

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

<b>1. Programme title and designation</b>	M.Res in the History of the Book		
<b>2. Final award</b>	M Level MRes		
<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>	180	<b>ECTS equivalent:</b>	
<b>6. Attendance</b>			
	<b>Full-time</b>	<b>Part-time</b>	<b>Distance learning</b>
Mode of attendance	Yes	Yes	N/A
Minimum length of programme	1 Year	2 Years	
Maximum length of programme	3 Years	6 Years	
<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>	2019		

<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  <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);  <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;  <b>Cambridge Certificate of Proficiency in English:</b> a Grade C or above;  <b>Cambridge Certificate in Advanced English:</b> Grade A  <b>University of Reading TEEP</b> test of proficiency for academic purposes at level 7.5 and above;  <b>Trinity College English for Speakers of Other Languages (ESOL)</b> at level ISE Level III; or  <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  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, archival work, etc.

<b>Non-academic criteria</b>		
<b>Community activities</b>	Not applicable	<input type="checkbox"/> Compulsory/ <input type="checkbox"/> Very desirable/ <input type="checkbox"/> Desirable
<b>Scholastic activities</b>	Not applicable	<input type="checkbox"/> Compulsory/ <input type="checkbox"/> Very desirable/ <input type="checkbox"/> Desirable
<b>General activities/interests</b>	Not applicable	

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<b>(including potential award bearing)</b>		<input type="checkbox"/> Compulsory/ <input type="checkbox"/> Very desirable/ <input type="checkbox"/> Desirable
<b>Paid or voluntary work</b>	Not applicable	<input type="checkbox"/> Compulsory/ <input type="checkbox"/> Very desirable/ <input type="checkbox"/> Desirable
<b>Work shadowing/ observation</b>	Not applicable	<input type="checkbox"/> Compulsory/ <input type="checkbox"/> Very desirable/ <input type="checkbox"/> Desirable
<b>Specific employment requirement</b>	Not applicable	<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 from c. 3000 BCE to 2000 CE.
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 (both manuscript and printed).
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 provide able students with a foundation of three appropriately specialized taught courses (60 points in all) which will equip them to undertake a more extensive programme of masters level research than that offered by the MA.
7. To provide the opportunity for able students to write an extended dissertation (30,000 words) on a subject which requires treatment at a much greater length than the usual MA topic.
8. To offer students a degree programme which satisfies the needs of those who wish to undertake more extensive research or go on to do an M.Phil or PhD.

**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. The various technologies used to make and use books from the Sumerian civilisation to the modern day.
2. The social and cultural context of book production and use in the past.
3. The various modern theories and approaches to book history.
4. The importance of the materiality of the subject.
5. The problems of defining and establishing the nature of readers and reading in the past.

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

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

**Assessment:**

5000-word essays, projects, a 30,000 word dissertation.

### Skills and other attributes

**Intellectual skills:**

1. The ability to analyse and evaluate historical arguments.
2. The ability to marshal historical evidence in order to present a convincing argument.
3. The ability to appreciate and interpret material evidence.

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

**Seminars, practical sessions, and demonstrations**

**Assessment:**

5,000 word essays, projects, 30,000 word dissertation.

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**Practical skills:**

- 1 The ability to handle delicate archaological materials.
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.

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

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

**Assessment:**

5,000 word essays, projects, 30,000 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, visits.

**Assessment:**

5,000 word essays, projects, 30,000 word dissertation.

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

Not applicable.

<p><b>16. Programme structure</b></p> <p>Please complete the following table</p> <p><b>Code</b> = code of each module available for the programme</p> <p><b>Title</b> = title of each module available for the programme, plus its credit level and credit value</p> <p><b>Status</b> = 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</p> <p><b>Pre-requisite/Co-requisite</b> = 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.</p> <p><b>Assessment</b> = please indicate in broad terms the assessment for the module eg written examinations, coursework</p> <p>(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)</p>
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**16a 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					2	20x2		
2					1	20x1		

<b>16b</b> Range of permitted credit levels	7
<b>16c</b> Maximum number of credits permitted at the lowest level	
<b>16d</b> Minimum number of credits required at the highest level.....	<b>180</b>
<b>16e</b> Progression and award requirements (if different from the standard)	
<b>16f</b> Maximum number of credits permitted with a condoned fail.	<b>20</b>

<b>16g</b> Other relevant information to explain the programme structure:
<b>The final 30,000 word dissertation is worth 120 credits</b>

**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	
<b>NTHOBC</b>	Book in the Industrial Age	7						5000 word essay
<b>NTHRE</b>	The Historical Reader	7						5000 word essay
<b>NTWES</b>	Western Book Structures	7						5000 word essay
<b>NTSER</b>	The Serial and the Book	7						5000 word essay
<b>NTLOB</b>	The Look of the Book	7						5000 word essay
	Digital Publishing and Book Studies	7						5000 word essay
<b>NTMBO K</b>	The Medieval Book	7						5000 word essay
	Textual Scholarship and Contemporary Editorial Theory	7						5000 word essay
	Early Modern Book	7						5000 word essay
<b>NTHODI SS</b>	Dissertation	7						30,000 word essay.
		7						
		7						

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### **17. Marking criteria**

Distinction, 80-100%, A+

Work of an exceptional quality, based on a comprehensive knowledge and understanding of the topic. Such work will usually embody analysis of sufficient originality to change the conventional way of understanding the subject treated. This work will be well argued, well organised and well documented.

Distinction, 70-79%, A/A-

Work of a high quality, based on a thorough understanding of the topic, characteristically analysing its propositions with sufficient originality to challenge received ideas.

Merit, 60-69%, B+

Degrees of work at a high level of competence, displaying substantial knowledge and understanding of the topic, organized in a clear structure of argument.

Pass, 50-59%, C to B

Degrees of work that display adequate knowledge and understanding of the topic. There may be room for significant improvement in clarity of structure of argument, or in appropriateness of expression. Work at this level may display some oversimplification; some expected points may be missing; some irrelevant material may have been included.

Fail, 40-49%, D

Work that shows some knowledge, but with weaknesses, such as misunderstanding or lack of thoroughness. Important information or segments in the argument may be lacking. The argument may be persistently obscure or naïve.

Fail 35-39% E

Work that is seriously flawed, displaying a lack of research, irrelevance, incoherence or a grave misunderstanding of the topic; short work.

Fail, Up to 34%, F

Unacceptable or not submitted.

**PROGRAMME APPROVAL FORM  
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 in the History of the Book

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

Yes

No

N/A

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

**Name and address of PSB**

Not applicable

Frequency of validation/ accreditation

Date of next validation/ accreditation

**PROGRAMME APPROVAL FORM  
ADMINISTRATIVE INFORMATION**

<b>1. Programme name:</b> <b>M.Res in the History of the Book</b>	<b>2. Programme code</b> (for Registry use only):
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<b>3. JACS code</b>

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

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

<b>6. Duration</b>		
When will the programme start (give month and year)	September 2011	
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	