



Approved August 2018 for English and Creative Writing reapproval

PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
'Parent' School <i>(ICE / SAC / SSHS)</i>	SAC
Academic Group <i>(or Cluster if clearer)</i>	English and Creative Writing
Professional accreditation body <i>(if applicable)</i>	N/A
Final award <i>(eg. BA Hons)</i>	BA (Hons)
Title of programme(s)	English Literature
Subsidiary award(s) <i>(if any)</i>	Certificate of Higher Education Diploma of Higher Education Ordinary Degree
Honours type <i>(Single / Joint / Combined)</i>	Single Honours
Duration and mode(s) of study	3 years full-time
Month/year of approval of programme	August 2018
Start date <i>(this version) (month and year)</i>	September 2018
Periodic review next due <i>(academic year)</i>	2022/23
JACS and HECoS subject code(s) <i>(Level 3)</i> <i>(Please refer to HESA listing on AQO website)</i>	Q320 100319
UCAS course code & route code <i>(available from Admissions)</i>	Q3S6
SITS codes <i>(Course / Pathway / Route)</i> <i>(available from Student Administration)</i>	UENGALITE
Delivery venue(s)	Leeds Trinity University

2. Aims of the programme

Rationale and general aims, including what is special about this programme <i>(from the student's and a marketing perspective)</i>
This programme aims to provide students with the opportunity to enjoy learning about, and engaging with, a broad range of literary texts in English, from different historical periods and in a variety of genres.

It is designed to enable students to:

- develop detailed knowledge of a range of texts and their relevant contexts
- describe and analyse texts in terms of their use of language and convention
- explore the relation of text to context
- reflect on social and ethical issues explored in texts and critical debate
- conduct independent research using appropriate scholarly resources
- present research findings effectively, both in writing and through presentation
- develop their confidence in critical thinking and creative response to problems
- reflect on and maximise their future employability as graduates.

The professional development modules at each Level provide students with extended opportunities to gain workplace experience, develop professional skills and insights, and relate their academic and personal development to the world of work. These modules are supported by Leeds Trinity University's existing links with a wide range of organisations including schools, media organisations, charities, local businesses, publishers, and magazine and blog writers in Leeds.

Staff teaching on the programme are all published writers, active in academic research and scholarship, and in creative writing and performance.

3. Student learning outcomes of the programme

Learning outcomes in terms of:

- knowledge and understanding (K)
- intellectual / cognitive / 'thinking' skills (I)
- practical skills specific to the subject (P)
- employability skills (E)

The 'K1', etc codes are used in section 7b) 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.

3a External benchmarks

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

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).

4. Learning outcomes for subsidiary awards

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>The assessment strategy is designed so that each of these outcomes is addressed by more</p>	<p>Generic Learning outcomes for the award of <u>Certificate of Higher Education</u>:</p> <p>On successful completion of 120 credits at Level 4, students will have demonstrated:</p> <ul style="list-style-type: none"> i) knowledge of a range of literary texts in different genres; ii) ability to formulate questions and carry out research into literary texts and their contexts using appropriate academic resources; iii) ability to apply different approaches to the analysis and discussion of literary texts; iv) ability to communicate the results of their work coherently; <p>and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.</p> <p>Generic Learning outcomes for the award of <u>Diploma of Higher Education</u>:</p> <p>On successful completion of 240 credits, including 120 at Level 5, students will have demonstrated, in addition to the outcomes for a Certificate:</p>

<p>than one module over Levels 4 & 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 & 6.</p>	<p>i) critical understanding of a range of topics related to English literature;</p> <p>ii) application of concepts outside their initial context;</p> <p>iii) a range of different research skills;</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.</p> <p>Generic Learning outcomes for the award of an <u>Ordinary Degree</u>:</p> <p>On successful completion of 300 credits, including 60 at Level 6, students will have demonstrated, in addition to the outcomes for a Diploma:</p> <p>i) an ability to apply critical concepts to literary texts</p> <p>ii) an ability to work autonomously on a structured learning task;</p> <p>iii) 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 use of English including successful completion of two professional placements or school-based training placements.</p>
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5. Content

Summary of content by theme

(providing a 'vertical' view through the programme)

The English Literature programme enables students to develop discipline-specific skills in three key areas of: research and analysis; literary history; and employability. There is an additional optional strand in creative writing, and students are also able to further contextualise their studies through taking specified modules in Media Film and Culture, or in the History of English. The modules which support the three key areas include:

Research and Analysis

- L4 – ENG4412 *Research and Essay Writing 1: Focus on Plays*
- L5 – ENG5122 *Research and Essay Writing 2: Victorian Literature*
- L6 – ENG6714 *Dissertation* [40 credits]

Literary History

- L4 – ENG4122 *Beasts, Battles and Buttresses: Discovering Medieval Literature and Culture*
- L4 – ENG4882 *Vampires and Detectives: Reading Popular Genres*
- L5 – ENG5122 *Research and Essay Writing 2: Victorian Literature*
- L5 – ENG5412 *Literary Period: Twentieth-Century Literature*
- L5 – ENG5542 *Shakespearean Drama*
- L6 – ENG6532 *From The Tatler to Frankenstein*
- L6 – ENG6552 *Dreaming the Middle Ages*
- L6 – ENG6222 *Modernisms*

- L6 – ENG6912 *Postmodern Fiction*

Employability

- L4 – ENG4992 *Ethics, Society and Employability*
- L5 – ENG5012 *Professional Development and Placement*
- L6 – HUM6252 *Professional Learning Through Work*

6. Structure

BA (Hons) English Literature

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

Level 4 - with effect from September 2018

Core:	Students are required to take:		
ENG4412	Research and Essay Writing 1: Focus on Plays	Sem 1	20 credits
ENG4562	Reading Literature: Prose and Poetry	Sem 1 & 2	20 credits
ENG4882	Vampires and Detectives: Reading Popular Genres	Sem 1 & 2	20 credits
ENG4992	Ethics, Society and Employability	Sem 1 & 2	20 credits
ENG4122	Beasts, Battles and Buttresses: Discovering Medieval Literature and Culture	Sem 2	20 credits
ENG4000	Programme Level Assessment	Sem 2	0 credits

Option:	Students are required to choose 20 credits from:		
ENG4742	Creative Writing Workshop 1	Sem 1 & 2	20 credits
MFC4022	Analysing Media and Culture	Sem 1 & 2	20 credits
ENG4612	History of English 1: The Origins of English	Sem 2	20 credits
ENG4842	Writing, Performance and Persuasion	Sem 2	20 credits
MFC4362	Online Storytelling	Sem 2	20 credits

Level 5 – 2018/19 only

Core:	Students are required to take:		
ENG5122	Research and Essay Writing 2: Victorian Literature	Sem 1	20 credits

Option	Students are required to choose 20 credits from:		
ENG5012	Professional Development and Placement	Sem 1 & 2	20 credits
ENG5112	Professional Development and Placement (Volunteering)	Sem 1 & 2	20 credits

Option	Students are required to choose 20 credits from:		
ENG5132	Franchising Fiction	Sem 1	20 credits
ENG5412	Twentieth-Century Literature not available 18/19	Sem 2	20 credits
ENG5542	Shakespearean Drama not available 18/19	Sem 2	20 credits

Option	Students are required to choose 60 credits from:		
ENG5732	Constructions of Gender	Sem 2	20 credits
ENG5612	History of English 2: From Shakespeare's English to World Englishes	Sem 1	20 credits
ENG5742	Creative Writing Workshop 2	Sem 1 & 2	20 credits
ENG5822	Magical Realism in World Fiction	Sem 1 & 2	20 credits
HUM5902	Spanish: Language and Culture	Sem 1 & 2	20 credits
MFC5022	Media, Power and Culture	Sem 1 & 2	20 credits
MFC5572	Digital Narratives	Sem 1 & 2	20 credits

Level 5 – with effect from September 2019

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

Option Students are required to choose 20 credits from:
ENG5012 Professional Development and Placement Sem 1 & 2 20 credits
ENG5112 Professional Development and Placement Sem 1 & 2 20 credits
(Volunteering)

Option Students are required to choose 40 credits from:
ENG5132 Franchising Fiction Sem 2 20 credits
ENG5412 Literary Period: Twentieth-Century Literature Sem 2 20 credits
ENG5542 Shakespearean Drama Sem 2 20 credits

Option Students are required to choose 40 credits from:
ENG5732 Constructions of Gender Sem 1 20 credits
ENG5612 History of English 2: From Shakespeare's English to World Englishes Sem 1 20 credits
ENG5742 Creative Writing Workshop 2 Sem 1 & 2 20 credits
ENG5822 Magical Realism in World Fiction Sem 1 & 2 20 credits
HUM5902 Spanish: Language and Culture Sem 1 & 2 20 credits
MFC5022 Media, Power and Culture Sem 1 & 2 20 credits
MFC5572 Digital Narratives Sem 1 & 2 20 credits

Level 6 – with effect from September 2019

Core: Students are required to take:
ENG 6714 English Dissertation Sem 1 & 2 40 credits

Option: Students are required to choose 80 credits from:
ENG 6552 Dreaming the Middle Ages Sem 1 20 credits
ENG 6532 From *The Tatler* to *Frankenstein*:
Reading Eighteenth-Century and Romantic Texts Sem 1 20 credits
ENG 6222 Modernisms Sem 1 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 Sem 1 & 2 20 credits
HUM 6012 Great Thinkers: Applying Political Ideas 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
MFC 6162 Film and Television Adaptation Sem 1 & 2 20 credits
MFC 6092 Contemporary Cultural Issues Sem 1 & 2 20 credits
ENG 6772 The Child and the Book Sem 2 20 credits
ENG 6912 Postmodern Fiction Sem 2 20 credits

Sem

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 students are equipped with the knowledge and basic skills in the first year that enable them to explore project work at Level 5, and 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 using appropriate research resources, learning conventions of scholarship, critical thinking, and the construction of a clear argument. The core module ENG4412 *Research and Essay Writing 1: Focus on Plays* explores fundamental research skills and resources. The core module ENG4562 *Reading Literature: Prose and Poetry* engages students with close reading skills across a range of genres. The core module ENG4882 *Vampires and Detectives: Reading Popular Genres* provides opportunity for learning through creative imitation as well as critical analysis.
 - **Level 5 (Range and Exploration):** students consolidate their understanding of good scholarship, practise the skills introduced at Level 4, and explore the full range of research resources available. ENG5122 *Research and Essay Writing 2: Victorian Literature* prepares students for their final-year dissertation by requiring them to devise their 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):** Students complete a substantial research project for ENG6714 *Dissertation* module; choose from a range of modules according to the interests they have developed and with the opportunity to work in areas of staff research interest.

Teaching:

- **Student-Centred Learning:** The programme's modules offer small class sizes, with an emphasis on enquiry and problem-solving, 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:** At Level 4, 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:** Learning materials and resources are supplied in advance via Moodle. Resources offered include digitised reading materials; bespoke videos and podcasts; links to external sites and materials; quizzes, and additional module handout material and Powerpoints.

Assessment:

- **Formative Assessment:** students will have access to 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. Normally, 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.
- **Programme Level Assessment:** Students will undertake programme level assessment at Level 4. This is delivered through a two-week practical project, scheduled before the placement. It integrates the learning for this level and helps demonstrate the progressive Level structure of the programme.

8. Entry requirements

Honours degree programmes

Applicants should normally have achieved the following prior to registration for the programme: 5 academic qualifications, of which at least 2 should be level 3 qualifications equivalent to A2 and must also include GCSE grade C or 4 or above in English Language (or equivalent qualification). However, in some cases there may be additional special requirements, for example for ITT programmes or when the entry criteria are specified by an accrediting body. All required GCSEs will be listed by programme on the University website.

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), with a minimum of 6.0 and with no component below 5.5, or accepted equivalent test. Full details of entry requirements are published by course on the Leeds Trinity website.

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, e.g. exclusion of Level 4 module marks from Foundation Degree classification)

Undergraduate Taught Course Academic Regulations apply.

The Employability/Professional Development and Placement modules ENG4992 and ENG5012 / 5112 are exempt from condoned failure and must be passed for progression.

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.

None

11. 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.