

## Programme Specification for BA (Hons) English Literature

<b>This document applies to Academic Year 2020/21 onwards</b>
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<b>1.</b>	<b>Awarding institution/body</b>	University of Worcester
<b>2.</b>	<b>Teaching institution</b>	University of Worcester
<b>3.</b>	<b>Programme accredited by</b>	NA
<b>4.</b>	<b>Final award or awards</b>	BA Hons
<b>5.</b>	<b>Programme title</b>	English Literature
<b>6.</b>	<b>Pathways available</b>	Single, Major, Joint, Minor. Options for current Joint Honours combinations and UCAS codes can be found at: <a href="https://www.worcester.ac.uk/study/find-a-course/joint-degrees/joint-degrees.aspx">https://www.worcester.ac.uk/study/find-a-course/joint-degrees/joint-degrees.aspx</a>
<b>7.</b>	<b>Mode and/or site of delivery</b>	Standard taught programme
<b>8.</b>	<b>Mode of attendance and duration</b>	Full time and part time, some modules will be offered in the evening,
<b>9.</b>	<b>UCAS Code</b>	Q300
<b>10.</b>	<b>Subject Benchmark statement and/or professional body statement</b>	QAA Subject Benchmark: <a href="#">English (2019)</a>
<b>11.</b>	<b>Date of Programme Specification preparation/ revision</b>	January 2013. Course re-approved May 2019. August 2019 – AQU amendments to Section 19. August 2020 – AQU amendments to Section 19. September 2020 – Minor corrections made to the notes for requirements in Level 5 and Level 6 award map. Nov 2020 – Dissertation-equivalent module noted on award map (AQU). Nov 2021 – New module added ENGL3309. Excluded combination updated for ENGL3307.

### 12. Educational aims of the programme

English Literature can be taken as a Single Honours course or as Joint Honours with a range of other courses - for example Creative Writing, or English Language - so that you may tailor your degree to suit your particular interests and career ambitions. The course content covers fiction, poetry and drama spanning the past 500 years and including the present day, generated in England and in other countries around the world. It covers a variety of approaches to studying and thinking about literature focusing, especially, on the cultural and historical contexts of its publication.

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, research and information-based skills;

- be encouraged in the development of transferable skills and qualities which support students in graduate employment.

### 13. Intended learning outcomes and learning, teaching and assessment methods

#### Knowledge and Understanding

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	analyse thematic, formal and contextual features of selected literary and other texts from the early modern period to the present, and the relationships between those features, demonstrating a systematic understanding of key aspects of English Literature	ENGL3301 ENGL2201
2.	interpret selected theoretical perspectives on the study of literature and on interpretations produced by different critical or theoretical methodologies	ENGL2201 ENGL2202 ENGL3301
3.	understand the meanings of selected literary texts in relation to questions of historical and cultural change and difference	ENGL2201 ENGL2202
4.	develop a substantial independent research project of academic weight and validity	ENGL3301 ENGL2201
5.	apply generic features of, and critical approaches to, poetry fictional prose and drama, recognising and applying critical terminology such as will inform the personal practice of interpretation	ENGL3301 ENGL2201 ENGL2202

#### Cognitive and Intellectual skills

6.	demonstrate critical thinking within the subject paradigm, encompassing close reading of texts through the contextualisation and the interrogating of primary and secondary evidence	ENGL3301 ENGL2201
7.	gather information, which entails the location, collation and evaluation of materials and summarise, analyse and synthesise this information	ENGL3301 ENGL2202
8.	exercise positive self-criticism in preparing work, responding constructively to the comments of tutors and peers, and participating in seminar and tutorial discussion	ENGL3301 ENGL2201

#### Skills and capabilities related to employability

9	plan a project and evaluate, setting and implementing aims, working to a brief	ENGL3301 ENGL2202
10.	work independently and develop time management skills, for example, when planning private study time, researching assignments, meeting deadlines, managing commitments and maintaining contact with staff, but also in engaging via assessed work including independent, extended research projects	ENGL3301 ENGL2201 ENGL2202
11	understand team working by developing roles in teams as in group work	ENGL2201 ENGL2202
12	problem solve using critical thinking, negotiation skills, manage change and implement strategies	ENGL2201 ENGL3301

## Transferable/key skills

13.	recognise and communicate the transferable skills gained from their study within contexts applicable to progression and employability.	ENGL2201 ENGL2207 ENGL3301
14.	communicate accurately and effectively in presenting both oral and written work, including communicating academically, professionally and, possibly, interculturally	ENGL3301 ENGL2201 ENGL2207
15.	use research skills such as IT, internet, library skills, identifying appropriate sources	ENGL3301 ENGL2201 ENGL2202
16.	show that they are aware of inclusivity and diversity issues	ENGL2201 ENGL2202 ENGL3308

### Learning outcomes and combined subject degrees (joint, major and minor pathways):

- **Joint Pathway**

Students following a joint pathway will have met the majority of the learning outcomes for both subjects, although the range of knowledge and discipline specific understanding in terms of options or specialisms will be more restricted than for a single or major Honours student. Although joint students need not take the independent research project, ENGL3301, they still have the opportunity to undertake shorter research exercises.

- **Major Pathway**

Students following a major pathway will have met the learning outcomes for the subject but will have focused their studies in relation to subject options or specialisms.

- **Minor Pathway**

Students following a minor pathway will have met some of the learning outcomes for the subject (as indicated by the modules studied), and will have focused the development of their knowledge, understanding and subject specific skills in particular aspects of the discipline. Although joint students cannot take the independent research project, ENGL3301, they still have the opportunity to undertake shorter research exercises.

### **Learning, teaching and assessment**

#### **Teaching**

Students are taught through a combination of workshops, lectures, seminars, research trips to cultural locations in the region, and film screenings. Interactive workshops take a variety of formats and are intended to enable the application of learning through discussion and small group activities. Seminars enable the discussion and development of understanding of topics covered in lectures. All modules are supported by the use of the VLE and other learning technologies.

Students also have the opportunity to gain employability skills through work-based learning. The primary focus of this provision is the level 5 work project module ENGL2207 where students gain valuable experience of work. At level 4 all students will have the opportunity to take up a short volunteering placement.

In addition, meetings with Personal Academic Tutors are scheduled on at least four occasions in the first year and three occasions in each of the other years of a course.

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, and also the Personal Academic Tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

### **Contact time**

In a typical week, students will have around 12 contact hours of teaching. The precise amount of contact hours will depend on the optional modules selected; in the final year there is normally slightly less structured class teaching, and a greater emphasis on guided independent study.

Typically, class contact time will be structured around:

- 4 hours of lectures (may include e.g. film screenings)
- 8 hours of seminars (including workshops and other interactive formats)

### **Independent self-study**

In addition to the contact time, students are expected to undertake around 24 hours of personal self-study per week. Typically, this will involve primary reading, research and critical reading, group work, directed study tasks.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

### **Teaching staff**

Students are taught by a research-active academic team. All permanent staff members have doctorates, and all have HEA accreditation to at least Fellowship level. The course curriculum has been designed to reflect not only the QAA benchmark requirements and national consensus on the content of an English Literature degree, but also the established and emerging research specialism of the team. The core teaching team is supplemented on occasion by suitably expert Visiting Lecturers / guest speakers, and Associate Lecturers. Regular staff development activity in the School of Humanities and the wider University supports the academic team to maintain the currency of their teaching methods and styles, to remain fully engaged with national debates and policy on Inclusion, and to continue to innovate and diversify in both teaching and assessment.

### **Assessment**

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. In addition all level 4 students will have at least one opportunity to submit a formative assignment by week 4 of semester 1. This will support their progress in the very early stages of their studies and provide vital feedback prior to the submission of the first assignment. Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade.

Students also have the opportunity to discuss informally their plan for a coursework assignment with the module tutor. In the case of the Independent Research Project, the supervising tutor will comment once on each chapter with regard to its content, structure and any presentational errors.

Assessment methods include: essay, essay or project plan, research exercise, critical exercise, close reading, personal response, contextual reading, blog, online discussion, poster, presentation (group and individual), analysis of form, portfolio, annotated bibliography, critical anthology, reflective piece, research project, comprehension exercise, rationale.

The precise assessment requirements for an individual student in an academic year will vary according to the mandatory and optional modules taken, but a typical formal summative assessment pattern for each year of the course is:

#### Year 1

- 3 Essays
- 1 Analysis of form
- 1 Critical exercise
- 1 Essay plan
- 1 Contextual reading
- 1 Group presentation
- 1 Personal response
- 1 Portfolio

#### Year 2

- 4 Essays
- 2 Blogs
- 1 Poster
- 1 Critical analysis
- 1 critical exercise
- 1 comprehension exercise
- 1 critical anthology

#### Year 3

- 1 independent research project
- 1 research portfolio
- 1 portfolio
- 1 research exercise
- 4 Essays
- 1 presentation
- 1 critical project
- 1 annotated anthology
- 1 close reading
- 1 critical reading

## **14. Assessment strategy**

Assessments are carefully devised to provide students with the opportunity to acquire, practise and improve skills as these develop with shorter and more guided assessment at Level 4 running to longer, increasingly independent work at Level 6.

The QAA benchmark statement for English (2019) requires that students of Single Hons literature courses includes 'knowledge of writing from periods before 1800 and the range of principal literary genres across prose, poetry and drama'. These requirements offer students the opportunity to pursue their individual interests in specific periods and genres.

There are formative and summative assignments for each module, with the former focusing on skill acquisition, the learning process, and scaffolding the graded work. Students also have a range of additional formative assessment opportunities at various points of their studies. All Level 4 students have the opportunity to submit work for formative assessment at a crucial early stage in the mandatory module ENGL1101. Summative work is typically assessed at two points in the optional modules and two/three

in the mandatories, with the shorter assignment having a minimum 10% weighting. Advice about assignments is presented in the module outline at the commencement of each module and full direction is given within the context of teaching sessions where teaching and group tasks are specifically designed to provide formative opportunities to practise the skills, competencies, and understanding that will be demonstrated in the summative assessment tasks.

Assessments must be submitted via Turnitin on Blackboard. Tutorial feedback is given electronically with additional feedback, oral or annotated on the submitted work. On the return of work students are encouraged to discuss feedback with tutors. Work is returned to students within 20 working days of the assessment deadline. The detailed assessment policy is available to students in the subject handbook on the BA English Blackboard site.

The formal essay remains key to the assessment strategy in line with English Subject Benchmark and is incrementally extended in length and complexity from Level 4 to Level 6. Essay writing techniques and skills are developed primarily in the mandatory modules through subject specific formative tasks and summative assignments such as close reading, contextual queries, research exercises, planning, annotated bibliography, critical reviews, reflective practices. Alongside the essay, the programme offers a range of assessment formats that develop further critical and creative thinking and consolidate key transferable and employability skills. Especially in the optional modules, the alternative options to the essay format address: time management, communication, initiative, creativity, presentation, leadership, pair and group work, peer feedback, compiling a diary/journal/portfolio, and report writing. Independent project development is explored subject specifically and beyond at Level 6: students undertake an Independent Research Project as their mandatory module (30 credits), and have the option to take the Work Project module at Level 5, which offers direct experience of project development in the working environment.

Assessment across Level 4 will explore and scaffold reading and writing practices that are aware of the diversities and developments in English literature. Students will be assessed on their development in acquiring subject specific knowledge, skills and competences. While assessment in the two 30 credit mandatory modules at level 4 will focus on textual close-reading and essay writing, the other mandatory and optional modules available at Level 4 will expand the students' analytical, critical and reflective skills and practices through assessment forms that range from portfolios to personal responses and group presentations. Level 5 modules are designed to foster critical and theoretical approaches and develop critical thinking and independent learning. Assessment at level 5 is designed to develop these skills through a range of formats, such as critical anthologies and discussion blogs. Assessments methods at Level 6 are designed to offer students development of knowledge and opportunities for critical thinking and expression of ideas and, especially, extended independent research and writing in the mandatory project (30 credits).

All assessments are graded by subject-specific criteria which are available to students in all module outlines. These are supplemented by further guidance from staff, aiding students in understanding how these criteria relate to the Learning Outcomes and assessment rubric. Where appropriate, further criteria may be made available for students, for example for a presentation or poster format.

## **15. Programme structures and requirements**

Please see the award map at Appendix 1.

## 16. QAA and professional academic standards and quality

The course reflects the Subject Benchmark statements for English (2019). These articulate the defining principles, nature and scope of the subject as well as the knowledge, understanding and subject skills expected of successful honours graduates in this area. These have been used to craft module learning outcomes and their content, and the learning, teaching and assessment strategies of modules. An online copy is available at:

[https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-english.pdf?sfvrsn=47e2cb81\\_4](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-english.pdf?sfvrsn=47e2cb81_4)

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 as required by the subject benchmark. This includes knowledge of the dominant literary genres pre-1800, the principal genres of poetry, drama, and fiction, and global breadth of literature written in the English language. 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. 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. 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, and film.

This award is located at Level 6 of the FHEQ.

## 17. Support for students

The English Literature Course Team is committed to ensuring that all students are given individual support throughout their time at the University of Worcester.

Students' transition into University life is assisted by an initial one-week Induction programme, which, through a range of activities introduces students to their course, the academic staff who will be teaching them, their Personal Academic Tutors (PATs), and the School of Humanities. All students are invited to attend a welcome party in Induction Week, as well as other informal 'ice-breaking' activities.

During this initial welcome week and in Progression Week students are involved in a range of activities which support them in developing an understanding of the expectations of their course, undergraduate study and the University's systems and services. They have talks or tours, for example, which introduce them to the Library and IT facilities, Media Services, the Careers and Counselling Services.

Students are also provided with a brief induction into their second and third year in the welcome back meetings

The School of Humanities monitors student engagement closely. This is done initially on the basis of module attendance which is administered by module leaders but is referred where appropriate to Course Leader and Head of School. The school also refer to non-submission data to identify and support students who may be struggling with engagement.

All students are allocated a Personal Academic Tutor (PAT) who will advise them on all aspects of their academic progress, personal welfare, study support, and career-planning, throughout their studies at the University. PAT sessions usually take one of two forms: either one-to-one sessions where notes are taken and stored on SOLE, or group-based sessions where general points and issues relating to the course are dealt with. Students are invited to meet their PAT twice per semester at level 4 and three times per year at levels 5 and 6. Group Sessions are timetabled in Progression Week.

First Year students will meet their PAT at the English Literary Induction Session in Welcome Week, when there will be an opportunity to arrange an initial tutorial. The PAT is an important source of support you during a student's at the University of Worcester. The PAT will be a member of your subject team (or one of your subject teams in the case of Joint Students), and will therefore be able to answer general questions about your course and about the way the scheme works (for instance, how to apply from Mitigating Circumstances). The PAT is also there to advise on ways you can improve skills. The PAT will listen to any personal difficulties and will be able to offer direction to appropriate sources of help from other UW facilities. The PAT is normally the person who will write a reference for any job applications made during and after your studies.

The focus of the PAT is to encourage your personal development planning to offer structured support to develop:

- Awareness of strengths and weaknesses
- A clear vision of what a student may want to achieve through HE study
- Greater understanding of how study in a discipline area at UW can help towards goals
- Responsibility for choices in modules, work and social life
- A reflective approach to all the feedback you received on work
- A sense and a record of progression and achievement in the development of subject and generic skills and attributes (qualities)
- An ability to use this greater awareness to articulate the benefits of HE experience to others including employers

The PAT will also:

- Respond to requests for support and help with problems which affect academic work either at subject level or by referral to other UW facilities
- Provide information for and assist in the drafting of UW references

Module tutors support students through one-to-one and small group tutorials, and provide students with clear indications of when they will be available for consultation. When students cannot attend regularly advertised tutorial times or drop-in sessions, they can arrange appointments by email.

The Independent Research Project is supported by individual supervision from a member of the team. This is supplemented by taught sessions which in the initial stages support the first assignment. The later sessions focus on reinforcing research and writing skills through seminars and workshops.

Students are further supported through a range of online support, for example via email or skype tutorials. All modules are supported through the virtual learning environment (VLE) accessed through Blackboard. The Course Handbook is also available online. The course has a specific Blackboard site where all the course information and announcements are posted.

The Course team liaises with a range of centrally provided support services to ensure that students access all appropriate channels of support, these include for example:



- The [Disability and Dyslexia Service](#) within [Student Services](#) specialist support on a one to one basis.
- Writing support from the Royal Literary Fund Writers in Residence.
- Writing support for international and EU students from the Language Centre.
- The Students' Union which as an independent charity, devoted to the educational interests and welfare of all students studying at the University it represents student views within the University.

## 18. Admissions

### Admissions policy

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

### Entry requirements

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels, including a minimum grade of C at A2 English. Applications are also accepted from students with equivalent Level 3 qualifications, Accredited Access and Foundation Courses, or Mature Entry Route

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>

See [Admissions Policy](#) for other acceptable qualifications.

International students may apply for this course through the University of Worcester International College (UWIC) programme. Students who successfully complete UWIC Stage 1 will progress to UWIC Stage 2 Integrated Level 4 Programme which involves completing 120 credits of University of Worcester modules as set out in the award map in section 15, plus a year-long study skills programme with UWIC. Students will be required to successfully complete the UWIC study skills programme in addition to meeting the University requirements for progression to Level 5.

### Disclosure and Barring Service (DBS) requirements

DBS may be required for the Work Project module, ENGL2207, dependent on the placement. This potential requirement will be clearly communicated to students prior to the selection of the module. The volunteering opportunities on ENGL1107 will not require DBS.

### Recognition 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 recognition 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).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

### Admissions procedures

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

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

Applicants may be invited to meet with a member of the team to discuss their application that may require further clarification.

### 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.

## 19. Regulation of assessment

### The course operates under the University's Taught Courses Regulatory Framework

#### 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.
- 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 7 days (one week) 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 7 days (one week) but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

#### Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped 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); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

#### Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.
- For students following the UWIC pathway see section 18 above.

#### Requirements for Awards

<b>Award</b>	<b>Requirement</b>
Certificate of Higher Education Cert. HE [ <i>English Literature</i> ]	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for Level 4 of the award as specified on the award map.
Diploma of Higher Education Dip. HE [ <i>English Literature</i> ]	In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits in total including the mandatory modules for Level 4 and Level 5 of the award as specified on the award map.

Degree (non-Honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 and Level 6 of the award (not the Dissertation/Project module) as specified on the award map.
Degree with Honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6, as specified on the award map.

Top up Degree (non-Honours)	Passed a minimum of 60 credits at Level 6, as specified on the award map.
Top up Degree with Honours	Passed a minimum of 120 credits at Level 6, as specified on the award map.

### **Classification**

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 60 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 (*use this statement for Top Up degrees*)

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#).

## **20. Graduate destinations, employability and links with employers**

### **Preparing students for employment**

In Induction, in years 1 & 2 through the mandatory modules, and in year 3 through individual tutorials, students engage in specific activities in order to recognise the following generic skills which are developed through the curriculum (written communication, documenting ideas and information, creativity, analysis, tolerance of different points of view, critical thinking, teamwork, time management and organisation, IT skills for example as well as prior and contemporaneous life- long learning). This is structured and systematic. In several optional modules it is the practice for learning logs and journals to be part of the assessment strategy.

Many English Literature students are student ambassadors and our students are strongly encouraged to take up opportunities provided both within and outside the University, for example, as Course Reps, research assistants, classroom reading assistants and to apply for the Worcester Award. The Student Union offers students a range of volunteering

opportunities and there have been further opportunities open to English Literature students to work at local literary festivals.

There are also opportunities for students to apply for the Students as Academic Partners Scheme, where they work with a member of the team on a project. A recent example of this includes a project developing a journal of student work.

Two Progression Weeks in each academic year, when the normal teaching timetable is suspended, provide the opportunity for dedicated academic tutoring sessions when students are able to discuss their career aspirations.

### **Graduate destinations**

The BA English Literature course provides a basis for postgraduate study in literature or related disciplines, for careers in teaching and education at all levels, and for a range of professions in the field inclusively termed the cultural / creative industries.

Graduates in English Literature progress to a wide range of employment, training and further study opportunities. The main employment sectors for English Literature graduates include: education; arts, entertainment and recreation; retail; financial & insurance; human health and social work; information and communication; accommodation and food services; and administration and support services.

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.

### **Student employability**

English graduates are attractive to employers across a range of areas, for the skills that they acquire. A significant proportion also go on to further study on MA/MRes and PhD programmes.

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.

### **Links with employers**

Students are encouraged to take up volunteering opportunities, and internships, offered through the Students Union and with local employers. English Literature students have the option of undertaking a work project module at level 5 and students have undertaken placements in schools, in University departments, in libraries and local independent companies. At level 4 there is an opportunity to undertake a short volunteering placement.

**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 outlines and the course handbook provided to all students at the start of the course.

## Appendix 1 Award map

Course Title: English Literature

Level 4						
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))		Pre- requisites (Code of Module required)	Co- requisites/ exclusions and other notes
			Single Hons	Joint Hons		
ENGL1101	Literary Forms and Genres	30	M	M	None	None
ENGL1102	Exploring the Canon	30	M	N/A	None	None
ENGL1103	Ways of Reading, Ways of Writing	15	M	M	None	None
ENGL1106	Places and Spaces	15	M	M	None	None
ENGL1105	Bodies and Beings	15	O	N/A	None	None
ENGL1107	Writing Worcester Past and Present	15	O	N/A	None	None
LANG xxxx	Optional modules offered by the Language Centre	15/30	O	N/A	N/A	N/A

### Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules and optional modules - which can include up to 15/30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website:

<http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.

### Joint Honours Requirements at Level 4

Joint Honours students must take 60 credits from the table above to include the mandatory modules.

Level 5								
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre- requisites (Code of Module required)	Co- requisites/ exclusions and other notes*
			SH	Maj	JH	Min		
ENGL2201	Exploding the Canon: Literary Theory and Practice	30	M	M	M	O	None	None
ENGL2202	Movement and Migration	30	M	M	O	O	None	None
ENGL2204	Politics, Sex and Identity in the Early Modern World	15	O	O	O	O	None	None
ENGL2003	Shakespeare: Stage, Page and Screen	15	O	O	O	O	None	None
ENGL2203	Gothic and Romantic Literature	15	O	O	O	O	None	None
ENGL2206	Spaces of Modernit1	15	O	O	O	O	None	None
ENGL2011	Children's Literature	15	O	O	O	O	None	None
ENGL2207	Work Project	15	O	O	O	O	None	None
LANG xxxx	Optional modules offered by the Language Centre	15/30	O	N/A	N/A	N/A	N/A	N/A

### Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules and optional modules - which can include up to 15/30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: <http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.

### Joint, Major and Minor Honours Requirements at Level 5

Students following Joint Honours pathways can adjust their studies at level 5 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see the table at the end of this document.

### Major Pathway Requirements at Level 5

Major Pathway students must take at least 60 and no more than 90 credits from the table above to include the mandatory modules.

### Joint Pathway Requirements at Level 5

Joint pathway students must take at least 45 credits and no more than 75 credits from the table above to include the mandatory modules.

### Minor Pathway Requirements at Level 5

Minor Pathway students must take at least 30 credits and no more than 60 credits from the table above.

Level 6									
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*	
			SH	Maj	JH	Min			
ENGL3301	Independent Research Project (Dissertation equivalent module)	30	M	M	O	N/A	ENGL2201	Excluded combinations: Joint Honours students taking their Dissertation or Research Projects in the other subject.	
ENGL3004	Justice and Revenge: from Tragedy to the Western	15	O	O	O	O	None	None	
ENGL3020	Postcolonial Encounters	15	O	O	O	O	None	None	
ENGL3303	Writing and the Environment	15	O	O	O	O	None	None	
ENGL3304	War and Conflict	15	O	O	O	O	None	None	
ENGL3305	Gendering Voices	15	O	O	O	O	None	None	
ENGL3306	Partnerships and Rivalries	15	O	O	O	O	None	None	
ENGL3307	Literatures and Cultures: International Explorations	15	O	O	O	O	None	Excluded: ENGL3309	
ENGL3308	Queer Bodies, Queer Texts	15	O	O	O	O	None	None	
ENGL3309	Literature and Culture – Local Heritage	15	O	O	O	O	None	Excluded: ENGL3307	

### Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include ENGL3301 (AS) or ENGL3302 (S2).

### Joint, Major and Minor Honours Requirements at Level 6

Students following pathways in two subjects can adjust their studies at Level 6 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at Levels 5 and 6 – for further information see table at the end of this document.

### Major Pathway Requirements at Level 6

Major Pathway students must take either 75 or 90 credits from the table above to include ENGL3301 (AS) or ENGL3302 (S2).

### Joint Pathway Requirements at Level 6

Joint pathway students must take 45, 60 or 75 credits (to make at least 105 credits over Levels 5 and 6 in the subject, and no more than 135 credits over Levels 5 and 6 in the subject), from the table above.

Joint pathway students must take one Dissertation (or equivalent Project), either in this subject, in their other joint subject, or take JOIN3001 or JOIN 3002 where the Dissertation covers both joint subjects.

### Minor Pathway Requirements at Level 6

Minor pathway students must take either 30 or 45 credits from the table above.

### Credit requirements for awards involving two subjects

In determining whether an award derived from two subjects is Joint Honours (subject 1 **and** subject 2) or Major/Minor Honours (subject 1 **with** subject 2) credits taken in each subject at Levels 5 and 6 will count as follows:

Subject 1	Subject 2	Award
120	120	Joint Hons
135	105	Joint Hons
150	90	Major/minor Hons
165	75	Major/minor Hons
180	60	Major/minor Hons