

Programme Specification (Postgraduate)

FOR ENTRY YEAR: 2025/26

Date created: N/A

Last amended: 09/06/2025

Version no. 2

1. Programme title(s) and code(s)

MA in Victorian Studies

Postgraduate Diploma in Victorian Studies*

Postgraduate Certificate in Victorian Studies*

Notes

* An award marked with an asterisk is only available as an exit award and is not available for students to register onto.

[HECOS Code](#)

HECOS Code	%
101095	100%

2. Awarding body or institution

University of Leicester

3. a) Mode of study

Full-time

b) Type of study

Campus-based

4. Registration periods

The normal period of registration for the full time MA in Victorian Studies is 12 months

The maximum period of registration for the full time MA in Victorian Studies is 24 months

5. Typical entry requirements

A good second-class Honours degree or its equivalent in a relevant discipline. Those without such requirements are either required to satisfy the Admissions Tutor and Course Convenor in a qualifying examination (usually an essay) or are required to satisfy the University Senate that previous training and experience provide sufficient qualification. Applicants whose first language is not English must meet the University's requirement in their ELTS (or equivalent) score of 6.5.

6. Accreditation of Prior Learning

N/A

7. Programme aims

The programme aims to

- To enable students to study the Victorian period through the perspectives offered by a range of academic disciplines, and to develop the analytical skills inherent in those disciplines
- To raise students' ability to initiate and to carry out high-quality independent research

- To foster students' independent thinking and judgment, and to further their skills in critical and historical analysis, writing, and bibliography and research methods
- To equip students with relevant presentational skills
- To prepare students for future careers and/or further postgraduate work by enhancing the following transferable skills: accessing, retrieving, organising and presenting information from a variety of sources; thinking clearly and independently; presenting complex ideas and arguments effectively in both verbal and written forms; the effective solving of intellectual problems; working with others in gathering, analysing and
- discussing information; managing and organising time; utilizing up-to-date Information Technology.

8. Reference points used to inform the programme specification

- QAA Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- [University Education Strategy](#)
- [University Assessment Strategy](#) [Login required]
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data

9. Programme Outcomes

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

a) Discipline specific knowledge and competencies

i) Knowledge

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Advanced knowledge of particular aspects of the subject and of the scholarly registers and methodologies needed to discuss it.	Independent research; seminars; supervision.	Oral presentations, essays, and dissertation.

ii) Concepts

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Author-, period-, movement-, and genre-based study, contextualised by literary and cultural theory.	Independent research; seminars; supervision.	Oral presentations, essays, and dissertation.

iii) Techniques

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Mastery of bibliography and research methods, writing, oral and critical skills.	Compulsory module on all aspects of the subject.	Oral presentations, essays, and dissertation.

iv) Critical analysis

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to apply understanding of concepts and techniques with independence, rigour and self-reflexivity.	Independent research; seminars; supervision.	Oral presentations, essays, and dissertation.

v) Presentation

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to organise research material to appropriate postgraduate standard; to distinguish between relevant and irrelevant material; and to present clear oral and written arguments.	Seminars and supervision, plus formal presentation.	Oral presentations, essays, and dissertation.

vi) Appraisal of evidence

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to analyse and assess a variety of complex textual, conceptual and historical issues; to assess the relevance of primary and secondary sources; to sustain and independent argument at an advanced level.	Seminars and supervision.	Oral presentations, essays, and dissertations.

b) Transferable skills

i) Research skills

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to locate, organise and marshal evidence, report on findings, analyse complex ideas and comment upon them.	Research Methods and Writing Skills module; seminars; supervised research; and presentation sessions.	Essays, oral presentations, dissertation, pre-dissertation proposal presentation.

ii) Communication skills

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to deliver oral presentations to graduate standard; to respond to questioning; to write clearly and cogently.	Research Methods and Writing Skills module; seminars; supervised research; presentation sessions; supervisions and feedback from reviews, tutors and fellow students in group work	Seminar and dissertation presentations; group work.

iii) Data presentation

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to present research clearly and effectively using appropriate IT skills.	Research Methods and Writing Skills module; seminars; supervised research; presentation sessions.	Essays, oral presentations, dissertation, pre-dissertation proposal presentation.

iv) Information technology

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to present research clearly and effectively using appropriate IT skills. Locate and critically assess relevant research materials in electronic databases and the internet.	Research Methods and Writing Skills module; seminars; supervised research; presentation sessions.	Essays, oral presentations, dissertation, pre-dissertation proposal presentation.

v) Problem solving

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to locate, organise and marshal evidence, report on findings; understanding and analysis of complex ideas. Respond clearly and confidently in group work and seminar presentations, as well as assessment.	Research Methods and Writing Skills module; seminars; supervised research; presentation sessions.	Essays, oral presentations, group work, dissertation.

vi) Working relationships

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Knowing how, and when, to draw on the knowledge and expertise of others; ability to comment on ideas in seminars; group work; peer assessment.	Research Methods and Writing Skills module; seminars; supervised research; presentation sessions; pre-dissertation proposal sessions; and dissertation proposal presentation.	Essays, oral presentations, dissertation, pre-dissertation proposal presentation.

vii) Managing learning

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Identifying crucial critical issues; identifying a sound research project; drawing up a realistic research timetable; time management in writing and presentation; and reflecting on and revising results.	Research Methods and Writing Skills module; seminars; supervised research; and presentation sessions.	Essays, oral presentations, dissertation, pre-dissertation proposal presentation.

viii) Career management

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Enhanced awareness in considering career plans; self-reflection in terms of intellectual and personal strengths and weaknesses	Careers Office and Personal Tutors.	CV.

10. Special features

Students recognise their development of transferrable skills through reflective discussion in personal tutor meetings at the beginning and end of each semester.

Independent learning, research-based problem solving, oral and written communication skills.

10a. Research-inspired Education

Students on this programme will advance through the four quadrants of the University of Leicester Research-inspired Education Framework as follows:

RiE Quadrant	Narrative
<p>Research-briefed Bringing staff research content into the curriculum.</p> <p>Research-based Framed enquiry for exploring existing knowledge.</p> <p>Research-oriented Students critique published research content and process.</p> <p>Research-apprenticed Experiencing the research process and methods; building new knowledge.</p>	<p>This MA programme offers a thorough grounding in the interdisciplinary study of Victorian literature, culture and society. It is taught by active researchers who are experts in the field and members of the University of Leicester's internationally-recognised Centre for Victorian Studies (est. 1966). Training in advanced research skills is fundamental to this programme, as is exposure to the latest research in Victorian Studies. The programme culminates in a 15,000 word dissertation, in which students can explore their own, chosen research topic, working together with an expert supervisor.</p> <ul style="list-style-type: none"> • Research-briefed: Teaching is delivered by leading experts in Victorian Studies (the interdisciplinary study of Victorian literature, culture and society). Core and option modules draw directly on staff's published work and work-in-progress, giving students immediate access to cutting-edge research in literature and related fields. • Research-based: Through workshops and seminars, students select and develop their own specialisms, building knowledge of existing work in these areas. • Research-oriented: Students explore current research and case studies. They hone their skills through critiquing the work of experts, while reflecting on their own research methods and analysis. • Research-apprenticed: Students train in research methods, analysis and argument. In assignments ranging from journal reviews to oral presentations, they develop advanced research skills, and advanced skills in oral and written communication. This culminates in a dissertation in which they work one-on-one with a supervisor managing their own extended project in their specialism.

As part of studying at a research-intensive university, students on this programme have the following extra or co-curricular opportunities available to them to gain exposure to research culture:

The MA in Victorian Studies is part of the University's Centre for Victorian Studies. The CVS runs a programme of lively research events throughout the year, to which MA VS students are invited. This includes our Annual Victorian Studies Public Lecture; and our 'Global Victorians' research seminar series. ('Research seminars' are talks in which speakers from the university or invited scholars reveal their latest research and present it for discussion). MA VS students have the opportunity to join a working party of post-graduate students who help organise these seminars and host external speakers. Added to this, there are a number of other research seminar series, talks by visiting authors, creative writing workshops and informal book groups in the School of Arts, Media and Communication. The Centre for New Writing, for example, organises talks from notable authors, along with creative writing showcases in which postgraduate students often participate. A highlight of the year is the annual Literary Leicester festival, which has featured prize-winning authors from around the world, and a lively assortment of public events and workshops.

Teaching on this programme will be research-informed (it draws consciously on systematic inquiry into the teaching and learning process itself) in the following way:

The School supports all staff involved in teaching to gain an accredited Higher Education teaching qualification, in which they demonstrate their use of teaching theory to support their own practice and reflect on their current teaching and continuing professional development.

Staff on the programme participate in training from the university and other bodies (such as the English Association) which updates their knowledge of educational best practice. Additionally, several module tutors have developments in education (historical or contemporary) as a specific research interest. They share their knowledge of teaching and learning developments with colleagues and students, including as seminar content on the programme.

11. Indicators of programme quality

The MA in Victorian Studies at Leicester along with the Victorian Studies Centre was established in 1966 with a generous grant from the Leverhulme Foundation. The Centre was the first of its kind in the UK and the MA programme has run without interruption since that date, although the syllabus has been revised and expanded to reflect both changes in the subject, and the research interests of a variety of distinguished scholars in the departments of English, History of Art, and the Centres for English Local History and for Urban History. The course has attracted British Academy (now AHRC) funding, as well as international students holding Rotary, Commonwealth and DAAD scholarships. An appreciable number of students go on to undertake PhDs both at Leicester and elsewhere, many of whom have been funded through home and overseas government-funded doctoral awards. Graduates of the programme hold posts in universities in the UK and abroad.

External Examiners have confirmed that the assessment strategy, standard of achievement, design and delivery of the curriculum are effective and of similar standard to other comparable programmes in the sector.

12. Criteria for award and classification

This programme follows the standard scheme of taught postgraduate award and classification set out in [Senate Regulations](#) – see the version of *Senate Regulation 6 governing taught postgraduate programmes of study* relevant to year of entry.

The following additional award requirements for this programme have been approved:

- Candidates who fail to achieve the requirements for the award of a Masters degree may be considered for the award of Postgraduate Diploma or Postgraduate Certificate, subject to meeting the requirements under the scheme of assessment.

13. Progression points

As defined in [Senate Regulations](#) - refer to the version of *Senate Regulation 6 governing taught postgraduate programmes of study* relevant to year of entry.

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course and a recommendation will be made to the Board of Examiners for an intermediate/exit award where appropriate.

14. Rules relating to re-sits or re-submissions

As defined in [Senate Regulations](#) - refer to the version of *Senate Regulation 6 governing taught postgraduate programmes of study* relevant to year of entry.

15. External Examiners reports

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found at exampapers@Leicester [log-in required]

16. Additional features (e.g. timetable for admissions)

N/A

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Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

Updates to the programme

Academic year	Module	Change
2025/26	EN7125 Victorian Lives	Optional module not offered

MA Victorian Studies**Credit breakdown**

Status	Year long	Semester 1	Semester 2	Other delivery period
Core taught	n/a	45 credits	30 credits	n/a
Optional	n/a	15 credits	30 credits	n/a
Dissertation/project	n/a	n/a	n/a	60 credits

180 credits in total

Level 7/Year 1 2025/26

Full time

Core modules

Delivery period	Code	Title	Credits
Semester 1	EN7001	Research Methods and Writing Skills	15 credits
Semester 1	EN7000	Victorian Perspectives	30 credits
Semester 2	EN7021	Victorian Literature and Culture	30 credits
Semester 2	EN7022	*Dissertation (MA VS)	60 credits

*Compulsory only for degree of MA

Notes

Students take one optional module in Semester 1 and two optional modules in Semester 2.

Option modules

Delivery period	Code	Title	Credits
Semester 2	EN7126	Women in Literature, Culture and Society, 1850-1900	15 credits
Semester 1	EN7921	Bodies, 1850-1918	15 credits
Semester 2	EN7128	The Brontës	15 credits
Semester 2	EN7124	Evolution and Entropy: Representations of the Sciences in Victorian Literature	15 credits
Semester 2	EN7140	Charles Dickens: A Writer in Progress	15 credits

Notes

This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

The following options are open to students: EN7135: Writing Fiction**; EN7133: Poetry Writing and Contemporary Poetry**; and the available optional modules offered on MA Modern and Contemporary Literature, MA English Literature. Students will normally be restricted to ONE 15 credit option from a programme other than MA Victorian Studies, subject to the agreement of programme conveners.

** For these modules previous experience of creative writing is necessary.

Notes

This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

Appendix 2: Module specifications

See taught postgraduate [module specification database](#) [Login required] (Note - modules are organized by year of delivery).