Form NP3

 Leeds Trinity University

PROGRAMME SPECIFICATION

1.   General information

Awarding body / institution	**Leeds Trinity University**
Teaching institution	**Leeds Trinity University**
Professional accreditation body	**n/a**
Final award	**BA (HONS)**
Title of programme(s)	**ENGLISH**
Subsidiary award(s)	
In the case of a Scheme of Study, the other Scheme(s) with which it may be combined	**n/a**
Duration and mode(s) of study	**3 Years Full-Time / Equivalent Part-Time**
Start date	**September, 2014**
Periodic review next due	**2019**
UCAS course code & code name	**Q300**
Delivery venue(s)	**Leeds Trinity University Campus**

2.   Aims of the programme

Rationale and general aims

1. To encourage students in their enjoyment of and commitment to literature.

2. To deliver a diverse curriculum which encourages the understanding and analysis of the functions of language and literature, including from periods before 1800.

3. To develop students' capacity to analyse, evaluate and formulate critical opinion and to provide appropriate evidence in support of it.

4. To encourage students to respond creatively to literature and to develop the ability to produce new knowledge and generate fresh perspectives on existing knowledge.

5. Develop students' abilities in group work, project management, effective communication and research.

6. To provide teaching that is informed by a departmental culture of research and scholarship.

7. To teach students how to collect, organise, and analyse data through detailed study of literary texts.

8. To encourage students to work in flexible and creative ways, by developing skills and habits of self-motivation and independence in study of thought.

9. To help students prepare and present assessed work in an articulate manner, both

| individually and in collaboration, and in various media. |
| 10. To provide a basis for the further study of English at all levels. |

3.   Student learning outcomes of the programme

Learning outcomes in terms of:
- – **knowledge and understanding (K)**
- – **intellectual / cognitive / 'thinking' skills (I)**
- – **physical skills specific to the subject (P)**
- – **employability skills (E)**

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

On successful completion of the programme students will have demonstrated:

Knowledge and Understanding

K1   **Literary Knowledge** – sound knowledge and critical understanding of a substantial number of literary texts, written in the principal literary genres of fiction, poetry and drama, from most of the periods of English literary history including those before 1800.

K2   **Contextual Knowledge** – sound knowledge of a range of literary contexts, including those before 1800, and an awareness of the ways in which they might have influenced the production and the reception of period literature.

K3   **Knowledge of Subject Conventions and Resources** – sound knowledge and understanding of the scholarly conventions appropriate to the discipline and the current information- and communication-strategies required in order to conduct research and to create knowledge and expertise.

K4   **Knowledge about Language** – knowledge and understanding of the structure, variety, history and use of the English language.

Intellectual / Cognitive / 'Thinking' Skills

I1   **Interpretation** – secure use of appropriate critical skills in the close reading, analysis, interpretation, and evaluation of literary and other texts.

I2   **Relating to Context** – an ability to relate a critical interpretation of texts to their historical and socio-cultural contexts.

I3   **Creating Solutions** – an ability to identify and solve problems critically through the use appropriate research techniques, resources and methods to locate and select appropriate evidence and to create coherent evidence-based solutions.

I4   **Communicating Solutions** – an ability to communicate research findings in accordance with the normal academic standards and conventions of presentation and to do so adequately in various fora and media.

I5   **Linguistic Self-Reflection** – an ability to evaluate and analyse critically the ways in which language and literature can construct and deconstruct identities.

I6   **Ethical Self-Awareness** – an ability to use different critical approaches to literary texts, discuss texts in relation to ethical debates, and reflect from an international perspective on their own assumptions and practices as readers.

Employability skills

E1 **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;

E2 **Teamworking** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;

E3 **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on a organisation, including concepts such as value for money, profitability and sustainability;

E4 **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;

E5 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;

E6 **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;

E7 **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively.

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

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

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

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

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

The English programme is compliant with the most recent subject benchmark statements from the following agencies:
- QAA [Quality Assurance Agency] for English (2007);
- HEA [Higher Education Authority] - English Subject Centre benchmark statements for English Language (2011)
- HEA [Higher Education Authority] – Employability: Framework for Higher Education Institutions (2013)
- NAWE [National Association of Writers in Education] Creative Writing Research document (2008)
- SCONUL [Society of College, National and University Libraries] - Seven Pillars of Information Literacy (2011): [http://www.sconul.ac.uk/sites/default/files/documents/researchlens.pdf]

The most recent QAA subject benchmarks for English (2007) identified the rise of creative writing as a positive driver of change, associating criticism with creativity. Since then Creative Writing aspects have become even more successfully integrated with English literature. Had this document been updated since 2007 it might well have noted how English was becoming more geared to the production of new knowledge and insights, enabling the creation of future knowledge, rather than simply the recovery of old knowledge.

4.   Learning outcomes for subsidiary awards

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

Guidance	
The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.	**Generic learning outcomes for the award of <u>Certificate of Higher Education</u>:** On successful completion of 120 credits at Level 4, students will have demonstrated an ability to: i) interpret and evaluate data appropriate to the discipline; ii) make sound judgements in accordance with basic disciplinary theories and concepts; iii) evaluate the appropriateness of different approaches to solving problems within the discipline; iv) communicate the results of their work coherently; and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.
The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 & 5.	**Generic learning outcomes for the award of <u>Diploma of Higher Education</u>:** On successful completion of 240 credits, including 120 at Level 5, students will have demonstrated, **in addition to the outcomes for a Certificate**: i) critical understanding of disciplinary principles; ii) application of concepts outside their initial context; iii) use of a range disciplinary techniques; iv) proficient communication of the results of their work; and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of at least one professional placement or school based training component.
The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 & 6.	**Generic learning outcomes for the award of an <u>Ordinary Degree</u>:** On successful completion of 300 credits, including 60 at Level 6, students will have demonstrated, **in addition to the outcomes for a Diploma:** i) an ability to make flexible use of disciplinary concepts and techniques; ii) critical evaluation of approaches to solving problems in a disciplinary context; iii) an ability to work autonomously within a structured learning experience; iv) effective communication of the results of their work in a variety of forms; and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of two professional placements or school-based training placements.

5.   Content

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Summary of content by theme
(providing a 'vertical' view through the programme)

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Level 4: Foundation and Tools
The Level 4 core provides a foundation for the further development of subject knowledge and skills at Levels 5 and 6. Students learn the distinctive characteristics of the different literary genres (drama, poetry, narrative), acquire basic understanding of language structure and a range of critical terms and issues, and develop their communication and research skills. During Semester 2 students will take a 6th module, which combines engagement with the academic subject with encouragement and development of group-work and presentation skills, providing a foundation for the employability strand that begins at L5.

Level 5: Range and Exploration
The Level 5 core is organised around a chronological strand which develops subject knowledge and critical skills through the study of three literary periods (ENG5522 *Literary Period: The Middle Ages*; ENG5542 *Literary Period: The Renaissance*, and ENG5412 *Literary Period: Twentieth-Century Literature*). In addition they take 2 options, which develop intellectual skills through the study of creative, critical and ethical issues. During the first part of Semester 2 all students will take the Professional Development and Placement Module which further prepares them for future employment and requires them to reflect on the application of their knowledge and skills to problems and challenges in the workplace.

Level 6: Focus and Specialisation
At Level 6 the chronological strand continues with the study of TWO more literary periods (ENG6532 *Literary Period: Classicism and Romanticism* and ENG 6522 *Literary Period: Victorian Literature*) and opportunity is provided to pursue further, more independent, study in up to two of the core periods covered by the programme. Chronological and reflective strands meet in the requirement to complete a long essay (either 4,000 or 8,000 words) on a topic chosen by the student and approved after consultation with an appointed member of staff. The creative writing pathway may be pursued by taking ENG 6742: *Writing Practices 3: Experiments in Genre*. There is also a professional placement option to continue the employability strand.

6.   Structure

BA (Hons) English

Duration: 3 years full-time / 6 years part-time
Total credit rating: 360
Course Code: Q300

Level 4
Please refer to the prospectus for entry requirements

Core:	Candidates are required to take:		
ENG 4412	Research and Essay Writing: Focus on Plays	Sem 1	20 credits
ENG 4562	Words on the Page	Sem 1 & 2	20 credits
ENG 4572	Language in Theory, Language in Context	Sem 1 & 2	20 credits
ENG 4882	Roots of Genre	Sem 2	20 credits
ENG 4782	English Project: Managing Group work and Presentations	Sem 2	20 credits

and are required to choose 20 credits from

ENG 4742	Writing Practices 1	Sem 1 & 2	20 credits
ENG 4772	Roots of Stories	Sem 1 & 2	20 credits

Level 5
Progression requirements: 120 credits from Level 4, or equivalent;

Core:	Candidates are required to take:		
ENG 5012	Professional Development and Placement	Sem 1	20 credits

ENG 5412	Literary Period: Twentieth-Century Literature	Sem 2	20 credits
ENG 5522	Literary Period: The Middle Ages	Sem 1	20 credits
ENG 5542	Literary Period: The Renaissance	Sem 1	20 credits

and are required to choose 40 credits from

ENG 5742	Writing Practices 2	Sem 1 & 2	20 credits
HUM 5902	Introduction to Spanish Language and Hispanic Culture and Society		
		Sem 1 & 2	20 credits
ENG 5312	Linguistic Topics	Sem 2	20 credits
ENG 5722	Writing and War	Sem 2	20 credits
ENG 5732	Constructions of Gender	Sem 2	20 credits
ENG 5822	Magical Realism	Sem 1 & 2	20 credits

Level 6

Progression requirements: 120 credits from Level 4 and 120 credits from Level 5, or equivalent;

Core: Candidates are required to take:

| ENG 6522 | Literary Period: Victorian Literature | Sem 1 | 20 credits |
| ENG 6532 | Literary Period: Classicism and Romanticism | Sem 1 | 20 credits |

and are required to choose one of the following;

ENG 6714	English Dissertation	Sem 1 & 2	40 credits
ENG 6702	English Research Report	Sem 1 & 2	20 credits
ENG 6742	Writing Practices 3: Experimental Writing	Sem 1 & 2	20 credits

Candidates who choose ENG6714 are required to select a further 20 credits from the following, but cannot also select ENG6702;
Candidate who choose either ENG6702 or ENG6742 are required to select a further 40 credits from the following;

ENG 6162	Literary Period: Seventeenth-Century Literature	Sem 2	20 credits
ENG 6302	Authors in Depth	Sem 2	20 credits
ENG 6412	Professional Development for English	Sem 1 & 2	20 credits
ENG 6512	Literary Period: Twentieth-Century Literature†	Sem 2	20 credits
ENG 6552	The Continuing Middle Ages	Sem 2	20 credits
ENG 6562	Elizabethan Love Poetry	Sem 2	20 credits
ENG 6702	English Research Report	Sem 1 & 2	20 credits
ENG 6742	Writing Practices 3: Experimental Writing	Sem 1 & 2	20 credits
ENG 6772	The Child and the Book♦	Sem 1 & 2	20 credits
ENG 6912	Postmodern Fiction	Sem 2	20 credits
HUM 6012	The Roots of Ideas: The foundations of Western Thought	Sem 1 & 2	20 credits

† ENG 6512 Literary Period: Twentieth-Century Literature is running in 2014/15 only
♦ ENG 6772 The Child and the Book is not available in 2014-15

7.   Learning Teaching and Assessment
7a) Statement of the strategy for learning, teaching and assessment for the programme

(i) Towards Independent Learning
The programme is designed to develop a confident and competent approach to independent learning.   Independent learning skills are developed through the setting of specific tasks in teaching sessions; through the structure of assessment tasks, and through the provision of specific tuition, guidance and support in the completion of those tasks. This is done in line with a stepped development of research/library skills over the 3-year course in line with SCONUL's '7 Pillars of Information Literacy' structure. Students will be encouraged to make full use of digital resources and to engage with new developments in digital humanities.

     At Level 4 (Foundation and Tools) there is an emphasis on learning what university-level study involves – including formal qualities of scholarship and the construction and communication of a clear argument. The core ENG4412 *Research and Essay-Writing: Focus on Plays* module specifically explains and trains these skills.
     At Level 5 (Range and Exploration) student essays and presentations are structured in such a way that the research skills acquired in Level 4 are both developed and also set to work against a (controlled) set of projects (i.e. once the formal structures are in place some more challenging content is provided).   Students consolidate their understanding of good scholarship, practise the skills introduced at Level 4, and explore the full range of research resources available. The core modules in semester 1 provide specific tuition and support in the application of these skills and the option modules in semester 2 provide stronger opportunities for the independent judgment in the selection of most appropriate and of appropriate point and extent of their application.
     At Level 6 (Focus and Specialisation) students are encouraged to outline the research methods and sources they will use in order to plan and structure active research; and are required to formulate their own essay questions for some modules (eg for the ENG 6702 *English Research Report* or ENG 6714 *English Dissertation* modules and the core ENG 6522 *Literary Period: Victorian Literature* module). At Level 6 the core modules in semester 1 handle the transition to more independent academic research skills and the option modules in semester 2 provide opportunities for students either to make independent judgements about their application. At semester 2 there is an option to choose modules in which staff research expertise is modelled and mediated.

(ii) Teaching
Teaching is characterised by:

- The aim to stimulate enjoyment of reading and interest in subject scholarship
- Clear communication in speech and writing, with effective use of handouts and/or visual display materials to provide information and guidance and to support learning
- Content designed in such a way as to provide challenge, coherence and support
- Active learning activities with clear objectives, with appropriately varied tasks and organisation, playing to different learning styles and making effective use of time and resources
- Guidance for independent learning, communicated through tutorials and workshops or via VLE support.
- Innovation and renewal through sharing of good practice and input from internal and external training.
- Active engagement with the university's Learning and Teaching seminars and also with developments in digital humanities.

At all Levels teaching is mainly through workshops, usually with no more than 30 students at a time, combining presentation of information by the tutor with learning activities and group discussion, followed by feedback and reflection. At 6 there are increased opportunities for individual tutorials.

(iii)   Assessment

The programme provides a varied and diverse set of assessment methods, such as standard essays and exams, but also quizzes, reports, poster presentations, creative writing, and presentations (group and individual). This combination of modes reflects the varied focus on the specific skills or knowledge being assessed, but also has additional justifications:

- making different demands upon the students in order to encourage the development of varying learning skills;
- doing justice to different aptitudes for particular assessment methods;
- ensuring that appropriate modes of assessment can be matched against scheme and individual module objectives;
- enabling active learning opportunities for working with digital humanities.
- safeguarding the integrity and reliability of assessment for the scheme.

At Level 6 all students also choose at least one module designed to offer maximum opportunity for independent learning and specialisation. For these modules assessment of a longer and more sustained argument is considered most appropriate. The 3 options are: ENG 6702 *English Research Report* (4,000 words); ENG 6714 *English Dissertation* (8,000 words), or Writing Practices 3: Experiments in Genre.

(iv)   Review

The programme's teaching and learning is continually monitored and changes are made in the light of feedback from the following sources:
- Module mark profiles (by individual assessment and module as a whole). At programme review there is an automatic trigger for consideration of the 3 lowest- and highest-scoring average marks for module and assessment task.
- Module Evaluation Questionnaires
- Module Evaluation reports, considered at the Student-Staff Academic Committees
- External Examiner's report.

7b) Module details

Module number and name	Learning and teaching methods	Assessment				Teaching staff	Venue
Include both as shown below	*These must be easily classifiable into the three KIS categories of Scheduled learning and teaching activities, Guided independent study & Placement/study abroad.*	Component form *Each must be easily classifiable into one of the three KIS categories of Written exams, Coursework & Practical exams.*	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)	(Module co-ordinator shown as first name, in **bold** script)	(if not Leeds Trinity premises)
L4 Core Modules							
ENG4562 Words on the Page	Workshops Guided independent study	Skills Audit Unseen exam	2,000 words 1.5 hours	50% 50%	End Sem 1 End Sem 2	**J deGay**	
ENG 4572 Language in Theory / Context	Seminars Tutorials Guided independent study	Essay Essay Online tests	1,500 words 2,000 words	40% 60% Pass/Fail	End Sem 1 Mid Sem 2 End Sem2	**R Storer**	
ENG 4882 Roots of Genre	Seminars Guided independent study	Creative Imitation of Genre Essay	2,000 words 2,000 words	50% 50%	Mid Sem 2 End Sem 2	**R Storer** M Bedford A Alyal J Taylor-Batty	
ENG 4412 Research and Essay Writing: Focus on Plays	Workshops Seminars Guided independent study	Essay Essay	2,000 words 2,000 words	50% 50%	Mid Sem 1 End Sem 1	**A Alyal** R Storer	
ENG 4782 English Project: Managing Group Work and Presentations	Workshops Group Tutorials Individual Tutorials Guided independent group work	Group Project Reflective Report	Project completion: 2,000 words equivalent 2,000 words	50% 50%	End Sem 2 End Sem 2	**TBA**	
L4 Option Modules							
ENG 4742 Writing Practices 1: Introduction to Genre	Workshops Guided independent study	Creative Writing (Prose) Creative Writing (Poetry)	1,500 words 60 lines + 500 word commentary	50% 50%	End Sem 1 End Sem 2	**P Hardwick**	
ENG 4772 Roots of Stories	Workshops Guided independent study	Essay Exam	2,000 words 1.5 hours	50% 50%	End Sem 1 End Sem 2	**A Alyal** N Uglow J deGay	

L5 Core Modules							
ENG 5012 Professional Development and Placement	Workshops Guided independent study	Portfolio Report Placement	1,500 words equivalent 3,000 words 6 Weeks (or equivalent)	30% 70% PASS/FAIL	End Sem 1 End of placement period End of placement period	**A Alyal** J Taylor-Batty	
ENG 5522 Literary Period: The Middle Ages	Lectures Seminars Guided independent study	Exam Essay	1.5 hours 2,000 words	50% 50%	Mid Sem 1 End Sem 1	**P Hardwick** J deGay	
ENG 5542 Literary Period: The Renaissance	Plenary Lectures Seminars Guided independent study	Unseen exam Essay	1.5 hours 2,000 words	50% 50%	Mid Sem 1 End Sem 1	**S Anderson** A Alyal	
ENG 5412 Literary Period: The Twentieth-Century	Plenary Workshops Seminars Guided independent study	Take-away paper Essay	1,000 words 3,000 words	25% 75%	Mid Sem 2 End Sem 2	**J DeGay** J Taylor-Batty	
L5 Option Modules							
ENG 5312 Linguistic Topics	Seminars Guided independent study	Essay Online tests	3,000 words Online Tests	100% Pass / Fail	End Sem 2 End Sem 2	**R Storer** N Uglow	
ENG 5722 Writing and War	Workshops Guided independent study	Report Group Presentation	2,000 words 10 minutes	50% 50%	Mid Sem 2 End Sem 2	**N Uglow** J deGay	
ENG 5732 Constructions of Gender	Workshops Guided independent study	Essay Presentation	2,000 words 10 minutes	50% 50%	Mid Sem 2 End Sem 2	**J DeGay** N Uglow	
ENG 5742 Writing Practices 2	Seminar/workshop Guided independent study	Creative Writing Creative Writing	1,250 words (prose) or 75 lines (poetry) 2,000 words (prose) or 120 lines (poetry)	40% 60%	End Sem 1 End Sem 2	**Martyn Bedford** Paul Hardwick	
ENG 5822 Magical Realism in World Fiction	Seminars Guided independent study	Essay Essay	2,000 words 2,000 words	50% 50%	End Sem 1 End Sem 2	**J Taylor-Batty** R Rodriguez-Saona	
HUM 5902 Introdution to Spanish Language and Hispanic Culture and Society	Tutorials Seminars Workshops Guided independent study	Skills Audit Practical	2, 000 words 1.5 hours	50% 50%	End Sem 2 End Sem 2	R Rodriguez-Saona	
L6 Core Modules							

ENG 6522 Literary Period: Victorian Literature	Workshops Small Group Tutorials Individual Tutorials	Report	4,000 words	100%	End Sem 1	**N Uglow** A Alyal	
ENG 6532 Literary Period: Classicism and Romanticism	Seminars Guided independent study	Essay Essay	1,750 words 2,250 words	40% 60%	Mid Sem 1 End Sem 1	**R Storer** J deGay	
Core Option Modules							
ENG 6714 English Dissertation	Workshops Individual Tutorials	Dissertation	8,000 words	100%	End Sem 2	**J DeGay** All Staff	
ENG 6702 English Research Report	Workshops Individual Tutorials	Research Report	4,000 words	100%	End Sem 2	**J DeGay** All Staff	
ENG 6742 Writing Practices 3: Experimental Writing	Workshops Guided independent study	Essay Creative Writing + Commentary	1,000 words 3,000 words	25% 75%	End Sem 1 End Sem 2	**P Hardwick** M Bedford	
L6 Option Modules							
ENG 6162 Literary Period: Seventeenth-Century Literature	Seminars Guided independent study	Individual Presentation Essay	10 minutes 2,000 words	50% 50%	Mid Sem 1 End Sem 1	**S Anderson** A Alyal	
ENG 6302 Authors in Depth	Seminars Guided independent study	Essay Essay	2,000 words 2,000 words	50% 50%	Mid Sem 2 End Sem 2	**R Storer** J deGay	
ENG 6412 Professional Development for English	Workshops Tutorials, Project work Guided independent study	Report Presentation	2,500 words 10 minutes	50% 50%	End Sem 2 End Sem 2	**TBA**	
ENG 6512 Literary Period: Twentieth-Century Literature	Plenary Workshops Seminars Guided independent study	Take-away paper Essay	1,000 words 3,000 words	25% 75%	Mid Sem 2 End Sem 2	**J DeGay** J Taylor-Batty	
ENG 6552 The Continuing Middle Ages	Seminars Guided Independent Study	Essay Essay	1,750 words 2,250 words	40% 60%	Mid Sem 2 End Sem 2	**P Hardwick** N Uglow	
ENG 6562 Elizabethan Love Poetry	Lecture/ Workshops Independent Learning	Presentation Essay	10 minutes 2,000 words	50% 50%	Mid Sem 2 End Sem 2	**A Alyal**	
ENG 6772 The Child and the Book	Seminars Guided independent study	Individual Presentation Essay	10 minutes 2,000 words	50% 50%	End Sem 1 End Sem 2	**S Anderson**	

| ENG 6912
Postmodern Fiction | Seminars
Guided independent study | Essay

Essay | 2,000 words

2,000 words | 50%

50% | Mid Sem 2

End Sem 2 | **J Taylor-Batty** | |
| HUM 6012
Roots of ideas: The Foundations of Western Thought | Lectures/Seminars/Workshops
Individual Tutorials
Guided independent study | Individual presentation and debate with handout | 1 x 30 mins | 100% | S2, week 32 | **R Mitchell**
N Uglow | |

7c) Programme learning outcomes covered

	Assessed learning outcomes of the programme										Skills development								
Adjust LO codes as necessary. ➜ These must match module descriptors.	K1	K2	K3	K4	I1	I2	I3	I4	I5	I6	E1	E2	E3	E4	E5	E6	E7	E8	E9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Literary Knowledge	Contextual Knowledge	Knowledge of Subject Conventions and Resources	Knowledge about Language	Interpretative Skills	Relating to Context	Creating Solutions	Communicating Solutions	Linguistic Self-Reflection	Ethical Self-Awareness	Self-management	Teamworking	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / enterprise	Social, cultural & civic awareness
ENG 4562 (Words on Page)	■	■			■	■		■	■		■			■	■				
ENG 4572 (Language)			■	■	■			■	■		■			■			■		
ENG 4742 (W. Practices 1)	▨			▨				▨	▨		▨			▨	▨				▨
ENG 4772 (Roots of Stories)	▨	▨			▨			▨	▨	▨				▨					▨
ENG 4882 (Roots of Genre)	■	■	■		■		■	■			■			■					
ENG 4412 (Plays, Essays)	■	■			■			■						■					■
ENG 4782 (English Project)			■				■	■			■	■		■			■	■	■
ENG 5012 (Placement)	■		■		■		■	■			■			■	■		■	■	■
ENG 5312 (Linguistic Topics)		▨	▨	▨			▨		▨		▨			▨	▨				

Course
ENG 5412 (20th Century)
ENG 5522 (Middle Ages)
ENG 5542 (Renaissance)
ENG 5722 (Writing & War)
ENG 5732 (Gender)
ENG 5742 (W. Practices 2)
ENG 5822 (Magical Realism)
HUM 5902 (Intro to Spanish)
ENG 6162 (C17 Lit)
ENG 6302 (Authors in Depth)
ENG 6412 (L6 Placement)
ENG 6512 (C20 Lit)
ENG 6522 (Victorian Lit)
ENG 6532 (Class n Rom)
ENG 6552 (Cont Midd Age)
ENG 6562 (Elizabethn Poetry)
ENG 6702 (Research Report)
ENG 6714 (Dissertation)
ENG 6742 (W. Practices 3)
ENG 6772 (Child n Book)
ENG 6912 (P-modern Fict)
HUM 6012 (Roots of Ideas)

8.   Entry requirements

Honours degree programmes
Applicants should normally have achieved the following prior to registration for the programme: 5 academic or vocational qualifications, of which at least 2 should be GCE 'A' levels (or equivalent at level 3) and 1 should be GCSE English Language at a minimum of grade C (or equivalent). Some equivalent qualifications and the current typical offer conditions in terms of UCAS Tariff points are detailed in the undergraduate prospectus. For students whose first language is not English a pass in an approved test in English is needed, eg. the International English Language Testing Service (IELTS) and the Test of English as a Foreign Language (TOEFL). Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see Leeds Trinity's Principles and Guidelines for the Accreditation of Prior Learning.

9.   Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s) (A certain level of attainment which <u>must</u> be achieved in a specific module; any mdules exempted from condonement, any deviation from the standard institutional stipulations for award classification, eg. exclusion of Level 4 module marks from Foundation Degree classification)
The standard progression requirements apply.

10.   Prerequisites

Details of modules which <u>must</u> be passed before enrolment on a module at a higher level
Successful completion of ENG4742 *Writing Practices 1* is required for progression to ENG5742 *Writing Practices 2*. The L5 module depends upon awareness and experience of the writing skills taught and trained in the L4 module.
Successful completion of ENG 5742 *Writing Practices 2* is required for progression to ENG6742 *Writing Practices 3*. The L6 module depends upon awareness and experience of the writing skills taught and trained in the L5 module.
Successful completion of ENG 5412 *Literary Period: Twentieth-Century Literature* is required for progression to ENG 6912 *Postmodern Fiction*. The L6 module extends and develops complex literary concepts and practices that are covered in the L5 module.
Succesful completion of ENG5522 *Literary Period: The Middle Ages* is required for progression to ENG6552 *Continuing Middle Ages*. The L6 module extends and develops complex literary concepts and practices that are covered in the L5 module.
Successful completion of ENG 5542 *Literary Period: The Renaissance* is required for progression to ENG 6562 *Elizabethan Love Poetry* and also for ENG 6162 *Literary Period: Seventeenth-Century Literature*. The L6 module extends and develops complex literary concepts and practices that are covered in the L5 module.
Students must have passed ENG 5012 *Professional Development and Placement Module* or equivalent at >60% to be eligible to take ENG 6412 *Professional Development for English*. Demonstration of responsibility and self-management is required from the L5 module in order to demonstrate ability to identify and set up a suitably beneficial project for the L6 module.

11.   External examining arrangements

External examining arrangements

(eg. joint with another programme – extended duties for someone already in post – or separate, single/multiple examiners; if multiple examiners, which subjects / types of module are to be allocated to each)
The external examining arrangements will be as required by the university regulations. There will normally be one external examiner for all English programmes.

12.   Additional information

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

13.   Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme (Key aspects of the Equality Impact Assessment for the Department – see Internal Audit Form NP2G for further details)
A number of events will normally be organised by the department to support student learning on the programme (eg theatre trips, public poetry events, and the writers' festival). Students will be encouraged to participate but will not be disadvantaged, in relation to completion of their programme or of individual modules within the programme, if they are unable to participate.