

MA(Res)/Postgraduate Diploma/Postgraduate Certificate in Medieval Studies For students entering in 2009

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading Faculty of Arts and Humanities
Programme length:	12 months F/T; 24 months P/T; 60 months Modular
Date of specification:	January 2007
Programme Director:	Dr. A.E. Lawrence
Board of Studies:	Graduate Centre for Medieval Studies
Accreditation:	none

Summary of programme aims

The MA (Res) programme aims:

- to provide graduate students with a thorough grounding in contemporary approaches to key aspects of the culture of the Middle Ages;
- to equip them with the tools for further research by developing their critical and conceptual understanding;
- To deal with a multidisciplinary approach (via a compulsory core module, Researching the Middle Ages, which gives students thorough and wide-ranging training in all areas relevant to medieval studies);
- To offer the opportunity to develop linguistic and palaeographic skills;
- To promote independent study and research skills as a basis, where appropriate, for a research degree.

Transferable skills

The University's Strategy for Teaching and Learning has identified a number of generic transferable skills which all students are expected to have developed by the end of their degree programme. In following this programme, students will have had the opportunity to enhance their skills relating to career management, communication (both written and oral), information handling, numeracy, problem solving, team working and use of information technology. In addition to providing a grounding for further research, the programme aims to enhance students' personal and interpersonal skills in relation to future employment: in particular, to promote the exercise of initiative and personal responsibility; to develop the ability to make decisions and to communicate effectively as both communicator and recipient; and to encourage the faculty of independent learning with a view to continuing professional development.

Programme content

All students take the core Researching the Middle Ages module introducing skills and approaches necessary for research in the field of medieval studies. A further compulsory module combines Medieval Latin and Medieval Palaeography. The two Options are chosen from a broad range, offering the opportunity for independent research with a scholar in the field; one may be linked to the dissertation topic. One Option may be replaced by a module offered in another MA programme. The

Dissertation provides for extensive independent research, and includes an Oral Presentation.

MA (Res) (180 credits)

Compulsory modules

Mod Code	Module Title	Credits	Level
MSMRM	Researching the Middle Ages	20	7
MSMLP	Medieval Latin and Palaeography	30	7
MSMDI7	Dissertation	90	7
MSMSTA	Option A	20	7
MSMSTB	Option B	20	7

Two Options to be selected from the list, one to be taken as Option A and taught in the Autumn and Spring terms, the other as Option B and taught in the Spring and Summer terms. One Option may be replaced by a module from another MA programme at the discretion of the Director

Postgraduate Diploma in Medieval Studies (120 credits)

Students take the following modules:

MSMRM	Researching the Middle Ages,	20	7
MSMLP	Medieval Latin and Palaeography	30	7
MSMSTA	Option A	20	7
MSMSTB	Option B	20	7
MSMSSA	Advanced Study and Source Analysis	30	7

Postgraduate Certificate in Medieval Studies (60 credits)

Students take the following modules:

MSMRM	Researching the Middle Ages	20	7
MSMSTA	Option A	20	7
MSMSTB	Option B	20	7

Part-time/Modular arrangements

This programme may be taken over two years of part-time study. The normal pattern is for the Researching the Middle Ages and Palaeography and Medieval Latin modules to be taken in the first year and the Options and Dissertation in the second year, but this may be varied if required. It may also be taken over up to five years. The recommended order is Researching the Middle Ages (over up to two years); Palaeography and Medieval Latin; Options; Dissertation, but this may be varied by agreement.

Progression requirements

N/A

Summary of teaching and assessment

The compulsory modules are delivered through small group teaching. The Latin and Palaeography module is assessed through a mixture of written assignments and timed tests. The Researching the Middle Ages module is assessed through a dossier of

student work. The Options and the Dissertation are supervised on an individual basis. Each Option is assessed by an essay of 4,000 words, OR, where learning a language is involved, by coursework and a timed test. The Dissertation is assessed by an Oral Presentation and a written Dissertation, normally of 18,000-20,000 words, including footnotes but excluding bibliography and appropriate appendices.

Classification will follow the University's taught postgraduate marks classification.

Mark Interpretation

70 – 100% Distinction

60 – 69% Merit

50 – 59% Good standard (Pass)

Failing categories

40 – 49% Work below threshold standard

0 – 39% Unsatisfactory Work

To pass the degree of Master students must gain an average mark of 50 or more overall including a mark of 50 or more for the dissertation. In addition the total credit value of all modules marked below 40 must not exceed 30 credits and of all modules marked below 50 must not exceed 55 credits.*

Students who gain an average mark of 70 or more including a mark of 60 or more for the dissertation and have no mark below 40 will be eligible for a Distinction. Those gaining an average mark of 60 or more overall including a mark of 50 or more for the dissertation and have no mark below 40 will be eligible for a Merit.

For the Postgraduate Diploma students must gain an average mark of 50 or more, and the total credit value of all modules marked below 40 must not exceed 30 credits. In addition, the total value of all modules marked below 50 must not exceed 55 credits.*

For Postgraduate Certificate students must gain an average mark of 50 or more, and the credit value of modules marked below 40 must not exceed 10 credits.*

* The provision to permit a candidate to be passed overall with a profile containing marks below 40 is made subject to the condition that there is evidence that the candidate applied his or herself to the work of those modules with reasonable diligence and has not been absent from the examination without reasonable cause.

Admission requirements

The qualifications of students will be assessed on an individual basis. Entrants to this programme are normally required to have obtained upper second class in an undergraduate degree or an equivalent qualification. Overseas students are also required to fulfil the university standards of English language proficiency.

Admissions Tutor: The Director, Graduate Centre for Medieval Studies, School of History (GCMS@reading.ac.uk)

Support for students and their learning

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme.

Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and the Student Services Centre. The Student Services Centre is housed in the Carrington Building and includes the Careers Advisory Service, the Disability Advisory Service, Accommodation Advisory Team, Student Financial Support, Counselling and Study Advisors. Student Services has a Helpdesk available for enquiries made in person or online (www.risisweb.reading.ac.uk), or by calling the central enquiry number on (0118) 378 5555. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions on everything from accommodation to finance. The Carrington Building is open between 8:30 and 17:30 Monday to Thursday (17:00 Friday and during vacation periods). Further information can be found in the Student Diary (given to students at enrolment) or on the Student website (www.reading.ac.uk/student).

In addition, the GCMS has its own dedicated room offering a private study area supported by its own specialised library, with access to microfilm and microfiche readers.

Career prospects

The programme leads predominantly to further research, typically at a doctoral level. It is also a useful training for students wishing to pursue a career in archival work, and in the Heritage industry. In addition, recent postgraduates have gone on to pursue careers in teaching.

Opportunities for study abroad or for placements

Where appropriate, opportunities are open to individual students to study in France in the University of Paris VII, with which the School of History has links. The Erasmus Programme is also available.

Educational aims of the programme

The programme aims to provide graduate students with a thorough grounding in contemporary approaches to key aspects of medieval culture. In particular, it aims to develop a systematic approach to the acquisition of knowledge together with a critical awareness of current issues of debate and the ability to evaluate and develop appropriate conceptual frameworks. In addition it aims to prepare them for study at doctoral level by equipping them with the tools necessary for further independent research.

Programme Outcomes

Knowledge and Understanding

<p>A. Knowledge and understanding of:</p> <ul style="list-style-type: none">▶ medieval history, literature and culture approached through selected aspects and topics▶ specific areas and topics of the student's choice and researched in greater depth▶ key issues of contemporary debate and scholarly enquiry▶ a range of current critical approaches and methodologies▶ a range of research techniques drawn from different areas at a theoretical and a practical level of application▶ specific linguistic and/or palaeographic skills	<p>Teaching/learning methods and strategies</p> <p>Knowledge and understanding are gained through formal teaching (seminars, tutorials), organised visits (to archive collections), informal activities (attendance at Centre lecture and seminar series), independent research, presentations, and the writing of essays and a dissertation.</p> <p><i>Assessment</i></p> <p>Knowledge and understanding is assessed through a range of oral and written assignments, including timed tests, essays and a dissertation.</p>
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Skills and other attributes

<p>B. Intellectual skills – able to:</p> <ul style="list-style-type: none">▶ engage in analytical and evaluative discussion of a range of texts and sources▶ estimate the relevance of specific arguments and interpretations▶ discriminate between opposing theories and interpretations▶ formulate and present judgements, both orally and in written form, on the basis of evidence and argument▶ follow original lines of thought and investigation and propose new hypotheses as appropriate	<p>Teaching/learning methods and strategies</p> <p>Intellectual skills are developed through formal teaching, participation in informal activities, independent research, presentations, and the writing of essays and a dissertation.</p> <p><i>Assessment</i></p> <p>Intellectual skills are assessed informally through discussion and formally through a range of oral and written assignments, including timed tests, essays and a dissertation.</p>
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C. Practical skills – able to:

- ▶ gather, organise and deploy evidence and information, and make judgements in the absence of complete data
- ▶ deal with complex issues systematically and creatively, showing critical judgement and applying appropriate methodologies
- ▶ communicate conclusions effectively in oral and written form to specialist and non-specialist audiences
- ▶ have effective bibliographical and library research skills
- ▶ demonstrate self-direction and originality in tackling and solving problems

Teaching/learning methods and strategies

Practical skills are developed through participation in formal and informal activities, independent research, presentations, and the writing of essays and a dissertation.

Assessment

Practical skills are assessed through a range of written assignments, including timed tests, essays and a dissertation, and through participation in a range of formal and informal activities.

D. Transferable skills – able to:

- ▶ present material in a written form, with discrimination and lucidity in the use of language, professional referencing and clear layout
- ▶ present material orally in a clear and effective manner
- ▶ act autonomously in planning and implementing tasks
- ▶ work creatively, flexibly and adaptably with others
- ▶ display the independent learning ability required for continuing professional development

Teaching/learning methods and strategies

Transferable skills are acquired through participation in seminars, tutorials, attendance at lectures and seminars with internal and external speakers, and applied in self-study and the writing of assignments

Assessment

Transferable skills are assessed formally through a range of written assignments, including timed tests, essays and a dissertation, and informally through participation in Centre activities.

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 takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.