

Programme Specification

1	Awarding institution/body	University of Worcester
2	Teaching institution	University of Worcester
3	Programme accredited by	Not applicable
4	Final award	BA Hons
5	Programme title	English Literary Studies
6	Pathways available	Single, Major, Joint, Minor
7	Mode and/or site of delivery	University of Worcester
8	Mode of attendance	Full-time and Part-time
9	UCAS Code	English Literary Studies (Q300) English Literary Studies and Archaeology & Heritage Studies (NQ93) English Literary Studies and Art & Design (WQ93) English Literary Studies and Creative Digital Media (WQF3) English Literary Studies and Drama & Performance (WQ43) English Literary Studies and Education Studies (XQ33) English Literary Studies and English Language Studies (QQ23) English Literary Studies and Film Studies (QP3H) English Literary Studies and Fine Art Practice (QW31) English Literary Studies and History (QV31) English Literary Studies and Journalism (QP35) English Literary Studies and Media & Cultural Studies (QP33) English Literary Studies and Psychology (QC38) English Literary Studies and Screen Writing (QW38) English Literary Studies and Sports Coaching Science (QCH6) English Literary Studies and Sports Studies (QC36)
10	Subject Benchmark statement	English (2007)
11	Date of Programme Specification preparation/revision	March 2007. Updated November 2010. May 2011 Award Map & Assessment Matrix updated. July 2011 updated to latest template. March 2012 modules deleted from course: ENGL2004, ENGL2005, ENGL2007, ENGL2008, AMST2002, AMST2003, ENGL3003, ENGL3013, ENGL3014, ENGL3015, ENGL3018, ENGL3023, ENGL3025 and AMST3004. ENGL1113 Assessment Detail changed. Level 6 Joint Pathway requirements amended. Period and Genre requirement removed for Minor pathway students .

12 Educational aims of the programme

The course aims are that students will:

- acquire and exercise skills of literary analysis and criticism through the study of sophisticated literary texts from a range of genres and period;
- explore and understand texts in context, especially contexts relating to cultural and social change;

- understand the relationship between literary theory and practice through a detailed study of theory and its application to selected texts;
- gain in intellectual and personal independence and thus increase self-confidence;
- develop both enjoyment of literature and appreciation of its personal, cultural and historical significance, through a nurturing of intellectual and imaginative capability;
- acquire an intellectual and practical basis for further study or training in English and/or related disciplines;
- develop a range of high-order conceptual, communication and information-based skills;
- encourage the development of transferable skills and qualities which support students in graduate employment.

13 **Intended learning outcomes and learning, teaching and assessment methods**

Intellectual Skills

Students will be able to:

- develop thematic, formal and contextual features of selected literary and other texts from the early modern period to the present, and of the relationships between those features;
- apply generic features of and critical approaches to poetry, fictional prose and drama;
- interpret selected theoretical perspectives on the study of literature and of interpretations produced by different critical or theoretical methodologies;
- demonstrate knowledge of different literary and critical embodiments of traditions of literature in the English Language;
- appreciate the meanings of selected literary texts in relation to questions of historical and cultural change and difference;
- recognise critical terminology such as will inform the personal practice of interpretation;
- develop a substantial independent study topic of academic weight and validity;
- demonstrate a systematic understanding of key aspects of English Literary Studies.

Students will be competent in the following skills:

- critical thinking within the subject paradigm, encompassing close reading of texts,
- contextualising them, interrogating primary and secondary evidence, theorizing,
- summarizing, forming arguments and their conclusions;
- information gathering and analysis, which entails the location, collation and evaluation of materials;
- deployment and accurate citation of relevant data in written and electronic form, but its inclusion within a conceptual framework.
- an independent, organized approach to learning not merely in planning private study time, researching assignments, meeting deadlines, managing commitments and maintaining contact with staff, but also in engaging via assessed work including the Independent Study in argument about meaning and interpretation;
- positive self-criticism in preparing work, responding constructively to the comments of tutors and peers, and participating in seminar and tutorial discussion;
- the ability to work in groups to sustain discussion, plan work, assign roles and consider questions of argument and interpretation;
- independence of motivation and approach in order to perform consistently in a variety of learning and teaching situations.

Communication Skills

- High-level written and oral communication skills, including a) the ability to write a body of academic discourse characterized by accuracy, cohesion, clear documentation and an

- appropriateness both thematic and stylistic to the task set, and b) communicating orally and in an appropriate idiom responses to books and ideas through the medium of assessed presentations;
- Formulation of views and interpretations which can accommodate or resist those given by reading, teaching, or discussion.

14 Assessment Strategy

Each module carries an assessment requirement based on the Scheme limit of a total of 4000 words maximum. Assessments are carefully devised to provide students with the opportunity to practise and improve skills as these develop with shorter and more guided assessment in year 1 running to longer, increasingly independent work in year 3. There are formative and summative assessments for each module which are typically weighted as 40% and 60% respectively. The major mode of assessment is the academic essay but a variety of other forms of assessment are included, for example, seminar presentations, research portfolio, timed question (see Appendix 2: Assessment Matrix). Advice about assignments is presented in the module guide at the commencement of each module and full direction is given within the context of teaching sessions.

An assessment tracking sheet must be attached to all written assignments. Staff feedback is given electronically with additional feedback annotated on the submitted work. On the return of work students are encouraged to discuss feedback with tutors. Work is normally returned to students within 4 weeks of the assessment deadline. The detailed assessment policy is available to students in the subject handbook.

15 Programme structures and requirements

The course is available in full- and part-time modes. Students may combine their Courses in different “Pathways”: Joint Pathway in which students take two Courses equally weighted; Major/Minor Pathway (66%/34%); and Single Honours Pathway, in which, from year 1, students can specialize almost entirely in the English course. There are opportunities to choose some “free-choice” modules which can be drawn from other subject areas.

English Literary Studies is offered across the full range of Pathways. Each module is worth 15 credits with the exception of the third-year Independent Study which is worth 30 credits.

Refer to Appendix 1: Award Map

16 QAA Academic Infrastructure

The course reflects the subject benchmark statement for English as it applies to English Literature and the QAA Code of Practice on assessment, careers and disability. It fosters wide and varied reading; enables students to develop independent critical thinking and judgement; engages students imaginatively in the process of reading and analysing complex and sophisticated literary and non-literary texts. The curriculum ensures a broad and balanced curriculum by application to a range of literary periods and genres. Students develop knowledge and appreciation of contextual approaches to the production and reception of literary texts and this is underpinned by a compulsory theoretical module.

The course is intellectually stimulating and satisfying and encourages in students a sense of enthusiasm for the subject and an appreciation of its continuing social and cultural importance. In its intellectual character and academic practice, the course demonstrates a critical self-awareness that encourages sophisticated interrogation of its own history, status and practices. It includes the study of the literatures from the Anglophone world, comparative literature, creative writing, and film.

The course gives emphasis to a range of subject-specific and transferable skills, including high order conceptual, analytic, and communication skills of value in graduate employment

English Literary Studies provides a basis for further study in English or related disciplines and for teachers of English at all levels.

17 Support for students

- English Literary Studies students experience a wide variety of teaching and learning e.g. lectures, seminar group work, tutorials, and new technologies.
- One week induction programme (summer school available for mature, direct entry students and late entry clearing).
- Course Handbook and University Students Handbook.
- Information for students on the subject intranet pages and SOLE (Student Online Environment) pages.
- All students have an academic/ personal tutor who offers guidance on Personal Development (PDP) and offers general support and referral to the University's Welfare and Support services.
- Once your place at University was confirmed you automatically became a member of the Students' Union, enabling you to take full advantage of the support and services on offer including 44 clubs and societies. The Students' Union is an independent charity, devoted to the educational interests and welfare of all students studying at the University it represents student views within the University. You can get involved by joining one of the many committees, or by becoming a Student Academic Representative (StAR).
- Library induction and information skills packages.
- Opportunities to develop information technology skills.
- Opportunities to take modules in Modern Foreign Languages.
- Study skills provided within the Course and separately by the University Library and the Equal Opportunities Centre.
- Writing support from the Royal Literary Fund Writers in Residence.
- Opportunities to study abroad via Erasmus and International Exchanges.
- Students are excellently supported by Learning Support Services (Library, IT, Media and Print)
- The University's Careers Service provides training opportunities for career planning.
- A focus on progression and employability is embedded at all levels of the course.

18 Admissions Policy

Admissions Policy for the course

The admissions policy for English Literary Studies seeks to be inclusive, and the course is committed to widening participation to include all groups in society.

Entry requirements

The University's standard entry requirements apply: 4 GCSEs at Grade C or above plus a minimum of 2 and maximum of 3½ A Levels or equivalent Level 3 qualifications, including 'A' - level English or the equivalent. The current UCAS Tariff requirements for entry to the course are published in the prospectus.

Accreditation of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for accreditation of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Admissions procedures

Full-time applicants apply through UCAS (Q300/BA/English)

Part-time applicants apply directly to University of Worcester (UW)

Admissions/selection criteria

The UCAS application form is used to ensure that the applicant has sufficient academic qualifications and experience to be able to engage with the course.

Applicants may be invited to interview to explore any aspect of their application that may require further clarification.

19 Methods for evaluating and improving the quality and standards of teaching and learning

- Annual review of the quality of the Course.
- External Examiner's reports.
- Each module provides opportunities for student evaluation.
- Subject committee considers student feedback.
- University Learning and Teaching Committee and the Learning and Teaching Centre promotes learning and teaching across the institution.
- Peer assessment of teaching by staff.
- A teacher accreditation course (PG Cert in Learning and Teaching in HE) for new staff.

20 Regulation of assessment

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- All modules have attendance requirements.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.
- For full details of submission regulations see [Undergraduate Regulatory Framework](#).

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 105 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 105 credits at Level 5 or higher and a minimum of 60 credits at Level 6
Degree with honours	Passed a minimum of 360 credits with at least 105 credits at Level 5 or higher and a minimum of 120 credits at Level 6

The honours classification will be determined by whichever of the following two methods results in the higher classification:

- Classification determined on the profile of the best grades from 45 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.
- Classification determined on the profile of the best grades from 120 credits attained at Level 6 only. Institute-level Assessment Boards review and confirm results for modules, and the Board of Examiners considers students' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

For further information on honours degree classification, see Section 17 of the [Undergraduate Regulatory Framework](#).

21 Indicators of quality and standards

- Positive features identified by external examiners for the course are:
 - ✓ A challenging educational experience to which students respond positively and enthusiastically.
 - ✓ Some excellent teaching demonstrating best practice.
 - ✓ A versatility and variety of teaching methods and concern to adapt sound teaching experience to new opportunities.
 - ✓ The flexibility of the undergraduate modular scheme which allows for sequential pursuit of student interests.
 - ✓ Excellent staff-student relations with readily accessible staff and college-wide pastoral sensitivity.

- ✓ Sensitivity towards the admission of non-standard applicants and flexibility in these procedures.
- ✓ Clear evidence of the implementation of the University's equal opportunities policy.
- University of Worcester has the Investors in People kitemark which was renewed in 2008;
- English Literary Studies is guided by the Subject Benchmark Statement for English.

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

22 Employability and graduate destinations

English graduates are attractive to employers across a range of areas, for the skills that they acquire. A significant proportion (18% of UW English graduates in 2010) also go on to further study.

Typical employers include: banks; publishers; advertising agencies; PR companies; accountants; local government; UK Home Civil Service; the National Health Service (NHS); retailers; finance; educational institutions; voluntary and charitable organisations; the media; libraries; leisure industries; the tourist trade; social services; as well as a wide range of local, small to medium-sized enterprises.

Graduates may choose to continue academic studies in English by doing an MA, with potential to move on to a PhD. Graduates who are interested in teaching English will need to take a Postgraduate Certificate in Education (PGCE), or a Professionals Graduate Diploma in Education (PGDE) in Scotland, or a qualification in teaching English as a foreign language (TEFL or CELTA).

Graduates may opt for postgraduate study that does not relate to English. Many courses will take graduates from any subject, for example, courses in subjects such as marketing, finance, business, law, librarianship, information work and journalism.

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 s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module study guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Appendix 1 – Award Map

LEVEL 4

Module Code	Module restrictions	Module Title	Credits (Number)	Status (Mandatory [M] or Optional [O])				Pre-requisites (Code of Module required)	Co-requisites (Code of Module required)	Excluded combinations
				Single	Major	Joint	Minor			
ENGL1003	Open	English Renaissance Texts and Contexts	15	O	O	O	O	-	-	-
ENGL1005	Open	Contemporary Literatures	15	O	O	O	O	-	-	-
ENGL1006	Open	Aspects of Romanticism	15	O	O	O	O	-	-	-
ENGL1007	Open	Creativity in Women’s Writing: Difference in View	15	O	O	O	O	-	-	-
ENGL1008	Open	Introduction to American Writing	15	O	O	O	O	-	-	-
ENGL1009	Open	Power, Sex and Identity in Restoration Literature	15	O	O	O	O	-	-	-
ENGL1010	Open	Science Fiction: Alternative Worlds	15	O	O	O	O	-	-	-
ENGL1012	Open	Introduction to Creative Writing	15	O	O	O	O	-	-	-
ENGL1111	Open	Literature through the Twentieth Century	15	M	M	M	M	-	-	-
ENGL1112	Open	Writing and Change in the Nineteenth Century	15	M	M	M	M	-	-	-
ENGL1113	Open	English Literature 1585-1800	15	M	M	M	M	-	-	-
ELAN1002	Open	The History of the English Language	15	O	O	O	O	-	-	-
ELAN1003	Open	Introduction to Professional Writing	15	O	O	O	O	-	-	-
LANG1001	Open	Introduction to Teaching English as a Foreign Language (TEFL)	15	O	O	O	O	-	-	-
LANG1002	Open	Improving English usage and style in academic writing	15	O	O	O	O	-	-	-

Appendix 1 – Award Map

Single Honours Pathway Requirements at Level 4

Single Honours students must take 45 credits from the three (3) Mandatory modules i.e. ENGL1111, ENGL1112, and ENGL1113 *plus* 45 credits from the Optional modules from those listed above (including those modules listed that are shared with another subject).

Major, Joint and Minor Pathway Requirements at Level 4

All Major, Joint and Minor pathway students must take 45 credits from the three (3) Mandatory modules i.e. ENGL1111, ENGL1112 and ENGL1113.

In addition:

All Single, Major, Joint and Minor students are permitted to choose modules to the value of 30 credits at Level 4 from other Open modules within the Undergraduate Regulatory Framework or modules to the value of 30 credits from English Literary Studies as listed above (including those modules listed that are shared with another subject).

LEVEL 5

Module Code	Module Restrictions	Module Title	Credits (Number)	Status (Mandatory [M] or Optional [O])				Pre-requisites (Code of Module required)	Co-requisites (Code of Module required)	Excluded combinations	Period and Genre
				Single	Major	Joint	Minor				
ENGL2000	Closed	Theoretical Perspectives	15	M	M	M	O	-	-	-	NA
ENGL2001	Closed	Doing Research In English Studies	15	M	M	O		-	-	-	NA
ENGL2002	Open	Studies in Early 17 th Century English Drama	15	O	O	O	O	-	-	-	pC19 d
ENGL2003	Open	Shakespearean Comedy	15	O	O	O	O	-	-	-	pC19 d
ENGL2006	Open	Culture and Politics in Victorian Fiction, 1837-1872	15	O	O	O	O	-	-	-	C19 f
ENGL2009	Open	European Realism in the 19 th Century	15	O	O	O	O	-	-	-	C19 f d

Appendix 1 – Award Map

ENGL2010	Open	The Pre-Raphaelites: Word and Image	15	0	0	0	0	-	-	-	C19 p
ENGL2011	Open	Children’s Literature	15	0	0	0	0	-	-	-	C19 C20 f
ENGL2012	Open	Knowing Their Place: British Writing 1880-1930	15	0	0	0	0	-	-	-	C19 C20 f p
ENGL2013	Open	The Great War and Literary England	15	0	0	0	0	-	-	-	C20 f p
ENGL2015	Closed	Stories of America	15	0	0	0	0	-	-	-	C19 C20 f
ENGL2017	Open	Writing Britain	15	0	0	0	0	-	-	-	C20 f p d
ENGL2018	Open	Twentieth Century Poetry and Gender	15	0	0	0	0	-	-	-	C20 p
ENGL2019	Open	Women’s Writing, 1960s to the Present	15	0	0	0	0	-	-	-	C20 f p
ENGL2021	Open	Creative Writing 1	15	0	0	0	0	-	-	-	SI
ENGL2022	Closed	Work Project Module	15	0	0	0	0	-	-	ENGL3022	SI
ENGL2023	Open	Enlightened Minds: Literature 1688-1760	15	0	0	0	0	-	-	-	pC19 p f d
ELAN2004	Open	Professional Writing Practice and Production	15	0	0	0	0	-	-	-	SI
LANG2001	Open	Language Awareness and Analysis in Teaching English as a Foreign Language (TEFL)	15	0	0	0	0	-	-	-	SI
MECS2005	Open	Making Monsters	15	0	0	0	0	-	-	-	pC19 C19 C20 f d

Appendix 1 – Award Map

MECS2006	Open	Gender and Popular Fiction	15	0	0	0	0	-	-	-	C20 f
UMSC2010	Open	Career and Personal Development	15	0	0	0	0			UMSC3010	SI

Period and Genre Key

Period: Pre-1800= pC19 19th Century= C19 20/21st Century= C20

Genre: Drama= d Fiction= f Poetry= p

Special Interest: = SI (Modules which do not come into period or genre categories)

Single Honours Requirements at Level 5

Students must take 30 credits from the two (2) Mandatory modules (ENGL2000 and ENGL2001) **plus** Optional modules to the value of 60 credits from those listed above, (including those modules listed that are shared with another subject). **In addition**, students **must** take at least one (1) module from each of the period and genre categories, at either Level 5 or Level 6 or a combination of both in order to satisfy the course Period and Genre requirements.

Major Pathway Requirements at Level 5

Major Pathway students must take 30 credits from the two (2) Mandatory modules (ENGL2000 and ENGL2001) **plus** Optional modules to the value of 30 credits from those listed above, (including those modules listed that are shared with another subject). **In addition**, students **must** take at least one (1) module from each of the period and genre categories, at either Level 5 or Level 6 or a combination of both in order to satisfy the course Period and Genre requirements.

Joint Pathway Requirements at Level 5

Joint Pathway students must take 15 credits from the one (1) Mandatory module (ENGL2000).

- Students intending to complete their Independent Study in English Literary Studies must also take 15 credits from the ENGL2001 **plus** an Optional module to the value of 15 credits from those listed above (including modules listed that are shared with another subject).
- Students not taking their Independent Study in English Literary Studies must take Optional modules to the value of 30 credits from those listed above (including modules listed that are shared with another subject).

In addition, students **must** take at least one (1) module from each of the period and genre categories, at either Level 5 or Level 6 or a combination of both in order to satisfy the course Period and Genre requirements.

Appendix 1 – Award Map

Minor Pathway Requirements at Level 5

Minor Pathway students have no Mandatory module requirement at Level 5; however they must take Optional modules to the value of 30 credits from those listed above (including those shared with another subject).

In addition:

All Single Honours, Major, Joint and Minor Pathway Students at level 5, are permitted to choose Free Choice modules to the value of 30 credits from other Open modules within the Undergraduate Regulatory Framework or Optional modules to the value of 30 credits from English Literary Studies as listed above (Including the shared modules from other subject areas) subject to availability and satisfying any pre-requisites.

Appendix 1 – Award Map

LEVEL 6

Module Code	Module Restrictions	Module Title	Credits (Number)	Status (Mandatory [M] or Optional [O])				Pre-requisites (Code of Module required)	Co-requisites (Code of Module required)	Excluded combination (Code of Module)	Period and Genre
				Single	Major	Joint	Minor				
ENGL3001	Closed	Independent Study (taken in one semester)	30	M	M	O		ENGL2000 ENGL2001	-	ENGL3002	Variable by topic
ENGL3002	Closed	Independent Study (taken over two semesters)	30	M	M	O		ENGL2000 ENGL2001	-	ENGL3001	Variable by topic
ENGL3004	Open	Justice and Revenge in English Renaissance Drama	15	O	O	O	O	-	-	-	pC19 d
ENGL3006	Open	Love, Religion and Politics in English Renaissance Poetry	15	O	O	O	O	-	-	-	pC19 p
ENGL3008	Open	Victorian Narrative	15	O	O	O	O	-	-	-	C19 f p
ENGL3010	Open	Fantasy and the 1980s	15	O	O	O	O	-	-	-	C19 f
ENGL3011	Open	Cities and Fiction	15	O	O	O	O	-	-	-	C19 C20 f
ENGL3012	Open	American Writing and the Wilderness	15	O	O	O	O	-	-	-	C20 f p
ENGL3016	Open	Irish Writing in the Twentieth Century	15	O	O	O	O	-	-	-	C20 f p d
ENGL3017	Open	Literature and Film	15	O	O	O	O	-	-	-	pC19 C19 C20 f d

Appendix 1 – Award Map

ENGL3019	Open	Contemporary Women’s Poetry	15	0	0	0	0	-	-	-	C20 p
ENGL3020	Open	Postcolonial Literature	15	0	0	0	0	-	-	-	C20 f d
ENGL3021	Open	Creative Writing 2	15	0	0	0	0	-	-	-	SI
ENGL3022	Closed	Work Project Module	15	0	0	0	0	-	-	ENGL2022	SI
ENGL3024	Closed	Single Author Study	15	0	0	0	0	-	-	-	variable
ELAN3005	Open	Hypertexts - Creative Writing in a Digital Culture	15	0	0	0	0	-	-	-	C20 f
LANG3001	Open	Key Concepts and Principles in Teaching English as a Foreign Language (TEFL) Methodology	15	0	0	0	0	-	-	-	SI
HIST3011	Open	Jack the Ripper: History, Literature and Myth	15	0	0	0	0	-	-	-	SI
UMSC3010	Open	Career and Personal Development	15	0	0	0	0			UMSC2010	SI

Period and Genre Key

Period: Pre-1800= pC19 19th Century= C19 20/21st Century= C20

Genre: Drama= d Fiction= f Poetry= p

Special Interest: = SI (Modules which do not come into period or genre categories)

Single Honours Requirements at Level 6

Single Honours students must take 30 credits from the double Mandatory Independent Study module ENGL3001 or ENGL3002 over one or two semesters **plus** Optional modules to the value of 90 credits from those listed above, (including those modules listed that are shared with another subject). **In addition**, students **must** take at least one (1) module from each of the period and genre categories, at either Level 5 or Level 6 or a combination of both in order to satisfy the course Period and Genre requirements.

Appendix 1 – Award Map

Major Pathway Requirements at Level 6

Major Pathway students must take 30 credits from the double Mandatory Independent Study module ENGL3001 or ENGL3002 over one or two semesters *plus* Optional modules to the value of 60 credits from those listed above, (including those modules listed that are shared with another subject). *In addition*, students *must* take at least one (1) module from each of the period and genre categories, at either Level 5 or Level 6 or a combination of both in order to satisfy the course Period and Genre requirements.

Joint Pathway Requirements at Level 6

Joint Pathway students *must* take 30 credits from an Independent Study module (either ENGL3001/2 or equivalent in their Joint subject).

Joint pathway students who take their Independent Study in English Literary Studies must take 30 credits from ENGL3001 or ENGL3002 over one or two semesters *plus* an **Optional module to the value of 15 credits** from those listed above, (including those modules listed that are shared with another subject).

Joint Pathway students who choose to place their Independent Study in their other joint subject must choose Optional modules to the value of **45** credits from those listed above, (including those modules listed that are shared with another subject).

In addition, Joint Pathway students *must* take modules to the value of 30 credits from those **Optional modules listed above, or from their Joint Subject, or a combination of both subjects.**

Period and Genre requirement - Joint Pathway students *must* take at least one (1) module from each of the period and genre categories, at either Level 5 or Level 6 or a combination of both in order to satisfy the course Period and Genre requirements.

Minor Pathway Requirements at Level 6

Minor Pathway students do not have any Mandatory module requirements at Level 6. However they must take modules to the value of 30 credits from those listed above, (including those modules listed that are shared with another subject).

Appendix 2 – Assessment Matrix

Level 4

Module Code	Essay	Group Presentation and Report	Report	Textual Analysis	Learning Journal	Comparison of Text	Critical Exercise	Portfolio 1	Portfolio 2	Three pieces of work	In class test [seen paper]	Contextualised Close Reading	Portfolio of examples	Extended piece of writing	Reflective journal
ENGL1003	60%	40%													
ENGL1005	60%		40%												
ENGL1006	60%			40%											
ENGL1007					100%										
ENGL1008	60%					40%									
ENGL1009	60%						40%								
ENGL1010	60%						40%								
ENGL1012								40%	60%						
ENGL1111	60%									40%					
ENGL1112	60%										40%				
ENGL1113	60%											40%			
ELAN1002										40%			60%		
ELAN1003										40%				60%	
LANG1001										60%					40%
LANG1002								100%							

Appendix 2 – Assessment Matrix

Level 5

Module Code	Essay	Evidence File	Individual presentation	Timed assignment	Critical comparison	Portfolio	Review	Critical Commentary	Close reading exercise	Small Group presentation & Report	Report	Diary/ Synopsis
ENGL2000	60%					40%						
ENGL2001		100%										
ENGL2002	60%		40%									
ENGL2003	60%			40%								
ENGL2006	50%							50%				
ENGL2009	60%						40%					
ENGL2010	60%							40%				
ENGL2011	70%								30%			
ENGL2012	40% & 60%											
ENGL2013	40% & 60%											
ENGL2015	60%									40%		
ENGL2017						100%						
ENGL2018	60%				40%							
ENGL2019	60%				40%							
ENGL2021						100%						
ENGL2022											80%	20%

Appendix 2 – Assessment Matrix

Module Code	Essay	Research Exercise	Portfolio	Three coursework tasks	Close reading	Reflective Journal	Proposal, extract of script and evaluation for a piece of popular fiction
ENGL2023	60%	40%			40%		
ELAN2004				60%			
LANG2001				60%		40%	
MECS2005	60%		40%				
MECS2006	50%						50%
UMSC2010		60%					

Appendix 2 – Assessment Matrix

Level 6

Module Code	Essay	Independent Study	Project Report	Timed assignment	Report	Research	Close Reading	Scene analysis	Formative piece of writing	Diary/Synopsis	Context Question	Creative Writing Journal	Hypertext project	Reflective Journal	Coursework task	Presentations (micro-lessons)	Career Research & Personal Action Plan	Application & Assessment Centre
ENGL3001		100%																
ENGL3002		100%																
ENGL3004	60%			40%														
ENGL3006	60%			40%														
ENGL3008	70%				30%													
ENGL3010	50%					50%												
ENGL3011	75%				25%													
ENGL3012	60%						40%											
ENGL3016	60%						40%											
ENGL3017	50%							50%										
ENGL3019	70%								30%									
ENGL3020	30% & 70%																	
ENGL3021												100%						
ENGL3022			80%							20%								
ENGL3024	60%										40%							
ELAN3005	50%												50%					
HIST3011	50% & 50%																	
LANG3001														40%	20%	40%		
UMSC3010																	60%	40%