



## 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 (this version)</b>                                                           | <b>September 2013</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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <ol style="list-style-type: none"> <li>1. To encourage students in their enjoyment of and commitment to literature and creative writing.</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 help students develop their writing in a range of styles and genres and to analyse contemporary and historical literature with an eye to improving their own stylistic and technical abilities.</li> <li>5. 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>6. Develop students' abilities in group work, project management, effective communication and research.</li> <li>7. To provide teaching that is informed by a departmental culture of research, creative writing, and scholarship.</li> <li>8. To teach students how to collect, organise, and analyse data through detailed study of literary texts.</li> </ol> |

9. To encourage students to work in flexible and creative ways, by developing skills and habits of self-motivation and independence in study of thought.
10. To help students prepare and present assessed work in an articulate manner, both individually and in collaboration, and in various media.
11. To provide a basis for the further study of English and engagement with literary production 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** - Coherent and detailed knowledge and 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** – Coherent and detailed knowledge and understanding of a range of literary contexts, including those before 1800, and the ways in which they might have influenced the production and the reception of period literature.
- K3 **Knowledge of Subject Conventions and Resources** - Coherent and detailed knowledge 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 and evaluation of literary and other texts in relation both to their historical and socio-cultural contexts and to current critical and scholarly debates
- I2 **Creating Solutions** - 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.
- I3 **Communicating Solutions** – 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
- I4 **Linguistic Self-Reflection** – an ability to evaluate and analyse critically the ways in which language and literature can construct and deconstruct national identities.
- I5 **Ethical Self-Awareness** - 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 programme is congruent 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 last QAA subject benchmark statement for English was in 2007 and took into account (amongst other developments) 'the striking increase in the number of programmes involving elements of creative, imaginative and transformative writing' (p.2) within English provision.

The key revision was the addition of the following paragraph (2.3):

The marked increase in the number of creative writing modules and strands since the original subject benchmark statement was published provides an excellent example of the vitality of English and its cognate disciplines. This revision recognises both the fertility of creative writing and its close and productive affinity with English literature and language. Creative writing allows students to acquire many of the same aptitudes, knowledge and skills, but attain them to some extent through different routes. Creative writing is one form (among others) of disciplined engagement with verbal culture. Its tangible outcomes may take the form of the production of original works of imagination in prose, verse, or dramatic form, or may take the form of creative re-writing, or adaptation of existing texts. The original work produced by creative writing students is likely to be informed by wide and critical reading of existing literature, and to demonstrate precise attention to genre, form and audience. While individual modules may be dedicated to particular genres, where there is a coherent strand of modules (for example in a joint or combined honours stream) students should normally have the opportunity to familiarise themselves with and practise in a variety of genres and styles.

The Leeds Trinity English and Writing programme is congruent with the above statement and has developed this aspect with the incorporation into some English literature modules of creative writing options for assessment and a focus on research that generates new knowledge or new insights into old knowledge, rather simply than the recovery of old knowledge.

#### 4. Learning outcomes for subsidiary awards

| Guidance                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.</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>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><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> </ul> |

|                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <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> | <ul style="list-style-type: none"> <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><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> |
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## 5. Content

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| <p><b>Summary of content by theme</b><br/>(providing a 'vertical' view through the programme)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>The programme is designed to combine the development of writing skills with the study of published writing in the English literary tradition.</p> <p>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.</p> <p>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'.</p> <p>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.</p> <p>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).</p> |

## 6. Structure

|                                                    |                   |
|----------------------------------------------------|-------------------|
| <b>BA (Hons) ENGLISH AND WRITING [running out]</b> |                   |
| <b>Duration:</b>                                   | 3 years full-time |
| <b>Total credit rating:</b>                        | 360               |
| <b>Course Code:</b>                                | QW38              |
| :                                                  |                   |

**Level 4 – closed to recruitment**

**Level 5 – closed to recruitment**

**Level 6 – 2018/19 only**

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

**Core:** 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 6532 | From the Tatler to Frankenstein                        | Sem 1     | 20 credits |
| ENG 6302 | Authors in Depth                                       | Sem 2     | 20 credits |
| ENG 6552 | Dreaming the Middle Ages                               | Sem 2     | 20 credits |
| ENG 6702 | English Research Report                                | Sem 1 & 2 | 20 credits |
| ENG 6912 | Postmodern Fiction                                     | Sem 2     | 20 credits |
| ENG 6772 | The Child and the Book                                 | Sem 1 & 2 | 20 credits |
| HUM 6012 | The Roots of Ideas: The Foundations of Western Thought | Sem 1 & 2 | 20 credits |
| HUM 6252 | 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

#### (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.

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 ENG6702: *English Research Report* or ENG 6714 *English Dissertation* modules and the core ENG6522 *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.

Clear assessment criteria are provided at every stage of the scheme, and feedback on assessed work is explicitly cross-referenced to these criteria.

At all levels students will be encouraged to make full use of digital resources and to engage with new developments in digital humanities.

#### (ii) Teaching

Teaching is characterised by:

- The aim to stimulate enjoyment of reading and writing 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 take at least 40 credits in modules, designed to offer maximum opportunity for independent creative writing specialisation (ENG6742 *Writing Practices 3: Experimental Writing* and ENG6802 *Writing Project*), and they may also choose a literature ENG 6702 *English Research Report* (4,000 words), which offers the opportunity for independent research in a literary specialism of their own choice.

### (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.

Specific criteria for the assessment of creative work will be published and clearly explained to the students. Assessment of creative writing will normally take into account the following:

- Language and Presentation: good work will meet professional standards for accuracy and presentation; poor work will be badly presented and contain errors or inconsistencies.
- Form and Technique: good work will demonstrate effective control of genre or narrative structure and will make impressive use of voice, register, tone, structure etc; poor work will demonstrate little understanding of genre and poor control of register.
- Creativity and Realisation: good work will demonstrate originality, subtlety, rich linguistic texture; poor work will be derivative, dependent on subject rather than treatment for effect, lacking engagement or consideration for the reader
- Editing and Reflection: good work will have been carefully edited and will demonstrate clear evidence of reflection on craft and technical choices, informed by creative research; poor work will show lack of awareness, little or no evidence of reflection on the task or of effective redrafting and editing, and little insight into the creative process.



**7b) Module details**

| Module number and name<br><i>Include both as shown below</i> | Learning and teaching methods<br><i>These must be easily classifiable into the three KIS categories of Scheduled learning and teaching activities, Guided independent study &amp; Placement/study abroad.</i> | Assessment                                                                                                                                         |                                           |                            |                                                 | Teaching staff<br>(Module co-ordinator shown as first name, in <b>bold</b> script) | Venue<br>(if not Leeds Trinity premises) |
|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|----------------------------|-------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------|
|                                                              |                                                                                                                                                                                                               | Component form<br><i>Each must be easily classifiable into one of the three KIS categories of Written exams, Coursework &amp; Practical exams.</i> | Magnitude<br>(eg. 2,000 words or 2 hours) | Weighting and/or Pass/Fail | Timing<br>(Semester & indicative teaching week) |                                                                                    |                                          |
| L4 Core Modules                                              |                                                                                                                                                                                                               |                                                                                                                                                    |                                           |                            |                                                 |                                                                                    |                                          |

|                                                                      |                                                                                        |                                                    |             |      |             |                              |  |
|----------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------|-------------|------|-------------|------------------------------|--|
| <i>L6 Core Modules</i>                                               |                                                                                        |                                                    |             |      |             |                              |  |
| ENG 6522<br>Literary Period:<br>Victorian Literature                 | Workshops<br>Small Group Tutorials<br>Individual Tutorials                             | Report                                             | 4,000 words | 100% | End Sem 1   | <b>N Uglow</b>               |  |
| ENG 6742<br>Writing Practices 3:<br>Experimental Writing             | Workshops<br>Guided independent<br>study                                               | Essay                                              | 1,000 words | 25%  | End Sem 1   | <b>P Hardwick</b>            |  |
|                                                                      |                                                                                        | Creative Writing +<br>commentary                   | 3,000 words | 75%  | End Sem 2   |                              |  |
| ENG 6802<br>Writing Project                                          | Workshops<br>Individual Tutorials<br>Guided independent<br>study                       | Creative Writing                                   | 4,000 words | 80%  | End Sem 2   | <b>P Hardwick</b>            |  |
|                                                                      |                                                                                        | Critical Commentary                                | 1,000 words | 20%  | End Sem 2   |                              |  |
| <i>L6 Option Modules</i>                                             |                                                                                        |                                                    |             |      |             |                              |  |
| ENG 6702<br>English Research<br>Report                               | Workshops<br>Individual Tutorials                                                      | Research Report                                    | 4,000 words | 100% | End Sem 2   | <b>J DeGay</b>               |  |
| ENG 6302<br>Authors in Depth                                         | Seminars<br>Guided independent<br>study                                                | Essay                                              | 2,000 words | 50%  | Mid Sem 2   | <b>R Storer</b>              |  |
|                                                                      |                                                                                        | Essay                                              | 2,000 words | 50%  | End Sem 2   |                              |  |
| ENG 6552<br>Dreaming The Middle<br>Ages                              | Seminars<br>Guided<br>Independent Study                                                | Essay                                              | 1,750 words | 40%  | Mid Sem 2   | <b>P Hardwick</b>            |  |
|                                                                      |                                                                                        | Essay                                              | 2,250 words | 60%  | End Sem 2   |                              |  |
| ENG6772 The Child<br>and the Book                                    | Seminars<br>Guided independent<br>study                                                | Individual Presentation                            | 10 minutes  | 50%  | End Sem 1   | <b>S Anderson</b>            |  |
|                                                                      |                                                                                        | Essay                                              | 2,000 words | 50%  | End Sem 2   |                              |  |
| ENG 6912<br>Postmodern Fiction                                       | Seminars<br>Guided independent<br>study                                                | Essay                                              | 2,000 words | 50%  | Mid Sem 2   | <b>J Taylor-Batty</b>        |  |
|                                                                      |                                                                                        | Essay                                              | 2,000 words | 50%  | End Sem 2   |                              |  |
| HUM 6012<br>Roots of ideas: The<br>Foundations of<br>Western Thought | Lectures/Seminars/Work<br>shops<br>Individual Tutorials<br>Guided independent<br>study | Individual presentation and<br>debate with handout | 1 x 30 mins | 100% | S2, week 32 | <b>R Mitchell</b><br>N Uglow |  |

### 7c) Programme learning outcomes covered

|                                                                                                                              | 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                                 |
| Adjust LO codes as necessary. →<br>These must match module descriptors.                                                      |                                             |                      |                         |                          |                       |                     |                   |                         |                            |                        |                    |             |                             |                 |               |                         |                   |                               |                                    |
| Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these. | Literary Knowledge                          | Contextual Knowledge | Subject Conventions and | Knowledge about Language | Interpretative Skills | Relating to Context | Creating Solution | 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 |



## 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

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

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 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 expectation is that the External Examiner for English (Single & Joint Honours) will normally also be willing act as External Examiner for English and Writing.

## 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)

Students will be encouraged to participate in the college's annual celebration of university's annual Writers' Festival and its associated public writing events. Activities based on participation in these events will be embedded in learning and teaching for the modules focussed on writing.