**UNIVERSITY OF KENT AT CANTERBURY**

**Annex 2**

**UKC Programme Specifications Template**

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| **Degree and Programme Title:** Comparative Literature (Joint 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 Joint Hons |
| 1. **UCAS Code (or other code)** | Comparative Literature and  Classical & Archaeological Studies QQ28  Computing QG25  Cultural Studies QV29  Drama QW24  English & American Literature QQF3  English, American & Postcolonial Literatures QQ2J  European Studies RQ92  Film Studies WQ62  French RQ12  German RQ22  History QV21  History & Theory of Art VQ32  Italian VQ32  Philosophy VQ52  Religious Studies VQ62  Spanish QR24 |
| 1. **Relevant QAA subject benchmarking group(s)** | Classical & Archaeological Studies and  Comparative Literature |
| 1. **Date of production/revision** | January 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. |

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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; | 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. |
| **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. | 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 first year module *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 University’s Unit for the Enhancement of Learning and Teaching provides additional support in helping to improve the individual students’ 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**   Full-time students complete the programme in three years.  Study at the University is organised in two 12-week terms and a 6-week examination term. The programme is divided into a number of blocks called ***modules***. 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 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. All Comparative Literature modules are either at Level C (studied in Stage 1 of full-time study) or at Level I and H (studied in Stages 2 and 3 of full-time study). | | | |
|  | **Title** | **Level** | **Credit** | |
| **Stage 1** | | | | |

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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 |
| CL313 | Atlantis | C | 15 |
| CL315 | Classical Mythology | C | 30 |
| HI300 | Introduction to Literature and Science | C | 30 |
| HI308 | Science Fiction | C | 30 |
| CP311 THE TALE is the module you must pass in your First Year in order to proceed to the next stage in your degree course in Comparative Literature Joint Honours. You will also take modules in the other degree subject of your Joint Honours programme and, depending on the requirements of your other subject, you may take other Comparative Literature modules from the above list and/or modules chosen from the other subjects in the Faculty of Humanities. Students studying English & American Literature, English, American & Postcolonial Literatures, Classical & Archaeological Studies, European Studies, French, German, Italian or Spanish who wish to transfer to a Joint Honours degree in their original subject and Comparative Literature in Stage 2 or 3 may be granted exemption from the requirement to take Stage 1 core modules providing there is evidence of equivalent learning and achievements in their previous programme of study. In Stages 2 and 3 of full-time study you will typically take half your modules in Comparative Literature and half in your other subject. | | | |
| Stages 2 and 3 | | | |
| CP502/24 | Fiction and Power | H | 30 |
| CP503 | The Novella | 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 |
| 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 |
| CP603 | The Modernist Idiom | 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** |
| * 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: 300/320 pts, 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 : 30/32/34 points, depending on programme applied for * Overseas students must have proof 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 |
| **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 |
| **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 * The opportunity to move from a Joint Honours programme to Single Honours Comparative Literature and from part-time study to full-time study according to a student’s needs * 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. |

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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 Learning and Teaching * 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 Examines * 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 I and Stage 2/3 Handbooks * The University Plan and Learning and Teaching Strategy |

EAS/SJW 2009