

## Template C4



# Programme Specification

**Title of Course:** *BA (Hons) English*

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<b>Version number</b>	7
<b>Faculty</b>	Kingston School of Art
<b>School</b>	School of Creative and Cultural Industries
<b>Department</b>	Department of Humanities
<b>Delivery Institution</b>	Kingston University

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

## SECTION 1: GENERAL INFORMATION

<b>Award(s) and Title(s):</b> <i>Up to 10 pathways</i>	BA (Hons) English
<b>Intermediate Awards(s) and Title(s):</b> <i>There are 4 Intermediate awards for each pathway</i>	Cert HE Dip HE Ordinary degree
<b>Course Code</b> <i>For each pathway and mode of delivery</i>	
<b>UCAS code</b> <i>For each pathway</i>	WQV3 (3 years FT) WQ38 (4 year FT including Foundation Year)

<b>Award(s) and Title(s):</b> <i>Up to 10 pathways</i>	BA (Hons) English with Foundation Year
<b>Intermediate Awards(s) and Title(s):</b> <i>There are 4 Intermediate awards for each pathway</i>	Cert HE Dip HE Ordinary degree
<b>Course Code</b> <i>For each pathway and mode of delivery</i>	
<b>UCAS code</b> <i>For each pathway</i>	

<b>RQF Level for the Final Award:</b>	
<b>Awarding Institution:</b>	Kingston University
<b>Teaching Institution:</b>	Kingston University
<b>Location:</b>	Penrhyn Road Campus, Kingston University
<b>Language of Delivery:</b>	English
<b>Modes of Delivery:</b>	Full Time Part-time With Professional Placement
<b>Available as:</b>	Full field
<b>Minimum period of registration:</b>	Full Time - 3 Part-time - 6 With Professional Placement - 4
<b>Maximum period of registration:</b>	Full Time - 6 Part-time - 12 With Professional Placement - 8
<b>Entry Requirements:</b>	The minimum entry qualifications for the programme are:

	<p>From A levels: 112 points to include two A-levels or equivalent, one of which should be an English Language / Literature / related subject (32 points required). General Studies / Native Language accepted when one of three A-levels or equivalent.</p> <p>BTEC National: We will consider a range of alternative qualifications or experience that are equivalent to the typical offer.</p> <p>Access Diploma: We will consider a range of alternative qualifications or experience that are equivalent to the typical offer.</p> <p>Plus: GCSE English grade 4-9</p> <p>A minimum IELTS score of 6.5 with no element below 5.5 or equivalent is required for those for whom English is not their first language.</p> <p>Entry is normally at Level 4 with A-level or equivalent qualifications. Transfer from a similar course is possible at Level 5 with passes in comparable Level 4 modules – but is at the discretion of the course team. Intake is normally in September.</p> <p>We welcome applications from mature students whose applications will be considered on an individual basis: please contact us for more information. Applications from international students with equivalent qualifications are also welcome.</p> <p>The Course will allow recognition of Prior Learning</p>
<b>Programme Accredited by:</b>	N/A
<b>QAA Subject Benchmark Statements:</b>	English 2019
<b>Approved Variants:</b>	None
<b>Is this Higher or Degree Apprenticeship course?</b>	

***For Higher or Degree Apprenticeship proposals only***

<b>Higher or Degree Apprenticeship standard:</b>	N/A
<b>Recruitment, Selection and Admission process:</b>	N/A
<b>End Point Assessment Organisation(s):</b>	N/A



## **SECTION 2: THE COURSE**

### **A. Aims of the Course**

The aims of the course are to:

- ensure students receive a solid grounding in the study of English in all its forms;
- provide students with an awareness and critical understanding of individual texts, the major literary genres and of critical and theoretical debates about the significance of literature and its relationship to the wider social and cultural contexts
- understand how style and meaning is created and interpreted in a range of texts, and how this reflects a diversity of voices and identities.
- equip students with professional skills for graduate employment, including critical thinking, communication skills and self-management skills

### **B. Intended Learning Outcomes**

The course outcomes are referenced to the relevant QAA subject benchmarks indicated and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student. The course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the following areas:

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the [‘Sector Recognised Standards in England’](#) (OFS 2022).

Programme Learning Outcomes					
	<b>Knowledge and Understanding</b>		<b>Intellectual Skills</b>		<b>Subject Practical Skills</b>
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A6	Recognise and exemplify how the language choices of writers and speakers affect the style, clarity and appropriacy of a text	B6	Reflect on and evaluate their own academic development and evaluate research through independent work	C5	Demonstrate effective time management skills and be able to work to deadlines
A5	Demonstrate a comprehensive knowledge of a wide range of writing for different media (books, theatre, film, radio, television), in a variety of genres (poetry, fiction, drama, non-fiction) and in different forms and modes, from various periods, but with an emphasis on contemporary literature and practice	B5	Engage in the critical application of conceptual knowledge to texts	C4	Prepare and make an oral presentation
A3	Exemplify an understanding of the detailed construction of various literary texts, the formal strategies employed and the effects that these achieve.	B4	Appraise critically the value of claims and statements and to structure a response to a claim or argument and develop an argument that results in new conclusions	C3	Present an argument cogently in writing, with clarity and precision
A2	Show a familiarity with and appreciation for the distinguishing qualities of different genres and sub-genres and awareness of the historical, social and intellectual contexts of their development	B2	Analyse texts and identify key themes and issues	C2	Construct an argument using primary and secondary material
A1	Demonstrate a comprehensive knowledge and understanding of a wide variety of literary texts and their contexts from Beowulf to the present	B1	Demonstrate a capacity to comprehend complex and diverse textual material	C1	Analyse critically and evaluate written and spoken material

A4	Understand some of the current critical and theoretical debates involving literary texts and a range of theoretical perspectives	B3	Show an ability to follow and assess arguments	C6	Undertake independent research and present that research effectively
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In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

### C. Outline Programme Structure

Full details of each module will be provided in module descriptors and student module guides.

Option modules listed below are indicative. Module offerings in any particular year are subject to amendment based on staff availability, research specialisms, and curriculum development.

A comprehensive list of all possible options is provided here. The option list in any given year will be carefully constructed to ensure that the course curriculum is coherent, enabling students to achieve the programme learning outcomes via their chosen selection of modules.

Students select modules for the forthcoming year's study in the February of the previous academic year. Guidance in making module choices will be offered through specific sessions within core modules, and by scheduled meetings with personal tutors.

#### BA (Hons) English

Level 4							
BA (Hons) English							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
From Prospero to Potter: Reading Through Theory	EL4007	30	4	1 & 2			
Race, Nation and Identity: Literatures of the World	EL4008	30	4	1 & 2			
Reading London: Drama, Poetry, Prose	EL4006	30	4	1 & 2			
Writing That Works	CW4004	30	4	1 & 2			
<b>Optional Modules</b>							



## Progression to Level 5

Progression to Level 5 requires 120 credits. This course permits progression from level 4 to level 5 with 90 credits at level 4 or above. The outstanding 30 credits from level 4 can be trailed into level 5 and must be passed before progression to level 6.

Students exiting the course at this point who have successfully completed 120 credits at level 4 or above are eligible for the award of Certificate of Higher Education in English.

<b>Level 5</b>							
<b>BA (Hons) English</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
Deadly Desires/Dangerous Discourse Gothic Literature and Theory	EL5007	30	5	1 & 2			
Independent Research Studies	EL5001	30	5	1 & 2			
<b>Optional Modules</b>							
Being Human Self, Subject, Identity in Medieval and Early Modern Culture	EL5008	30	5	1 & 2			
Content, Form and Creativity	CW5003	30	5	1 & 2			
Language and Society	EN5004	30	5	1 & 2			
Screenwriting	CW5004	30	5	1 & 2			
Sex and the City From Victorian Metropolis to Modernist Wasteland	EL5010	30	5	1 & 2			
Transforming Realities: Innovation and Social Change in Twentieth Century and Contemporary Literature	EL5011	30	5	1 & 2			

## Progression to Level 6

Progression to level 6 requires 120 credits including passes in both core modules.

This course permits progression from level 5 to level 6 with 90 credits at level 5 or above. The outstanding 30 credits from level 5 can be trailed into level 6 and must be passed before consideration for an award or progression to level 7 (if appropriate).

Students exiting the programme at this point who have successfully completed 120 credits at level 5 or above are eligible for the award of Diploma of Higher Education in English.

<b>Level 6</b>							
<b>BA (Hons) English</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
Dissertation	EL6000	30	6	1 & 2			
Humanities in the Environment	HU6002	30	6	1 & 2			
<b>Optional Modules</b>							
Imagined Places Humans, Animals and Cyborgs	EL6027	30	6	1 & 2			
American Countercultures	EL6026	30	6	1 & 2			
Black and Asian Writing	EL6032	30	6	1 & 2			
Box Set Drama: Writing For Television	CW6008	30	6	1 & 2			
Gender and Sexuality	EL6030	30	6	1 & 2			
Making Shakespeare: Text, Performance, Adaptation	EL6029	30	6	1 & 2			
Radical Writers	EL6023	30	6	1 & 2			
Special Study Discourse and Social Media	EN6009	30	6	1 & 2			
Special Study: Get A Life: Forms Of Autobiography	CW6005	30	6	1 & 2			
Special Study: Innovations in Poetry and Prose	CW6010	30	6	1 & 2			
Special Study: Meaning	EN6006	30	6	1 & 2			
Special Study: Narrative	EN6002	30	6	1 & 2			
Special Study: Narrative Techniques in Popular Fiction	CW6004	30	6	1 & 2			

Level 6 requires the completion of

Level 6 requires the completion of the compulsory modules and two option modules.

Level 7 information

N/A

## BA (Hons) English with Foundation Year

<b>Level 4</b>							
<b>BA (Hons) English with Foundation Year</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
From Prospero to Potter: Reading Through Theory	EL4007	30	4	1+2		0	0
Race, Nation and Identity: Literatures of the World	EL4008	30	4	1+2		0	0
Reading London: Drama, Poetry, Prose	EL4006	30	4	1+2		0	0
Writing That Works	CW4004	30	4	1+2		0	0
<b>Optional Modules</b>							

### Progression to Level 5

This course permits progression from level 4 to level 5 with 90 credits at level 4 or above. The outstanding 30 credits from level 4 can be trailed into level 5 and must be passed before progression to level 6.

Students exiting the course at this point who have successfully completed 120 credits at level 4 or above are eligible for the award of Certificate of Higher Education in English.

<b>Level 5</b>							
<b>BA (Hons) English with Foundation Year</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
Deadly Desires/Dangerous Discourse Gothic Literature and Theory	EL5007	30	5	1+2		0	0
Independent Research Studies	EL5001	30	5	1+2		0	0
<b>Optional Modules</b>							
Being Human Self, Subject, Identity in Medieval and Early Modern Culture	EL5008	30	5	1+2		0	0
Content, Form and Creativity	CW5003	30	5	1+2		0	0
Language and Society	EN5004	30	5	1+2		0	0
Screenwriting	CW5004	30	5	1+2		0	0
Sex and the City From Victorian Metropolis to	EL5010	30	5	1+2		0	0

Modernist Wasteland							
Transforming Realities: Innovation and Social Change in Twentieth Century and Contemporary Literature	EL501 1	30	5	1+2		0	0

### Progression to Level 6

Progression to level 6 requires 120 credits including passes in both core modules.

This course permits progression from level 5 to level 6 with 90 credits at level 5 or above. The outstanding 30 credits from level 5 can be trailed into level 6 and must be passed before consideration for an award or progression to level 7 (if appropriate).

Students exiting the programme at this point who have successfully completed 120 credits at level 5 or above are eligible for the award of Diploma of Higher Education in English.

<b>Level 6</b>							
<b>BA (Hons) English with Foundation Year</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
Dissertation	EL600 0	30	6	1+2		0	0
Humanities in the Environment	HU600 2	30	6	1+2		0	0
<b>Optional Modules</b>							
Imagined Places Humans, Animals and Cyborgs	EL602 7	30	6	1+2		0	0
American Countercultures	EL602 6	30	6	1+2		0	0
Black and Asian Writing	EL603 2	30	6	1+2		0	0
Box Set Drama: Writing For Television	CW600 8	30	6	1+2		0	0
Gender and Sexuality	EL603 0	30	6	1+2		0	0
Making Shakespeare: Text, Performance, Adaptation	EL602 9	30	6	1+2		0	0
Radical Writers	EL602 3	30	6	1+2		0	0
Special Study Discourse and Social Media	EN600 9	30	6	1+2		0	0
Special Study: Get A Life: Forms Of Autobiography	CW600 5	30	6	1+2		0	0

Special Study: Innovations in Poetry and Prose	CW601 0	30	6	1+2		0	0
Special Study: Meaning	EN600 6	30	6	1+2		0	0
Special Study: Narrative	EN600 2	30	6	1+2		0	0
Special Study: Narrative Techniques in Popular Fiction	CW600 4	30	6	1+2		0	0

Level 6 requires the completion of

Level 6 requires the completion of the compulsory modules and two option modules.

#### **D. Principles of Teaching, Learning and Assessment**

This programme has been designed to take into account the KU Curriculum Design Principles and offers coherence and progression at each Level. The design of the learning and teaching experience for students is based upon the overarching aim of engaging students with the study of English in the contexts that are specified in the learning outcomes of each module.

In general, the course aims to:

- foster a positive, student-centred learning environment
- incorporate the process and outcomes of relevant research, scholarship and professional practice within teaching
- focus on the development of critical thinking skills, where critical thinking is made explicit within the curriculum and assessment strategies;
- deliver an embedded approach to assessment that promotes learning; designing and delivering assignments primarily to support student learning, with the intention of developing students' own skills in evaluating and improving their performance;
- make use of peer and self-assessment and feedback in practical activities to deepen students' learning and promote the development of professional skill

Reading is the core activity of studying English. In order to elucidate and develop this core, the course has designed a variety of teaching and learning experiences which centre upon student interaction with written texts. Our teaching methods include interactive lectures, which not only facilitate direct instruction and dissemination of information, but also enable students to participate actively by applying what they have learned to concrete examples. More dynamic seminar and small group teaching is used for active learning, questioning, dialogue and debate and group work. In addition we make use of blended and virtual learning environments to enhance students' independent learning through our VLE.. We also have a robust Peer-Assisted Learning and Personal Tutor Scheme embedded throughout the three years of the degree into key modules at each level (CW4004 Writing that Works; EL5001 Independent Research Studies and HU6001 Professional Communication: Skills and Practice for Success in the Workplace. English degree creates a supportive learning environment in which students develop the ability to be self-reliant and self-reflective and to use formative feedback to their best advantage and in response to their specific teaching and learning needs.

Written work is also considered a fundamental part of students' learning experience and a variety of written assignments from short to extended essays, portfolios, reading logs, reports and brief online quizzes are used for formative assessment as well as for summative

purposes. In addition to the acquisition of subject knowledge and subject skills, the range of teaching and learning activities develop a range of transferable skills such as the capacity for independent thought and critical reasoning, the ability to work individually or as part of a team, and time-management and organisational skills.

Teaching and learning strategies on the course are based upon the idea of a coherent progression in student development throughout their degree. At Level Four, which constitutes a general, incremental induction to the study of English, there is an emphasis on the acquisition of subject specific skills. Two or three-hour interactive lecture blocks allow for a pedagogically effective mixture, in which exposition is followed through in group discussion, close reading exercises, and practical activities. As at higher levels, seminars provide a more intimate forum for the detailed exploration of texts, with student presentations and discussion. All students meet regularly with a personal tutor, and this guided beginning allows all students to make an effective transition to the requirements of university study.

As students move on from introductory level work, there is an increasing emphasis on independent learning. At Level Five, for instance, all students take the Independent Research Studies module for which they work under supervision from their Tutor to develop their research skills and improve their working practice. The guidance students receive from their tutor is supported and enhanced by a series of whole-group interactive lectures, which are designed to familiarise students with the core research, critical and academic writing skills required to complete a sustained critical essay. Students select from a range of options across English as a discipline, allowing them to select particular periods of literary study, creative writing specialism, or further exploration of English as a language.

At Level Six students take the Dissertation module, enabling them to work in-depth on a topic of their choice under the supervision of a subject specialist. Students are encouraged here, as throughout the degree, to bring their interdisciplinary experiences into their assessments. Professional Communication: Skills and Practice for Success in the Workplace covers a range of professional communication skills and provides students with the opportunity to incorporate a work placement into their studies. In each academic year, the programme also runs a range of option modules and special studies, all of which focus on research-led teaching. Consequently, in their final year all students benefit from a range of teaching and learning strategies, which are intended to extend the students' conceptual and theoretical grasp, sharpen their knowledge of research methods and to further develop their capacity for independent thought and writing.

Throughout their degree, guidance is available for students through the provision of specific pre-set office hours, during which all members of the teaching staff are available for consultation with students (three hours per week), as well as through module-based personal tutorial time. For additional help with their academic writing and oral skills, students at all levels are also encouraged to attend the School of Humanities' regular series of extra-curricular interactive lectures and to make use of Faculty's Centre for Academic Skills and Employability (CASE). In addition to these strategies for providing support, the course seeks to address the needs of students from non-traditional educational backgrounds who are in need of additional support through taught revision sessions designed to improve student performance.

Modules are assessed via a diverse range of assessment strategies that are carefully crafted to suit the content and learning outcomes of each module, as well as the course as a whole, thereby strengthening the connection between modules and promoting lateral thinking. The selected assessment components are also conceived as part of the learning process and enable students to demonstrate their growing knowledge, understanding and skills as they progress through the three levels of the course. The assessment regime for each module has been designed to provide formative and feedback formative opportunities that allow students to prepare for the summative assessment and which also relates to other modules, allowing students to make use of their interdisciplinary experiences. This strategy also ensures that assessment bunching is avoided. In addition, the dual emphasis on formative and summative assessment reinforces the importance of drafting, critical self-evaluation, peer-review and tutor feedback from the beginning of the degree, and

encourages students to see both their formative and summative assessments as a major component of their learning experience.

At Level Four, learning outcomes are focused on the development of specific skills and abilities which are fundamental to the field; the assessment strategies reflect this. Portfolios at this level include a variety of in-workshop and in-seminar written exercises, critical commentaries, analyses and explications, reading logs, close readings and short essays and group work, providing both formative and summative assessment. The importance of attendance and good seminar practice is explicitly recognised in all modules.

Assessment strategies at levels five and six build on the practices established in level four, focusing on the essay as a central discursive form for students' participation in informed written and oral debate, and on specialised creative practice based around different literary genres. Other assessments extend and vary students' learning experience and offer different means of evaluation. These include, take-home tests, presentations and reports, bibliographic work, personal reflection and reading logs, short and long essays; taken together these feed forward, culminating in more sustained pieces of written work in either dissertation or long essays. Final year modules also give students the opportunity to showcase the diverse range of key skills they have acquired throughout the degree, such as writing and oral communication and presentation skills, independent study and bibliographic research, creative thinking, as well as group work and practical organisation skills.

Throughout the English degree, assessments not only give students the opportunity to acquire and demonstrate the learning outcomes for individual modules but also reflect those of the field as a whole. Students will graduate as independent and critical learners and thinkers.

## **E. Support for Students and their Learning**

Students are supported by:

Additional support to all students is provided in student support and consultation hours. Although the times are fixed, tutors can be flexible as to student availability, particularly if the hours clash with classes or personal commitments. For additional help with academic writing and oral skills, students at all levels are encouraged to attend the School of Humanities' Writing and Oral Skills Series (WOS) and to make use of the Faculty's Centre for Academic Skills and Employability (CASE), as well as the university-wide course runs by EAPD (English for Academic and Professional Development) workshops.

In summary, students are supported by:

- a Module Leader for each module
- a Course Leader to oversee the programme and provide support to all students
- a Personal Tutor to provide each student with tailored academic and personal support throughout the duration of the degree, with regular meetings scheduled at key times of the academic year such as module selection, progression, and assessment return periods
- technical support to advise students on IT and the use of software appropriate to the degree
- a designated course administrator
- an induction week programme at the beginning of Level 4 and a tailored re-induction session at the beginning of Levels 5 and 6
- access to Canvas (VLE), a versatile online interactive intranet learning environment accessible both on and off-site
- LinkedIn Learning – an online platform offering self-paced software tutorials which are embedding into the personal development and employability modules at each level.

- a substantial Centre for Academic Support and Employability (CASE) that provides academic skills support throughout the academic year. This includes provision for students who are identified via early assessment or through discussions with tutors as needing additional support.
- extra-curricular interactive lectures organised by the School of Humanities and designed to enhance students' academic and oral skills in an informal and supportive environment, also providing an additional source of tuition for students identified as requiring more targeted support.
- student support facilities that provide advice and assistance on issues such as finance, regulations, legal matters, accommodation, international student support, study abroad etc.
- dedicated pastoral support through the Student Achievement Officer
- support for students with disabilities
- the Union of Kingston Students
- Careers and Employability Services team, who will provide support for students prior to undertaking work placement(s)

## **F. Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Boards of study with student representation
- Annual Monitoring and Enhancement
- Periodic review undertaken at subject level
- Student evaluation including Module Evaluation Questionnaire (MEQs), level surveys and the National Student Survey (NSS)
- Moderation policies
- Feedback from employers

## **G. Employability and work-based learning**

The English course is designed to foster a range of (transferrable) skills desirable to employers, such as advanced literacy and communication skills, critical thinking, organisational skills, intercultural awareness, creativity, and the ability to work independently and collaboratively with others in a team.

Graduates of the programme have many career opportunities in a wide range of fields including: public relations, publishing, journalism, advocacy and campaigning, copy writing, advertising and marketing, professional writing (including creative writing), teaching, management, the legal professions, administration, business and training. A number of students go on to take postgraduate courses in, for example, (Applied) Linguistics, Speech Therapy, Translation, Publishing, Journalism, English Literature, Gender and Postcolonial Studies, Creative Writing, and graduate teacher training.

***Work-based learning, including sandwich courses and higher or degree apprenticeships***



Work placements are actively encouraged – although it is the responsibility of individual students to source and secure such placements. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

## H. Other sources of information that you may wish to consult

- The Quality Assurance Agency benchmark statement for English (2019) is the main reference point and informs our thinking and planning in all aspects of the degree. Web reference: [https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-english.pdf?sfvrsn=47e2cb81\\_4](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-english.pdf?sfvrsn=47e2cb81_4)
- Writers' Centre, home to courses in Creative Writing, English Language and Linguistics, English Literature, Journalism and Publishing. Web reference: <https://www.writerscentrekingston.com/>
- Course page: <https://www.kingston.ac.uk/undergraduate/courses/english/>

The awards made to students who complete the field or are awarded intermediate qualifications comply fully with the National Qualifications Framework.

All of the procedures associated with the field comply with the UK Quality Code for Higher Education.

## I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code	Level 4				Level 5				Level 6																		
	EL4007	EL4008	EL4006	CW4004	EL5007	EL5010	EL5011	EL5001	CW5003	EN5004	CW5004	EL5008	HU6002	EL6000	EL6027	EL6026	EL6023	EN6006	CW6005	EN6002	CW6010	EL6032	CW6004	EL6030	EL6029	EN6009	CW6008
Knowledge & Understanding	A6	S	S		S	S	S	S		S	S	S	S	S	S	S	S		S					S		S	
	A5	S	S	S	S	S	S	S	S		S			S	S	S						S		S	S		
	A3	S		S	S	S	S	S	S	S	S	S		S	S	S						S		S	S		
	A2	S	S	S	S	S	S	S	S	S	S	S	S		S	S	S					S		S	S		
	A1	S		S	S	S	S	S	S		S			S	S	S						S		S	S		
	A4	S		S	S	S	S	S	S		S			S	S	S						S		S	S		

