

PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
Professional accreditation body <i>(if applicable)</i>	n/a
Final award <i>(eg. BA Hons)</i>	MA
Title of programme(s)	Victorian Studies
Subsidiary award(s) <i>(if any)</i>	PG Dip / PG Cert
In the case of a Scheme of Study, the other Scheme(s) with which it may be combined	n/a
Duration and mode(s) of study	Minimum 12 months full-time / 2-3 years part-time
Start date <i>(this version) (month and year)</i>	September 2014
Periodic review next due <i>(acad. year)</i>	AY 2019/20
UCAS course code & code name	n/a
Delivery venue(s)	Leeds Trinity University

2. Aims of the programme

Rationale and general aims
<p>The aims of the programme are:</p> <p>To enable students who have the range of skills and knowledge appropriate to honours graduates in various related disciplines to extend and deepen their knowledge and understanding of Victorian Britain.</p> <p>To introduce students to a variety of theoretical and disciplinary perspectives on the cultural history and literature of Victorian Britain, and enable them to develop the skills of interdisciplinary analysis and understanding.</p> <p>To provide the necessary foundational skills for those wishing to proceed to doctoral level postgraduate work.</p>

3. Student learning outcomes of the programme

Learning outcomes in terms of:

- **knowledge and understanding (K)**
- **intellectual / cognitive / 'thinking' skills (I)**
- **physical skills specific to the subject (P)**
- **employability skills (E)**

The 'K1', etc codes are used in section 7c) and module descriptors to refer to each of these learning outcomes.

Programmes of study should incorporate the generic learning outcomes set out below. With the exception of the employability skills, which should be kept intact, course proposers should enhance, embed, contextualise and/or make these learning outcomes more specific as appropriate.

On successful completion of the MA in Victorian Studies students will be able to:

- K1 demonstrate a broad knowledge of Victorian society, culture and literature
- K2 demonstrate knowledge and understanding of the barriers to, challenges and advantages of interdisciplinarity in the humanities
- K3 demonstrate thorough and detailed knowledge of a specific topic that makes an independent contribution to debate in the area
- I1 deploy a range of theoretical and disciplinary approaches in a sophisticated way to illuminate aspects of the Victorian period
- I2 produce sophisticated arguments and interpretations on the basis of a critical engagement with both existing scholarship and appropriate contemporary sources
- I3 demonstrate an ability to formulate advanced research strategies, to plan, design and undertake sustained research projects
- I4 produce a substantial piece of sustained scholarly writing which makes an independent contribution to its chosen field

Employability skills

- E1 **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;
- E2 **Teamworking** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;
- E3 **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on a organisation, including concepts such as value for money, profitability and sustainability;
- E4 **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;
- E5 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
- E6 **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;
- E7 **Application of information technology** – the ability to identify the appropriate IT package for a

given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively.

E8 Entrepreneurship/enterprise – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;

E9 Social, cultural & civic awareness – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

See also the generic learning outcomes for subsidiary awards set out in section 4 below.

Statement of congruence with the relevant published subject benchmark statements (including appropriate references to the FHEQ and any PSRB, employer or legislative requirements)

All new programme submissions should be accompanied by copies of external advisory and regulatory documents relevant to the programme.

There is no published subject benchmark statement relevant to the study of this subject at Level 7.

Victorian Studies as a discipline is constantly developing, and so this programme provides students with opportunities to engage with existing and new scholarship in the area. It introduces students to techniques applicable to their own research and advanced scholarship. It encourages originality in the application of ideas, for example by bringing together insights from different areas, such as history, literary studies and art history to form novel interpretations of the Victorians and their culture.

The programme enables students to develop transferable skills, for example skills that can be used in teaching or the heritage industry. It calls on students to exercise initiative and personal responsibility; it fosters investigation into and decision-making on complex matters; and fosters skills in independent learning that may be used in continuing professional development or continued academic study.

4. Learning outcomes for subsidiary awards

This section should be retained verbatim in all honours degree programme specifications. Sets of standard wording for programme specifications for foundation degrees are available from AQSO.

5. Content

Summary of content by theme

(providing a 'vertical' view through the programme)

Typically 150 to 200 words

The programme comprises three complementary elements: core foundation modules, interdisciplinary exploration modules, and the dissertation. Each element is designed to contribute in specific ways to achieving the programme aims and objectives. The programme has been designed so that full-time students experience the three elements simultaneously to complete the degree in 12 months. The degree follows the simple structure of a core module in each of semesters 1 and 2; two interdisciplinary exploration modules in semester 1 and one in semester 2; and the Dissertation over semester 2 and the summer vacation. Part-time students on the 2-year programme will split these modules over 2 years, normally saving one interdisciplinary exploration module and the Dissertation for the second year. Students on the 3-

year programme will normally experience the three elements sequentially.

The function of the **core foundation modules** is as follows. The semester 1 module, VIC 7003 *The Victorians*, is designed to enable students to move beyond the traditional single-disciplinary approach which is likely to have been their undergraduate experience, and to provide an introduction to the central material and key issues of literary and historical study of the period. The semester 2 module, VIC 7013 *Approaches and Methods for Victorian Studies*, is intended to provide students with the opportunity to develop key practical skills to support autonomous learning at postgraduate level and also to foster an advanced understanding of theoretical approaches and an ability to apply such approaches.

The **three interdisciplinary exploration modules** are designed both to encourage students to range across and between disciplines, and also to help them develop particular sets of skills that are relevant to the wider topic of Victorian Studies. *Victorian Words: Texts and Contexts* aims to develop skills in close textual analysis and the application of literary theory, alongside knowledge of a specific writer or group of writers. *Victorian Senses: Visual, Material, and Sensory Culture* aims to develop skills in close reading of artefacts, the application of cultural theories, and the use of archives, collections and museums, alongside knowledge of a specific development in visual, sensory or material culture. *Victorian Identities: Social Movements and Meanings* will enable students to develop skills in synthesis, including identifying trends and developments across the period. They will also develop knowledge of a particular trend, e.g. religion or gender identity. Each of these modules is offered in a 15-credit and 30-credit version: students must take one of these as a 30-credit module.

The interdisciplinary exploration modules enable students to take a wide-ranging approach to the subject. It aims to appeal to two kinds of learners: the student who wants to explore Victorian Studies before choosing a dissertation topic, and the student who comes with a particular project in mind. The latter student will benefit from: (a) expanding their knowledge and understanding of the context for their particular topic; (b) gaining experience of interdisciplinarity; and (c) honing particular academic skills needed for the Dissertation.

Additionally, there is an opportunity for students to undertake a project based in a workplace, as a 15-credit Professional Development and Practice module (VIC 7055), in place of one 15-credit module.

The final element of the programme is the Dissertation (VIC 7076), a 60-credit module requiring the production of a substantial thesis of 12,000 words. Completion of the dissertation will enable students to demonstrate their ability to present a substantial piece of sustained scholarly writing which makes an independent contribution to its chosen field. It gives students transferrable skills that could be used in any workplace environment that requires investigation and presenting information, as well as the obvious route of progression into a PhD.

6. Structure

MA VICTORIAN STUDIES

Duration:	minimum 12 months full-time / 2-3 years part-time
Total Credit rating:	180
Award Aim:	MA (180 credits)
Subsidiary awards:	PGDiploma (120 credits) PGCertificate (60 credits)

Core: All candidates are required to take the following modules (in their first year of study):

VIC 7003	The Victorians	Sem 1	30 credits
VIC 7013	Approaches to Methods for Victorian Studies	Sem 2	30 credits

Options: All candidates are required to take one of the following*:

VIC 7063	Victorian Words: Texts and Contexts	Sem 1	30 credits
VIC 7073	Victorian Senses: Visual, Material and Sensory Culture	Sem 1	30 credits
VIC 7083	Victorian Identities: Social Movements and Meanings	Sem 2	30 credits

Options: All candidates are required to take two of the following*:			
VIC 7025	Victorian Words: Texts and Contexts	Sem 1	15 credits
VIC 7035	Victorian Senses: Visual, Material and Sensory Culture	Sem 1	15 credits
VIC 7045	Victorian Identities: Social Movements and Meanings	Sem 2	15 credits
VIC 7055	Professional Development and Practice	Sem 1 and 2	15 credits
* Candidates may not take both a 30-credit module and a 15-credit module in the same topic (eg. VIC 7063 and VIC 7025 are mutually exclusive).			
<u>For the award of MA candidates are required to take:</u>			
VIC 7076	Dissertation	Sem 1 and 2	60 credits

Possible pathways through programme

	Credits	Full-time	Part-time (2 yr)	Part-time (3 year)	Part-time (3 year) With PDP
Core	30	Y1 S1	Y1 S1	Y1 S1	Y1 S1
Core	30	Y1 S2	Y1 S2	Y1 S2	Y1 S2
Victorian Words	15	Y1 S1	Y2 S1		
Victorian Words	30			Y2 S 1	
Victorian Senses	15	Y1 S1		Y2 S1	Y2 S1
Victorian Senses	30		Y2 S1		
Victorian Identities	15		Y2 S2	Y2 S2	
Victorian Identities	30	Y1 S2			Y2 S2
Prof. Development & Practice	15				Y2 S1
Dissertation	60	Y1 S2+summer	Y2	Y3	Y3

7a) Statement of the strategy for learning, teaching and assessment for the programme

Reference should be made to the institutional LTA Strategy.

The programme has a clear assessment strategy. The overwhelming weight of assessment is assessed essays, the most appropriate form for assessing ability to operate at level 7 in the Humanities.

The use of a take-away paper for VIC 7003 *The Victorians* helps students develop skills in applying their knowledge and understanding of concepts, by responding to questions and textual extracts in a time-limited exercise. The use of skills-based exercises in VIC 7013 *Approaches and Methods for Victorian Studies* is appropriate to the particular skills-based aims of this module.

The general use of 3,000-word essays for 15-credit modules and 6,000-word essays for 30-credit modules facilitates the students' development of high-level essay-writing skills. The 30-credit module additionally requires students to present one piece extended piece drawing on a wider range of examples or sources, and thus provides a useful bridge to the demands of the dissertation.

The alternative option of the *Professional Development and Practice* module (VIC 7055) allows students to exercise independence by undertaking a work-based project that allows them to apply

knowledge and understanding developed on the MA. This is in line with the focus on employability at Level 7 advocated in the University's Learning and Teaching Strategy. The project, and also its associated reflective report, are geared towards developing students' ability to transfer their knowledge and skills into workplace-based practice.

The Dissertation (VIC 7076), requires the production of a substantial thesis of 12,000 words. Completion of the dissertation will enable students to demonstrate their ability to present a substantial piece of sustained scholarly writing which makes an independent contribution to its chosen field. It gives students transferrable skills that could be used in any workplace environment that requires investigation and presenting information, as well as the obvious route of progression into a PhD.

Module number and name	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator)	Venue (if not Leeds Trinity premises)
		Component form (eg. Assessed essay or Unseen paper)	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
Core (Foundation) modules							
VIC 7003 The Victorians	Seminars	Take-away paper	3 hours	100%	End of Semester 1	Jane de Gay	
VICM 7013 Approaches and Methods for Victorian Studies	Seminars/workshops Individual tutorials	Essay Portfolio of research skills exercises	3,500 words 2,500 words	60% 40%	End of Semester 2 End of Semester 2	Di Drummond	
Interdisciplinary Exploration Modules							
VIC 7025 Victorian Words	Seminars Individual tutorials	Essay	3,000 words	100%	End of Semester 1	Jane de Gay	
VIC 7063 Victorian Words	Seminars Individual tutorials	Essay	6,000 words	100%	End of Semester 2	Jane de Gay	
VIC 7035 Victorian Senses	Seminars Individual tutorials	Essay	3,000 words	100%	End of Semester 1	Rosemary Mitchell	
VIC 7073 Victorian Senses	Seminars Individual tutorials	Essay	6,000 words	100%	End of Semester 2	Rosemary Mitchell	
VIC 7045 Victorian Identities	Seminars Individual tutorials	Essay	3,000 words	100%	End of Semester 2	Di Drummond	
VIC 7083 Victorian Identities	Seminars Individual tutorials	Essay	6,000 words	100%	September	Di Drummond	
Alternative module							
VIC 7055 Professional Development and Practice	Individual tutorials Workplace visit	Project Reflective report	1,500 words	50% 50%	By end of semester	Nathan Uglov	Workplace
Research modules							
VIC 7076 Dissertation	Individual supervision	Dissertation	12,000 words	100%	End of programme	Jane de Gay	

7c) Programme learning outcomes covered

	Assessed objectives of the programme						
	K1	K2	K3	I1	I2	I3	I4
Lighter shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Knowledge of Victorian culture	Knowledge and understanding of interdisciplinarity	Independent contribution	Theoretical and disciplinary approaches	Arguments and interpretations	Research skills	Extended piece of writing
VIC 7003							
VIC 7013							
VIC 7025							
VIC 7063							
VIC 7035							
VIC 7073							
VIC 7045							
VIC 7083							
VIC 7055							
VIC 7076							

7. Entry requirements

Applicants should normally have achieved the following prior to registration for the programme:

A good honours degree or an equivalent combination of formal qualification and professional experience (such as Diploma of Education plus teaching experience).

For students whose first language is not English a pass in an approved test in English is needed, eg. the International English Language Testing Service (IELTS) and the Test of English as a Foreign Language (TOEFL).

Other non-certificated requirements: applicants are required to demonstrate knowledge of, and commitment to, the interdisciplinary study of the Victorian period, especially when their academic qualifications do not include a substantial element of study of relevance to the Victorian period.

Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see Leeds Trinity's Principles and Guidelines for the Accreditation of Prior Learning.

8. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s)

(A certain level of attainment which must be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, eg. exclusion of Level 4 module marks from Foundation Degree classification)

Specify clearly whether any requirement applies to the final award only or to any subsidiary award(s) as well.

To be eligible for the award of MA, candidates must attempt and achieve 180 credits, which must include VIC7003 *The Victorians* and VIC7013 *Approaches and Methods for Victorian Studies*, and VIC7076 *Dissertation*.

All students failing VIC 7003 must resit and pass the module before proceeding to their second year. Full-time students failing VIC7003 will therefore be required to change to part-time mode.

Candidates who fail a module twice will not be permitted to proceed on the MA programme but may be allowed to work towards a Postgraduate Diploma.

To be eligible for the award of the Postgraduate Diploma candidates must accumulate 120 credits, including 60 credits from the core modules.

To be eligible for a Postgraduate Certificate, candidates must accumulate 60 credits, including 30 credits from one of the core modules.

9. Prerequisites

Details of modules which must be passed before enrolment on a module at a higher level

Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.

All students failing VIC 7003 must resit and pass the module before proceeding to their second year. Full-time students failing VIC7003 will therefore be required to change to part-time mode.

10. External examining arrangements

External examining arrangements

(eg. joint with another programme – extended duties for someone already in post – or separate, single/multiple examiners; if multiple examiners, which subjects / types of module are to be allocated to each)

The MA in Victorian Studies will have its own External Examiner.

11. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme, (eg. a non-standard delivery pattern, study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees)

The *Professional Development and Practice* module (VIC 7055) allows students to undertake a work-based project in which they apply knowledge and understanding developed on the MA. The module is aimed primarily at students who are already in relevant paid employment (e.g. teachers or curators), who are undertaking the MA for professional development purposes. However, placements may be found for students with suitably robust proposed projects (for example by drawing on external partners such as Abbey House Museum or Mercer Art Gallery).

Current students on the programme who still need to collect credits for option modules will select their remaining credits from any of the Interdisciplinary Exploration Modules.

12. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme
(Key aspects of the Equality Impact Assessment for the Department – see Internal Audit Form NP2G for further details)

There are few restrictions on the participation of students with additional support needs. The course team have a good track-record of supporting students with a wide range of physical disabilities, mental health issues, and long-term medical conditions.

The part-time modular route has proved to be particularly helpful to such students, as it allows them to study at their own pace. The change of assessment for VIC 7003 *The Victorians* from a formal examination to a take-away paper (in 2009) has been particularly helpful for students who would otherwise need special arrangements for an examination.

In addition, we are willing to create a 'Personalised Learning Package' for individual students who are prevented by disability from attending all the required taught sessions. This enables them to keep up with their studies through distance learning, via, for example, phone tutorials or e-mail discussions, in a pattern mutually agreed by the student and the particular tutor. (Please note, however, that we do not at present have the resources to recruit students to take the whole programme by distance learning.)