

Programme Specification

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

BA (Hons) Comparative Literature

1. Awarding Institution/Body	University of Kent
2. Teaching Institution	University of Kent
3. School responsible for management of the programme	School of European Culture and Languages
4. Teaching Site	Canterbury
5. Mode of Delivery	Full-time Part-time
6. Programme accredited by	N/A
7. a) Final Award	BA (Hons)
7. b) Alternative Exit Awards	BA (Non Hons) Comparative Literature; Diploma in Comparative Literature; Certificate in Comparative Literature
8. Programme	Comparative Literature
9. UCAS Code (or other code)	Q200
10. Credits/ECTS Value	360 Credits (180 ECTS)
11. Study Level	Undergraduate
12. Relevant QAA subject benchmarking group(s)	English (February 2015)
13. Date of creation/revision	Jan 2009 / Revised FSO Jan 2018
14. Intended Start Date of Delivery of this Programme	September 2018

15. Educational Aims of the Programme

The programme aims to:

- Promote the study of literature within a strongly multidisciplinary and modular context;
- Widen participation in higher education within the local region and beyond by offering a wide variety of study routes;
- 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;
- Produce graduates familiar with the comparatist approach to literary studies;

- Produce graduates able to approach any text in a critical and analytical manner;
- Produce intellectually independent graduates able to work in a self-motivating manner;
- Produce graduates equipped with skills and abilities generic to study in the humanities;
- Provide a basis for the study of literature and related disciplines at a higher level;
- 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.

16 Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

The programme outcomes have references to the subject benchmarking statement for English.

A. Knowledge and Understanding of:

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 **(SB 3.1)**;
3. Concepts such as 'genre', 'theme' or 'literary movement' **(SB 3.1)**;
4. The problems inherent in interpreting 'the translated text';
5. Traditions in literary criticism **(SB 3.1)**;
6. Critical theory and its applications, understood within its historical contexts **(SB 3.1)**;
7. The study of literature in its relation to other disciplines.

Skills and Other Attributes

B. Intellectual Skills:

1. Listening to and absorbing of the oral transmission of complicated data **(SB 3.4)**;
2. Careful reading of literary works and theoretical material **(SB 3.2)**;
3. Reflecting clearly and critically on oral and written sources, using power of analysis and imagination **(SB 3.2)**;
4. Marshalling a complex body of information **(SB 3.4)**;
5. Remembering relevant material and bringing it to mind when needed;
6. Constructing cogent arguments **(SB 3.4)**;
7. Formulating independent ideas and defending them in a plausible manner **(SB 3.5)**;
8. Presenting arguments in written form in a time-limited context (examinations) **(SB 3.4)**.

C. Subject-specific Skills:

1. Enhanced skills in the close critical analysis of literary texts **(SB 3.2)**;
2. Informed critical understanding of the variety of critical and theoretical approaches to the study of literature **(SB 3.1)**;
3. Ability to articulate knowledge and understanding of texts, concepts and theories relating to literary studies **(SB 3.2)**;
4. Sensitivity to generic conventions in the study of literature **(SB 3.1)**;
5. Sensitivity to the problems of translation and cultural difference;
6. Well-developed language use and awareness, including a grasp of standard critical terminology **(SB 3.2)**;
7. Articulate responsiveness to literary language **(SB 3.2)**;

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8. Appropriate scholarly practice in the presentation of formal written work, in particular in bibliographic and annotational practices **(SB 3.2)**;
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 **(SB 3.5)**.

D. Transferable Skills:

1. Problem-solving: identifying problems; assessing the strengths and weaknesses of different solutions; defending the preferred solutions with cogent arguments **(SB 3.4)**;
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 **(SB 3.4; 3.6)**;
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 **(SB 3.5)**;
4. Using information technology: word-processing essays; using on-line information sources; using e-mail for receiving and responding to communications.

Teaching/learning and assessment methods and strategies used to enable the programme learning outcomes to be achieved and demonstrated

Student and teacher-led seminars, as well as supervised study and lectures comprise the basic strategies for teaching and learning. Study and assessment using course information, online resources, and research-based teaching materials and methods form the basis for self-directed learning. Seminars focus primarily on structuring and articulating arguments; these are further developed in essay-based assessments and further teaching occurs through staff and peer feedback.

Guidance is also given, formally and informally, about how to identify, locate and use material available in the library and online. Discussion of appropriate methods and approaches is incorporated into seminars and individual or small group meetings.

Students' assessment is purposefully diverse, although principally achieved through coursework assignments and essays. Other forms of assessment may regularly include document exercises, commenting on selected literary and material evidence individual seminar presentations, visual tests, examinations on previously unseen text and material, small-group, student-led projects, and supervised extended essays, for which students work independently. We emphasise the variety and innovation in assessment.

For more information on the skills developed by individual modules and on the specific learning outcomes associated with any Certificate, Diploma or BA non-honours awards relating to this programme of study, see the module mapping table, located at the end of this specification.

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17 Programme Structures and Requirements, Levels, Modules, Credits and Awards

This programme is studied over three years full-time or six years part-time.

This programme can also be taken full-time over four years with the optional year abroad. Students studying the programme on a part time basis do not have the option of doing a year abroad/placement year. Please refer to the Humanities Year Abroad specification for further details.

The programme is divided into three stages, each stage comprising modules to a total of 120 credits. Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all classes and all private study and research). Thus obtaining 120 credits in an academic year requires 1,200 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at <http://www.kent.ac.uk/teaching/ga/credit-framework/creditinfo.html>

Each module and programme is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at <http://www.kent.ac.uk/teaching/ga/credit-framework/creditinfoannex2.html>. To be eligible for the award of an honours degree students must obtain 360 credits (480 including Year Abroad), at least 210 of which must be at Level 5 or above, including at least 90 credits at level 6 or above at Stage 3.

Students successfully completing Stage 1 of the programme and meeting credit framework requirements who do not successfully complete Stage 2 will be eligible for the award of the Certificate in Comparative Literature. Students successfully completing Stage 1 and Stage 2 of the programme and meeting Credit Framework requirements who do not successfully complete Stage 3 will be eligible for the award of the Diploma in Comparative Literature. Students successfully completing Stage 2 of the programme and achieving 300 credits overall including at least 60 credits at level 6 or above in Stage 3 and meeting Credit Framework requirements will be eligible for the award of a BA non-honours degree.

Students successfully completing Stage 2 and also the year abroad and meeting credit framework requirements will be eligible for the award of the Diploma with a Year Abroad.

For further information refer to the Credit Framework at <https://www.kent.ac.uk/teaching/ga/credit-framework/creditinfo.html#exit-awards>.

Compulsory modules are core to the programme and must be taken by all students studying the programme. Optional modules provide a choice of subject areas, from which students will select a stated number of modules. The normal expectation is that the termly module load will be equally balanced across the terms.

Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/ga/credit-framework/creditinfo.html>.

Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework.

Compulsory modules cannot be condoned, compensated or trailed.

KV Code	Code	Title	Level	Credits	Term(s)
Stage 1					
Compulsory Modules					
CPLT3110	CP311	The Tale	4	30	Autumn & Spring

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Optional Modules Students must select **at least 60 credits** at Level 4 from the list of Comparative Literature optional modules. Remaining credits may be chosen either from the Comparative Literature optional modules list or from the 'Wild' modules list.

Stage 2

Compulsory Modules

CPLT5100	CL510	The Text: Approaches to Comparative Literature	5	30	Autumn & Spring
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Optional Modules Students must select **at least 60 credits** at Level 5 from the list of Comparative Literature optional modules. Remaining credits may be chosen either from the Comparative Literature optional modules list or from the 'Wild' modules list.

Stage 3

Compulsory Modules

CPLT513	CP513	Comparative Literature Dissertation	6	30	Autumn & Spring
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Optional Modules Students must select **at least 60 credits** at Level 6 from the list of Comparative Literature optional modules. Remaining credits may be chosen either from the Comparative Literature optional modules list or from the 'Wild' modules list.

18 Work-Based Learning

There is no work-based learning associated with this programme.

19 Support for Students and their Learning

- School and University induction programme
- Programme/module handbooks
- Library services <http://www.kent.ac.uk/library/>
- Student Support <http://www.kent.ac.uk/student-support/>
- Student Wellbeing www.kent.ac.uk/studentwellbeing/
- Centre for English and World Languages <http://www.kent.ac.uk/cewl/index.html>
- Student Learning Advisory Service <http://www.kent.ac.uk/uelt/about/slas.html>
- PASS system <https://www.kent.ac.uk/teaching/qa/codes/taught/annexg.html>
- Academic Adviser system <https://www.kent.ac.uk/teaching/advisers/index.html>
- Kent Union www.kentunion.co.uk/
- Careers and Employability Services www.kent.ac.uk/ces/
- Counselling Service <https://www.kent.ac.uk/studentwellbeing/counselling/>
- Information Services (computing and library services) www.kent.ac.uk/is/
- Undergraduate student representation at School, Faculty and Institutional levels
- International Recruitment Office <https://www.kent.ac.uk/internationalstudent/>; International Partnerships Office <https://www.kent.ac.uk/global/partnerships/>
- Medical Centre <https://www.kent.ac.uk/studentwellbeing/medicalcentre.html>

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20 Entry Profile

The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the programme begins. There is no upper age limit.

20.1 Entry Route

For current information, please refer to the University prospectus

- **A levels and AS levels:**
BBB at A Level
- **Access programmes:**
The University will not necessarily make conditional offers to all Access candidates but will continue to assess them on an individual basis.
If we make you an offer, you will need to obtain/pass the overall Access to Higher Education Diploma and may also be required to obtain a proportion of the total level 3 credits and/or credits in particular subjects at merit grade or above.
- **International Baccalaureate:**
34 points (15 points at Higher Level)
- **BTEC Level 3 Extended Diploma:**
The University will consider applicants holding BTEC National Diploma and Extended National Diploma Qualifications (QCF; NQF; OCR) on a case-by-case basis. Please contact us for further advice on your individual circumstances.

20.2 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.

20.3 Personal Profile

You will:

- 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

21 Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

21.1 Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards

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- Student module evaluations
- Annual programme and module monitoring reports
<http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html>
- External Examiners system <http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html>
- Periodic programme review <http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html>
- Annual staff appraisal
- Peer observation
- Quality Assurance Framework <http://www.kent.ac.uk/teaching/qa/codes/index.html>
- QAA Higher Education Review <http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx>

21.2 Committees with responsibility for monitoring and evaluating quality and standards

- Staff-Student Liaison Committee
- School Education Committee
- Faculty Education Committee
- Faculty Board
- Education Board
- Board of Examiners

21.3 Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Student module evaluations
- Staff-Student Liaison Committee
- Student rep system (School, Faculty and Institutional level)
- Annual NSS

21.4 Staff Development priorities include:

- PGCHE requirements
- HEA (associate) fellowship membership
- Annual appraisals
- Institutional Level Staff Development Programme
- Academic Practice Provision (PGCHE, other development opportunities)
- Professional body membership and requirements
- Programme team meetings
- Research seminars
- Conferences
- Study leave
- Equality, Diversity and Inclusivity (EDI) awareness

22 Indicators of Quality and Standards

- Results of periodic programme review (March 2016)
- QAA Higher Education Review 2015
- Annual External Examiner reports

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- Annual programme and module monitoring reports

22.1 The following reference points were used in creating these specifications:

- QAA UK Quality Code for Higher Education <http://www.qaa.ac.uk/assuring-standards-and-quality>
- QAA Benchmarking statement for English
- School and Faculty plan
- University Plan <https://www.kent.ac.uk/about/plan/> and Learning and Teaching Strategies <https://www.kent.ac.uk/uelt/strategies/ta.html>
- Staff research activities
- Kent Inclusive Practices (<https://www.kent.ac.uk/studentssupport/accessibility/inclusive-practice.html>)

23 Inclusive Programme Design

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the programme is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

Template last updated November 2017

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BA Comparative Literature

	Stage 1	Stage 2	Stage 3
	The Tale	The Text: Approaches to Comparative Literature	Comparative Literature Dissertation
Programme Learning outcomes			
Knowledge and Understanding:			
A1	x	x	
A2	x	x	x
A3	x	x	x
A4	x	x	x
A5	x	x	x
A6	x	x	x
A7	x	x	x
Intellectual Skills:			
B1	x	x	
B2	x	x	x
B3	x	x	x
B4	x	x	x
B5	x	x	x
B6	x	x	x
B7	x	x	x
B8	x		
Subject-specific Skills:			
C1	x	x	x
C2	x	x	x
C3	x	x	x
C4	x	x	x
C5	x	x	x
C6	x	x	x
C7	x	x	x
C8	x	x	x
C9	x	x	x
C10	x	x	x
Transferable Skills:			
D1	x	x	x
D2	x	x	x
D3	x	x	x
D4	x	x	x

* Optional Modules cover all programme learning outcomes irrespective of the combination taken.