

NOV 09.

12.3 Programme Specification Document

1. Qualification B.A.(Hons)	2. Programme Title English	3. UCAS Code Q300	4. Programme Type Modular, Single, Joint
5. Main Purposes and Distinctive Features of the Programme Main purposes: <ul style="list-style-type: none">• to develop the analytical, interpretative and presentational skills of students in the field of literary study to a point where they can be exercised independently			

- To provide students with a range of cognitive and practical transferable skills appropriate for employment or post-graduate study in an area related to the field of study or in general employment.
- To enable students to follow a structured and supportive process to reflect upon their own learning, performance and achievement, and to plan for their personal, educational and career development via student PDP.

Distinctive features:

- The curriculum incorporates a wide range of subject areas and periods. This includes contemporary writing and writing that is translated into English from other languages.
- Literary study is informed by current theoretical debate.
- A programme of guided study leads to opportunities for progressive development of personal interests.
- Single Honours English students with the intention of entering the teaching profession have the opportunity to build into their programme a "long thin strand" of education-orientated modules.

6. What a graduate should know and be able to do on completion of the programme

<i>Knowledge and understanding in the context of the subject(s)</i>	<i>Subject-specific practical/professional skills</i>
<ul style="list-style-type: none"> • Knowledge and understanding of a wide range of literary achievement (the range is defined by reference to historical period, cultural provenance, literary genre and literary form, linguistic register and intended readership) • Understanding of the central role of language in the creation of meaning • Knowledge and understanding of a range of literary theory and critical debate • Knowledge and understanding of historical and cultural contexts of literary production 	<ul style="list-style-type: none"> • Ability to apply critically alert reading strategies • Ability to undertake research on a literary topic • Ability to summarise material • Ability to undertake close critical scrutiny of a literary text • Ability to formulate an argument with reference to evidence • Ability to present the results of study clearly and persuasively in a variety of forms and using appropriate academic conventions • Ability to appraise own needs for academic, personal and professional development
<p><i>Cognitive skills in the context of the subject(s)</i></p> <ul style="list-style-type: none"> • Ability to respond imaginatively to the language and ideas of a literary text • Ability to undertake independent critical analysis and evaluation of literary and critical texts • Ability to apply theoretical concepts to the discussion of literary texts 	<p><i>Other skills (e.g. key/transferable) developed in subject or other contexts</i></p> <ul style="list-style-type: none"> • Effective communication in a variety of registers, formats and situations (including both written and oral communication) • Retrieval and redeployment of information (including effective use of IT skills) • Ability to participate critically and constructively in group discussion or activity • Effective time management skills

7. Qualities, Skills & Capabilities Profile			
<i>A. Cognitive</i>	<i>B. Practical</i>	<i>C. Personal & Social</i>	<i>D. Other</i>
<ul style="list-style-type: none"> • Critical reasoning • Imaginative interpretation • Manipulation and application of abstract concepts • Attentive and evaluative reading and listening 	<ul style="list-style-type: none"> • Writing skills • Oral presentation • Information processing • Research skills 	<ul style="list-style-type: none"> • Self-expression • Time management • Group participation • Self-confidence and individual initiative 	<p>Appreciation of creativity and originality</p> <p>Ability to appraise own needs for academic, personal and professional development</p>

HE6 Honours Modules	<p>Core Module (40 credits)</p> <p><i>Research Skills and Dissertation</i></p>	<p>Options (20 credits)</p> <p><i>Ambivalent Intimacies</i></p> <p><i>Children's Literature: Exploding the canon</i></p> <p><i>Children's Literature: from World War II</i></p> <p><i>Constructing the Child (pre-teen and youth) in Film and Media (cc. FMS)</i></p> <p><i>Decadence</i></p> <p><i>Dramas of Self-Delusion</i></p> <p><i>Fairy Tales, ancient and modern</i></p> <p><i>Adaptation (cc. FMS)</i></p> <p><i>Gothic Narratives</i></p> <p><i>Open Study</i></p> <p><i>Oppression and Liberation</i></p> <p><i>Pursuits of Happiness</i></p> <p><i>Romantics</i></p> <p><i>What Does a Woman Want?</i></p> <p><i>Women in Shakespeare</i></p> <p><i>Work based learning module</i></p> <p><i>Shakespeare – the Classical Text in Performance</i></p>
HE5 Honours Modules	<p><i>Poetry 1: Renaissance to Romantic*</i></p> <p><i>Poetry 2: Symbolist to Post-Modern*</i></p> <p><i>Drama 1: Before Naturalism*</i></p>	<p><i>English in the Classroom</i></p> <p><i>Unlocking the Text</i></p> <p><i>Recent Feminist Critical Theory</i></p> <p><i>Writing Selves</i></p>

	<p><i>Drama 2: Naturalism and after*</i></p> <p><i>Prose 1: Nineteenth Century* Realism</i></p> <p><i>Prose 2: Twentieth Century Narratives of Self*</i></p> <p>(* also available as option module if core requirement is met)</p>	<p><i>Career Planning and Development</i></p> <p><i>Open Study</i></p>
HE4 First Year (or Part-Time Equivalent)	<p><i>Literature 1: Theory and Practice</i></p> <p><i>Literature 2: Text and Context</i></p> <p>Plus one of the following designated "Learning to Learn" modules:</p> <p><i>Language and Style (PDP content)</i></p> <p><i>Screenwriting in Context (PDP content)</i></p>	<p><i>Issues in Educational Theory and Practice</i></p> <p><i>Introduction to Dramatic Theory and Practice</i></p> <p><i>Language and Style</i></p> <p><i>Reading Popular Fiction</i></p> <p><i>Writing Women</i></p> <p><i>The Good, the Bad, the Beautiful and the Ugly</i></p> <p><i>Short Stories</i></p>

<p>9. Learning, Teaching and Assessment Strategy</p> <p><i>Learning and Teaching Methods</i> Seminar, tutorial, supported independent study;</p> <p>Students will be encouraged progressively to take independent responsibility for their own learning.</p> <p>Essay Plans</p> <p>Assessment Methods</p> <p>Formal unseen exams of varying length, Open book exams, Coursework (including short and long essays), Short analytical commentary, Project work, Dissertations, Oral assessments (Individual and group presentations), External Placements/ work-based learning reports, IT based exercises (using electronic databases; e-books; Powerpoint;</p>	<p>10. Other Information (including compliance with relevant University policies)</p> <p><i>Date programme first offered</i> Offered 1974 as Full-time programme Offered 1975 as Part-time programme</p> <p>Admissions Criteria</p> <p>Two GCE A/AS level passes (180 points) including at least two A2 passes, or Advanced Vocational Certificate of Education (AVCE) double award with 180 points, or Edexcel/BTEC National Diploma/Certificate with grades equivalent to 180 points. The BTEC National Award (6 units) should be combined with GCE AS/A level or AVCE qualifications, or Pass in a relevant Kitemarked access to HE course</p> <p>Other equivalent qualifications e.g. Scottish Higher passes, Irish Leaving Certificate, International/European Baccalaureate</p> <p>Applicants under 21 will also normally require 5 GCSE grade A-C passes, including English</p> <p>In some cases, mature applicants will be considered without such qualifications on the basis of relevant work/life experience that can be</p>
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search engines),
Contributing to virtual seminars,
Annotated bibliographies,
Journals, reflective logs,
Creative writing
Production history log

Assessment Classification System

Pass mark for individual assignments is 40%; one element of assessment marked at 35% or over may be permitted in the case of overall module mark being above 40% (in line with University of Bolton regulations).

At Level 1, assessment of the overall performance is made on a pass / fail basis. Students will be notified of a final weighted average mark for all modules and for their overall performance but Part I results will not be formally recorded by classification.

Degrees will be awarded and classified on the basis of results achieved in Part II (Levels HE5 and HE6). The degree result is based on ten Part II modules. The four highest HE5 modules are counted at 30%, whilst the remaining six HE6 modules are counted at 70%.

Honours Classification Bands

First Class	70 – 100
2:i	60 – 69
2:ii	50 – 59
Third Class:	40 – 49
Fail:	0 – 39

Attention will be given to all students whose final overall result falls two percent short of a classification boundary. A student may be raised to the higher classification if there is sufficient evidence to justify doing so.

demonstrated through personal statement/interview. Students can apply for Accredited Prior Learning (APL), which will need to be supported by documentary evidence and can be discussed with the programme leader in the first instance.

Indicators of Quality and Standards

External examiners moderate all assessed work. Particular attention is given to the appropriateness of classifications (1st, 2:i, 2:ii, 3rd and fail), to the content and assessment methods of each taught module, to the overall range and structure of the taught programme and to internal methods of monitoring quality and standards.

Internal evaluation of the course is undertaken on an annual basis (Annual course monitoring). This annual review is based upon staff and student response to the year's work and is scrutinised by the quality control officers of the Faculty and the University's Academic Affairs Board.

The Programme Committee reviews progress on a regular basis in the light of:

- Student response to delivery of modules (module questionnaires)
- External examiners' reports
- Subject benchmarks on course content and delivery
- Peer observation of teaching