

## 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>'Parent' School</b>	<b>SAC</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 Literature</b>
<b>Subsidiary award(s)</b>	<b>CertHE in English Literature; DipHE in English Literature; BA in English Literature</b>
<b>Honours type</b>	<b>Single</b>
<b>Duration and mode(s) of study</b>	<b>3 years full-time</b>
<b>Start date</b> (this version)	<b>September 2017</b>
<b>Periodic review next due</b> ( <i>acad. year</i> )	<b>2022/23</b>
<b>JACS subject code(s)</b> ( <i>Level 3</i> )	<b>Q320</b>
<b>UCAS course code &amp; code name</b>	<b>Q3S6 English Literature</b>
<b>SITS codes</b> ( <i>Course / Pathway / Route</i> )	<b>UENGALITE</b>
<b>Delivery venue(s)</b>	<b>Leeds Trinity University</b>

### 2. Aims of the programme

<b>Rationale and general aims</b> <b>(from the student's perspective)</b>
<p>On completion of the Leeds Trinity University English Literature programme you will have engaged with a range of English literature from its origins to the present day and you will have learned how to analyse those texts in terms of their use of language and in their various cultural and historical settings. You will have learned how to conduct independent research with intellectual ambition and scholarly rigour and you will be able to present your research findings effectively, competently and creatively, either in writing or through presentations. You will also have explored the ways in which literature is, and has always been, involved in complex social and ethical debates, exploring the nature of justice, personal identity, and social responsibility, including the responsibility to challenge and reform existing social values. And you will have completed research on topics of your own choosing that reflect and demonstrate your skills and abilities and that reflect your values and beliefs.</p>

The professional practice modules at each Level provide extended experiences (of 5-6 weeks), which will inform and challenge your knowledge and understanding of academic content and creative practice. These modules are supported by Leeds Trinity University's existing links with a wide range of organisations including schools, media organisations, charities, local businesses, editors, publishers, and magazine and blog writers in Leeds. This emphasis on professional engagement is designed to draw together a range of literary and creative skills, so that you can acquire an understanding of the professional need for the skills you are learning and the range of employment opportunities that are open to you.

Staff teaching on the programme include published writers, both academic and creative (and in prose and poetry). The creative writing staff include those shortlisted for national awards and even national award winners. Teaching staff have a strong research and publishing profile.

### 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, and of concepts and theories relevant to the study of literature and creative writing.
- 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 Resources and Conventions** – sound knowledge and understanding of the scholarly resources, including digital resources, available for academic research into literary texts and their context, and sound knowledge and understanding of appropriate research strategies and the scholarly conventions appropriate for presenting academic work.
- K4 **Knowledge about Language** – knowledge and understanding of the structure, variety, history and conventions of the 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 **Contextualisation** – 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 use of 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 media and to vary tone, register, and content level appropriately for various audiences and purposes.
- I5 **Arts and Social Identities** – 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 an 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 Literature programme is compliant with the most recent subject benchmark statements from the following agencies:

- QAA [Quality Assurance Agency] benchmark statement for English (February 2015): <http://www.qaa.ac.uk/en/Publications/Documents/SBS-English-15.pdf>
- QAA [Quality Assurance Agency] benchmark statement for Creative Writing (2016): <http://www.qaa.ac.uk/en/Publications/Documents/SBS-Creative-Writing-16.pdf>
- HEA [Higher Education Authority] - English Subject Centre benchmark statements for English Language (2011).

The English subject benchmark statements define literary study as the analysis of texts; texts within their cultural and historical settings; and the inter-relation of literature with contemporary social contexts. The English Literature programme has complementary thematic strands in literary analysis; literary history; and creative scholarship (the impact on present culture of literature and literary scholarship).

In the benchmark statements, English is defined as a creative discipline in the sense of producing of new knowledge and insights and having an active social role. Through a combination of imagination and detailed analysis, English enables the creation of new knowledge and new solutions, rather than simply recovering old knowledge. The English Literature programme has a core strand of research skills modules at each Level that focus on the capacity to generate new knowledge and to apply it to within new contexts. These modules blend instruction and training in the techniques of research scholarship, but also the practice of identifying and developing an idea or argument that the research should support. The work in these modules is foundational for each Level of study.

The English programme is in step with the QAA English subject benchmarks in using literary analysis and creative writing in partnership. Creative writing can be chosen as an assessment method in several modules, as a means of exploring new ideas; connecting disparate aspects of literary scholarship, or creating a more experiential analysis of a topic. Conversely, creative writing modules all have a requirement for reflective reports that engage aspects of critical analysis. A connected suite of modules specifically explores the mutual relationship of literature and creativity (*Mapping Genres; Roots of Stories; When Elizabeth Bennet met Bridget Jones*).

#### 4. Learning outcomes for subsidiary awards

*This section is currently being reviewed with a view to replacing generic learning outcomes with learning outcomes that are specific to the programme. Advice should be sought from AQSO before this section is completed.*

Guidance	
The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.	<b>Generic learning outcomes for the award of <u>Certificate of Higher Education</u>:</b>  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;

<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>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>iii) evaluate the appropriateness of different approaches to solving problems within the discipline;</p> <p>iv) communicate the results of their work coherently;</p> <p>and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.</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> <p>i) critical understanding of disciplinary principles;</p> <p>ii) application of concepts outside their initial context;</p> <p>iii) use of a range disciplinary techniques;</p> <p>iv) proficient communication of the results of their work;</p> <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><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> <p>i) an ability to make flexible use of disciplinary concepts and techniques;</p> <p>ii) critical evaluation of approaches to solving problems in a disciplinary context;</p> <p>iii) an ability to work autonomously within a structured learning experience;</p> <p>iv) effective communication of the results of their work in a variety of forms;</p> <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>
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## 5. Content

<p><b>Summary of content by theme</b> (providing a 'vertical' view through the programme)</p> <p>The English Literature programme enables students to develop discipline-specific skills in four key themes: reading, research and textual analysis; literary history; story and the making of meaning, and professional practice. There is an additional optional theme in creative writing. The programme is designed to deliver these skills through vertical strands that provide a means of developing skills and knowledge across all three years of undergraduate study. The programme design means that there will be no academic, research or presentational skills required at higher levels in the second and third years of study that are not demonstrated, practised, and developed at the lower levels. The strands are as follows:</p> <p><b>Reading, Research and Textual Analysis</b></p> <ul style="list-style-type: none"> <li>• L4 – ENG 4412 <i>Research and Essay Writing 1: Focus on Plays</i></li> <li>• L5 – ENG 5122 <i>Research and Essay Writing 2: Victorian Literature</i></li> <li>• L6 – ENG 6174 <i>English Dissertation</i> [40 credits]</li> </ul> <p><b>Literary History</b></p> <ul style="list-style-type: none"> <li>• L4 – ENG 4122 <i>Literary History: From Beowulf to Chaucer</i></li> </ul>
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- L5 – ENG 5122 *Research and Essay Writing 2: Victorian Literature*
- L5 – ENG 5412 *Twentieth-Century Literature*
- L5 – ENG 5542 *Shakespearean Drama*
- L6 – ENG 6532 *Classicism and Romanticism*
- L6 – ENG 6222 *Modernisms*

#### **Story and the Making of Meaning**

- L4 – ENG 4882 *Mapping Genres*
- L5 – ENG 5132 *Roots of Stories*
- L5 – ENG 5822 *Magical Realism*
- L6 – ENG 6202 *When Elizabeth Bennet met Bridget Jones*
- L6 – ENG 6212 *Gothic*
- L6 – ENG 6552 *The Continuing Middle Ages*
- L6 – ENG 6912 *Postmodern Fiction*
- L6 – MFC 6182 *Science Fiction*

#### **Professional Practice**

- L4 – HUM 4992 *Ethics and Society*
- L4 – ENG 4332 *Professional Development and Placement*
- L5 – ENG 5012 *Professional Development and Placement*
- L5 – ENG 5112 *Professional Development and Placement (Volunteering)*
- L5 – ENG 5852 *Literature in Contemporary Culture*
- L6 – HUM 6252 *Professional Learning through Work*

#### **Optional Theme: Creative Writing**

- L4 – ENG 4742 *Creative Writing Workshop 1*
- L5 – ENG 5742 *Creative Writing Workshop 2*
- L6 – ENG 6742 *Creative Writing Workshop 3*

Section 7a of this document (below) describes how the content of the programme is further structured in progressive stages (by level) to ensure that the teaching and learning is cumulative and progressive.

## **6. Structure**

### **BA (Hons) English Literature**

**Duration:** 3 years full-time  
**Total credit rating:** 360 (ECTS: 180)

#### **Level 4: 2017/18**

<b>Core:</b>	Candidates are required to take:		
ENG 4412	Research and Essay Writing 1: Focus on Plays	Sem 1	20 credits
HUM 4992	Ethics and Society	Sem 1	20 credits
ENG 4562	Reading Literature: Prose and Poetry	Sem 1&2	20 credits
ENG 4122	Literary History: From Beowulf to Chaucer	Sem 1&2	20 credits
ENG 4332	Professional Development and Placement	Sem 2	20 credits

and are required to choose 20 credits from:

ENG 4742	Creative Writing Workshop 1	Sem 1&2	20 credits
ENG 4882	Mapping Genres	Sem 1&2	20 credits

**Programme Level Assessment:** Level 4 students 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.

#### **Level 5: 2018/19**

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

**Core:** Candidates are required to take:  
ENG 5122 Research and Essay Writing 2: Victorian Literature Sem 1 20 credits

and are required to choose 40 credits from:

ENG 5132 Roots of Stories Sem 1 20 credits  
ENG 5412 Twentieth-Century Literature Sem 1 20 credits  
ENG 5542 Shakespearean Drama Sem 1 20 credits

and are required to choose 40 credits from:

ENG 5742 Creative Writing Workshop 2 Sem 1&2 20 credits  
ENG 5822 Magical Realism in World Fiction Sem 1&2 20 credits  
HUM 5902 Spanish: Language and Culture Sem 1&2 20 credits  
ENG 5152 Writing America Sem 2 20 credits  
ENG 5852 Literature in Contemporary Culture Sem 2 20 credits  
ENG 5732 Constructions of Gender Sem 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 Sem 1&2 20 credits  
(Volunteering)

### **Level 6: 2019/20**

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

**Core:** Candidates are required to take:  
ENG 6174 English Dissertation Sem 1 & 2 40 credits

and are required to choose 80 credits from the following:

ENG 6202 When Elizabeth Bennet met Bridget Jones Sem 1 20 credits  
ENG 6532 Classicism and Romanticism Sem 1 20 credits  
ENG 6552 The Continuing Middle Ages Sem 1 20 credits  
ENG 6212 Gothic Sem 1&2 20 credits  
MFC 6182 Science Fiction Sem 1&2 20 credits  
ENG 6302 Authors in Depth Sem 1&2 20 credits  
ENG 6742 Creative Writing Workshop 3: Experimental Writing Sem 1&2 20 credits  
HUM 6252 Professional Learning through Work Sem 1&2 20 credits  
HUM 6272 Victorian Cultures Sem 1&2 20 credits  
HUM 6282 Early Modern Cultures Sem 1&2 20 credits  
ENG 6222 Modernisms Sem 2 20 credits  
ENG 6772 The Child and the Book Sem 2 20 credits  
ENG 6912 Postmodern Fiction Sem 2 20 credits

## 7. Learning, teaching and assessment

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

The learning and teaching provision on the English Literature programme is aligned with the University's Learning, Teaching and Assessment Strategy 2015-2019, supporting the principle that students are co-creators of their own learning and providing the skills and understanding required for them to manage that learning. The following approaches are prioritised in delivering the English Literature programme:

#### **Learning:**

- **Progressive Learning Structure:** The learning is structured according to levels, to ensure that you are equipped with the knowledge and basic skills in the first year that enable you to explore project work at Level 5, building confidence for the independent work undertaken at Level 6. The principles involved are as follows:
  - **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 module ENG 4562 *Reading Literature: Prose and Poetry* engages students with close reading skills across a range of genres. The core module ENG 4122 *Literary History: From Beowulf to Chaucer* helps students learn how key ways of connecting close readings of texts to their contexts and, in its second part, the module specifically introduces students to negotiated assessment, explaining the options, demonstrating criteria, and building confidence to make active use of this in later Levels. Another core module ENG 4412 *Research and Essay Writing 1: Focus on Plays* explores fundamental research skills and resources.

- **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). You will consolidate your understanding of good scholarship, practise the skills introduced at Level 4, and explore the full range of research resources available. The role played at Level 4 by both ENG 4122 *Literary History: From Beowulf to Chaucer* in supporting and guiding students in tackling new challenges and by ENG 4412 *Research and Essay Writing 1: Focus on Plays* on the integration of original thought with academic scholarship is taken by ENG 5122 *Research and Essay Writing 2: Victorian Literature*. This module will support you in devising your own research project, paying attention to each stage of creating the idea; relating that idea to literary texts; understanding the historical context; generating an argument about the relation between texts and contexts, and engaging with secondary criticism.
- **Level 6 (Focus and Specialisation):** you will be encouraged to outline the research methods and sources you will use in order to plan and structure active research; and will be required to formulate your own essay questions for some modules (e.g. in the ENG 6174 *English Dissertation* 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 to make independent judgements about their application. At Semester 2 there is an option to choose modules in which staff use their own current research activity to demonstrate how research can be planned, undertaken and communicated.

#### Teaching:

- **Student-Led Enquiry:** The programme's modules offer small class sizes, with an emphasis on student-led enquiry, and a variety of different teaching methods used to encourage active student participation in learning (both as individuals and in groups), with regular provision of formative feedback on those activities.
- **Directed Activities:** To support student learning and active engagement in teaching sessions, specific activities are completed each week between sessions. These are also used, as appropriate, as a vehicle for formative feedback and for structuring teaching sessions.
- **Use of VLE:** To support student-led inquiry, learning materials and resources are supplied in advance via Moodle. Resources offered include e-Clarc's packs of reading materials; bespoke videos and podcasts; links to external sites and materials; quizzes, and additional module handout material and Powerpoints. In addition, all non-lecture sessions are followed by a student-led summary of discussion posted on Moodle.

#### Assessment:

- **Formative Assessment:** you will have formative assessment in every module studied. In the creative writing modules formative assessment is central and students are specifically expected to provide feedback on the work of other students and discuss, in a reflective commentary, how formative feedback, received from peers and lecturers, has been incorporated into their own creative work.
- **Diversity of Assessment methods:** Assessment methods will vary according to the level of each module and its specific discipline. As a principle, no form of assessment will be



introduced at Level 6 which students have not already had the opportunity to undertake, with guidance, support and feedback, at Level 4 or 5.

- **Negotiated Assessment:** Students will have opportunities, at each level, to negotiate the mode of assessment. In Level 4, the core module ENG 4122 *Literary History: From Beowulf to Chaucer* uses its 2<sup>nd</sup> assessment to introduce the practice of negotiated assessments and extensive classroom time is devoted to guiding and supporting student engagement with this. This approach is repeated, with greater scope for student definition of the projects, in ENG 5852 *Literature in Contemporary Culture*. In addition, this module uses employer input to ensure the currency of the student topics and the assessment formats through which the findings are reported.
- **Programme Level Assessment:** Students will undertake programme level assessment at Level 4. This is delivered through a 3-week practical project, scheduled before the placement. It integrates the learning for this level and helps demonstrate the progressive Level structure of the programme. At Level 6 ENG 6174 *English Dissertation* performs an equivalent integrative and demonstrative function.

## 7b) Programme learning outcomes covered

Adjust LO codes as necessary. ↓ These must match module descriptors.	Assessed learning outcomes of the programme										Skills development								
	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	Interpretation	Contextualisation	Creating Solutions	Communicating Solutions	Arts and Social Identities	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 4122 Literary History: From Beowulf to Chaucer																			
ENG 4412 Research and Essay Writing 1: Focus on Plays																			
ENG 4562 Reading Literature: Prose and Poetry																			
HUM 4992 Ethics and Society																			
ENG 4332 English Professional Development and Placement																			
ENG 4882 Mapping Genres																			
ENG 4572 Creative Writing Workshop 1																			
ENG 5122 Research and Essay Writing 2: Victorian Literature																			
ENG 5012 English Professional Development and Placement																			
ENG 5112 English Professional Development and Placement (Volunteering)																			
ENG 5132 Roots of Stories																			
ENG 5152 Writing America																			





## 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 one 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, e.g. the International English Language Testing Service (IELTS), at Level 6.0, and with no score lower than 5.5.

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 Recognition 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)

PDP modules at Level 4 and Level 5 are exempt from condoned failure.

The standard progression requirements apply (Undergraduate Taught Course Academic Regulations).

## 10. Prerequisites

### Details of modules which must be passed before enrolment on a module at a higher level

*Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.*

There are no pre-requisites in this programme.

## 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; any PSRB requirements)

The external examining arrangements will be as required by the University regulations.

Creative Writing modules at Levels 5 and 6 will be overseen by the external examiner for Creative Writing Provision.

The remaining modules will all be overseen by the English Literature external examiner.

## 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, constraints on out-of-programme optional module choices)

Study abroad option is available with Leeds Trinity's partner universities. The standard period for taking this is Level 5, Semester 2.

### 13. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

Students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.

A number of events will normally be organised by the School to support student learning on the programme (e.g. theatre trips, public poetry events, and the annual LTU 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.