

## PROGRAMME SPECIFICATION

## 1. General information

<b>Awarding body / institution</b>	<b>Leeds Trinity University</b>
<b>Teaching institution</b>	<b>Leeds Trinity University</b>
<b>Professional accreditation body</b>	<b>n/a</b>
<b>Final award</b>	<b>BA (HONS)</b>
<b>Title of programme(s)</b>	<b>ENGLISH AND WRITING</b>
<b>Subsidiary award(s)</b>	
<b>In the case of a Scheme of Study, the other Scheme(s) with which it may be combined</b>	<b>n/a</b>
<b>Duration and mode(s) of study</b>	<b>3 Years Full-Time / Equivalent Part-Time</b>
<b>Start date</b>	<b>September, 2014</b>
<b>Periodic review next due</b>	<b>2019</b>
<b>UCAS course code &amp; code name</b>	<b>QW38</b>
<b>Delivery venue(s)</b>	<b>Leeds Trinity University Campus</b>

## 2. Aims of the programme

<b>Rationale and general aims</b>
<ol style="list-style-type: none"> <li>1. To encourage students in their enjoyment of and commitment to literature.</li> <li>2. To deliver a diverse curriculum which encourages the understanding and analysis of the functions of language and literature, including from periods before 1800.</li> <li>3. To develop students' capacity to analyse, evaluate and formulate critical opinion and to provide appropriate evidence in support of it.</li> <li>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.</li> <li>5. Develop students' abilities in group work, project management, effective communication and research.</li> <li>6. To provide teaching that is informed by a departmental culture of research and scholarship.</li> <li>7. To teach students how to collect, organise, and analyse data through detailed study of literary texts.</li> <li>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.</li> </ol>

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)
- NAWA [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	
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.</p>	<p><b>Generic learning outcomes for the award of <u>Certificate of Higher Education</u>:</b></p> <p>On successful completion of 120 credits at Level 4, students will have demonstrated an ability to:</p> <ul style="list-style-type: none"> <li>i) interpret and evaluate data appropriate to the discipline;</li> <li>ii) make sound judgements in accordance with basic disciplinary theories and concepts;</li> <li>iii) evaluate the appropriateness of different approaches to solving problems within the discipline;</li> <li>iv) communicate the results of their work coherently;</li> </ul> <p>and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.</p>
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 &amp; 5.</p>	<p><b>Generic learning outcomes for the award of <u>Diploma of Higher Education</u>:</b></p> <p>On successful completion of 240 credits, including 120 at Level 5, students will have demonstrated, <b>in addition to the outcomes for a Certificate</b>:</p> <ul style="list-style-type: none"> <li>i) critical understanding of disciplinary principles;</li> <li>ii) application of concepts outside their initial context;</li> <li>iii) use of a range disciplinary techniques;</li> <li>iv) proficient communication of the results of their work;</li> </ul> <p>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.</p>
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 &amp; 6.</p>	<p><b>Generic learning outcomes for the award of an <u>Ordinary Degree</u>:</b></p> <p>On successful completion of 300 credits, including 60 at Level 6, students will have demonstrated, <b>in addition to the outcomes for a Diploma</b>:</p> <ul style="list-style-type: none"> <li>i) an ability to make flexible use of disciplinary concepts and techniques;</li> <li>ii) critical evaluation of approaches to solving problems in a disciplinary context;</li> <li>iii) an ability to work autonomously within a structured learning experience;</li> <li>iv) effective communication of the results of their work in a variety of forms;</li> </ul> <p>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.</p>

## 5. Content

### Summary of content by theme

(providing a 'vertical' view through the programme)

The programme is designed to combine the development of writing skills with the study of published writing in the English literary tradition.

At each level students will take a core of at least 40 credits of modules focused on the development of writing skills and at least 40 credits focused on the study of the English literary tradition.

Across the whole programme Level 4 is characterized as the 'Foundation and Tools' stage; Level 5 is characterized by an emphasis on 'Range and Exploration'; and Level 6 is characterized by an emphasis on 'Focus and Specialisation'.

Within the writing strand, there is a strong emphasis on understanding of genre, register and readership; and on development of confidence in working creatively and reflectively with different genres, including non-fiction, and for different readerships.

On the literary study side, there is also a strong emphasis on genre at Level 4; while at Levels 5 and 6 the course is structured around a sequence of key periods in English literary history, with additional opportunities to specialise in the study of particular topics or genres (for example children's literature or Magical Realism).

Employability is developed at each level. During Semester 2 Level 4 students take a 6<sup>th</sup> module which encourages them to reflect on their employability and skills and also provides the opportunity for an external placement. During Semester 2 Level 5 all students complete an external placement as part of the English Professional Development and Placement module. There is also a professional placement option to continue the employability strand at Level 6.

## 6. Structure

### BA (Hons) English & Writing

**Duration:** 3 years full-time / 6 years part-time

**Total credit rating:** 360

**Course Code:** QW38

#### Level 4

Please refer to the prospectus for entry requirements

<b>Core:</b>	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 4742	Writing Practices 1: Introduction to Genre	Sem 1 & 2	20 credits
ENG 4432	Professional Development and Placement	Sem 2	20 credits
ENG 4842	Writing, Performance and Persuasion	Sem 2	20 credits
ENG 4000	Programme Level Assessment		

**Programme-level Assessment:** Level 4 students in AY 2015/16 will study modules worth 120 credits and at the end of the year will also take a Programme Level Assessment (PLA). This takes place over three weeks and brings together the skills and knowledge you have developed across all of the modules studied. The PLA is marked on a Pass/Fail basis and you must achieve a pass in the PLA to pass the first year and progress into Level 5 (also see the section on [Taught Course Academic Regulations](#)).

#### Level 5

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

<b>Core:</b>	Candidates are required to take:		
ENG 5742	Writing Practices 2	Sem 1 & 2	20 credits
ENG 5842	Life Writing: Writing the Self; Writing Others	Sem 1 & 2	20 credits

and are required to choose 20 credits from

ENG 5012	Professional Development and Placement	Sem 1 & 2	20 credits
ENG 5112	Professional Development and Placement (Volunteering)	Sem 1 & 2	20 credits

and are required to choose 20 credits from

ENG 5522	Literary Period: The Middle Ages	Sem 2	20 credits
ENG 5542	Literary Period: The Renaissance	Sem 1	20 credits

and are required to choose 40 credits from

ENG 5312	Linguistic Topics	Sem 2	20 credits
ENG 5412	Literary Period: Twentieth-Century Literature	Sem 1	20 credits
ENG 5522	Literary Period: The Middle Ages	Sem 2	20 credits
ENG 5542	Literary Period: The Renaissance	Sem 1	20 credits
ENG 5732	Constructions of Gender	Sem 2	20 credits
ENG 5822	Magical Realism in World Fiction	Sem 1 & 2	20 credits
HUM 5902	Introduction to Spanish Language and Hispanic Culture and Society		Sem 1 & 2
	20 credits		

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

<b>Core:</b>	Candidates are required to take:		
ENG 6522	Literary Period: Victorian Literature	Sem 1	20 credits
ENG 6742	Writing Practices 3: Experimental Writing	Sem 1 & 2	20 credits
ENG 6802	Writing Project	Sem 1 & 2	20 credits

and are required to choose 60 credits from

ENG 6302	Authors in Depth	Sem 1 & 2	20 credits
ENG 6532	Literary Period: Classicism and Romanticism	Sem 1	20 credits
ENG 6552	The Continuing Middle Ages	Sem 2	20 credits
ENG 6702	English Research Report	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	Great Thinkers: Applying Political Ideas	Sem 1 & 2	20 credits
HUM 6562	Professional Learning through Work	Sem 1 & 2	20 credits

**7. Learning Teaching and Assessment**

**7a) Statement of the strategy for learning, teaching and assessment for the programme**

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## Awaiting generic LTA statement to cover the LTAS - from DVP

### (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.



<i>L5 Core Modules</i>							
ENG 5742 Writing Practices 2	Seminar/workshop Guided independent study	Creative Writing	1,250 words (prose) or 75 lines (poetry)	40%	End Sem 1	<b>Martyn Bedford</b> Paul Hardwick	
		Creative Writing	2,000 words (prose) or 120 lines (poetry)	60%	End Sem 2		
ENG 5842 Life Writing: Writing the Self, Writing Others	Seminar/workshop Guided independent study	Creative Writing	1,250 words (prose) or 75 lines (poetry)	40%	End Sem 1	<b>Martyn Bedford</b>	
		Creative Writing	2,000 words	60%	End Sem 2		
<i>L5 Option Modules</i>							
ENG 5012 Professional Development and Placement	Workshops Guided independent study	Portfolio	1,500 words equivalent	30%	End Sem 1	<b>A Alyal</b> J Taylor-Batty	
		Report	3,000 words	70%	End of placement period		
		Placement	6 Weeks (or equivalent)	PASS/FAIL	End of placement period		
ENG 5112 Professional Development and Placement (Volunteering)	Workshops Guided independent study	Portfolio	1,500 words equivalent	30%	End Sem 1	<b>TBA</b>	
		Report	3,000 words	70%	End Sem 2		
		Placement	6 Weeks (or equivalent)	PASS/FAIL	End of placement period		
ENG 5312 Linguistic Topics	Seminars Guided independent study	Essay	3,000 words	100%	End Sem 2	<b>R Storer</b> N Uglow	
		Online tests	Online Tests	Pass / Fail	End Sem 2		
ENG 5522 Literary Period: The Middle Ages	Lectures Seminars Guided independent study	Critical Commentary	1,750 words	40%	Mid Sem 2	<b>P Hardwick</b> J deGay	
		Essay	2,250 words	60%	End Sem 2		
ENG 5732 Constructions of Gender	Workshops Guided independent study	Essay	2,000 words	50%	Mid Sem 2	<b>J DeGay</b> N Uglow	
		Presentation	10 minutes	50%	End Sem 2		
ENG 5542 Literary Period: The Renaissance	Plenary Lectures Seminars Guided independent study	Online Task	2,000 words	50%	Mid Sem 1	<b>A Alyal</b>	
		Assessed Essay	2,000 words	50%	End Sem 1		
ENG 5412 Literary Period: The Twentieth-Century	Plenary Workshops Seminars Guided independent study	Take-away paper	1,000 words	25%	Mid Sem 1	<b>J DeGay</b> J Taylor-Batty	
		Essay	3,000 words	75%	End Sem 1		
ENG 5822 Magical Realism in World Fiction	Seminars Guided independent study	Essay	2,000 words	50%	End Sem 1	<b>J Taylor-Batty</b> R Rodriguez-Saona	
		Essay	2,000 words	50%	End Sem 2		

HUM 5902 Introduction to Spanish Language and Hispanic Culture and Society	Tutorials Seminars Workshops Guided independent study	Skills Audit  Practical	 1.5 hours	50% 50%	End Sem 2 End Sem 2	<b>R Rodriguez-Saona</b>	
<i>L6 Core Modules</i>							
ENG 6522 Literary Period: Victorian Literature	Workshops Small Group Tutorials Individual Tutorials	Report Presentation	3,000 words 10 mins	70% 30%	End Sem 1	<b>N Uglow</b> 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	<b>R Storer</b> J deGay	
ENG6802 Writing Project	Workshops Individual meetings Guided independent study	Oral Presentation Creative Writing Commentary	5 Minutes 4, 000 words 1, 000 words	20% 60% 20%	End Sem1 End Sem 2 End Sem 2	<b>P. Hardwick</b>	
<i>L6 Option Modules</i>							
ENG 6302 Authors in Depth	Seminars Guided independent study	Essay Essay	2,000 words 2,000 words	50% 50%	End Sem 1 End Sem 2	<b>R Storer</b> J deGay	
ENG 6532 Literary Period: Classicism and Romanticism	Weekly seminars Guided independent study	Essay Essay	1,750 words 2,250 words	40% 60%	Mid Sem 1 End Sme1	<b>R. Storer</b>	
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	<b>P Hardwick</b> N Uglow	
ENG 6702 English Research Project	Workshops Individual Supervision Guided Independent study	Research Report	4, 000 words	100%	End Sem 2	<b>J Taylor-Batty</b>	
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	<b>S Anderson</b>	
ENG 6912 Postmodern Fiction	Seminars Guided independent study	Essay Essay	1,000 words 3,000 words	25% 75%	Mid Sem 2 End Sem 2	<b>J Taylor-Batty</b>	
HUM 6012 Roots of ideas: The Political Thought	Lectures/Seminars/Workshops Individual Tutorials Guided independent study	Individual presentation and debate with handout	1 x 30 mins	100%	S2, week 32	<b>R Mitchell</b> N Uglow	



ENG 5542 (Renaissance)																		
ENG 5732 (Gender)																		
ENG 5742 (W. Practices 2)																		
ENG 5842 (Life Writing)																		
ENG 5822 (Magical Realism)																		
HUM 5902 (Intro to Spanish)																		
ENG 6302 (Authors in Depth)																		
ENG 6522 (Victorian Lit)																		
ENG 6532 (Class n Rom)																		
ENG 6552 (Cont Midd Age)																		
ENG 6702 (Research Report)																		
ENG 6742 (W. Practices 3)																		
ENG 6772 (Child n Book)																		
ENG 6802 (Writing Project)																		
ENG 6912 (P-modern Fict)																		
HUM 6012 (Roots of Ideas)																		
HUM 6252 (PLTW)																		

## 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 must be achieved in a specific module; any modules 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 must 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.

Successful 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 HUM 6242 *Professional Learning Through Work*. 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.