

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) World 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	Diploma in World Literature; Certificate in World Literature
8. Programme	World Literature
9. UCAS Code (or other code)	Q203
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	July 2013 / 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 world literature ranging from the literature of ancient Mesopotamia, Asia and Classical Antiquity (Greece and Rome) to present-day English and American, Latin American, Arabic, African, Asian, Western and Eastern European literature;
- Enable students to develop a systematic historical and cross-cultural understanding of a wide range of different national literary traditions and the ways in which they interact;
- Develop students' abilities to evaluate critically the mechanisms involved in the international circulation and reception of literature;

- Encourage students to identify and develop their own interests and expertise in fields of literary study;
- Encourage students to engage critically and systematically with cross-cultural approaches to literary studies;
- Develop students' understanding and critical appreciation of questions pertaining to translation;
- Offer generous scope for the study of literature and its aesthetic specificities within an interdisciplinary and cross-cultural context;
- Develop students' abilities to argue a point of view with clarity and cogency, both orally and in written form;
- Develop further students' intercultural competencies;
- Offer students the experience of a variety of teaching styles and approaches to the study of literature;
- Develop students' independent critical thinking and judgement;
- Provide a basis for the study of literature at a higher level;
- Provide a basis in knowledge and skills for those intending to teach literature, including a broad frame of cultural reference;
- 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 the beginnings of literature to the present day, and including texts from Arabic, Asian, African, American, European and Russian writers;
2. The cultural, national and historical contexts in which literature is written, transmitted and read **(SB3.1)**;
3. Concepts such as 'world literature', 'genre', 'theme', 'fictionality', 'literariness', 'canon', 'reception', and 'literary movement' **(SB3.1)**;
4. The problems inherent in interpreting 'the translated text';
5. Traditions in literary criticism **(SB3.1)**;
6. Literary history **(SB3.1)**;
7. The transnational mechanisms of circulation and reception of literary texts;
8. Critical theory and its applications, understood within its historical contexts **(SB3.1)**;
9. 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 **(SB3.4)**;
2. Careful reading of literary works and theoretical material **(SB3.2)**;
3. Reflecting clearly and critically on oral and written sources, using power of analysis and imagination **(SB3.2)**;
4. Marshalling a complex body of information **(SB3.4)**;
5. Remembering relevant material and bringing it to mind when needed;
6. Constructing cogent arguments **(SB3.4)**;

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7. Formulating independent ideas and defending them in a plausible manner **(SB3.4)**;
8. Presenting arguments in written form in a time-limited context (examinations) **(SB3.4)**.

C. Subject-specific Skills:

1. Enhanced skills in the close critical analysis of literary texts **(SB3.2)**;
2. A critical understanding of transcultural modes of reception and circulation;
3. Improved intercultural competencies;
4. Informed critical understanding of the variety of critical and theoretical approaches to the study of literature **(SB3.2)**;
5. Ability to articulate knowledge and understanding of texts, concepts and theories relating to literary studies **(SB3.2)**;
6. Sensitivity to generic conventions in the study of literature **(SB3.2)**;
7. Sensitivity to the problems of translation and cultural difference;
8. Well-developed language use and awareness, including a grasp of standard critical terminology **(SB3.2)**;
9. Articulate responsiveness to literary language **(SB3.2)**;
10. Appropriate scholarly practice in the presentation of formal written work, in particular in bibliographic and annotational practices **(SB3.2)**;
11. Understanding of how cultural norms, assumptions and practices influence questions of judgement;
12. Appreciation of the value of collaborative intellectual work in developing critical judgement **(SB3.5)**.

D. Transferable Skills:

1. Developed powers of communication and the capacity to argue a point of view, orally and in written form, with clarity, organization and cogency **(SB3.4)**;
2. Enhanced confidence in the efficient presentation of ideas designed to stimulate critical debate **(SB3.5)**;
3. Developed critical acumen **(SB3.2)**;
4. The ability to assimilate and organise substantial quantities of complex information of diverse kinds **(SB3.4)**;
5. Competence in the planning and execution of essays and project-work **(SB3.4)**;
6. Enhanced skills in critical analyses **(SB3.2)**;
7. Enhanced capacity for independent thought, intellectual focus, reasoned judgement, and self-criticism **(SB3.2 and SB3.5)**;
8. Enhanced skills in collaborative intellectual work, including more finely tuned listening skills **(SB3.5)**;
9. The ability to understand, interrogate and apply a variety of theoretical positions and weigh the importance of alternative perspectives **(SB3.2)**;
10. Research skills, including scholarly information retrieval skills;
11. IT skills: word-processing, PowerPoint, email communication, the ability to access electronic data.

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

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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.

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. 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 World 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 World 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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CPLT3250	CP325	World Literature: An Introduction	4	15	Autumn or Spring
<p>Optional Modules Students must select at least 45 credits at Level 4 from the list of World Literature optional modules. The remaining credits may be taken either from the World Literature optional modules list or from the list of 'Wild' modules.</p>					
Stage 2					
Compulsory Modules					
CPLT5100	CP510	The Text: Approaches to Comparative Literature	30	5	Autumn & Spring
CPLT5320	CP532	Latin American Fiction	15	5	Autumn or Spring
<p>Optional Modules Students must select at least 45 credits at Level 5 from the list of World Literature optional modules. The remaining credits may be taken either from the World Literature optional modules list or from the list of 'Wild' modules.</p>					
Stage 3					
Compulsory Modules					
CPLT5130	CP513	Comparative Literature Dissertation	30	6	Autumn & Spring
CPLT6520	CP652	Postcolonial Images of Africa and South Asia: Identity, Gender, Empire	15	6	Spring
<p>Optional Modules Students must select at least 45 credits at Level 5 from the list of World Literature optional modules. The remaining credits may be taken either from the World Literature optional modules list or from the list of 'Wild' modules.</p>					

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/studentsupport/>
- 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/

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- 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>

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 (16 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 world literature.
- An introduction to a wide range of authors and literary texts from different periods and different cultures, from ancient Mesopotamia, Classical Antiquity and Asia to present-day texts by Arabic, African, American, Asian, European and Russian writers.
- 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 World Literature and from part-time study to full-time study according to a student's needs.
- Dedicated and friendly teaching staff.
- An attractive campus.
- A location convenient both for London and for the continent.

20.3 Personal Profile

Students should:

- Be a keen reader
- Be curious about the deeper meaning of texts
- Enjoy comparing and analysing literary material from different cultures and backgrounds
- Be curious about trans-cultural exchanges of ideas and mechanisms of circulation and reception
- Enjoy thinking for themselves and arguing for their own ideas

- Enjoy debating with others
- Be open-minded and flexible, willing to criticize their 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

- 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
- 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/lta.html>
- Staff research activities
- Kent Inclusive Practices (<https://www.kent.ac.uk/studentsupport/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.

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BA World Literature

	Stage 1		Stage 2		Stage 3	
	The Tale	World Literature: An Introduction	The Text: Approaches to Comparative Literature	Latin American Fiction	Comparative Literature Dissertation	Postcolonial Images of Africa and South Asia: Identity, gender, Empire
Programme Learning outcomes						
Knowledge and Understanding:						
A1	x	x	x			
A2	x	x	x	x	x	x
A3	x	x	x	x	x	x
A4	x	x	x	x	x	x
A5	x	x	x	x	x	x
A6	x	x	x	x	x	x
A7	x	x	x	x	x	x
A8	x	x	x	x	x	x
A9	x	x	x	x	x	x
Intellectual Skills:						
B1	x	x	x	x	x	x
B2	x	x	x	x	x	x
B3	x	x	x	x	x	x
B4	x	x	x	x	x	x
B5	x	x	x	x	x	x
B6	x	x	x	x	x	x
B7	x	x	x	x	x	x
B8	x					
Subject-specific Skills:						
C1	x	x	x	x	x	x
C2	x	x	x	x	x	x
C3	x	x	x	x	x	x
C4	x	x	x	x	x	x
C5	x	x	x	x	x	x
C6	x	x	x	x	x	x
C7	x	x	x	x	x	x

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C8	x	x	x	x	x	
C9	x	x	x	x	x	x
C10	x	x	x	x	x	x
C11	x	x	x	x	x	x
C12	x	x	x	x	x	x
Transferable Skills:						
D1	x	x	x	x	x	x
D2	x	x	x	x	x	x
D3	x	x	x	x	x	x
D4	x	x	x	x	x	x
D5	x	x	x	x	x	x
D6	x	x	x	x	x	x
D7	x	x	x	x	x	x
D8	x	x	x	x	x	x
D9	x	x	x	x	x	x
D10	x	x	x	x	x	x
D11	x	x	x	x	x	x

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