**UNIVERSITY OF KENT AT CANTERBURY**

**UKC Programme Specifications Template**

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| **Degree and Programme Title:** Comparative Literature with a Year Abroad (Single Honours) |

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| 1. **Awarding Institution/Body** | University of Kent at Canterbury |
| 1. **Teaching Institution** | University of Kent at Canterbury |
| 1. **Teaching Site** | Canterbury Campus |
| 1. **Programme accredited by:** | Not applicable |
| 1. **Final Award** | BA (Hons) |
| 1. **Programme** | Comparative Literature Single Hons |
| 1. **UCAS Code (or other code)** | Q200 |
| 1. **Relevant QAA subject benchmarking group(s)** | Classical & Archaeological Studies and  Comparative Literature |
| 1. **Date of production/revision** | June 2009 |
| 1. **Applicable cohort(s)** | 2009 entry onwards |

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| 1. **Educational Aims of the Programme**   The programme aims to: |
| 1. promote the study of literature within a strongly multidisciplinary and modular context; 2. widen participation in higher education within the local region and beyond by offering a wide variety of study routes; 3. produce graduates with a good knowledge of a comprehensive range of important and seminal literary works from across Europe and beyond, from the Classics to the present day; 4. produce graduates familiar with the comparatist approach to literary studies; 5. produce graduates able to approach any text in a critical and analytical manner; 6. produce intellectually independent graduates able to work in a self-motivating manner; 7. produce graduates equipped with skills and abilities generic to study in the humanities; 8. provide a basis for the study of literature and related disciplines at a higher level; 9. provide students with the opportunity to develop more general skills and competences so that they can respond positively to the challenges of the workplace or of postgraduate education; 10. provide the opportunity to experience another culture’s approaches to Comparative Literature; 11. if studying in continental Europe, to develop the ability to communicate in another language, in part through the provision of language modules at host university. |

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| 1. **Programme Outcomes**   The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. | |
| **Knowledge and Understanding** | **Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated** |
| **A. Knowledge and Understanding of** | Teaching and Learning methods used to achieve outcomes A – C: |
| 1. a wide range of authors and texts from different periods and different cultures, from Ancient Greece to the present day; 2. the cultural and historical contexts in which literature is written, transmitted and read; 3. concepts such as ‘genre’, ‘theme’ or ‘literary movement’; 4. the problems inherent in interpreting ‘the translated text’; 5. traditions in literary criticism; 6. critical theory and its applications, understood within its historical contexts; 7. the study of literature in its relation to other disciplines; 8. approaches to Comparative Literature in another culture. | Knowledge and understanding are promoted by a range of teaching methods.  1-hour lectures given by a diversity of experts on each subject.  These are supplemented by 2-hour seminars with groups of 20 (Level C, I and H), with group or individual presentations by students. There are also office-hours for discussion of essays, etc.  Lectures and seminars help students to become efficient in absorbing and ordering information; seminars provide experience of structured group work, show how to develop critical debate, and enhance individual skills in oral presentation.  The writing of essays and feedback from teachers promote the ability to synthesise information, select and focus on relevant material, problematise literary issues, communicate clearly, structure an argument, write with cogency, and develop appropriate scholarly practices in research and the formal presentation of written work.  The Year Abroad will answer in particular to f) and h). |
|  | **Assessment methods used to demonstrated achievement of outcomes A-C** |
|  | The student’s achievement is assessed through a balance of continuous assessment, course work, and examination. The components of continuous assessment include essays, assignments done in class, group presentations, and contributions to seminar discussion. |
| **Skills and Other Attributes**  **B. Intellectual Skills:** |  |
| 1. listening to and absorbing of the oral transmission of complicated data; 2. careful reading of literary works and theoretical material; 3. reflecting clearly and critically on oral and written sources, using power of analysis and imagination; 4. marshalling a complex body of information; 5. remembering relevant material and bringing it to mind when needed; 6. constructing cogent arguments; 7. formulating independent ideas and defending them in a plausible manner; 8. presenting arguments in written form in a time-limited context (examinations). |  |
| **C. Subject-specific Skills:** |  |
| 1. enhanced skills in the close critical analysis of literary texts; 2. informed critical understanding of the variety of critical and theoretical approaches to the study of literature; 3. ability to articulate knowledge and understanding of texts, concepts and theories relating to literary studies; 4. sensitivity to generic conventions in the study of literature; 5. sensitivity to the problems of translation and cultural difference; 6. well-developed language use and awareness, including a grasp of standard critical terminology; 7. articulate responsiveness to literary language; 8. appropriate scholarly practice in the presentation of formal written work, in particular in bibliographic and annotational practices; 9. understanding of how cultural norms, assumptions and practices influence questions of judgement; 10. appreciation of the value of collaborative intellectual work in developing critical judgement. |  |
| **D. Transferable Skills:**  Teaching and Learning Methods for the Acquisition of Transferable Skills *Communication:* producing focussed and cogent written presentations; summarising information and assessing arguments; giving oral presentations, using visual aids where appropriate   1. *Problem*-*solving:* identifying problems; assessing the strengths and weaknesses of different solutions; defending the preferred solutions with cogent arguments. 2. *Improving your learning*: identifying your strengths and weaknesses; assessing the quality of your own work; managing your time and meeting deadlines; learning to work independently. 3. *Working with others:* participating in seminar discussions, responding to the views of others and to criticisms of your own views without giving or taking offence; engaging in independent group work, including the preparation of group presentations. 4. *Using information technology:* word-processing essays; using on-line information sources; using e-mail for receiving and responding to communications. 5. In the case of students studying in continental Europe, enhanced working knowledge of and ability to communicate in another language. | Teaching and Learning Methods for the Acquisition of Transferable SkillsAll modules involve seminars in which students learn to work with other students, to contribute to discussions, and to produce written work on which they receive comments. The Stage 1module *CP311 The Tale*, which is taken by all COMPARATIVE LITERATURE students, for example, focuses especially on developing skills in the critical analysis of basic literary texts. The core Stage 2 module, CP510 *The Text*, develops the skills of comparative analysis. Some modules at Stages 2 and 3 provide special opportunities for independent group work and group presentations. In the final year students write their *CP513 Final Year Dissertation* which enables them to develop further skills in independent work. The University’s Information Services and Student Learning Advisory Service provide additional support in helping to improve the individual student’s learning process.Assessment of Transferable Skills All modules involve the assessment of written work. Assessment of written work takes account of presentation skills. Some Stage 2 and 3 modules include an assessment component for individual and/or group presentations. |

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| 1. **Programme Structures and Requirements, Levels, Modules, Credits and Awards**   The programme is offered on a full-time basis. Sudents complete the programme in four years, with the third year spent at another university in Europe or the USA.  Study at the University is organised in two 12-week terms and a 6-week examination term. The programme is divided into three stages at Kent, with the Year Abroad comprising an additional year at stage 2. Single-weighted modules are taken in one term and carry 15 credits. Double-weighted modules can be studied either over one term with double the contact hours OR over two terms. They carry 30 credits. Full-time students will normally be studying for 120 credits in one academic year, and will be expected to devote 10 hours a week to each module beyond their contact hours. The Year Abroad will comprise 20% of the final degree mark.  The University’s Credit Framework assigns each module to one of three ascending levels: Certificate (C), Intermediate (I), and Honours (H). To be eligible for the award of an Honours degree you have to obtain 360 credits, at least 210 of which must be at Level I or above and at least 90 of which must be at Level H.  Year Abroad students will choose from modules in Comparative Literature offered at selected overseas universities with which the University already has established Erasmus/Socrates or international contracts (via the UKC European and International Office). The content of these modules will inevitably vary across institutional offerings, but students will be required to take modules relevant to their degree in Comparative Literature. Language tuition is provided for those attending European universities at the host university. Modules attended will generally be taught in English, but students with the necessary linguistic background are encouraged also to attend modules taught in the language of the respective host country.  Students will be given guidance on procedures towards the Year Abroad from their first year (Code of Practice, Annex Q, 1, 5, 6). The Director of Year Abroad Programmes for Comparative Literature will act as a departmental point of contact (Code of Practice, Annex Q, 3). The European and International Offices will oversee the general management of Year Abroad placements in the normal way (Code of Practice, Annex Q, 2-5, 7).  Link to: [Module map](CompLitYA-SH_module-map_2009-10-08.doc) | | | |
|  | **Title** | **Level** | **Credit** |
| **Stage 1** | | | |
| ***Required Modules*** | | | |

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| CP311 | The Tale | C | 30 |
| ***Recommended Modules*** | | | |
| CP305 | Fiction, Truth, Politics 1 | C | 15 |
| CP306 | Fiction, Truth, Politics 2 | C | 15 |
| CP317 | Childhood and Adolescence | C | 15 |
| CP318 | Introduction to Contemporary European and Hispanic Cinemas | C | 15 |
| CP319 | Introduction to Post-War European Cinema | C | 15 |
| LA306 | African, Brazilian and Portuguese Literature in Translation | C | 15 |
| CP311 The Tale is the module students must pass in Stage 1 in order to proceed to the next stage of the degree course in Comparative Literature. During Stage 2 students must pass the compulsory module CP510 The Text and in Stage 3 students must pass the Final Year Dissertation, CP513. | | | |
| CP502/24 | Fiction and Power | H | 30 |
| CP509 | The Historical Novel in the 19th Century | H | 30 |
| CP510 | The Text | I | 30 |
| CP511 | Science Fictions  (Perspectives) | H | 15 |
| CP512 | Science Fictions  (Topics) | H | 15 |
| CP513 | Final-Year Dissertation | H | 30 |
| CP516 | Dogs, Devils & Demons: Images of Hell in Virgil & Dante | H | 15 |
| CP518 | The Book and the Film: Adaptation and Interpretation | H | 30 |
| CP526 | The Novella: From Boccaccio to Bellow | I | 30 |
| CP594 | Travel Literature | H | 30 |
| CP609 | From Dada to Kafka. The European Avant-Garde and Modernism | H | 30 |
| CP612/3 | Reason and Passion in 18th Century Fiction | I/H | 30 |
| CP614/5 | Marriage, Adultery and Divorce | I/H | 30 |
| CP617/8 | Spectacles of State | I/H | 15 |
| CP622/3 | Jewish Writing from the Diaspora and Israel | I/H | 15 |
| CP624 | The Shoah in Literature, Film and Culture | I/H | 30 |
| CP625/6 | Romance | I/H | 15 |
| CP629 | Writing the Body: Women Writers and Gender | H | 30 |

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| 1. **Support for Students and their Learning** |
| * European and International Office * Director of Year Abroad Programmes (Comparative Literature) * General Regulations for Students (handbook) * Faculty of Humanities handbooks * An induction programme in the first week * SECL Website * A Personal Academic Support system, including a personal tutor who is available to provide guidance on academic and pastoral matters * Two Senior Tutors and a Student Support Officer in the School of European Culture and Languages who can provide additional help in dealing with academic or personal difficulties * Learning resources including extensive library provision and a high level of student computer provision * Central support services, including the Unit for the Enhancement of Learning and Teaching, Medical Centre, Students’ Union (which has an Advice and Information Service and a Student Development Unit), Careers Advisory Service, Counselling Services, and a Disability Support Unit. |

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| 1. **Entry Profile** |
| **Entry Route**  For fuller information, please refer to the University prospectus |
| *Minimum Requirements :*  You must be at least 17 years old by 20th September in the year in which you begin your programme but there is no upper age limit. You should have at least 5 GCSE passes, including English Language or Use of English and at least 2 subjects at A-level.  *Standard Entry Requirement:*  A/AS level: 320 points including BB at A level.  For fuller information please refer to the University Undergraduate Prospectus. Mature and overseas studentsThey will be considered on an individual basis  * Admission with exemption for advanced standing and Credit Accumulation may be possible * International Baccalaureate : 30/34 points (14/16 at Higher) * Overseas students must provide evidence of proficiency in English * Access Courses: validated access courses in appropriate subjects * Degree: a degree from a British or Irish University or CNAA degree * Appropriate school leaving profile (non UK) * Personal profile |
| **What does this programme have to offer?** |
| * A challenging, flexible and wide-ranging approach to the study of literature * An introduction to a wide range of authors and literary texts from different periods and different cultures, from Ancient Greece to the present day * An opportunity to study literature in an interdisciplinary context * Encouragement to develop skills in discussion and independent thinking * Dedicated and friendly teaching staff * An attractive campus * An impressive record of student success in finding employment after graduation * A location convenient both for London and for the continent. |
| **Personal Profile** |
| You should   * Be a keen reader * Be curious about the deeper meaning of texts * Enjoy comparing and analysing similar literary material from different cultures and backgrounds * Enjoy thinking for yourself and arguing for your own ideas * Enjoy debating with others * Be open-minded and flexible, willing to criticise your own ideas and to accept criticism from others |

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| 1. **Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning** |
| **Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards** |
| * Monitoring of student work and marks by an External Examiner * Annual Monitoring Report in which the Languages and Literature Board of Studies reviews the running of the programme for the previous year * Periodic Programme Review normally every six years * Annual staff appraisal * Mentoring of new and part-time teachers * QAA Subject Review (2001: 22 points) * Personal academic support system |
| **Committees with responsibility for monitoring and evaluating quality and standards** |
| * The Languages and Literature Board of Studies * Student representation on the Languages and Literature Board of Studies * School of European Culture and Languages Learning and Teaching Committee * Faculty of Humanities Learning and Teaching Committee * School of European Culture and Languages Part-time Studies Committee |
| **Mechanisms for gaining student feedback on the quality of teaching and their learning experience** |
| * Regular student evaluations of modules * Staff-Student Liaison Committee * Student representation on LLB and School meetings * Discussion with Senior Tutor * Discussion with individual teachers * Staff office hours when students can discuss their progress and their problems * Email correspondence * Social contact including parties |
| **Staff Development priorities include:** |
| * Annual appraisal of all teaching staff * Peer observation by staff of one another’s teaching * A programme of staff development workshops provided by the Unit for the Enhancement of Teaching and Learning * A programme leading to a Postgraduate Certificate in Higher Education which is a requirement for all new probationary staff * Research seminars * Conferences mounted by members of Comparative Literature * Study leaveto pursue research interests |

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| 1. **Indicators of Quality and Standards** |
| * Research Assessment Exercise 2001 in *European Studies* : grade 4 (top grade 5) * Teaching Quality Assessment 2001 : 22 points out of 24 * Consistently positive reports from External Examiners * Student evaluations reflect a high level of satisfaction with the programme * Failure rate in final examination consistently less than 1% |

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| The following reference points were used in creating these specifications: |
| * Report of QAA Subject Review of Classics & Archaeological Studies and Comparative Literature at the University of Kent in 2001 * University of Kent Undergraduate Prospectus * Faculty of Humanities Stage 1 and Stages 2/3 Handbooks * The University Plan and Learning and Teaching Strategy |

AS 2009