****

**Programme Specification**

**Title of Course: MA English Literature**

**Date Specification Produced: June 2008**

**Date Specification Last Revised: August 2018**

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 teaching, learning and assessment methods, learning outcomes and content of each module can be found in the Course Handbook on Canvas and in individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Title:** | MA English Literature |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** | Penrhyn Road |
| **Programme Accredited by:** | N/A |

**SECTION2: THE PROGRAMME**

1. **Programme Introduction**

The MA in English Literature offers wide intellectual range and diversity, spanning five centuries of writing in English from across the world, as well as reflecting recent developments in theoretical and critical practice in English studies. It enables you to develop a deep critical understanding both of the diversity of writing in English and of the current debates concerning that writing. It offers you training in the advanced practical research and writing skills required to communicate to an academic audience, and it offers you the opportunity to engage in a lively and critical debate with staff and their fellow students, in the context of an active research culture. It will prove ideal for students wishing to ‘round out’ their undergraduate studies with a more sophisticated theoretical approach to literature. At the same time, it will provide a solid foundation for those wishing to progress to MPhil/PhD level study.

This MA programme offers you the opportunity to examine and to test a range of recent theoretical and critical debates in English literary studies in relation to a broad historical, cultural and geographical range of writing in English. It focuses especially on literary material that explores the limits of human experience and which transgresses cultural boundaries. The programme will enable you to develop a critical understanding of literature’s place at the interface of rapid socioeconomic and technological change and of traditions of politically and sexually dissident writing. You will be encouraged to interrogate the role of literary texts, both canonical and popular, in questioning dominant ideologies and in transforming social relations.

You will take one core module in the first teaching block, ‘Transgression and Dissidence’, which considers range of critical approaches to literature, transgression and dissent, and interrogates the possibilities and limitations of various modes of dissident scholarship. You will additionally select three option modules, enabling you to focus on literary material from particular periods and genres, and to explore in depth a variety of conceptual approaches and thematic concerns, including:

* Human-animal relations and ideas of the ‘post-human’ in recent world literature in English
* Trauma, human rights work and life narrative
* Gender, culture and international exchange in early modern Europe
* Sexual desire, embodiment and writing
* The construction of place and identity in nineteenth-century travel writing and adventure fiction

A combination of core and option modules has been designed to offer you the best possible intellectual preparation for the dissertation. For the dissertation, you will conduct detailed and extensive independent research into a distinct area of enquiry, concerning any literary theme or period from the end of the middle ages to the present day, in the context of any of the critical and theoretical debates encountered on the core/option modules. The dissertation is completed under the supervision of a specialist member of staff, and you will display your findings in a sustained and coherent piece of writing of approximately 15,000 words.

Throughout the programme, you will be offered a wide range of support and advice, including personal engagement with tutors in seminars and office hours, dedicated support and advice for postgraduate students from the faculty’s Centre for Academic Skills and Employability and regular information, discussion, and support offered via Canvas, the university’s Virtual Learning Environment.

A central feature is the range and level of the staff who will deliver this flexible programme. English teaching staff at Kingston are active researchers in many areas from Renaissance drama to the contemporary novel, and particular research concentrations include early modern religion and culture, literature and empire, life writing, urban and suburban writing and writing and gender. Recent staff publications include Imperial Women Writers in Victorian India: Representing Colonial Life, 1850-1910 (Agnew, 2017), *Staging Islam in England 1640-1685* (Birchwood, 2008), *Limits of Horror* (Botting, 2008), *Gay Suburban Narratives in American and British Culture: Homecoming Queens* (Dines, 2009)*,* We Shall Bear Witness: Life Narratives and Human Rights (Jensen and Jolly, 2014), *Ouida and Victorian Popular Culture* (Jordan and King 2014), *Domestic Space in Eighteenth-Century British Novels* (Lipsedge, 2012), Deleuze and Futurism: A Manifesto for Nonsense (Palmer 2014), *Women, Death and Literature in Post-Reformation England* (Phillippy, 2010), *Salman Rushdie* (Teverson, 2007), Rethinking Race and Identity in Contemporary British Fiction (Upstone, 2016).

Staff receive numerous scholarships and research awards, invitations to give lectures and keynote addresses, requests to serve as external examiners at MA and PhD as well as undergraduate levels, and make regular appearances on radio and television. External Assessors for REF 2014 rated the research of staff in English Literature very highly: over 60% of the research submitted was judged to be world-leading or internationally excellent. It scored the highest in the United Kingdom for ‘Impact’, that is, for research real-world applications. This positive result was in part a consequence of invigorated research within interconnected clusters such as the Life Narrative Research Group, Suburban Studies at Kingston, and the internationally acclaimed Iris Murdoch Archive Project. These research areas orbit the newly-established Kingston Writing School, London Graduate School, and Cultural Histories at Kingston.

The programme is enhanced by Kingston’s lively extracurricular and cultural events programme. Staff and postgraduate students attend and participate in regular research seminars on many topics, and readings by well-known authors are frequently offered, both by English and by the School of Humanities. The English subject area regularly hosts national and international conferences and symposia, many of which are related to the School’s research clusters, the intellectual interests of which are also reflected in several of the MA option modules. Links with local organisations and the wider community are also central, with English staff and students actively participating in events at the Kingston Rose Theatre, at the Kingston Connections Festival and Historic Royal Palaces.

The course includes an integrated work placement or placements, which enables students to further develop their professional skills and enhance their employability. From the start of the course, students will begin to work to secure (a) placement(s) suitable for their course and career, supported and advised by the Careers and Employability Services team and the Professional Placement Module Leader. Workshops are provided on CV creation, interview techniques and placement searching, with drop-in sessions to provide additional support. In order to take the Professional Placement module, students need to have arranged a placement, approved by the Course Leader, by the end the preceding teaching block. Students undertake the placement either before the final module, or following the completion of the final module. During the placement students will be supervised (online) by a tutor who, if possible, will visit during the placement. Depending on the location of the placement, meetings might take place face-to-face or via platforms such as Skype. The placement module will make use of the Virtual Learning Environment (VLE) Canvas for communication and dissemination of information between students and staff as well as making online learning materials available. Students will be required to keep a critical diary of the tasks and duties undertaken during their placement, to provide a framework for a reflective essay and work placement report, which is submitted for assessment at the end of the placement. They will also assemble and collate samples of work and evidence of achievement produced during their placement which will also be submitted for assessment. Placement providers will be asked to appraise the students’ work and this feedback will be made available to the student. The placement module will be assessed on a pass/fail basis.

This integrated placement(s) provides students with a valuable opportunity to apply and develop their knowledge and skills in a professional working environment, enabling them to deepen their knowledge of the industry, develop their self-confidence, and strengthen their CV. Students undertaking placement activities are in a stronger position to gain the skills and experience which are valued by employers.

1. **Aims of the Programme**

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

1. **Intended Learning Outcomes**

The programme provides you with opportunities to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. Where appropriate, the programme outcomes are referenced to the QAA subject benchmarks for English and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student. Note that there is no benchmark statement relating specifically to English at Level 7. Where appropriate, we are guided by the most recent QAA benchmark statement for English at Honours level.

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| **Programme Learning Outcomes** | | | | | |
|  | **Knowledge and Understanding**  **On completion of the course students will have knowledge and understanding of:** |  | **Intellectual skills**  **On completion of the course students will be able to:** |  | **Subject Practical skills**  **On completion of the course students will be able to:** |
| A1 | The importance of critical and cultural theory to the study of English | B1 | Apply an advanced understanding of a broad range of theoretical, philosophical and linguistic approaches to writing in English | C1 | Work independently and manage their time effectively |
| A2 | 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 |
| A3 | A specialised area or areas of postgraduate research in literature in English from the early modern period to the present day | B3 | Construct complex arguments and express them in clear and accurate English prose | C3 | Locate appropriate electronic and physical research archives and plan a programme of library and/ or archive based research |
| A4 | Sophisticated research approaches, 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 |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of Key Skills as follows:

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| **Key Skills** | | | | | | |
| **Self-Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

1. **Entry Requirements**

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:

* 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;
* 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.

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.

Admission with Advanced Standing

Students may be allowed to enter the course with Advanced Standing, subject to the following condition:

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:

MA CATS 60

Postgraduate Diploma CATS 60

Postgraduate Certificate CATS 30

Consideration for Admission with Advanced Standing will be based on:

* successful completion of a relevant programme of certificated learning at level 7
* relevant non-certificated learning at an appropriate level
* a combination of relevant certificated and non-certificated learning at an appropriate level

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.

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.

1. **Programme Structure**

This programme is offered in full-time, part-time and ‘with professional placement’ mode, and leads to the award of MA English Literature (interim awards: Pg Dip English Literature; PgCert English Literature).

Entry is normally at level 7 with BA or equivalent qualifications (See section D). Intake is normally in September.

**E1. Professional and Statutory Regulatory Bodies**

N/A

**E2. Work-based learning**

Work placement is an integral part of the 2-year programme and students will receive support from the award winning Careers and Employability Services team.

While it is the responsibility of individual students to secure appropriate placements, the Careers and Employability Services team offers each student support at all stages of the application process, including writing CVs, completing application forms, participating in mock interviews, assessment centre activities and psychometric tests. Sourcing and applying for placement(s) gives students the opportunity to experience a competitive job application process.

The experience of the work placement period enables students to apply their learning in the professional work environment, to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to their prior learning, and to evaluate the relationships between academic skills and employers’ expectations. Students will be assessed during and at the end of this period, through a portfolio of work, which will be marked as pass/fail.

**E3. 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.

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| **Level 7** | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Transgression and Dissidence | EL7009 | 30 | 7 | 1 |
| Dissertation | EL7000 | 60 | 7 | 3 |
| **Options** | | | | |
| Humans and Animals | EL7010 | 30 | 7 | 1 |
| Markets and Materiality | EL7011 | 30 | 7 | 1 |
| Mappings and Crossings | EL7012 | 30 | 7 | 2 |
| Sex and Text | EL7013 | 30 | 7 | 2 |
| Trauma and Justice | EL7014 | 30 | 7 | 2 |
| Location and Literature | EL7005 | 30 | 7 | 2 |
| Radical Writers | EL6023 | 30 | 7 | 1 & 2 |
| American Countercultures | EL6026 | 30 | 7 | 1 & 2 |
| British Black and Asian Writing | EL6028 | 30 | 7 | 1&2 |
| Imagined Places: Humans, Animals and Cyborgs | EL6027 | 30 | 7 | 1&2 |
| Making Shakespeare: Text, Performance and Adaptation | EL6029 | 30 | 7 | 1&2 |
| Professional Placement | HU7100 | 120 | 7 | TB3 (Yr 1) and TB1&TB2 (Yr 2) |

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.

1. **Principles of 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.

1. **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
* Lynda.com – 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).

1. **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
* Moderation policies
* Feedback from employers

1. **Employability Statement**

The MA in English Literature degree fosters a range of skills highly desirable to employers, such as high level communication skills, the capacity to deal effectively with substantial quantities of complex information, skills in analysis, critical and creative thinking, research skills, self-management and the capacity to work to deadlines, flexibility in managing diverse tasks, meticulousness in written presentation, the ability to work both independently and constructively with others.

While some MA in English Literature students will be studying to enhance an existing career path, particularly in teaching or in the creative industries, other graduates will go into a variety of careers, including management, marketing, media, publishing, arts administration, leisure and tourism, IT and a variety of public service and therapeutic fields, in addition to those who enter teaching and the creative industries for the first time after graduating from this course. For those interested in further research, the course provides an excellent foundation for MPhil/PhD level study in related fields.

The 2-year integrated work placement programme is designed to provide students with enhanced opportunities for securing professional employment at the end of their degree, providing skills and experience that employers are looking for in their work force. These are supported by the Careers and Employability Services team, providing drop-in and scheduled events to support students in the preparation of CVs, applications, and preparation for interviews and assessment centres.

1. **Approved Variants from the Postgraduate Regulations**

N/A

1. **Other sources of information that you may wish to consult**

Cultural Histories at Kingston is an interdisciplinary research group committed to enriching the research culture of staff and students in the Faculty of Arts and Social Sciences by bridging disciplines across the faculty, exploring collaborations between members of different departments and schools, and promoting interdisciplinary research, publications and regular public events: <http://fass.kingston.ac.uk/research/chk/>

The Writing School at Kingston University, London provides an open, vibrant community of outstanding writers, journalists, and publishing experts engaged with talented students and an exciting range of academics, writers in residence and guests:<http://fass.kingston.ac.uk/writing/>

The London Graduate School is a doctoral programme, postgraduate seminar and series of events in contemporary critical theory offered in central London and Kingston University.

**Development of Programme Learning Outcomes in Modules**

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

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|  |  |  | **Level 7** | | | | | | | | | | | | |
|  | **Module Code** |  | EL7009 | EL7000 | EL7010 | EL7011 | EL7012 | EL7013 | EL7014 | EL7005 | EL6023 | EL6026 | EL6028 | EL6027 | EL6029 |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 | S | S | S | S | S | S | S | S | S | S | S | S | S |
| A2 | S | S | S | S | S | S | S | S | S | S | S | S | S |
| A3 | S | S | S | S | S | S | S | S | S | S | S | S | S |
| A4 |  | S |  |  |  |  |  |  |  |  |  |  |  |
| **Intellectual Skills** | B1 | S | S | S | S | S | S | S | S | S | S | S | S | S |
| B2 | S | S | S | S | S | S | S | S | S | S | S | S | S |
| B3 | S | S | S | S | S | S | S | S | S | S | S | S | S |
| B4 | S | S | S | S | S | S | S | S | S | S | S | S | S |
| **Practical Skills** | C1 | S | S | S | S | S | S | S | S | S | S | S | S | S |
| C2 |  | S | S |  |  | S |  |  |  |  |  |  |  |
| C3 | S | S | S | S | S | S | S | S | S | S | S | S | S |
| C4 |  | 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.**

**Technical Annex**

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| **Final Award(s):** | MA in English Literature |
| **Intermediate Award(s):** | PG Cert  PG Dip |
| **Minimum period of registration:** | 1 year full-time, 2 years full-time (with Professional Placement); 2 years part-time |
| **Maximum period of registration:** | 2 years full-time, 3 years full-time (with Professional Placement); 4 years part-time |
| **FHEQ Level for the Final Award:** | Master |
| **QAA Subject Benchmark:** | There is currently no benchmarking statement specific to English at postgraduate level. |
| **Modes of Delivery:** | Full-time, Part-time and ‘with Professional Placement’ |
| **Language of Delivery:** | English |
| **Faculty:** | Kingston School of Art |
| **School:** | Arts, Culture and Communication |
| **Department:** | Humanities |
| **UCAS Code:** | n/a |
| **Course/Route Code:** |  |
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