

Template C4



Programme Specification

Title of Course: *MA English Literature*

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Version number	9
Faculty	Kingston School of Art
Cross-disciplinary	
School	School of Creative and Cultural Industries
Department	Department of Humanities
Delivery Institution	Kingston University

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s):	MA English Literature
Exit Award(s) and Title(s):	Postgraduate Certificate in English Literature Postgraduate Diploma in English Literature
Course Code <i>For each pathway and mode of delivery</i>	PPENG1ENG02 PFENG1ENG02
UCAS code <i>For each pathway</i>	

Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Penrhyn Road
Language of Delivery:	English
Delivery mode:	
Learning mode(s):	Part-time Full-time With Professional Placement
Minimum period of registration:	Part-time - 2 Full-time - 1 With Professional Placement - 2
Maximum period of registration:	Part-time - 4 Full-time - 2 With Professional Placement - 3
Entry requirements	<p>The following will normally be regarded as appropriate admission requirements for the course, though applicants with other kinds of qualifications will be considered on an individual basis:</p> <ul style="list-style-type: none"> • successful completion of a certified programme of study, normally a good second-class honours undergraduate degree in a relevant subject area or its equivalent; • relevant non-certificated learning such as attendance at short courses, continuing education courses, relevant work and life experience;

	<ul style="list-style-type: none"> • an appropriate combination of certificated and non-certificated learning where a candidate's first language is not English; • for students for whom English is not their first language, advanced English language competence in the form of appropriate certificated learning (IELTS requirement of 6.5 overall, with a 7 in writing and a minimum of 5.5 in all other elements, or equivalent) must be demonstrated as detailed in Kingston University's Admissions Regulations. <p>Applicants without formal qualifications will only be considered in exceptional circumstances, for example, where they are able to demonstrate significant relevant professional experience. All certificated and non-certificated learning will require verification. In the case of certificated learning, this will require the presentation of relevant certificates and/or confirmation from the award-giving body. In the case of non-certificated learning, verification will be established in the course of the interview to which all applicants will be invited, or, where appropriate, through the submission of supporting documentation and evidence. Where the evidence of the fulfilment of the appropriate admission requirements is inconclusive, the applicant may be asked to complete a written exercise.</p> <p>Admission with Advanced Standing Students may be allowed to enter the course with Advanced Standing, subject to the following condition:</p> <p>The maximum number of credit points awarded for admission with advanced standing will be 50% of the taught modules contributing to the exit award: no exemption will be given for the dissertation and RPEL will be calculated on 50% of the credit for the award minus the credit for the dissertation. This means that accreditation of prior learning will be set at a maximum of the following credit for each of the exit awards:</p> <p>MA CATS 60 Postgraduate Diploma CATS 60 Postgraduate Certificate CATS 30</p> <p>Consideration for Admission with Advanced Standing will be based on:</p> <ul style="list-style-type: none"> • successful completion of a relevant programme of certificated learning at level 7
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	<ul style="list-style-type: none"> • relevant non-certificated learning at an appropriate level • a combination of relevant certificated and non-certificated learning at an appropriate level <p>Please note that advanced standing with RPEL will only be considered in exceptional circumstances. Students are required to achieve a minimum IELTS score of 6.5 (with a 7 in writing) or equivalent where English is not their first language.</p> <p>Admissions procedures: The Admissions Tutor will normally consider all applications in the first instance. Applicants who fulfil, or are likely to fulfil, the admissions requirements may be invited for an interview with the Admissions Tutor or another senior member of the course teaching team. In addition or as an alternative, applicants may be asked to submit a sample of piece of written work on a literary topic in order to assess their suitability for the course. The decision regarding offers of places will be made by the Admissions Tutor or senior member of the course teaching team based on all available information. The Admissions Tutor will receive administrative support from the Postgraduate Course Administrator.</p>
Regulated by	The University and its courses are regulated by the Office for Students.
Programme Accredited by:	N/A
Approved Variants:	N/A
Is this Higher or Degree Apprenticeship course?	No

SECTION 2: THE COURSE

A. Aims of the Course

The general aims of the programme are:

- to offer graduates the opportunity to study English Literature to an advanced level within a taught programme
- to enhance your knowledge of the diversity of literature in English from the early modern period to the present day
- to enable you to develop an advanced understanding of theoretical, philosophical and linguistic approaches to writing in English
- to foster your ability to conduct sophisticated critical analyses of texts informed by current critical practice
- to provide training in advanced research skills and the use of nationally and internationally recognised archives, both physical and electronic
- to develop your ability to construct a complex argument and to express that argument in clear and accurate English prose
- to provide you with a solid foundation for further postgraduate research or professional development
- to ensure that you gain knowledge of a wide variety of critical and theoretical debates in relation to specific bodies of literature
- to extend your knowledge of literature in English through the study of work from a variety of periods
- to enable you to develop the ability to conduct detailed and extensive research into an original area of enquiry, and to demonstrate that ability by writing a sustained and coherent dissertation of approximately 15,000 words.
- The 2-year programme with integrated placement(s) also provides students with an opportunity to enhance their professional skills, preparing them for higher levels of employment, further study and lifelong learning

B. Programme Learning Outcomes

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A4	Employ suitable methodologies and resources to enable the student to produce a dissertation on a special topic within English studies	B4	Conceive, develop and articulate a complex extended argument, backed up with detailed and extensive evidence and located within current critical and theoretical debates	C4	Make well-informed choices about further academic study or a career and/ or take appropriate steps to locate bodies for grant applications in order to undertake a higher degree and/or identify routes to get their work published
A3	Make a scholarly intervention in a specialised area or areas of postgraduate research in literature in English from the early modern period to the present day	B1	Apply an advanced understanding of a broad range of theoretical, philosophical and linguistic approaches to writing in English	C3	Locate appropriate electronic and physical research archives and plan a programme of library and/ or archive based research
A2	Develop research methods that will create a foundation for independent study at postgraduate level	B2	Conduct sophisticated critical analyses of texts informed by current critical practice	C2	Create and deliver effective oral presentations of their work
A1	Utilise critical and cultural theory relevant to the study of English literature.	B3	Construct complex arguments and express them in clear and accurate English prose.	C1	Work independently and manage their time effectively
				C5	Demonstrate professional skills (including self-presentation, communication, interpersonal/teamwork, research and information

					literacy, numeracy, time-management and project-planning, management and leadership skills, and ethical practice).
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C. Future Skills Graduate Attributes

In addition to the programme learning outcomes, the programme of study defined in this programme specification will engage students in developing their Future Skills Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency Enterprise
3. Questioning Mindset
4. Adaptability
5. Empathy
6. Collaboration
7. Resilience
8. Self-Awareness

D. Outline Programme Structure

The degree consists of 180 credits: four modules of 30 credits each and a final dissertation of 60 credits.

Students must take EL7009; if they are part-time, they should take this module in their first year of study. Students may take a maximum of one Level 6 special study module.

All students will be provided with the University regulations. Full details of each module will be provided in module descriptors and student module guides. Note that the EL7 and EL6 option modules are subject to change and availability.

Students on the 2-year programme (with integrated placement) must complete all modules except the final 'capstone project' module, by the end of TB2, and then work in their placement(s) for a maximum of 12 months. The student should confirm that their placement opportunity is available by the end of May, and the course team will confirm whether this is acceptable within two weeks. Students on placement(s) must complete a portfolio assessment which includes a reflection on how they have applied the skills they have developed during the previous year, within a professional working environment.

A comprehensive list of all possible options is provided here. The option list in any given year will be carefully constructed to ensure that the course curriculum is coherent, enabling students to achieve the programme learning outcomes via their chosen selection of modules.

MA English Literature

Level 6							
MA English Literature							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time

Optional Modules							
Black and Asian Writing	EL6032	30	6	Year Long	None	1	2
Gender and Sexuality	EL6030	30	6	Year Long	None	1	2
Making Shakespeare: Text, Performance, Adaptation	EL6029	30	6	Year Long	None	1	2
Radical Writers	EL6023	30	6	Year Long	None	1	2

Exit Awards at Level 6

N/A

Level 7							
MA English Literature							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Dissertation	EL7021	60	7	Year Long		1	2
Transgressive Literatures	EL7019	30	7	1			
Optional Modules							
Humans and Animals	EL7010	30	7	1			
Post/Imperial Adventures	EL7018	30	7	2			
Professional Placement	HU7100	120	7	TB3 (Yr 1) and TB1&TB2 (Yr 2)			
Sex and Text	EL7013	30	7	2			
Ten Critical Challenges for Creative Writers	CW7002	30	7	2	None	1	1
Writing The Contemporary	CW7013	30	7	TB1	None	1	2
Writing, Trauma and Social Justice	EL7020	30	7	2			

Exit Awards at Level 7

Students exiting the programme with 60 credits are eligible for the award of PgCert in English Literature.

Students exiting the programme with 120 credits are eligible for the award of PgDip in English Literature.

E. Teaching, Learning and Assessment

The programme has been designed in relation to several key principles which include a commitment to independent learning, formative assessment and feedback (including peer review) and student engagement with ideas relevant within and beyond academia.

The central aim of teaching and learning is to equip you with the advanced skills, knowledge and cognitive abilities required to conduct detailed independent research into literary topics and to present that research in structured and fluent academic discourse. The primary purpose of classroom teaching is thus to develop students' capacity to engage with complex ideas and to direct their own research and writing programme rather than merely to impart knowledge. Classroom discussion centres on analysis of theoretical and primary texts guided by the tutor, but demands a high level of student participation and peer review, both formal and informal. Self-directed study develops students' abilities to conduct research independently and to manage time efficiently. The dissertation brings together these abilities, and allows students to develop their capacity to conduct extended research and to construct a detailed and sophisticated argument.

You will take 120 credits from taught modules, including one core and three options. Each module is typically run as a block of eleven two-hour seminars. While there is some variation, in general you will be required to prepare for these seminars by reading a combination of theoretical and primary texts. Under tutor guidance, you are encouraged to participate fully in class discussion, to share research with your peers where appropriate, and, in many cases, to prepare short presentations or to lead class discussion.

In addition to the seminars linked to the core and option modules, you will be able attend skills support sessions, which are led by members of the English Literature teaching team. Sessions which run in the first teaching block will focus on developing writing and research skills required at postgraduate level. Sessions which run at the end of the second teaching block will provide you with a forum in which you can present work in progress towards your dissertation, and receive vital feedback from peers and staff.

In the final dissertation, you will apply the skills and knowledge acquired during the taught phase of the degree to the creation of an extended piece of research-based writing. Although this phase of the degree is largely self-directed, you will be assigned a supervisor who is a member of the English team with a specialism in your chosen research area. You will meet regularly with your supervisor while preparing your dissertation in order to discuss the scope and intellectual content of the dissertation, research strategy and, as appropriate, early drafts of sections of your dissertation.

F. Support for Students and their Learning

In addition to structured teaching, guidance is available for students throughout the year through the provision of specific pre-set Office Hours, during which all members of the teaching staff are available for consultation with students (3 hours per week). You are encouraged to meet with teaching staff at such times, and at other times by appointment, for individual tutorial sessions. You will also be allocated a personal tutor who acts as a regular point of contact to address any academic or pastoral issues arising and arranges for social events as well as opportunities for personal tutorials. The tutor will meet with you on a one-to-one basis during induction, and at the end of the first and second teaching blocks to discuss forthcoming assessments or address any other issues you may have. Optional tailored skills support sessions, led by members of the teaching team, will run in the first teaching block. These sessions will provide training in academic writing and the use of physical and online library resources. A number of obligatory sessions, attached to the Dissertation module, will run in the second teaching block. These sessions will train you in research methods, and offer guidance on the development of a dissertation proposal; they also provide you with the opportunity to present your ideas for your dissertation and to receive feedback from your peers and the module tutor. In terms of technology-enhanced learning, a bespoke Canvas site has been developed to support students on the MA. The site has been designed for easy access, including on mobile devices accessing content via the Blackboard Mobile Learn app. The site is designed to function as a one-stop shop with links to relevant web sites, course documentation, assignment briefs and contact details of the course team. Dedicated group areas have been created to support the development of cohort identity. In particular, use of interactive tools such as blogs, both individual and group, wikis and discussion boards have been integrated into the core and option modules in order to facilitate the sharing of work and peer commentary and review. (On all modules these activities are optional but actively encouraged; on EL7014 they constitute formal elements of assessment.)

Students are supported by:

- A Module Leader for each module
- A Course Leader to help students understand the programme structure
- Personal Tutors to provide academic and personal support
- A placement tutor to give general advice on placements
- Technical support to advise students on IT and the use of software
- A designated Course Administrator
- An induction week at the beginning of each new academic session
- Staff Student Consultative Committee
- VLE/Canvas – a versatile online interactive intranet and learning environment accessible both on and off-site
- LinkedIn Learning – an online platform offering self-paced software tutorials
- A substantial Study Skills Centre that provides academic skills support for both UG and PG students
- Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
- A Student Achievement Officer who provides pastoral support
- Support for students with disabilities

- The Union of Kingston Students
- Careers and Employability Services Team, who will provide support for students prior to undertaking work placement(s).

G. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External Examiners
- Boards of Study with student representation
- Annual Monitoring and Enhancement
- Periodic review undertaken at subject level
- Student evaluation including MEQs (module evaluation questionnaires) and a postgraduate survey.
- Moderation policies
- Feedback from employers

H. External Reference Points

External reference points which have informed the design of the course. These could include:

- PSRB standards
- QAA Subject benchmarks
- Apprenticeship standards
- Other subject or industry standards

I. Development of Course Learning Outcomes in Modules

This table maps where programme learning outcomes are **summatively** assessed across the **core** modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code	Level 6				Level 7								
	EL6023	EL6032	EL6030	EL6029	CW7013	EL7021	HU7100	EL7020	EL7010	EL7018	EL7019	EL7013	CW7002
Knowledge & Skills	A					S							

Understanding	A3	S			S		S		S	S	S		S	
	A2	S			S		S		S	S	S		S	
	A1	S			S				S	S	S	S	S	
Intellectual Skills	B4	S			S		S		S	S	S		S	
	B1	S			S				S	S	S	S	S	
	B2	S			S				S	S	S	S	S	
	B3	S			S		S		S	S	S		S	
Practical Skills	C4						S							
	C3	S			S		S		S	S	S		S	
	C2						S			S			S	
	C1	S			S		S		S	S	S		S	
	C5							S				S		

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.

Additional Information