



Programme Specification (PG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and programme title:	MA English Literature
Name of interim award(s):	
Duration of study / period of registration:	1 calendar year (full-time); 2 calendar years (part-time)
Queen Mary programme code(s):	multiple
QAA Benchmark Group:	Not applicable
FHEQ Level of Award:	Level 7
Programme accredited by:	Not applicable
Date Programme Specification approved:	
Responsible School / Institute:	School of the Arts

Schools / Institutes which will also be involved in teaching part of the programme:

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Collaborative institution(s) / organisation(s) involved in delivering the programme:

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Programme outline

The MA in English Literature draws on the established research strengths of the Department of English and offers a wide range of modules taught by research specialists in the field. It allows for a broader coverage of literary themes and periods, and by so doing it complements other MA programmes in the Faculty of Humanities and Social Sciences. It enhances student learning by increasing module choice and aims to improve the graduate student experience through robust and effective academic management. The MA English Literature is a programme with a single point of entry, with clearly defined specialist routes through the degree. Students who prefer a flexible route can choose modules from across the range of the curriculum, allowing them to consider the relationship between writings from a variety of historical periods and themes, and to write a supervised dissertation in an area of their choice. Students who prefer to specialize choose one of the defined specialist routes, gain an understanding of the movements, debates, and literary practices that shaped a particular period or theme, and write a supervised dissertation in a related area. The flexibility of the programme makes it appropriate for students who plan to go on to doctoral research, who want to develop and enhance their careers through the experience of research and the acquisition of transferable skills, or who wish to pursue their existing literary interests at a more advanced level. It provides extensive opportunities in the Department and Faculty for part-time study at Masters level.

Aims of the programme

- to introduce students to research methods and resources for the advanced study of literature, and to current theoretical and critical approaches to literature, in order to develop skills and knowledge appropriate to Master's level
- to enable students to develop period-specific knowledge and skills in preparation for doctoral research through the provision of specialized and coherent routes
- at the same time, through the provision of a flexible curriculum to enable students to gain an enhanced understanding of the study of literature relevant to a teaching career, and to improve their competence in transferable skills valued in the market place
- to build and enhance students' independent research, presentation, and essay writing skills through seminar participation, module assessment, and the writing of a supervised research dissertation
- to extend access to high-quality MA teaching by putting in place appropriate and effective arrangements for part-time study

What will you be expected to achieve?

- knowledge of research methods and resources for the advanced study of literature
- awareness of current theoretical and critical approaches to literature
- route-specific knowledge and skills that will prepare you for doctoral research AND/OR
- enhanced understanding of the study of literature that will prepare you for a career in teaching AND/OR
- improved competence in transferable skills (written, presentational, organizational etc.) that are valued in the market place
- independence as a researcher, presenter, and essay writer, through seminar participation, module assessment, and the production of a supervised research dissertation

Academic Content:

A 1	Knowledge and understanding of the disciplinary conventions of English studies, and a critical awareness of theoretical debate in the field.
A 2	Awareness of and engagement with a range of scholarly approaches to the analysis and interpretation of literary texts, and an awareness of what is at stake in these differences of approach.
A 3	Focused engagement with a particular subject area or field of literature (for example, a specific period, theme, or author) in greater depth than previously encountered in university study

Disciplinary Skills - able to:

B 1	Apply research-based knowledge in line with current scholarship.
B 2	Sort complex written and/or visual evidence from a variety of original sources, and critically evaluate the reliability of these different sources of information.
B 3	Produce close as well as contextualized readings of a variety of texts and artefacts.

Attributes:

C 1	Demonstrate self-direction and originality in tackling and solving problems, and act independently in planning and implementing tasks at a professional or equivalent level.
C 2	Construct clear and persuasive arguments sufficient to sustain appropriately complex answers to the problems encountered in the course of their studies.

C3	Show advanced competence in the use of learning resources as aids to research and observe the requirements for the professional presentation of their work.
C4	Demonstrate advanced proficiency in writing and speech, showing the ability to select an appropriate style and register, and to apply different forms of communication in a variety of cultural, professional, and workplace settings.
C5	Recognise the ethical issues involved in the use and attribution of knowledge belonging to a global community of scholars.
C6	Reflect self critically on their progress in both written and oral work, allowing for a continual improvement in knowledge and understanding, and the development of new skills at a high level.
C7	Exercise initiative and personal responsibility in decision making, while at the same time showing a readiness to act inclusively, and to work collaboratively, in a context of conflicting opinions.

How will you learn?

Teaching is normally delivered through 2-hour weekly seminars on each taught module. Seminars are led by staff members with research qualifications and interests in the area. Students will be invited to discuss key issues, including theoretical approaches and interpretative procedures, and to assume an active role in shaping the direction and scope of the discussion. Participation will also be encouraged through seminar presentations, group research, and by the creation of a supportive, attentive, and considerate environment conducive to the exchange of ideas. Seminars will be supplemented by consultations with module convenors, dissertation supervisors, and academic advisors, which will include opportunities for one-to-one discussions of course content, and plans for written work. In addition there will be guided visits to libraries and other archives. Students will be expected to engage in private study in preparation for the seminars and in the production of essays and the dissertation. Each module is supported by a detailed reading list and by other learning materials housed in its online learning environment areas.

The dissertation supervisor will be allocated in the light of the student's outline topic proposal, which is formulated during semester two in consultation with the advisor (with input as needed from module convenors). The supervisor will have expertise in the area of the student's proposed topic, and will help the student refine and develop his or her plans. Supervision may include discussion of methodology, research resources, the scope of appropriate reading, the conduct and structure of the argument, the quality of submitted drafts and bibliographical procedures. Supervision will be provided in an initial, individual planning meeting, followed by a series of four one-to-one meetings. The dissertation is a maximum of 15,000 words.

How will you be assessed?

Modules are normally assessed by two written assignments, the first 1000 words and the final assignment 4000 words. Students will be able to formulate their own essay topics in consultation with the module convenor who will provide guidance on the planning and development of essays in one-to-one sessions during the second part of the semester.

Written feedback on all written work (both essays and dissertations) will be provided by first and second markers. In order to provide written and oral feedback in good time, essays will be graded on QMplus with provisional marks before the numerical grade has been formally approved by the exam board.

How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

In accordance with the Academic Credit Framework, candidates for the MA in English Literature take modules (including a Dissertation) with a total credit value of 180 at level 7. Students select from a suite of modules allowing them to either follow suggested specialist routes from a range of historical periods, or select to follow a flexible route through the programme studying modules covering a wide range of topics and historical periods.

In Semester A students select two modules from a choice of at least five modules covering a range of historical periods, including thematic or cross-period modules.

In Semester B students select two elective modules offered by the Department and complete a dissertation on an approved topic of their choice. A suggested specialist route comprises one specialist module from Semester A, one specialist module from Semester B and a period or theme specific dissertation. Research training is provided by the ESH7000 Dissertation module.

Part-time students: first year students take one module in Semester A and Semester A of ESH7000 Dissertation. In addition first year part-time students take one elective module in Semester B. Second year part-time students take one module in Semester A and B, plus Semester B and C of ESH7000 Dissertation.

The list of Semester A and Semester B modules expands and changes as new modules are proposed or amended and approved through the Queen Mary Quality Assurance processes. In Semester B students may choose up to a maximum of 30 credits of cognate elective modules offered by Schools in the Faculty of Humanities and Social Sciences (subject to approval by their advisor) and from cognate intercollegiate elective modules offered by Colleges of the University of London (subject to approval by their adviser and the Head of the Department of English).

Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Victorian Voices	ESH7024	30	7	Elective	1	Semester 1
Queer Now	ESH7077	30	7	Elective	1	Semester 1
Global Shakespeare: History and Theory and Performance	ESH7062	30	7	Elective	1	Semester 1
International Romanticism	ESH7066	30	7	Elective	1	Semester 1
From the Postcolonial to the Global: Literature and Theory	ESH7070	30	7	Elective	1	Semester 1
Text, Media, Theory: 1900 to Now	ESH7084	30	7	Elective	1	Semester 1
The State of the Novel	ESH7010	30	7	Elective	1	Semester 2
Psychoanalysis and Modern Culture	ESH7029	30	7	Elective	1	Semester 2
Aestheticism and Fin de Siecle Literature	ESH7030	30	7	Elective	1	Semester 2
Writing the East End	ESH7038	30	7	Elective	1	Semester 2
Romanticism and Genre	ESH7061	30	7	Elective	1	Semester 2
The Global Contemporary	ESH7076	30	7	Elective	1	Semester 2

Programme Title: MA English Literature

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Dissertation	ESH7000	60	7	Core	1	Semesters 1-3
Cultures of Friendship	ESH7052	30	7	Elective	1	Semester 2
Victorian Mediascapes	ESH7082	30	7	Elective	1	Semester 1
Curating London	ESH7078	30	7	Elective	1	Semester 2
Arab(ic) Fiction	ESH7080	30	7	Elective	1	Semester 2

Academic Year of Study PT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Victorian Voices	ESH7024	30	7	Elective	1	Semester 1
Queer Now	ESH7077	30	7	Elective	1	Semester 1
Global Shakespeare: History and Theory and Performance	ESH7062	30	7	Elective	1	Semester 1
International Romanticism	ESH7066	30	7	Elective	1	Semester 1
From the Postcolonial to the Global: Literature and Theory	ESH7070	30	7	Elective	1	Semester 1
Text, Media, Theory: 1900 to Now	ESH7084	30	7	Elective	1	Semester 1
The State of the Novel	ESH7010	30	7	Elective	1	Semester 2
Psychoanalysis and Modern Culture	ESH7029	30	7	Elective	2	Semester 2
Aestheticism and Fin de Siecle Literature	ESH7030	30	7	Elective	2	Semester 2
Writing the East End	ESH7038	30	7	Elective	2	Semester 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Romanticism and Genre	ESH7061	30	7	Elective	2	Semester 2
The Global Contemporary	ESH7076	30	7	Elective	2	Semester 2
Dissertation	ESH7000	60	7	Core	1	Semester 1
Victorian Mediascapes	ESH7082	30	7	Elective	1	Semester 1
Arab(ic) Fiction	ESH7080	30	7	Elective	1	Semester 2
Curating London	ESH7078	30	7	Elective	1	Semester 2
Cultures of Friendship	ESH7052	30	7	Elective	1	Semester 2

Academic Year of Study PT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Dissertation	ESH7000	60	7	Core	2	Semesters 2 & 3
1 x 30 ESH7*** credit module as offered in that academic year	ESH7***	30	7	Elective	2	Semester 1
1 x 30 ESH7*** credit module as offered in that academic year	ESH7***	30	7	Elective	2	Semester 2

What are the entry requirements?

The entry requirements are as stated in the Queen Mary prospectus for current entry, and on the Queen Mary website <http://search.qmul.ac.uk/s/search.html?collection=queenmary-coursefinder-pg&query=&sort=title>

How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

The Student Voice Committee provides a formal means of communication and discussion between the School of the Arts and its

students. The committee consists of student representatives from each year in the School together with appropriate representation from staff. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments, and meets regularly throughout the year.

It reports in turn to the School of the Arts Education Committee (including the Director of Education), which advises the School Board on all matters relating to the delivery of taught programmes at School level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to the university's Taught Programmes Board. Student views are incorporated in this Committee's work in a number of ways, such as through student membership, or consideration of student surveys.

The School of the Arts operates regular Programme Reviews of taught undergraduate and postgraduate provision according to University policies. The process is normally organised at a School-level basis with the Director of Education, or equivalent, responsible for the completion of the School's Programme Reviews. Students' views are considered in this process through analysis of the Postgraduate Taught Experience Survey and module evaluations.

What academic support is available?

All students beginning study on the programme will participate in a series of Welcome Week activities, including introductions to the programme, inductions in the use of the online learning environment and the use of the School's practical spaces and technical facilities. These events also include opportunities for social interaction and scheduled small group and individual meetings with personal advisers.

Each student's academic progress and personal welfare is monitored by an advisor, with whom regular meetings are scheduled. All teaching staff will hold regular drop-in hours in which students are actively encouraged to discuss their work and their progress.

The School's Director of Student Support is a designated member of staff with whom students can also raise issues and problems, and from whom they can seek advice and guidance.

Both the Director of Student Support and all advisors are able to refer students, where appropriate, to relevant professional service departments in the College, including Disability and Dyslexia, Welfare, and Counselling.

Programme-specific rules and facts

Not applicable

How inclusive is the programme for all students, including those with disabilities?

All students are allocated an advisor and have access to a range of resources available at QM. Students with disabilities, specific learning differences and mental health issues are supported by the Disability and Dyslexia Service, which offers support in the following areas:

- Finding out if you have a specific learning difference like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)

- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links with employers, placement opportunities and transferable skills

The MA in English Literature provides a grounding in research methodologies and practices for students who intended to progress to doctoral work, an enhanced understanding of the study of literature relevant to students who intended to follow a teaching career, and improved competence in transferable skills valued more generally in the market place, including the analysis of complex evidence, the oral and written presentation of arguments and information, and effective time-management. Employer feedback has particularly valued the research skills and high level of critical thinking acquired by graduates from the MA and the contribution these make to the problem-solving abilities required of those who work at senior levels in complex organizations.

Programme Specification Approval

Person completing Programme Specification:

Lara Fothergill

Person responsible for management of programme:

Professor Suzanne Hobson and Dr Sam McBean, Heads of F

Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:

23 Jan 2025

Date Programme Specification approved by Taught Programmes Board: