

Programme Specification

Awarding Body/Institution	Queen Mary, University of London
Teaching Institution	Queen Mary, University of London
Name of Final Award and Programme Title	MA in English Studies
Duration of Study / Period of Registration	1 calendar year (full time) 2 calendar years (part time)
QM Programme Code / UCAS Code(s)	Q3S9
QAA Benchmark Group	Not applicable
FHEQ Level of Award	Level 7
Programme Accredited by	N/A
Date Programme Specification Approved	18 Feb 2013
Responsible School / Institute	School of English & Drama

Schools also involved in teaching part of the programme

Programme Rationale

The MA in English Studies draws on the established research strengths of the department and offers a wide range of modules taught by research specialists in the field. It restructures existing Masters provision within the department, allowing for a broader coverage of literary genres and periods, and by so doing it complements other MA programmes in the Faculty of Humanities and Social Sciences (such as the MA in London Studies). It enhances student learning by increasing module choice and aims to improve the graduate student experience through robust and effective academic management. This is an 'umbrella' programme, with a single point of entry leading to clearly defined pathways 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 genres, and to write a supervised dissertation in an area of their choice. Students who prefer to specialize choose one of the defined pathways, gain an understanding of the movements, debates, and literary practices that shaped a particular period or genre, 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 extends opportunities in the Department and Faculty for part-time study at Masters level.

Educational 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 pathways
- 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

Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the relevant QAA benchmark statement(s) (see above) and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes have been used as a guiding framework for curriculum design.

Knowledge and understanding of:	
A 1	The disciplinary conventions of English studies, and a critical awareness of theoretical debate in the field.
A 2	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	A particular subject area or field of literature (for example, a specific period, genre, or author) in greater depth than previously encountered in university study.

Intellectual 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.

Transferable skills - able to:	
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.
C 3	Show advanced competence in the use of learning resources as aids to research and observe the requirements for the professional presentation of their work.
C 4	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.

Practical skills - able to:	
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D 1	Recognise the ethical issues involved in the use and attribution of knowledge belonging to a global community of scholars.
D 2	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.
D 3	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.

Teaching, Learning and Assessment Strategies

Teaching will be provided in weekly seminars (usually with a maximum of twelve students). Seminars will be 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 advisers, 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 on-line 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 adviser (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.

The compulsory and elective modules are assessed by written essays of 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 reports on all written work (both essays and dissertations) will be provided by first and second markers. All written work will be returned to students individually by the module convenor or the supervisor in feedback sessions. In order to provide written and oral feedback in good time, essays will be returned with provisional marks before the numerical grade has been formally approved by the external examiners.

Programme Structure(s) and Requirements, Levels and Modules

In accordance with the Academic Credit Framework, candidates for the MA in English Studies take modules (including a Dissertation) with a total credit value of 180 at level 7.

There are four pathways through the programme, each defined by one or more compulsory modules, as follows:

Pathway 1: English Literature

Compulsory module: The Production of Texts in Context

This pathway offers a flexible route through the programme. The compulsory module will provide an advanced understanding of the material and social conditions in which texts are produced, disseminated, and read by investigating a range of case studies, and by so doing to give students a sound historical and conceptual preparation for the study of literary texts at level 7 across a range of periods. Research training is offered by the 'Resources for Research' module. Candidates for this pathway will write a dissertation on an approved topic in an area of their choice and choose three optional modules (up to two from any single period pathway) from across the range of MA modules offered by the School.

Pathway 2: Early Modern Studies, 1300-1700

Compulsory modules: Early Modern Contexts; Early Modern Studies: Research Preparation

The linked compulsory modules introduce students to different methodological approaches to Renaissance and Early Modern studies, including the historiography of the period, the importance of national contexts and traditions, the impact of print culture, the theory of iconography, and the development of scientific practice, before testing them against particular texts.

Period specific research training is offered by the 'Renaissance Archival Skills' module. Candidates will write a dissertation on an approved topic in an area related to their pathway and choose two optional modules (one of which may be from outside the pathway).

Pathway 3: Eighteenth-Century Literature and Romanticism

Compulsory module: Ideas and Metaphors

This module offers a rigorous grounding in the themes, methods, arguments, and contexts needed to understand and interpret eighteenth-century and Romantic-period literature. The weekly seminars will take the form of a focussed discussion of one or two ideas or metaphors that characterize and structure the literature and thought of the period. We will assess the contemporary use and understanding of various terms such as 'wit', 'candour', 'commerce' and 'sublimity', looking carefully at their shifting meanings, contested values, and historical development, and at their representation in literary and non-literary writing. The ideas and metaphors discussed may vary from year to year but will be selected by the teaching team as demonstrably central and defining. Candidates will write a dissertation on an approved topic in an area related to their pathway and choose three optional modules (one of which may be from outside the pathway).

Pathway 4: Writing in the Modern Age

Compulsory module: Modernism and After

The compulsory module will examine the conjuncture of the key terms 'modernity' and 'modernism', along with others such as 'post-modernity', 'post-modernism', and 'the contemporary', and provide conceptual grounding for the pathway as a whole. Period specific research training is offered by the 'Researching Modern Culture' module. Candidates will write a dissertation on an approved topic in an area related to their pathway and choose three optional modules (one of which may be from outside the pathway).

The list of elective modules below is not exhaustive and will expand and change as new modules are proposed or amended and approved. In addition 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 adviser) 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).

	Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
X	Dissertation	ESH7000	60	7	Core	1	Semesters 1-3
X	The Production of Texts in Context	ENLM001	30	7	Compulsory	1	Semester 1
X	Early Modern Contexts	ESH7706	30	7	Compulsory	1	Semester 1
X	Early Modern Studies: Research Preparation	RENM033	30	7	Compulsory	1	Semester 2
X	Ideas and Metaphors: 1700-1820	ESH7303	30	7	Compulsory	1	Semester 1
X	Modernism and After	LCMM045	30	7	Compulsory	1	Semester 1
X	Benjamin and Adorno	ESH7100	30	7	Elective	1	Either 1 or 2
X	Mapping the Nation, 1707-1801	ESH7101	30	7	Elective	1	Either 1 or 2

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X	Forms of Modernism	ESH7200	30	7	Elective	1	Either 1 or 2
X	African Literary and Textual Cultures	ESH7201	30	7	Elective	1	Either 1 or 2
X	After Modernism: American Fiction 1940-1970	ESH7202	30	7	Elective	1	Either 1 or 2
X	Victorian Print Culture	ESH7300	30	7	Elective	1	Either 1 or 2
X	London Spaces from FitzStephen to Stow	ESH7301	30	7	Elective	1	Either 1 or 2
X	Royal Authors and Authority	ESH7700	30	7	Elective	1	Either 1 or 2
X	James Joyce's Finnegans Wake	ESH7302	30	7	Elective	1	Either 1 or 2
X	Psychoanalysis and Modern Culture	LCMM011	30	7	Elective	1	Either 1 or 2
X	Aestheticism and Fin de Siecle Literature	LCMM015	30	7	Elective	1	Either 1 or 2
X	Notions of Progress and Civilisation in British Imperial Ideologies	LCMM039	30	7	Elective	1	Either 1 or 2
X	The Cultural Legacy of the Great War	LCMM041	30	7	Elective	1	Either 1 or 2
X	Freud and Proust	LCMM042	30	7	Elective	1	Either 1 or 2
X	Modernism, Aesthetics and Politics	LCMM043	30	7	Elective	1	Either 1 or 2
X	Postcolonialism, Language and Identity	LCMM044	30	7	Elective	1	Either 1 or 2
X	The Harlem Renaissance	LCMM046	30	7	Elective	1	Either 1 or 2
X	Modernism and Ireland	LCMM048	30	7	Elective	1	Either 1 or 2
X	Imagining the Modern Caribbean	LCMM051	30	7	Elective	1	Either 1 or 2
X	Writing the East End	LCMM052	30	7	Elective	1	Either 1 or 2
X	Public and Private Cultures in Renaissance England	RENM021	30	7	Elective	1	Either 1 or 2
X	Reading Shakespeare Historically	RENM030	30	7	Elective	1	Either 1 or 2
X	Urban Culture and the Book: London, Publishing and Readers in the 16th Century	RENM032	30	7	Elective	1	Either 1 or 2

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X	Writing a Biography	RESM005	30	7	Elective	1	Either 1 or 2
X	Polite and Popular Culture in the Eighteenth Century	WASM002	30	7	Elective	1	Either 1 or 2
X	Primitivism and Progress	WASM003	30	7	Elective	1	Either 1 or 2
X	Sensibility	WASM008	30	7	Elective	1	Either 1 or 2
X	Enlightenment and Romantic Women's Poetry	WASM015	30	7	Elective	1	Either 1 or 2
X	Metropolitan Romanticism: 1780-1820	WASM016	30	7	Elective	1	Either 1 or 2
X	Romantic Manifestos	WASM021	30	7	Elective	1	Either 1 or 2
X	Metro-Intellectuals: Women Writing in the City in the Romantic Period	WASM022	30	7	Elective	1	Either 1 or 2
X	Sociability: Literature and the City 1660-1780	WASM019	30	7	Elective	1	Either 1 or 2
X	Researching Modern Culture	LCMM050	0	7	Study only	1	Semester 2
X	Latin for Renaissance Students	RENM028	0	7	Study only	1	Either 1 or 2
X	IT Skills for Graduate Research Latin	RESM007	0	7	Study only	1	Either 1 or 2
X	London Panoramas: Research, Culture and the Long Eighteenth Century	WASM017	0	7	Study only	1	Semester 2
X	Resources for Research	WASM018	0	7	Study only	1	Semester 1
X	Early Modern Archival Skills	ESH7704	0	7	Study only	1	Semesters 1 & 2
X	Representing the 'Other': Jews and Jewishness in Medieval and Renaissance English Literature and Culture	ESH7703	30	7	Elective	1	Either 1 or 2
X	The Spatial Turn: History, Literature, and Geography	ESH7304	30	7	Elective	1	Either 1 or 2

Criteria for Admission to the Programme

First degree (UK): A good 2:1 (that is, an average of 65 or higher) in English Literature or a cognate Humanities discipline (for example, Drama, History, Philosophy).

North America: minimum grade point average of 3.3.

IELTS: A minimum overall score of 7.5, with at least 7.0 in Writing.

TOEFL (paper based): A score of at least 625.

Quality Assurance Mechanism

Include details of: SSLC meetings, student feedback mechanisms, personal tutor arrangements, programme induction, programme review and monitoring.

Student-Staff Liaison Committee and student feedback:

MA students have two representatives on the department's Student-Staff Liaison Committee, which is chaired by the Head of English, where they are able to raise questions and concerns about aspects of programme management. Current MA students were involved at an early stage in the development of this programme and their comments were taken into account when defining the pathways and programme title. All modules are evaluated by written student questionnaires, which are monitored by the Head of English. Convenors are required to respond to student feedback in their module reviews.

Advisers and induction:

Students will attend the School's induction programme for Master's students. This will include a pathway-specific induction with the convenor, a one-to-one meeting with the student's adviser to discuss the student's choice of options. Students will be assigned to their advisers at induction. They will meet at the beginning of each semester to discuss practical and academic issues (including dissertation plans) to set goals. Other meetings will be arranged for week 6 (to discuss module essay plans). A record of these meetings will be kept in the student's file.

Programme management:

The Programme will be managed by a Programmes Committee, chaired by the Director of Graduate Taught Programmes, and supported by a member of the School of English and Drama's administrative staff. The membership will include the pathway convenors and the Chair of the Postgraduate Subject Examination Board. It will report to the English Teaching and Student Support Committee and to the Department Board.

The Programmes Committee will have overall responsibility for

- ensuring the academic coherence and quality of the programme, within the framework of the Academic Regulations
- organizing the timetable and considering proposals for new pathways and modules, and other planning initiatives
- monitoring recruitment and resources
- devising action plans in response to feedback from student module evaluations and the PTES
- coordinating examination procedures for the programme
- ensuring that the programme is publicized effectively, through the School's website, through the postgraduate prospectus, and through other printed publicity materials and promotional activities
- overseeing annual module review in the light of external examiners' reports
- contributing to the Annual Review of Postgraduate Programmes

The pathway convenors will have responsibility for

- acting as admissions tutor for the pathway, with the power to decide whether to admit applicants, to interview applicants where necessary, and to set conditions for the admission of individual applicants
- allocating dissertation supervisors to students taking the pathway
- organizing the assessment procedures for the pathway, allocating first and second markers for assessed work, and assisting the Chair of the SEB in responding to external examiners' reports

Programme-specific Assessment Regulations (if applicable)

In the case of programmes that deviate / do not comply with the Academic Regulations further information regarding the nature of any difference and/or deviation should be stipulated in detail.

Not applicable.

Employers Links

Please provide details of any links with employers e.g.

- Details of advisory panels that include current or potential employers;
- Organisations that regularly employ graduates from this programme and the roles that graduates undertake.
- Student prizes donated by organisations that may offer employment to graduates from this programme.

If there are no links with employers consider the learning outcomes and transferable skills and explain how these might be used to inform employers about the qualities and skills a graduate from this programme might be expected to have.

The MA in English Studies 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

Dr David Colclough

Person responsible for management of programme

Dr David Colclough

Date Programme Specification produced/amended by School or teaching and learning committee

6 February 2013

Date Programme Specification approved by Programme and Module approval Board

18 Feb 2013