

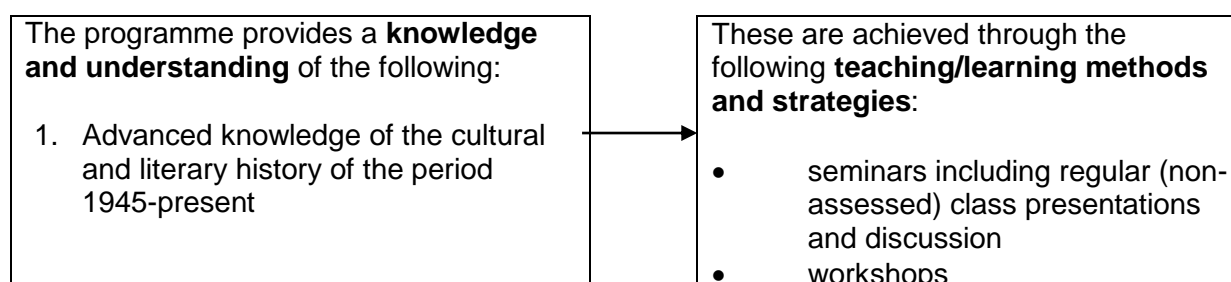
**PROGRAMME APPROVAL FORM
SECTION 1 – THE PROGRAMME SPECIFICATION**

1. Programme title and designation		MA in Contemporary Literature, Culture and Theory		
2. Final award				
Award	Title	Credit value	ECTS equivalent	Any special criteria
MA	Contemporary Literature, Culture and Theory	180	90	n/a
3. Nested award				
Award	Title	Credit value	ECTS equivalent	Any special criteria
N/A	n/a	n/a	n/a	n/a
4. Exit award				
Award	Title	Credit value	ECTS equivalent	Any special criteria
PG Cert	Contemporary Literature, Culture and Theory	60	30	A classified exit award of 60 credits of taught modules
PG Diploma	Contemporary Literature, Culture and Theory	120	60	A classified exit award comprising of 120 credits of taught modules (excluding the dissertation)
5. Level in the qualifications framework		M		
6. Attendance				
		Full-time	Part-time	Distance learning
Mode of attendance		X	X	
Minimum length of programme		1 year	2 years	
Maximum length of programme		3 years	4 years	
7. Awarding institution/body		King's College London		
8. Teaching institution		King's College London		
9. Proposing department		English		
10. Programme organiser and contact Details		Dr Jane Elliott jane.k.elliott@kcl.ac.uk Dr Seb Franklin seb.franklin@kcl.ac.uk		
11. UCAS code (if appropriate)		N/A		
12. Relevant QAA subject benchmark/ Professional, statutory and regulatory body guidelines		No benchmark for MA but QAA English benchmark was used for reference, as were AHRC guidelines for postgraduate courses.		
13. Date of production of specification		September 2012		

14. Date of programme review	2018/19
<p>15. Educational aims of the programme <i>i.e what is the purpose of the programme and general statements about the learning that takes place over the duration of the programme</i></p> <p>This programme aims to provide students with an opportunity to explore a range of topics and texts from 1945 to the present, with a particular focus on the intersection of literature, culture and theory. It will offer teaching and research training at postgraduate level in a wide range of aspects of English literature, language and culture, based in a research environment which values scholarly inquiry and independence of thought and offers graduate students a clear sense of what would be involved in progressing to the doctorate. Students receive training in research and writing skills (including manuscript work, bibliographies, internet resources) in preparation for the completion of a large-scale research project.</p>	

<p>16. Educational objectives of the programme/programme outcomes <i>(as relevant to the SEEC Credit Level Descriptors)</i></p> <p>The programme provides opportunities for students to develop and demonstrate knowledge and understanding and skills in the following areas:</p> <ol style="list-style-type: none"> 1. Knowledge & Understanding <ol style="list-style-type: none"> a. Deep and systematic understanding within a specialised field of study and its interrelationship with other relevant disciplines. b. Understanding of current theoretical and methodological approaches and how these affect the way the knowledge base is interpreted. 2. Cognitive skills <ol style="list-style-type: none"> a. Conceptualisation and Critical Thinking <ol style="list-style-type: none"> i. Ability to use ideas at a high level of abstraction. ii. Critical responses to existing theoretical discourses, methodologies or practices and suggests new concepts or approaches b. Problem Solving, Research & Enquiry <ol style="list-style-type: none"> i. Design and implementation of substantial investigations to address significant areas of theory and/or practice. ii. Selection of appropriate advanced methodological approaches and critically evaluates their effectiveness. c. Synthesis and Creativity <ol style="list-style-type: none"> i. Ability to flexibly and creatively apply knowledge in unfamiliar contexts, synthesises ideas or information in innovative ways, and generates transformative solutions. d. Analysis and evaluation <ol style="list-style-type: none"> i. Analysis of complex, incomplete or contradictory evidence/data and judges the appropriateness of the enquiry methodologies used. Recognises and argues for alternative approaches.
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Knowledge and understanding



2. Advanced awareness of the political, social and historical contexts in which texts are produced and received;
3. Advanced knowledge of a range of theoretical and/or disciplinary methodologies and their application;
4. The effective and appropriate use of critical analysis, and of the research and arguments of others, as appropriate to graduate-level work.
5. Appropriate personal and professional conduct in the context of the discipline.

- directed private study
- essay consultations
- one-to-one dissertation supervisions
- a range of staff/graduate seminars
- occasional conferences
- guided access to the research facilities available in London, including the British Library

Assessment:

- essays
- dissertation
- critical survey

Seminar presentations develop oral communication and are a continuous part of the teaching process but are not formally assessed.

Skills and other attributes

Intellectual skills:

1. Critical awareness to undertake analysis of complex, incomplete or contradictory areas of knowledge communicating the outcome effectively;
2. Critical awareness to synthesise information in a manner that may be innovative, utilising knowledge or processes from the forefront of the discipline/practice;
3. A level of conceptual understanding that will allow her/him critically to evaluate research, advanced scholarship and methodologies and argue alternative approaches;
4. Initiative and originality in problem solving. Can act autonomously in planning and implementing tasks at a professional or equivalent level, making decision in complex and unpredictable situations.

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

Intellectual skills are developed through the teaching and learning programme outlined above. The courses all, through both teaching and private study, develop skills 1-4

Assessment:

The range of assessment methods requires students to demonstrate skills 1-4 through the production of coherent written responses to the questions or problems set

Class presentations develop oral communication and are a continuous part of the teaching process but are not formally assessed.

Practical skills:

1. Can operate in complex and unpredictable and/or specialised contexts, and has an overview of the issues governing good practice;

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

Seminars, lectures, private study, consultations and supervisions

2. Is able to exercise initiative and personal responsibility in professional practice;
3. Be able to read in the original language the appropriate literary or documentary texts

Assessment:

The range of assessment methods requires students to manifest these skills through the production of essays and the dissertation

Class presentations develop oral communication and are a continuous part of the teaching process but are not formally assessed.

Generic/transferable skills:

1. Can work effectively with a group as leader or member. Can clarify tasks and make appropriate use of capacities of group members. Is able to negotiate and handle conflict with confidence;
2. Is able to use full range of learning resources;
3. Is reflective on own and others' functioning in order to improve practice;
4. Can competently undertake research tasks with minimum guidance;
5. Is an independent and self critical learner, guiding the learning of others and managing own requirements for continuing professional development;
6. Can engage confidently in academic and professional communication with others, reporting on action clearly, autonomously and competently;
7. Has independent learning ability required for continuing professional study, making professional use of others where appropriate.

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

Seminars develop skills 1-7; private study develops skills 2-7

Assessment:

The range of assessment methods requires students to demonstrate skills 2-7 through the production of coherent written responses to the questions or problems set

Class presentations develop oral communication and are a continuous part of the teaching process but are not formally assessed.

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

There are no relevant benchmark statements or professional body guidelines that apply to this programme. However, the descriptors used in this document build on the QAA undergraduate subject benchmarks for English (QAA 146 02/07: <http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/English07.asp>) and the College's Framework of Credits and Levels for College Awards.

The English benchmark statement, though addressed primarily to undergraduate programme specifications and formulated for a more general degree, was used as a key reference point in producing this document. The statement highlights the range of textual engagements that can be expected in any English degree, including 'the role of critical traditions in shaping literary history,' of 'the linguistic, literary, cultural and socio-historical contexts in which literature is written and read,' and of appropriate critical terminology.

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These, depending on the pathway chosen, are key elements of our provision in the study of English at graduate level.

The award of this MA degree is in compliance with section A6 1 (1.1) of the *Academic Regulations, Regulations concerning students* and *General Regulations* of King's College London. This defines the level of a Masters course as 'A prescribed programme of study beyond the standard first degree level which assumes the general level of educational competence implicit in the award of a first degree and which extends over a period equivalent to a minimum of one calendar year full-time'.

18. In cases of joint honours programmes please provide a rationale for the particular subject combination, either educational or academic

N/A

Which is the lead department and/or School?

19. Programme structure
See Programme Handbook for modules to be taken.
If a Masters programme, are level 6 credit levels permitted within the programme?
Yes. Graduate level language modules in the Modern Language Centre. Maximum 20 credits.
Maximum number of credits permitted with a condoned fail (core modules excluded)
30 credits
Are students permitted to take any additional credits, as per regulation A3; 5.10?
Yes
Are students permitted to take substitute modules, as per regulation A3, 20.7?
No
Are there any exceptions to the regulations regarding credits, progression or award requirements? (where relevant the information should also differentiate the particular requirements of pathways within a programme or nested/exit awards)
An unclassified Postgraduate Diploma is available as an exit award only in cases where all taught modules have been passed, excluding the dissertation. With permission from the Programme Coordinator, students may take a maximum of 40 credits outside the programme from modules available in the School of Arts & Humanities, or exceptionally elsewhere in the College or University of London.
Other relevant information to explain the programme structure
<i>Please note that <u>new</u> students enrolling on the information provided on this section of the PAF will have these regulations stipulated throughout their programme of study. The only exception to this will be if there are changes made by Professional, Regulatory or Statutory Bodies that are noted to this programme.</i>
(a) numbers of introductory, core, compulsory and optional modules to be taken in each year of the programme with related credit values
full time: 180 credits earned through 1 x 30 credit compulsory module, 1 x 90 credit core dissertation module and 60 credits of optional modules (<i>students may take a maximum of 20 credits of graduate language modules at level 6</i>).
Part time
Year 1 50 credits earned 1 x 30 credit compulsory module and 20 credits of optional modules (<i>students may take a maximum of 20 credits of graduate language modules at level 6</i>).
Year 2 130 credits earned through 1 x 90 credit core dissertation module and 40 credits of optional modules (<i>If not taken in year 1, students may take a maximum of 20 credits of graduate language modules at level 6</i>).

(b) range of credit levels permitted within the programme

6 & 7

(c) maximum number of credits permitted at the lowest level

20 credits

(d) minimum number of credits required at the highest level

160 credits

20. Marking criteria

The assessment criteria follow the College's general criteria for the assessment of MA programmes.

21. Will this Programme report to an existing Board, and if so which one? If a new Programme Board of Examiners is to be set up please note name of Board here

This programme will report to the English department's existing MA Board of Examiners

22. Please confirm that the process for nominating External Examiners has commenced, and if known, note whom the nominated External Examiner(s) may be

The process has commenced. External examiners may include the following experts in the field:

Dr Sarah Dillon
Dr Siân Adiseshiah
Dr Philip Tew
Dr Kaye Mitchell

23. Particular features of the programme which help to reduce the barriers experienced by disabled students and ensure that the programme is accessible to all students who meet the entry requirements

Structure

We welcome part time applications.

Publicity and programme handbook

These clearly communicate the key skills that will be required during the programme, the content of each module, the intended teaching methods to be used and the module's status (core/compulsory/optional).

Teaching methods

A wide range of teaching methods are utilised (as demonstrated by box 17), including: handouts in alternative formats, electronic resources placed on the website, lecture notes in advance in electronic formats and transcriptions available for outside speakers and films.

Assessment

Advice has been taken from the Equality and Diversity Department to ensure assessment methods do not unfairly discriminate against students with disabilities. The College's Special Examination Arrangements Committee (SEAC) considers requests for adjustments to assessment to take account of learning and/or physical disabilities. Module outlines specify the assessment methods that will be used and explain that SEAC will need to be notified about requests for alternative assessment methods. The form that the alternative assessment will take has been specified for each module in advance.

Feedback

Feedback on the programme is regularly collected from students, including information from students with disabilities about their learning experience. The information collected is used towards the on-going development and improvement of the programme. In particular, it has

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prompted closer working with ISS to ensure that subject resources are offered in a range of alternative formats wherever possible.

**PROGRAMME APPROVAL FORM
SECTION 3 – 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 Contemporary Literature, Culture and Theory

2. Is this programme involved in collaborative activity?

Yes

No

If yes what type of Collaborative Provision is it (*tick appropriate box*)?

Does the programme have an access/feeder Programme for entry into it?

Does the programme have an articulation/ progression agreement for entry into it?

Dual Award

Franchised Provision

Joint Award

Partnership Programme

Recognition of Study or Award of Credit through off-campus study or placement

Staff and student exchange

Validated provision

Have the relevant stages and appropriate paperwork been approved and the paperwork forwarded onto ASQ Office?

Yes

No

Not applicable

3. If the programme is a joint award with an institution outwith the University of London, validated provision or franchised provision, has the necessary approval been sought from College Education Committee?

Yes

No

Not applicable

Please attach a copy of Part 1 of the Partner Profile and checklist submitted to the College Education Committee

4. Partnership programme - in cases where parts or all of the programme are delivered away from one of the College campuses by a body or bodies external to the College please provide the following details

Name and address of the off-campus location and external body

n/a

Percentage/amount of the programme delivered off-campus or by external body

Nature of the involvement of external body

Description of the learning resources available at the off-campus location

What mechanisms will be put in place to ensure the ongoing monitoring of the delivery of the programme, to include monitoring of learning resources off-site or by the external body?

Please attach the report of the visit to the off-campus location

5. Recognition of study or award of credit through off-campus study or placement - please indicate how the time will be spent, the length of time out, the amount of credit and whether it is a compulsory or optional part of the programme

Year abroad

Year in employment

Placement

Other (please specify)

Time spentCredit amountCompulsory/optional.....

6. Please provide a rationale for any such time outside the College, other than that which is a requirement of a professional, statutory or regulatory body

n/a

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

Name and address of PSB

n/a

Date validation/accreditation commenced:

Frequency of validation/ accreditation

Date of last validation/accreditation

Date of next validation/ accreditation

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