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**Programme Specification**

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

**Date Specification Produced: October 2012**

**Date Specification Last Revised: February 2020**

This Programme Specification is designed for prospective students, current students, academic staff and potential 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 he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in Course Handbooks and Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Title:** | BA (Hons) English Literature |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** | Penrhyn Road |
| **Programme Accredited by:** | N/A |

**SECTION2: THE PROGRAMME**

1. **Programme Introduction**

The English Literature BA programme is an exciting, intellectually rigorous and stimulating course that has a reputation for teaching and research excellence. The course is designed to provide students with the opportunity to study a wide range of English Literature from *Beowulf* to *Brick Lane*, combining broad-based coverage with specialist options. Core modules at every level ensure a framework of generic, historical and theoretical coverage. Meanwhile a range of options, including ‘Making Shakespeare’, ‘American Countercultures’ and ‘Black and Asian Writing’ allow students to focus their studies in particular areas of interest, especially during their final year. The English staff are all active researchers interested in a wide range of authors, topics and genres, such as Iris Murdoch, Jane Austen, American Suburban literature and issues of race in Contemporary British Fiction, thereby ensuring that all modules are devised and taught from areas of expertise enabling the vitality, currency and high standard of our curriculum.

Throughout the course, there is a strong emphasis on developing skills in critical reading, analysis and argument, both in spoken word and in writing. The foundations are laid in Level Four in modules that are designed specifically to enhance students’ critical reading and writing skills while also introducing them to a comprehensive overview of the development and history of English Literature. At Levels Five and Six, students work more independently, in small tutorial groups and with one-to-one supervision, to extend their research skills and to develop the capacity to produce more substantial pieces of work; these can take the form of dissertations, creative projects and/or web pages, all of which will demonstrate specialist knowledge as well as practical skills. As such, students are given the opportunity throughout the degree to develop academic skills, follow their passions, as well as expanding their existing transferable skills in oral communication, group work, and time management, and to develop valuable and tangible real-world employability skills.

The English Literature degree is situated in the School of Humanities, alongside subjects such as Creative Writing, English Language and Communication, and Journalism. There is fertile cross-communication between these fields, with a number of extra-curricular activities across the School, including lectures by visiting academics, readings by published and aspiring writers (including Writers in Residence such as Paul Bailey and Hanif Kureishi), dramatic performances and films. Visiting Professors in the Faculty also provide input into the field. The study of English Literature at Kingston can thus be seen to take place within a lively intellectual community, in which students are encouraged to take an active part within a supportive and academically stimulating environment. There is also a well-established postgraduate culture in the Field, and successful students may progress to Masters level courses.

Students have the opportunity to study languages as part of the Kingston Language Scheme, and to Study Abroad in their second year at institutions in Europe, the United States, and Australia.

1. **Aims of the Programme**

The main aims of the half field are to:

* Provide the opportunity for students from a wide range of backgrounds, ages, education, work and life experiences to engage productively in the study of English Literature
* Introduce students to the history and traditions of English literature, including a substantial number of authors and texts from different periods, to specific literary movements, and their social and intellectual contexts
* Provide a programme in which students can acquire knowledge and critical understanding of the distinctive character of texts written in the major literary genres and of critical and theoretical debates about the significance of literature and its place and value in cultural and to social life
* Expose students to a diverse selection of writers and kinds of writing, through the study of a range of literatures in English, including American, Indian, African, Caribbean and other global literatures
* License and nurture originality, encouraging students to engage with literature and ideas in a spirit of curiosity, critical receptiveness and creativity
* Foster the capacity for critical thought and articulate expression, allowing students to develop the ability to argue lucidly and use appropriate and precise critical terminology, both orally and in writing
* Promote the ability to work effectively with others, through seminar discussion and small-group work, and also the capacity to work independently in research and writing projects
* Inculcate habits of self-motivation, effective time-management and students’ assumption of responsibility for their own work
* Prepare students for graduate employment, research, further study and lifelong learning by developing their intellectual, creative, practical and key (transferable) skills desirable to employers, both general and specific, including:
* advanced literacy and communication skills
* the capacity to analyse and critically examine diverse forms of discourse
* the ability to deal with substantial quantities of complex information in a structured and systematic way
* the capacity for independent thought
* skills in critical reasoning
* creative and imaginative responsiveness
* research and bibliographic skills
* the capacity to function effectively in groups and to work independently
* competence in recognising and responding appropriately to the requirements of a task.
* time-management and organisational skills
* appropriate IT skills

Additional Aims of the Major Field are to:

* Enable students to benefit more fully from the greater breadth of their programme of study and to acquire more detailed knowledge of the subject
* Require students to develop a wider range of research skills
* Further develop students’ ability to work independently

Additional aims of the Full Field are to:

* Extend students’ knowledge of a variety of literatures
* Further develop students’ knowledge and understanding of theoretical approaches
* Enable students to develop their knowledge in particular areas of interest through greater module choice

Aims of the minor field are to:

* Ensure students receive a solid grounding in the study of English Literature
* 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

1. **Intended Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, and intellectual, creative, practical and key (transferable) skills desirable to employers, both general and specific. The programme outcomes are referenced to the QAA benchmark statement for English literature, English language and creative writing and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student.

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| **Programme Learning Outcomes** | | | | | |
|  | **Knowledge and Understanding**  **On completion of the course students will be able to:** |  | **Intellectual skills**  **On completion of the course students will be able to:** |  | **Subject Practical skills**  **On completion of the course students will be able to:** |
| 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 |
| 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 |
| A3 | Exemplify an understanding of the detailed construction of various literary texts, the formal strategies employed and the effects achieved through figurative, linguistic and other elements | B3 | Show an ability to follow and assess arguments | C3 | Present an argument cogently in writing, with clarity and precision |
| A4 | Understand some of the current critical and theoretical debates involving literary texts and a range of theoretical perspectives | 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 | C4 | Prepare and make an oral presentation |
| A5 | Demonstrate knowledge of and familiarity with multiple writers | B5 | Engage in the critical application of conceptual knowledge to texts | C5 | Demonstrate effective time management skills and be able to work to deadlines |
| A6 | Show an understanding of the requirements of independent research | B6 | Reflect on and evaluate their own academic development and evaluate research through independent work | C6 | Undertake independent research and present that research effectively |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of Key Skills as follows:

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| **Key Skills** | | | | | | |
| **Self-Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem-Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

1. **Entry Requirements**

The minimum entry qualifications for the programme are:

From A-levels: 120 points. To include two A-levels or equivalent

Subject: A-level English Literature, English Literature and Language or similar, grade B (40 points) required.

BTEC and Access Diploma: We will consider a range of alternative qualifications or experience that are equivalent to the typical offer. Applications from international students with equivalent qualifications are welcome.

Plus GCSE: Candidates are normally required to hold five GCSE subjects scores 9-5 (or equivalent grades A\*–C) including Mathematics and English Language

A minimum IELTS score of 6.5 (with a minimum score of 5.5 in R, L, S and W) or equivalent is required for those for whom English is not their first language.

1. **Programme Structure**

This programme is offered in full-time, full-time including Foundation year, part-time mode and sandwich modes, and leads to the award of BA (Hons) English Literature.

Entry is normally at Level Four with A-level or equivalent qualifications (See section D). Transfer from a similar programme is possible at Levels Five and Six with passes in comparable Level Four or Five modules – but is at the discretion of the course team. Intake is normally in September.

**E1. Professional and Statutory Regulatory Bodies**

N/A

**E2. Work-based learning, including sandwich programmes**

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.

This degree is also available with a sandwich option. Students selecting this route will be supported by the placements office in finding a suitable work placement.

**E3. Outline Programme Structure**

Modules are each worth 30 credit points and levels are increasingly challenging as a student progresses through the field. Typically, a student must complete 120 credits at each level. All students will be provided with the University regulations and specific additions that are sometimes required for accreditation by outside bodies (e.g. professional or statutory bodies that confer professional accreditation). Full details of each module will be provided in module descriptors and student module guides.

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.

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| **Level 4** (all core) | | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Reading London: Drama, Poetry and Prose | EL4006 | 30 | 4 | 1&2 |
| From Prospero to Potter: Reading through Theory | EL4007 | 30 | 4 | 1&2 |
| Race, Nation, Identity: Literatures of the World | EL4008 | 30 | 4 | 1&2 |
| Writing that Works | CW4004 | 30 | 4 | 1&2 |
| Part-time students should take EL4006 and CW4004 in the first year and EL4007 and EL4008 in the second year.  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 programme at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education in English Literature. | | | | | |

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| **Level 5** | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Independent Research Studies | EL5001 | 30 | 5 | 1&2 |
| Deadly Desires/Dangerous Discourses: Gothic Literature and Theory | EL5007 | 30 | 5 | 1&2 |
| **Option modules** | | | | |
| Being Human: Self, Subject, Identity in Medieval and Early Modern Culture | EL5008 | 30 | 5 | 1&2 |
| Selfhood and Nation: Life and Literature in an Age of Imperial Expansion 1660-1830 | EL5009 | 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 |

Students must take Independent Research Studies, Deadly Desires/Dangerous Discourses: Gothic Literature and Theory and Two Option 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 are eligible for the award of Diploma of Higher Education in English Literature.

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| **Level 6** | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Dissertation | EL6000 | 30 | 6 | 1&2 |
| Radical Writers | EL6023 | 30 | 6 | 1&2 |
| **Option modules\*** | | | | |
| Children’s Literature for Adult Readers | EL6024 | 30 | 6 | 1&2 |
| Special Author | EL6025 | 30 | 6 | 1&2 |
| American Countercultures | EL6026 | 30 | 6 | 1&2 |
| Imagined Places: Humans, Animals and Cyborgs | EL6027 | 30 | 6 | 1&2 |
| Black and Asian Writing | EL6032 | 30 | 6 | 1&2 |
| Making Shakespeare: Text, Performance and Adaptation | EL6029 | 30 | 6 | 1&2 |
| Gender and Sexuality | EL6030 | 30 | 6 | 1&2 |
| Professional Communication Skills | EN6013 | 30 | 6 | 1&2 |

Students must take Radical Writers **PLUS** Dissertation **AND** **2** x Option modules

\* All optional modules are subject to change and have limited availability

1. **Principles of Teaching Learning and Assessment**

This field has been based on the principles of curriculum design at Kingston University. Teaching and learning strategies and methods have been designed to introduce students to a dynamic range of skills, issues and critical debates in English Literature and are detailed 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
* Develop critical thinking skills by emphasising the nature and importance of these skills
* 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, judging and improving their performance
* Make use of peer and self-assessment and feedback in simulated professional scenarios to deepen students’ learning and promote the development of professional skills

Reading is the core activity of English Literature. In order to elucidate and develop this core the Field 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. We also have a Personal Tutorial Scheme embedded throughout the three years of the degree. At Induction, for instance, all our Level Four students are introduced to their Personal Tutor who provides each student with appropriate academic and personal guidance throughout their degree by monitoring their progress and helping to identify individual needs. Our Personal Tutorial Scheme helps to foster a close and engaged academic relationship between staff and students, and personalises each student’s experience at Kingston, and in the field. More generally, the English Literature 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.

The Field’s teaching and learning strategies are based upon the idea of a coherent progression in student development throughout their degree. At Level Four, which constitutes a general, incremental induction into the field, there is an emphasis on the acquisition of subject specific skills. Two-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.

As students move on from introductory level work, there is an increasing emphasis on independent learning. At Level Five, for instance, students are required to take the Independent Research Skills 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. In addition, full field, major and minor students take the additional compulsory thematic module, Deadly Desires/Dangerous Discourse, which is delivered through weekly interactive lectures. Full field, major and half field students then choose one option from a selection of four historical modules, where a combination of interactive lectures and seminars blend instruction with active learning.

The Core modules offered to English Literature students at Level Six are the Dissertation and Radical Writing. The former allows the student to develop his/her own personal interests and their abilities as an independent researcher while working closely with a designated staff member. The latter enables students to develop an advanced understanding of the relationship between conceptual and theoretical frameworks and literary criticism within the frame of radical and political writing. In each academic year, the Field also run up to four options. Each option is led by a specialist in the field, taught in small groups, and allows for an advanced, detailed, and extensive study of a specialised topic or author. At Level Six students can take two options. 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 the Academic Success Centre. In addition to these strategies for providing support, the Field seeks to address the needs of students from non-traditional educational backgrounds who need 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 Field 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. This strategy 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. Other assessments extend and vary students’ learning experience and offer different means of evaluation. These include, take-home tests, presentations and reports, bibliographic work, 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, as well as group work and practical organisation skills.

Throughout the English Literature 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. All Students graduate as independent and critical learners and thinkers.

1. **Support for Students and their Learning**

Students are supported by:

* A Module Leader for each module
* A Course Leader to help students understand the programme structure
* Personal Tutors to provide academic and personal support
* A placement tutor to give general advice on placements
* Technical support to advise students on IT and the use of software
* A designated Course Administrator
* An induction week at the beginning of each new academic session
* Staff Student Consultative Committee
* VLE/Canvas – a versatile online interactive intranet and learning environment accessible both on and off-site
* LinkedIn Learning – an online platform offering self-paced software tutorials
* A substantial Study Skills Centre that provides academic skills support for both UG and PG students
* Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
* A Student Achievement Officer who provides pastoral support
* 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).

1. **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 MEQs (module evaluation questionnaires), Level Surveys and the NSS (National Student Survey)
* Moderation policies
* Feedback from employers

1. **Employability Statement**

The English Literature degree fosters a range of skills highly desirable to employers. These skills include

* high level communication skills
* the capacity to deal effectively with substantial quantities of complex information
* skills in analysis, critical and creative thinking
* research skills
* self-management and the capacity to work to deadlines
* meticulousness in written presentation
* the ability to work both independently and constructively with others.

English graduates go into a variety of careers, including management, marketing, media, publishing, arts administration, leisure and tourism, IT and a variety of public service and therapeutic fields. Some go on to take TEFL qualifications and a few go into law (via a conversion course). A significant number of graduates go on to take postgraduate Masters courses or graduate teacher training.

The degree’s commitment to creating a dynamic learning environment in which to foster students’ employability skills and maximize our graduates’ choices and employment prospects is reinforced by the teaching team’s dedication to research as well as research-informed and led teaching. English Literature is an established degree at Kingston that enjoys a well-deserved reputation for teaching and research excellence. It received an excellent rating in its last Quality Assurance Agency’s inspection. Colleagues in English Literature also play a major part in the University’s research unit in English Language and Literature, which occupies a central place in the research activities of the School of Humanities and Kingston School of Art . The unit is experiencing a highly vigorous period of research activity and has built research strengths in numerous areas, including cultural and critical theory; creative writing and practice; early modern literary and historical studies; postcolonial studies; and film and media. Since the Research Excellence Framework (REF)in 2014, we have invigorated research within interconnected clusters orbiting the newly-established Kingston Writing School and London Graduate School, as well as the Centre for Life Narratives, the Centre for Suburban Studies and the internationally acclaimed Centre for Iris Murdoch Studies. In addition, English Language and Literature has been active in establishing collaborations with non-academic partners that have enabled the unit to invest and realise success in enhancing the impact of research. Activities undertaken by staff in the unit have gained national attention in this area, and staff are internationally recognised through their research activity and publications, scholarships and research awards, editorial activities, and visiting appointments at other universities.

1. **Approved Variants from the Undergraduate Regulations**

There are no variants to the Undergraduate Regulations

1. **Other sources of information that you may wish to consult**

The Quality Assurance Agency benchmark statement for English Literature is our main reference point and informs our thinking and planning in all aspects of the degree.

The Writers Centre at Kingston University, London provides an open, vibrant community of outstanding writers, journalists, and publishing experts engaged with talented students and an exciting range of academics, writers in residence and guests. <https://www.kingston.ac.uk/faculties/kingston-school-of-art/research-and-innovation/wck/>

Cultural Histories @ Kingston (CHK) is an interdisciplinary research group based in the Kingston School of Art at Kingston University. Centred around the concept of the 'cultural text', the group includes scholars from the fields of literature, film, media, history, music, dance, performance, journalism and publishing, who are brought together by a shared interest in the way in which narratives – written, visual, and performative – shape and have shaped individual and communal experience, material culture, and everyday life. [Cultural Histories @ Kingston](http://fass.kingston.ac.uk/research/chk/)

The English Subject Centre at Royal Holloway is an additional useful point of reference, providing a variety of resources and activities. These include conferences and reports; working papers, for example on structures and trends in the teaching of English Literature; the provision of various on-line resources and contacts; and a range of projects and initiatives relating to the subject. Web reference: <http://english.heacademy.ac.uk/>

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

**Development of Programme Learning Outcomes in Modules**

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

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **Level 4** | | | | **Level 5** | | | | | | **Level 6** | | | | | | | | | | |
|  | **Module Code** |  | EL4006 | EL4007 | EL4008 | ECW4004 | EL5001 | EL5007 | EL5008 | El5009 | EL5010 | EL5011 | EL6000 | EL6023 | EL6024 | EL6025 | EL6026 | EL6027 | EL6032 | EL6029 | EL6030 | EN6013 |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 | S | S | 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 | S | S |
| A3 | S | S | S | S | S | 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 | S | S | S | S | S |  |
| A5 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |  |
| A6 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |  |
| **Intellectual Skills** | B1 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |
| B2 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |  |
| B3 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |  |
| B4 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |  |
| B5 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |  |
| B6 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |
| **Practical Skills** | C1 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |
| C2 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |
| C3 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |
| C4 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |
| C5 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |
| C6 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**

**Technical Annex**

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| **Final Award(s):** | BA (Hons) English Literature |
| **Intermediate Award(s):** | Cert HE, DipHE, Ordinary degree |
| **Minimum period of registration:** | 3 years Full-time, 4 years Full-time including  Foundation year, 4 years Sandwich, 6 years Part-time |
| **Maximum period of registration:** | 6 years Full-time, 7 years Full-time including  Foundation year, 8 years Sandwich,12 years Part-time |
| **FHEQ Level for the Final Award:** | Honours |
| **QAA Subject Benchmark:** | English |
| **Modes of Delivery:** | Full-time, Full-time including Foundation year,  Part-time, Sandwich |
| **Language of Delivery:** | English |
| **Faculty:** | Kingston School of Art |
| **School:** | Arts, Culture and Communication |
| **Department:** | Humanities |
| **UCAS Code:** | Q300 (full-time)  Q320 (full-time including Foundation year) |
| **Course/Route Code:** | UFELT1ELT01 (Full-time)  UFELT1ELT88 (Full-time including Foundation year)  UPELT1ELT01 (Part-time)  UWELT1ELT01(Sandwich) |

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