

Programme Specification for Postgraduate Programme
Leading to:
MA English Literature



Applicable for all postgraduate students starting on or after 1st September 2021

Version No.	Date	Notes – QA USE ONLY	QA
1	October 2021	Programme specification for 2021-22 created	WEA

Postgraduate Taught Programme	
1. Awarding institution	Brunel University London
2. Teaching institution(s)	Brunel University London
3. Home College/Department/Division	College of Business, Arts and Social Sciences/Dept. of Arts and Humanities/Division of English and Creative Writing
4. Contributing College/Department/Division	LBIC for Alternative Pre-Masters (see section 25)
5. Programme accredited by	N/A
6. Final award(s) and FHEQ Level of Award	MA English Literature FHEQ Level 7
7. Programme title	MA English Literature
8. Programme type (Single honours/joint)	N/A
9. Normal length of programme (in months) for each mode of study	12 (F/T) 24 (p/t) Where students commence their programme at FHEQ Level 4 in LBIC, the normal length stated above will vary as follows: FHEQ Level 4 January commencement (with placement): + 6 months FHEQ Level 4 May commencement (without placement): + 4 months
10. Maximum period of registration for each mode of study	Normal length of programme (as defined above in 9) + 2 years
11. Variation(s) to September start	None for Standard Levels; See document “Validated Programme Element Specification for LBIC Generic Pre-Masters (with and without work placement)” for Alternative FHEQ Level 4 entry points
12. Modes of study	Full-time & Part-time
13. Modes of delivery	Standard
14. Intermediate awards and titles	PGDip English Literature (120 credits) FHEQ Level 7 PGCert English Literature (60 credits) FHEQ Level 7
15. UCAS Code	N/A
16. HECoS Code	100320
17. Route Code	Q300PENGLIT
18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design	QAA UK Quality Code for Higher Education includes the English Framework for Higher Education Qualifications within Part A on Setting and Maintaining Academic Standards. Most Recent QAA Subject Benchmark Statement : there are currently no relevant subject benchmark statements.

	Brunel 2030 Brunel Placement Learning Policy, as published under the 'Placements' section of the ' Managing Higher Education Provision with Others ' page.
19. Admission Requirements	Details of entry requirements are provided on the University's and College website. Levels of English for non-native speakers are outlined on Brunel International's language requirements pages.
20. Other relevant information (e.g. study abroad, additional information on placements)	N/A
21. Programme regulations not specified in Senate Regulation 3. Any departure from regulations specified in Senate Regulation 3 must be stated here and approved by Senate.	N/A
22. Further information about the programme is available from:	http://www.brunel.ac.uk/courses/postgraduate/english-literature-ma

23. EDUCATIONAL AIMS OF THE PROGRAMME

The aims of the programme will be:

- To produce graduates with a detailed and sophisticated understanding of English and related literatures appropriate to advanced academic study;
- To provide the relevant expertise and teaching and learning environment to support students' critical and creative engagement with issues central to and at the cutting edge of English literary studies;
- To produce graduates who can continue into further academic research within the field;
- To produce graduates who have the skills and knowledge to take employment in relevant areas which require expertise in creative industries, creative cultures and Arts, as well as other fields of employment requiring advanced skills of analysis, interpretation, argumentation, and high standards of written communication.

24. PROGRAMME AND INTERMEDIATE LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

FHEQ Level	Category (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes)	Learning Outcome	Masters Only	Associated Assessment Blocks Code(s)	Associated Study Blocks Code(s)	Associated Modular Blocks Code(s)
5						
	K	Systematic and detailed knowledge and understanding of methodologies and approaches used in advanced study of literature and culture, including the subject's theoretical and practical approaches; (PGDip)				EN5601, EN5602, EN5603, EN5604
	C	Advanced critical understanding of key aesthetic and theoretical debates informing advanced level English literary studies; (PGDip)				EN5601, EN5602, EN5603, EN5604

K, S	Detailed and specific knowledge of the work of key writers in English, and specialist knowledge of at least one author, period, key concept, form or type of literature, reflecting and demonstrating advanced understanding of the work in question as demonstrated through submitted assessments; (PGDip)				EN5601, EN5602, EN5603, EN5604
S, C	Demonstrate advanced critical skills in the close reading, description, analysis or production of texts or discourses; (PGDip)				EN5601, EN5602, EN5603, EN5604
S	Demonstrate ability to articulate knowledge and understanding of texts, concepts and theories relating to English studies; (PGDip)				EN5601, EN5602, EN5603, EN5604
S, C	Analyse, evaluate and reflect critically upon different aesthetic, theoretical and cultural approaches to the study of literature and culture; (PGDip)				EN5601, EN5602, EN5603, EN5604
C, S	Combine independent thought with sophisticated research techniques to engage with a variety of writers, periods, concepts, and forms of literature in English; (PGDip)				EN5601, EN5602, EN5603, EN5604
S	Produce an advanced and original analysis of the work of at least one author, period, concept, and/or form of literature in English using advanced methods of research. (MA)	X			EN5605
S	Demonstrate interpersonal, self-management, research and communication skills necessary to listen attentively and contribute constructively to class discussion, organise working practice, and communicate ideas effectively; (PGDip)				EN5601, EN5602, EN5603, EN5604
S, C	Exercise research skills appropriate to M level work; (PGDip)				EN5601, EN5602, EN5603, EN5604

Learning/teaching strategies and methods to enable learning outcomes to be achieved, including formative assessments

Learning/teaching methods and strategies

A Knowledge and Understanding

The curriculum design ensures that the core focus of the programme is on the analysis of a wide variety of literary production in English within their social, historical, and cultural contexts. Students take modules relating to both general issues pertaining to the study of literatures in English and specialised studies of literature through modules based on themes, genres, literary and historical periods, and geographical locations. Commensurate with this kind of academic study, assessments are written. The critical essay predominates but self-reflective exercises will also be set.

The theoretical and wider intellectual ideas and concepts introduced in one of the compulsory modules are examined and applied in greater depth, considering issues pertaining to literary and cultural analysis all within their specific cultural and theoretical contextual frameworks.

Students are provided with comprehensive module outlines which outline indicative topics covered, assessment criteria and appropriate required and recommended reading. These are delivered in a comprehensive programme handbook.

All modules will be delivered by scholars who are specialists in the field of study and researchers of world-class or national significance. The students will be exposed to the cutting-edge of knowledge in these fields and develop intellectually through module content and methodological provision, combined with intensive academic and administrative support.

B Cognitive (thinking) Skills

Mini-lectures, seminar discussions, tutorials and masterclass discussions with staff who are specialists in the field engage students with a range of approaches to English literary studies. Students can also benefit from tutorials during office hours. Drawing on their own research, tutors will introduce students to certain critical debates in the discipline and various sub-fields. They will also ensure that a diverse range of literary, theoretical and research materials are examined. The curriculum is designed to enable students to revisit and reassess ideas and their relationships within and between modules, running over two terms, offering together an intellectual pathway leading to the final dissertation. Lectures and presentations will provide overviews of particular areas, providing material for evaluative discussion during the seminars, and will also be used to present to students the work of tutors engaged in research. Seminars provide a forum for sustained dialogue. Set readings will provide the material for exploration and critique. Through group work within seminars, we aim to create a learning environment that encourages independent thinking, creative and exploratory dialogue, and self-reflection. Tutorials and feedback on essays provide important intermediary guidance requisite to a good learning process. Research-led teaching demonstrates the links students are expected to develop between independent thought, research methods, and theoretical analysis.

C Other Skills and Attributes (Practical/Professional/Transferable)

Group discussions in seminars and workshops allow students to develop skills for clear and effective communication. Tutor feedback on essays and projects helps to develop writing and analytical skills. A progressive approach is evident with formative, shorter pieces moving to longer analytical pieces and culminating in the substantial written project, which again tests and develops research, written and project management skills.

Summative assessment strategies and methods to enable learning outcomes to be demonstrated.

Assessment

A Knowledge and Understanding

The range of assessments is designed to develop and test students' theoretical and literary knowledge as well as their practical, analytical and research skills. Research skills will be formally assessed in the Reading, Writing and Research module, as well as being assessed through the assessments in the other compulsory module and dissertation. There is emphasis in most modules in developing student skills and confidence through formative written assessments, and the longer written essays which follow require evaluation of the field using a range of theoretical and critical tools. Conventional essay formats assess students' understanding of the socio-cultural and historical contexts and theoretical contexts for the study of literatures in English, as well as assessing their understanding and evaluation of critical approaches to current academic debates and methodological strategies within the discipline. The Project module (dissertation), compulsory for the award of MA, requires a more sustained engagement. Students must demonstrate detailed knowledge of at least one work and critical approach, at least one work and one key concept from the field, or at least one work and an identified historical process.

B Cognitive (thinking) Skills

All essays assess evaluative work that requires a range of cognitive skills. Through the assessments, students will reflect on and evaluate various aspects of the field and will consider critical approaches to the study of literatures in English. Each student is allocated a project supervisor for the final project who will assist with the planning and development of the project. All projects are marked and moderated by internal markers and reviewed by an external examiner.

C Other Skills and Attributes (Practical/Professional/Transferable)

Marking criteria for written work emphasises the importance of lucidity, well-researched arguments underpinned by evidence, and independent, evaluative thought. The combination of different levels of written work and their different demands requires excellent time and self-management skills.

25. Programme Structure, progression and award requirements

Programme structures and features: levels, assessment blocks, credit and progression and award requirements

- **Compulsory block:** one which all students registered for the award are required to take as part of their programme of study. These will be listed in the left hand column;
- A **core assessment** is an assessment identified within an assessment block or modular block (either compulsory or optional) which must be passed (at grade C- or better) in order to be eligible to progress and to be eligible for the final award. All core assessments must be specified on the programme specification next to the appropriate assessment or modular block:

Where students are expected to pass the block at C- or better, but not necessarily all elements, then the block itself is core.

e.g. AB5500 Project (40)
Core: Block

Where only some elements of assessments are required to be passed at C- or better, these will be identified by listing each element that is core

e.g. ABXXX1 Title (XX credits)
Core: 1 & 4

Where students are expected to pass all assessments in a block then this will be identified. By setting the assessment this way, students are also required to pass the block by default. This will be identified thus:

e.g. ABXXXX Title (XX credits)
Core: All, Block

- A **non-core assessment** does not have to be passed at grade C- or better, but must D- or better in order to be eligible for the final award.

FHEQ Level 4 (pre-Masters)

The Level 4 structure available to international students is specified in document "Validated Programme Element Specification for LBIC Generic Pre-Masters (with and without work placement)". This document also specifies the admission and progression requirements.

FHEQ Level 5

Compulsory assessment block codes, titles and credit

Optional assessment block codes, titles and credits

Compulsory study block codes, titles and credit volume

Optional Study block codes, titles and credit volume

Compulsory modular block codes, titles and credits

Modular blocks are 30 credits unless otherwise specified

EN5601 Reading, Research and Writing

EN5602 Postmillennial Literature

EN5603 A Literary Decade

EN5604 Author(s) Study

EN5605 Dissertation (60 Credits) Core: Block

PT Route:

Year 1

Term 1: EN5601

Term 2: EN5603 OR EN5604 OR EN5602 (according to scheduling availability)

Year 2

Term 1: EN5602 OR EN5603 OR EN5604 (according to scheduling availability and selections already made)

Term 2: EN5603 OR EN5602 OR EN5604 (according to scheduling availability and selections already made)

Term3/4: EN5605

Optional modular block codes, titles and credits

FHEQ Level 5 Progression and Award Requirements

As per [Senate Regulation 3](#)

PGDip may not be awarded by substitution of the dissertation for modular/assessment blocks in the taught part of the programme.

Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed

information on the learning outcomes, content and teaching, learning and assessment methods can be found in the modular block, assessment and study block outlines and other programme and block information. The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a modification occurs.