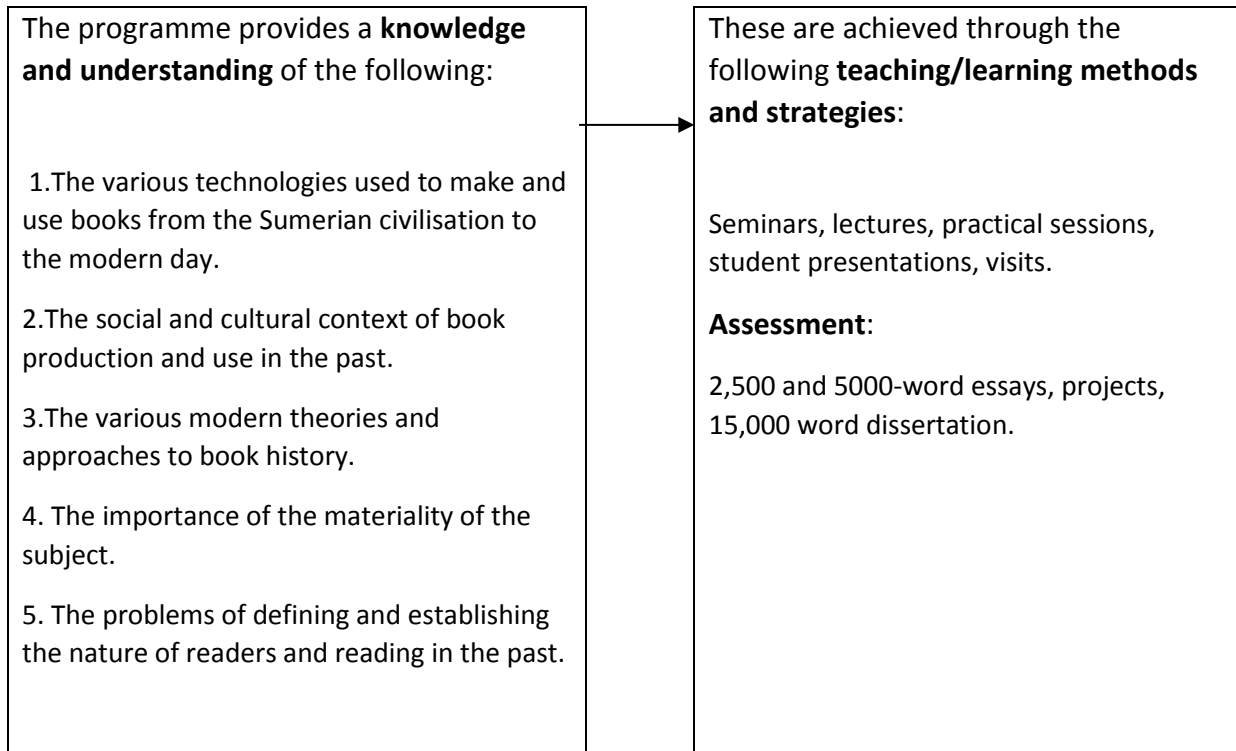
*i.e what is the purpose of the programme and general statements about the learning that takes place over the duration of the programme*

1. To give students a broad understanding and experience of the chronological range of book history, with scope for specialist study in all periods from c. 3000 BCE to the present.
2. To introduce students to the range of disciplines that make up the subject, including bibliography, palaeography, codicology, history of printing, bibliometrics, history of publishing, history of reading and library history.
3. To provide frequent opportunities to handle archaeological and historical objects relating to the subject.
4. To give students the ability and confidence to deal with difficult-to-use primary sources for book history (manuscript, printed and digital).
5. To cultivate in students scholarly skills including the ability to formulate intelligent and answerable questions, and the ability to use in their writings scholarly conventions such as those formulated by the MHRA.
6. To instil in students the confidence and ability to devise, research, and write-up a project whose length and level justifies a masters award.

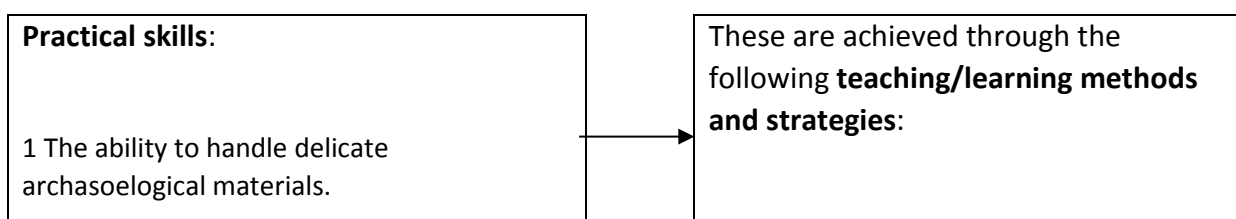
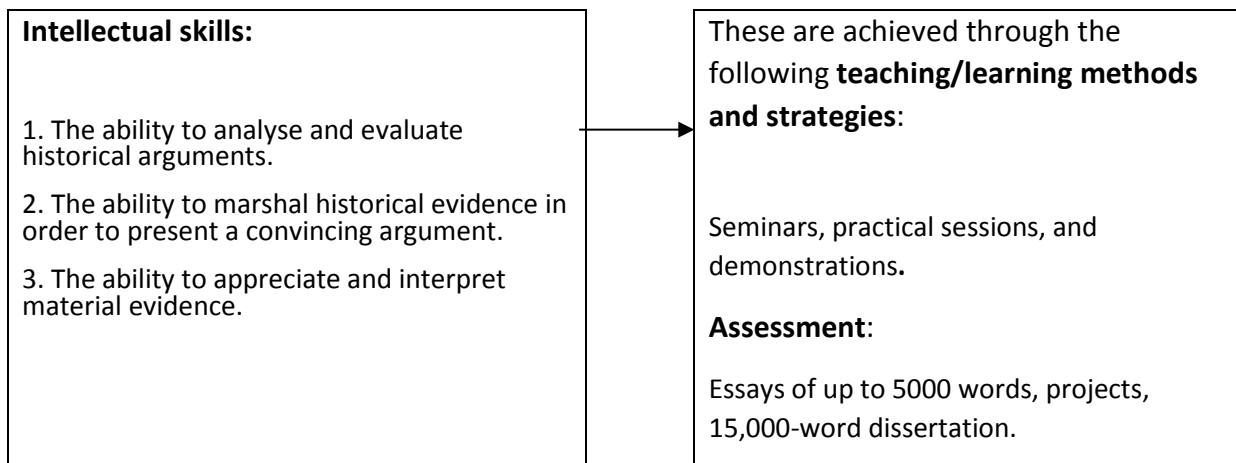
#### **15. Educational objectives of the programme/programme outcomes (as relevant to the SEEC Credit Level Descriptors)**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding and skills in the following areas:

## Knowledge and understanding



## Skills and other attributes



2. The ability to work with rare and precious manuscripts.
3. The ability to understand and use different sorts of writing equipment on different sort of surfaces.

Seminars, lectures, practical sessions, student presentations, visits.

**Assessment:**

2,500 and 5,000 word essays, projects, 15,000 word dissertation.

**Generic/transferable skills:**

1. The ability to present an argument orally to an audience.
2. The ability to write clearly and logically.
3. The ability to use the Internet as a general research tool.

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

Seminars, lectures, practical sessions, student presentations, library and archive visits.

**Assessment:**

Essays of up to 5000 words, projects, 15,000-word dissertation.

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

Not applicable.

## 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					1	20	5	5x20
2								

7

### 17b Range of permitted credit levels



17c	Maximum number of credits permitted at the lowest level	
17d	Minimum number of credits required at the highest level.....	PG Cert, 60; PG Dip 120; MA 180
17e	Progression and award requirements (if different from the standard)	Standard
17f	Maximum number of credits permitted with a condoned fail.	20

**17g** Other relevant information to explain the programme structure:

The final 15,000 word dissertation is worth 60 credits.

Students who successfully complete assessments in 6 modules will have accumulated 120 credits and will be eligible for the award of the Postgraduate Diploma.

Students who successfully complete assessment in 3 modules will have accumulated 60 credits and will be eligible for the award of the Postgraduate Certificate.

**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 indicative only.*

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	
	Research Methodologies and Resources for the History of the Book	7	20	Cp				2 x 2500 word essays
	The Medieval Book	7	20	CrCp				5000 word essay
	The Book in Early Modern England	7	20	CrCp				5000 word essay
	The Book in the Industrial Age	7	20	CrCp				5000 word essay
NTHRE	The Historical Reader	7	20	O				5000 word essay
NTWES	Western Book Structures	7	20	O				5000 word essay
NTLOB	The Look of the Book	7	20	O				5000 word essay
NTDIG	Digital Publishing and Book Studies	7	20	O				5000 word essay
NTTEXX	Textual Scholarship and Contemporary Editorial Theory	7	20	O				5000 word essay

NTHODISS	Dissertation	<b>7</b>	<b>60</b>	<b>Cp</b>				15,000 word essay

## 18. Marking criteria

Minimum mark (%)	Maximum mark (%)	Grade	Mark	Description
85	100	Distinction	A+	Outstanding performance above a distinction level. Work is of exceptional quality. The highest level of knowledge and understanding is demonstrated by independence and originality in conception, the highest level of critical skill, synthesis and analysis. The work contains analysis of sufficient originality and importance to change the conventional way of approaching the subject, and its presentation is of the highest standard. The work will be well-argued, well-organised and impeccably documented, and be of publishable or near-publishable quality.
75	84	Distinction	A to A+	Excellent work, demonstrating a consistently very high level of knowledge and understanding. It shows clear evidence of originality and/or independent critical evaluation, high levels of skill in synthesis and analysis. Propositions are analysed with sufficient originality to challenge received ideas, and in a clear, sustained, relevant and focused manner. Presentation standards will be excellent.
70	74	Distinction	A- to A	Very good to excellent work, demonstrating a very good level of knowledge and understanding. Work shows strong evidence of originality and/or independent critical evaluation, high levels of skill in synthesis and analysis. Arguments are well-organised and lucid. Presentation standards are very good, with very good documentation.
60	69	Merit	B- to B+	The work is of satisfactory to very good standard, showing a good level of knowledge and understanding, demonstrated by evidence of originality in conception, a good level of critical skill, synthesis and analysis. It demonstrates use of a wide range of relevant material. Work will be well-organised, clearly argued, coherent and well- and appropriately referenced. Presentation will be of a good standard.
50	59	Pass	C	The work is of an acceptable standard, demonstrating an adequate level of knowledge and understanding, some evidence of competence in synthesis and analysis, and adequate levels of presentation.
47	49	Fail	D+	Unsatisfactory work, showing a basic but incomplete level of knowledge and understanding. Important elements may be lacking, and the argument may be persistently obscure, and lacking in coherence and focus.

35	46	Fail	D	Poor or very poor work, below or well below the standard required at the current stage. Work that is very seriously flawed, displaying a lack of research and a lack of engagement with the question; incoherence or a grave misunderstanding of the topic; no signs of independence and originality in conception, little or no critical skill or ability to synthesise or analyse; very poor standards of presentation including inadequate or extremely poor referencing; short work.
25	34	Fail	E	Extremely poor work, demonstrating all flaws outlined above.
0	24	Fail	F	Unacceptable or not submitted.

### PROGRAMME APPROVAL FORM

#### ADMINISTRATIVE INFORMATION

<b>1. Programme name:</b> MA History of the Book	<b>2. Programme code</b> (for Registry use only): NTEHB
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<b>3. JACS code</b>
V300

<b>4. Estimated intake</b>	
<b>Low fee</b>	<b>High fee</b>
5	3

<b>5. Campus</b>
Senate House

<b>6. Duration</b>	
When will the programme start (give month and year)	September 2018
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	Student 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	Market driven.