



PART 1 – PROGRAMME SPECIFICATION		
1	Awarding institution	St Mary's University, Twickenham
2	Partner institution and location of teaching (if applicable)	N/A
3	Type of collaborative arrangement (if applicable)	N/A
4	Award title	MA Gothic: Culture, subculture, counterculture
5	Final award	MA
6	Interim award(s) with award titles (if specific titles have been designated)	Postgraduate Certificate (PgCert) Postgraduate Diploma (PgDip)
7	School with responsibility for the programme	Arts & Humanities
8	Language of study	English
9	Joint Honours combinations	N/A
10	UCAS code	N/A
11	JACS code	Q323
12	Professional, Statutory or Regulatory Body (PSRB) accreditation / recognition	N/A
13	QAA subject benchmark or other relevant external reference point	The MA programme complies with the FHEQ for level 7. It is also aligned with the QAA Masters Degree Characteristics, and the QAA Benchmark for English, although adapted to a level 7 programme.
14	Normal	Normal completion time:



	completion time and maximum duration of study	Full-time study – 1 years Part-time study – 2 years Maximum duration of study – 5 years
15	Mode of study	Full time, part time
16	Mode of delivery	Face to face
17	Date approved and name of authorised body	Approved via revalidation – June 2017
18	Applies to students commencing study in (month/year)	September 2017
PART 2 – CURRICULUM SPECIFIC DETAILS		
19	Summary of the programme	The programme requires students to analyse and interrogate ‘the Gothic’ in its many manifestations since the inception of Gothic-revival architecture and Gothic fiction during the mid-eighteenth century. Gothic is an important tendency in western culture, and as such its study requires a broad knowledge of historical and intellectual developments during this period. Hence the curriculum is truly interdisciplinary in nature, and teaching will draw upon current insights in the field of literary criticism, critical theory, historiography, art and architectural history and ethnography.
20	Aims of the programme	The programme aims: <ul style="list-style-type: none"> • to provide students with advanced knowledge of ‘the Gothic’ as an important aspect of predominantly western culture, across a wide historical period, and across a range of cultural genres and media • to enable students to interrogate this area of study from a number of different but complementary disciplinary and methodological perspectives, and to engage critically with current research on the subject • to equip students with skills required in advanced study and research, such as the development and prosecution of projects of independent inquiry, and presentation of oral and written academic papers • to offer students a route into doctoral studies, and thereby into professional academic research; • alternatively, to offer students enhanced knowledge to develop their careers in the heritage industry and beyond, or in secondary education.
21	Criteria for admission	Candidates must satisfy the general admissions requirements of the University. The usual qualification for entry to this programme is a Bachelor’s degree (at second-class level or above) from a recognised university. Applicants for this programme will be interviewed. Students without such qualifications may, in exceptional circumstances, be



		<p>considered for entry if they are deemed to have substantial equivalent qualifications or experience. They will be interviewed and usually also asked to complete a short essay of 1,000 words, in order to assess whether their cognitive and writing abilities are suitable for advanced study.</p> <p>Students whose first language is not English are required to satisfy the English Language Requirements of the UKVI and the University. Students are required to achieve an IELTS score of 6.0 overall with no less than 5.5 in any section.</p> <p>Further detail on other accepted English language qualifications are available on the St Mary's website here: https://www.stmarys.ac.uk/international/english-language/overview.aspx</p>																		
22	<p>Scheduled learning time <i>(the number of guided learning hours (GLH) is 10 hours per 1 credit</i> http://www.qaa.ac.uk/en/Publications/Documents/contact-hours-student.pdf)</p>	<table border="1"> <thead> <tr> <th>Type of learning time</th> <th>Number of hours</th> <th>Expressed as %</th> </tr> </thead> <tbody> <tr> <td>Contact time</td> <td>144 hours + 8 hours of academic orientation (non-credit-bearing) + 20 hours for the dissertation module = 172 hours</td> <td>9.5 %</td> </tr> <tr> <td>Placement/work-based learning hours</td> <td>0</td> <td>0</td> </tr> <tr> <td>Guided learning hours</td> <td>400 hours</td> <td>22.3 %</td> </tr> <tr> <td>Independent study time</td> <td>1228 hours</td> <td>68.2 %</td> </tr> <tr> <td>TOTAL*</td> <td>1800 hours</td> <td>100 %</td> </tr> </tbody> </table>	Type of learning time	Number of hours	Expressed as %	Contact time	144 hours + 8 hours of academic orientation (non-credit-bearing) + 20 hours for the dissertation module = 172 hours	9.5 %	Placement/work-based learning hours	0	0	Guided learning hours	400 hours	22.3 %	Independent study time	1228 hours	68.2 %	TOTAL*	1800 hours	100 %
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23	<p>Programme learning outcomes</p>	<p>On successful completion of this programme, students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate thorough knowledge of a range of Gothic cultural productions across a broad historical period. 2. Critically engage with current research on the subject of Gothic from a number of disciplines, and with a range of theoretical and methodological approaches. 3. Show in-depth knowledge and very proficient use of the research resources available to scholars in the humanities. 4. Analyse and evaluate complex ideas from a range of primary and secondary sources, across a variety of media. 5. Express and develop such ideas independently and collaboratively, through formal and informal oral discussion and formal presentation, and in written form. 6. Plan and execute study and research projects in a self-directed way. 																		



		<p>7. Synthesise and develop complex and contrasting ideas and approaches, and respond to them critically.</p> <p>8. Use archives, IT and other resources effectively in research.</p> <p>9. Understand relationships between cultural productions, their audiences and society.</p>																														
24	<p>Programme structure and module requirements</p>	<p>The content of the programme is dealt with broadly chronologically, from 1750 onwards, but not slavishly so. Students are thus given a sense of historical development, while being asked critically to compare more contemporary concerns with historical ones. In order to underline the interdisciplinary nature of the degree from the start, the theory and methodology module “Researching Modernity” is taught alongside the eighteenth-century Gothic module in the first semester; it provides a grounding in general intellectual history and methodology appropriate to advanced study in the humanities. Further learning opportunities for essential skills are provided by “Academic Orientation” which is not credit-bearing (8 hours of classes); this module and “Researching Modernity” are regarded in the programme as foundational to postgraduate study.</p> <p>Each of the 4 credit-bearing module is worth 30 credits, while the dissertation is worth 60 credits.</p> <ul style="list-style-type: none"> • Students must, in the first six weeks of the programme, undertake the ‘Academic Orientation’ module, which, although non-credit bearing, culminates in the writing of a 1500-word essay, assessed in ‘GTH7002 Gothic Origins’, but ensuring that any remedial work that needs to be undertaken with a student is done. • Teaching for each credit-bearing taught module will be delivered mainly by a 3-hour, weekly interactive seminar session, complemented by on-line discussions, tutorials and field trips (in particular, the visit of Strawberry Hill House). <p>FHEQ Level 7 Modules full-time</p> <table border="1" data-bbox="448 1467 1445 2004"> <thead> <tr> <th>Code</th> <th>Title</th> <th>No. of credits</th> <th>Sem of delivery</th> <th>Module status (core, option)</th> </tr> </thead> <tbody> <tr> <td>GTH7002</td> <td>Gothic Origins 1750-1850</td> <td>30</td> <td>1</td> <td>Core</td> </tr> <tr> <td>GTH7001</td> <td>Researching Modernity</td> <td>30</td> <td>1</td> <td>Core</td> </tr> <tr> <td>GTH7003</td> <td>The Modern Gothic</td> <td>30</td> <td>2</td> <td>Core</td> </tr> <tr> <td>GTH7004</td> <td>The Contemporary Gothic</td> <td>30</td> <td>2</td> <td>Core</td> </tr> <tr> <td>GTH7005</td> <td>Research Methods and Dissertation</td> <td>60</td> <td>2 and 3</td> <td>Core</td> </tr> </tbody> </table>	Code	Title	No. of credits	Sem of delivery	Module status (core, option)	GTH7002	Gothic Origins 1750-1850	30	1	Core	GTH7001	Researching Modernity	30	1	Core	GTH7003	The Modern Gothic	30	2	Core	GTH7004	The Contemporary Gothic	30	2	Core	GTH7005	Research Methods and Dissertation	60	2 and 3	Core
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25	Work placements or study abroad	There are no work placement as part of the programme.																																			
26	Links to industry and employability	<p>The three main ways in which the programme engages with employability, according to the situations of each student, are as follows:</p> <ul style="list-style-type: none"> • As a way into doctoral study and academic research. The whole programme is an interdisciplinary introduction to advanced study in the humanities, and the team – all members of which are research-active – has designed modules to address current concerns of their respective research communities, and maintains substantial links with those communities. In 2016-7 the programme was successful in placing one of its graduates in a funded doctoral programme at Georgetown University, Washington DC, and in 2017-8 has realistic hopes that three of its graduates will start their doctoral studies at St Mary's or in the US. • As an enhancement to careers in the heritage and cultural industries. The programme's emphasis on cultural history in its material as well as ideal forms, and its focussing on popular as well as intellectual culture, means that it can enhance careers in, for example, curating and publishing; both these professions have been strongly represented by past and former students. The team has developed links with staff at Strawberry Hill House, an artefact that is used substantially as an important monument in the Gothic heritage. 																																			



		<ul style="list-style-type: none"> • To develop subject knowledge for those in secondary education. Gothic Literature has in recent years been a specific topic A-level syllabuses (both AQA and Edexcel), and teachers benefit from the enhanced subject knowledge both of this topic and of critical approaches that the programme teaches.
27	Programme awards	<p>This programme conforms to the University Academic Regulations.</p> <p>In order to qualify for the award of <i>Master of Arts</i> students must have successfully achieved 180 credits, including the dissertation</p> <p>In order to qualify for the award of <i>Postgraduate Diploma of Higher Education</i>, students must have successfully achieved 120 credits.</p> <p>In order to qualify for the award of <i>Postgraduate Certificate of Higher Education</i>, students must have successfully achieved 60 credits.</p>
PART 3 – TEACHING, LEARNING & ASSESSMENT		
28	Programme teaching and learning strategies	<p>Teaching is delivered in a number of different formats, and the team has taken a pragmatic strategy in deciding the best mode of teaching for the type of subject being addressed. The main teaching format is the seminar, which is led either by a brief paper from the tutor, or, in the cases of GTH7003 and GTH7004, from a student.</p> <p>For the Academic Orientation module, teaching consists of a workshop in a computer lab, allowing tutor and students to interact digitally when covering use of research databases and the like; there is also a trip to the British Library for those students who've never used this resource. For GTH7002 ('Gothic Origins') there is an architectural tour of Strawberry Hill House (free to students), and possibly a field trip to other places, such as the contrasting neo-classical/Palladian Chiswick House, a tour of Victorian Gothic London in connection with GTH7003 (The Modern Gothic) (students will only have to pay for transport for these).</p>
29	Programme assessment strategy	<p>The predominant instrument of assessment throughout the programme is a traditional one, viz. the critical essay, with lengths ranging from 3000 to 5000 words (for modules of 30 credits, which is why the assessment tariffs vary from the University Assessments Tariffs, based on 20 credit modules). Assessment at postgraduate level should provide students with the opportunity to demonstrate their competence in critical analysis and creative engagement with current issues in the field, and to construct ideas coherently in the form of a miniature research paper. Further, where a good deal of individual help is offered in planning and preparation of drafts, the coursework essay acts efficiently as both a formative and summative assessment. A wide choice of coursework titles is provided for students to choose from. These are designed to reflect closely the learning outcomes of each module. Where students do not wish to take any of the titles offered they may negotiate another title with the module tutor which they feel better reflects their own professional and/or academic interests. However, any negotiated coursework must still remain within the bounds of the module outcomes as outlined in the validated module details.</p>



		<p>However, other forms of assessment are used; for example, in GTH7002 students will be asked to produce a shorter piece early on, in order to utilise the unique heritage of the St. Mary's campus, and to take away some of the weight from the main essay in the first semester. For GH7001 and GTH7004, students are asked to prepare and deliver a 'conference paper', then to write up a longer version with the benefit of the ensuing discussion with peers and tutors. As well as being a formative exercise that requires students to develop oral presentation skills, it also mimics real research practices in academia, thereby helping to prepare students for doctoral research. There is also a bibliographical exercise for GTH7001, aimed mainly at helping students to develop proficiency in the use of research archives.</p>
PART 4 – UNIVERSITY SUPPORT		
30	Student support and guidance	<p>The first port of call for students is their module convenor if they have issues specific to a module or assessment. In addition to this, each student is allocated a Personal Tutor (for this MA usually the Programme Director), tasked with helping each student with academic and personal issues that may arise. As is the case throughout ST Mary's University, but particularly so on a small postgraduate programme, the programme team puts particular emphasis on</p> <p>We have a dedicated Student Centre in the heart of the University. Our aim is to assist, guide and support students throughout their period of study. The Student Wellbeing Service provides personal 1-1 Counselling in addition to group workshops such as mindfulness. The Disability Service includes both physical disabilities and learning support such as Dyslexia. Mental Health Advisors and Mentors together with an on-site Health Centre. Our Student Life and Guidance Team includes; the Accommodation Services, Student Funding, Pastoral Care & Advice & Guidance.</p>
31	Quality management arrangements	<p>This programme aligns with the quality assurance requirements of St Mary's University through the following processes:</p> <ul style="list-style-type: none"> • Five yearly cycle of revalidation • Ongoing monitoring through the Programme Review process • Programme Boards • Consideration of marks and graduate profiles at Exam Boards • Engagement with programme student representatives • Engagement with approved external examiners