



Programme Specification (UG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of award and field of study:	BA Comparative Literature/BA Comparative Literature with a Year Abroad
Name of interim award(s):	
Duration of study / period of registration:	3 years, 4 years for With a Year Abroad option
QMUL programme code / UCAS code(s):	Q200/Q201
QAA Benchmark Group:	Languages, Cultures and Society
FHEQ Level of Award :	Level 6
Programme accredited by:	
Date Programme Specification approved:	
Responsible School / Institute:	School of Languages, Linguistics & Film (now STA)

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 Comparative Literature programme is about making connections across different literatures and cultures. As well as studying a range of texts from established national and regional literary traditions (all of which can be studied in translation), you will also cross boundaries of period and genre. For example, you might explore the links between written texts and a variety of other forms such as film, popular culture and the visual arts.

Comparative Literature at Queen Mary is all about choice and flexibility: you can choose from a wide selection of modules, including creative options that involve, for example, designing your own anthology, and you will be assessed in innovative and engaging ways (not just through essays but also learning journals, video presentations and more).

This exciting programme offers the opportunity to study the literatures of Europe, North Africa, South Asia, the Caribbean, Latin America and beyond, and from the Classical era up to the twenty-first century. In doing so, it gives you access to a range of texts, themes and movements as they evolve both within and beyond national and cultural borders.

Aims of the programme

1) To provide a coherent, innovative and intellectually challenging programme which promotes the study of literature from

around the world to a range of suitably qualified students.

- 2) To provide students with knowledge and appreciation of comparative analytical methods and contextualised approaches to the production and reception of both literary and non-literary texts and discourses via cross-cultural and transnational study.
- 3) To offer students the opportunity to study literatures from various regions around the globe in translation for those without the necessary language skills to study such texts in their original languages, but also to encourage the reading of literatures in their source languages where possible.
- 4) To familiarize students with essential critical and theoretical methodologies for the study of literature and culture generally, and for the examination of questions of form, genre, literary history, authorship and reception in particular.
- 5) To problematize the acts of reading and writing so that students can reflect critically upon textual production and reception both historically and in their own practice.
- 6) To enable students to develop independent critical thinking and to undertake independent research tasks.
- 7) To develop a range of skills necessary for the effective communication of ideas and arguments both verbally and in writing.
- 8) To develop a range of subject-specific and transferable skills appropriate to a wide range of subsequent careers; to develop graduates' capacity for further learning or research; to equip them to meet international, national, regional or local needs.

What will you be expected to achieve?

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the areas below. The programme outcomes are referenced to the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student. Additionally, the the SEEC Credit Level Descriptors for Further and Higher Education 2010 and Queen Mary Statement of Graduate Attributes have been used as a guiding framework for curriculum design.

Please note that the following information is only applicable to students who commenced their Level 4 studies in 2017/18, or 2018/19

In each year of undergraduate study, students are required to study modules to the value of at least 10 credits, which align to one or more of the following themes:

- networking
- multi- and inter-disciplinarity
- international perspectives
- enterprising perspectives.

These modules will be identified through the Module Directory, and / or by your School or Institute as your studies progress.

Academic Content:

A1	Ability to identify the global literary, historical and cultural contexts which inform the production, distribution and reception of an individual literary or cultural product
A2	Develop sensitivity towards and awareness of the similarities and dissimilarities between the different cultures, societies and literatures studied and the student's own background, with an attitude of curiosity and openness towards other cultures across the world.

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A3	Ability to make theoretically informed connections between texts originating in different periods, literary traditions and cultures.
A4	Gain knowledge of the place of literature in relation to other art forms, including those found within popular culture

Disciplinary Skills - able to:	
B1	Analyse literary and other cultural texts from around the globe in a sophisticated manner.
B2	Construct cogent, sophisticated and critically informed essays that demonstrate evidence of independent study and individual initiative.
B3	Formulate theoretically informed arguments and express these clearly and effectively in the form of oral arguments/presentations.
B4	Bring critical skills to bear on the analysis of texts. In addition, compare and evaluate the effectiveness of different critical techniques and their appropriateness to different cultural contexts.
B5	Demonstrate a range of key transferable skills appropriate to analytical investigation and independent critical thinking.

Attributes:	
C1	Demonstrate effective spoken and written communication skills, digital competency, and the ability to adapt communication appropriately according to the social, professional or cultural setting.
C2	Critically evaluate information from a variety of sources to extend understanding of a subject or situation in context, and apply this knowledge confidently and constructively.
C3	Demonstrate the independent learning capabilities necessary for continuing professional development.
C4	Evidence a global perspective in the understanding of literary and cultural production, both historically and today.

How will you learn?

The programme is taught in accordance with the Teaching, Learning and Assessment Strategy of the School. Teaching will be led by research-informed staff. These strategies aim to:

- Foster a sense of community amongst students and staff in the pursuit of teaching and learning
- Promote the relationship between staff research, teaching and student learning
- Expose students to a diverse set of approaches to the study of their subject area
- Encourage students to take responsibility for their own learning and progress, and develop qualities of self-discipline and self-direction
- Inspire intellectual independence in students
- Employ a variety of assessment methods
- Prepare graduates for training and/or employment, or further academic study, through the acquisition of transferable skills.

Teaching takes a number of forms, which may include:

- Lectures
- Seminars, including a variety of group work
- Individual and small group tutorials
- Workshops
- Independent work by students, including research, presentations and peer review
- Individual supervision of research projects and dissertations
- Individual and group feedback on written work.

How will you be assessed?

Students are assessed via a range of different coursework assignments. The nature of this coursework varies according to the content of each module. Coursework options include shorter and medium length essays, longer research projects (dissertations), textual commentaries, critical reviews and analyses, practical exercises, research diaries, learning journals, an anthology construction, marketing pitches, poster presentations, oral presentations (suitably monitored) and in- class quizzes. In addition, as employability is embedded throughout the curriculum, there are also employment-based tasks such as reflections on students' work-focused values, the submission of a CV and cover letter and a recorded video job application presentation.

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.

Requirements

Students must take a minimum of 240 credits of Comparative Literature modules over the period of their studies (360 credits overall, including electives from either within or outside of the Comparative Literature modules offered)

Year 1 - Level 4 (90 credits of compulsory modules)

COM4212 Knowledge and Power (30 credits, semesters one and two)

COM4209 Myth, Modernity, and Metamorphoses (15 credits, semester two)

COM4208 Brief Encounters: Around the World in Short Stories (15 credits, semester one)

COM4211 Beyond Compare: Literature Across Borders (15 credits, semester one)

COM4213 Understanding Global Cultures: Exploring the Big Questions (15 credits, semester two)

+ 30 credits of optional modules to be chosen from the list of optional modules provided.

Requirements for progression to Year 2: to successfully progress from Year 1 to Year 2, students must meet the overall credit requirements for progression under the Academic Regulations which apply to them.

Year 2 - Level 5 (15 credits of compulsory modules)

COM5217 Adventures in World Literature (15 credits, semester one - compulsory module)

+ 105 credits of optional modules in STA/COM/SML- coded modules, with a minimum of 90 at level 5. A maximum 15 credits may be at level 4 or level 6 with the agreement of the students' advisor. Minimum 0 credits/ Maximum 45 credits of optional modules to be chosen from: The School of the Arts, Faculty of Humanities and Social Sciences.

Progression Requirements to Final Year: to successfully progress to the Final Year, students must meet the overall credit requirements for progression under the Academic Regulations which apply to them.

Year 3 (Year 4 for WAYA students) - Level 6 (15 credits of compulsory modules)

COM6219 Literary Culture in the Digital Age (15 credits, semester one - compulsory module)

+ 105 credits of optional modules in COM-/SML- coded modules, with a minimum of 90 credits at level 6. A maximum of 15 credits may be at level 5. Students are not allowed to take level 4 modules in their final year. Minimum 0 credits/ Maximum 45 credits of optional modules from within the Faculty of Humanities and Social Sciences, subject to space available on modules and with the guidance of the students' advisor.

Requirements for award Students must meet the overall credit requirements for award under the Academic Regulations which apply to them .

Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Knowledge and Power	COM4212	30	4	Compulsory	1	Semesters 1 & 2

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Brief Encounters: Around the World in Short Stories	COM4208	15	4	Compulsory	1	Semester 1
Beyond Compare: Literature Across Borders	COM4211	15	4	Compulsory	1	Semester 1
Myth, Modernity, and Metamorphoses	COM4209	15	4	Compulsory	1	Semester 2
Understanding Global Cultures: Exploring the Big Questions	COM4213	15	4	Compulsory	1	Semester 2

Academic Year of Study FT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Adventures in World Literature	COM5217	15	5	Compulsory	2	Semester 1

Academic Year of Study FT - Year 3

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Literary Culture in the Digital Age	COM6219	15	6	Compulsory	3	Semester 1

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://www.qmul.ac.uk/undergraduate/coursefinder/index.html>

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

Each school/institute operates an Education Committee, or equivalent, which advises the School/Institute Director of Taught Programmes 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 Taught Programmes Board. Student views are incorporated in the committee's work in a number of ways, such as through

student membership, or consideration of student surveys.

All schools/institutes operate a Programme Review of their taught undergraduate and postgraduate provision. Programme Review is a continuous process of reflection and action planning which is owned by those responsible for programme delivery; the main document of reference for this process is the Taught Programmes Action Plan (TPAP) which is the summary of the school/institute's work throughout the year to monitor academic standards and to improve the student experience. Students' views are considered in this process through analysis of the NSS and module evaluations.

The Student Voice Committee provides a formal means of communication and discussion between schools/institutes and its students. The committee consists of student representatives from each year and programme in department and in the school/institute together with appropriate representation from staff within the department/school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Student Voice Committees meet regularly throughout the year.

Students are given the opportunity to provide feedback through the Module Experience Survey system, and through Queen Mary and national surveys.

What academic support is available?

All students beginning study on the programme participate in a series of Welcome Week activities, which involve introductions to the programme and specific inductions in the use of the online learning environment. These events also include opportunities for social interaction, and scheduled small group and individual meetings with personal advisors.

Each student's academic progress and personal welfare is monitored by an advisor, the designated members of staff with whom students can raise issues and problems, and from whom they can seek advice and guidance. Advisors issue invites twice per semester to meet with advisees.

All teaching staff also hold regular office hours (in person and online) in which students are actively encouraged to discuss their work and their progress.

There is a dedicated Student Support Officer in the School of the Arts, who works with academic staff to assist students in need of further help.

Where appropriate, students will be advised to make use of relevant professional service departments at QMUL, including Disability and Dyslexia, Welfare, and Advice and Counselling services.

There are also academic skills workshops provided by the Library, which staff signpost to students.

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

QMUL has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all QMUL students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access guidance, advice and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Specialist one-to-one "study skills" tuition
- 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.

All modules on the Comparative Literature programme will also conform to the normal protocol re: EDI: the learning outcomes of modules will be clearly set out, reading lists will be made available to students well in advance of the start of semester and additional reading materials will be available electronically. Readings on QM+ also follow the university's accessibility guidelines. Seminar materials (discussion questions, guided reading tasks, etc.) are provided in advance. Where modules follow the common lecture/seminar format, lecture recordings will be available to students.

Programme-specific rules and facts

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Links with employers, placement opportunities and transferable skills

Graduates from the current Comparative Literature programme go on to work in a wide variety of careers that value cross-cultural awareness and a global perspective alongside the core Humanities skills such as critical thinking and creative problem-solving. Some graduates apply their degree knowledge directly, entering careers in fields such as education and the arts, whilst others transfer skills gained during their studies into areas such as public relations, communications and marketing. We envision that graduates on the Comparative Literature programme would follow a similarly successful trajectory, and we look forward to continuing to embed employability in the compulsory elements of the curriculum.

Programme Specification Approval

Person completing Programme Specification:	Professor Will McMorran
Person responsible for management of programme:	Professor Will McMorran
Date Programme Specification produced / amended by School / Institute Education Committee:	04.12.24
Date Programme Specification approved by Taught Programmes Board:	