



**1. Programme title(s) and UCAS code(s):**

BA English (Q300);

BA English with a Year Abroad\*

\*students may only enter these programmes by transferring at the end of Year 1

**2. Awarding body or institution:**

University of Leicester

**3. a) Mode of study:** Full time

**b) Type of study:** Campus based.

**4. Registration periods:**

The normal period of registration is three years

The maximum period of registration is five years

**5. Typical entry requirements:**

ABB at A level, including English Literature, or English Language, or English Language and Literature  
International Baccalaureate: Pass Diploma with 32 points (at least 6 in Higher Level English)/Access:  
Pass in relevant diploma with some credits at distinction and a review of recent work.

**6. Accreditation of Prior Learning:**

Accreditation of Prior Learning may be considered for entry into the second year of the course if the student has completed a first year on another English or English related course at university; has completed modules with content comparable to the first year in topic and level; and has passed at a high level (normally a 2:1 average overall). This is dependent on places being available on the programme.

**7. Programme aims:**

The programme aims to:

- to develop students' knowledge and understanding of English language and literature from the medieval period to the present day and to provide a syllabus with historical range, intellectual progression and opportunities for independent study and creative writing;
- to foster students' independent thinking and judgment;
- to develop a range of skills in close reading and textual analysis;
- develop students' initiative and ability to carry out independent research;
- to develop students' ability to access and assess information, to communicate clearly and effectively, and to present their findings in a professional manner;

- to deliver learning opportunities through lectures, seminars, workshops, small group work, guided study and in some instances individual supervision;
- to enable students to demonstrate their ability in the skills of examinations, essays, online tests, portfolios, oral presentations, creative and/or critical writing, commentaries and group projects, and to offer the opportunity to undertake dissertations;
- [For those on the Year Abroad] to enable students to develop and broaden their learning experience by studying at a non-UK University;
- [For those on the Year Abroad] to enable students to develop their linguistic abilities, by immersing themselves in a non-English speaking environment.
- [For those on the Year Abroad] to enable students to enrich their all-round educational and personal development by studying at a non-UK University.

**8. Reference points used to inform the programme specification:**

- The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ)
- QAA Benchmark statement for English:  
<http://www.qaa.ac.uk/en/Publications/Documents/SBS-English-15.pdf>
- UK Quality Code for Higher Education
- [University Learning Strategy](#)
- [University Assessment Strategy](#)
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data

9. Programme Outcomes:

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<i>(a) Discipline specific knowledge and competencies</i>		
<b>(i) Mastery of an appropriate body of knowledge</b>		
<p>Demonstrate mastery of an appropriate body of literary, critical and linguistic knowledge and practice.</p>	<p>Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research, autonomous learning groups.</p>	<p>Essays, essay-based examinations, dissertation, seminar presentations, group projects, online tests and quizzes, seminar discussion, creative writing and critical commentary, autonomous learning group reports.</p>
<b>(ii) Understanding and application of key concepts and techniques</b>		
<p>Demonstrate skills in close reading of literary texts.</p> <p>Demonstrate a knowledge and understanding of the English language in its historical and literary dimensions.</p> <p>Demonstrate knowledge of and application of a variety of methodological approaches to the study of English.</p> <p>Demonstrate an understanding of literary history and literary genre.</p>	<p>Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research, autonomous learning groups.</p>	<p>Essays, essay-based examinations, dissertation, seminar presentations, group projects, online tests and quizzes, seminar discussion, creative writing and critical commentary, autonomous learning group reports.</p>

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
<b>(iii) Critical analysis of key issues</b>		
Analyse literary texts for their formal, thematic and rhetorical significance.  Use and reflect on a range of critical methods.  Demonstrate understanding of the historical/cultural/social context of literature and differences between texts.	Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research, autonomous learning groups.	Essays, essay-based examinations, dissertation, seminar presentations, group projects, online tests and quizzes, seminar discussion, creative writing and critical commentary, autonomous learning group reports.
<b>(iv) Clear and concise presentation of material</b>		
Present arguments in a variety of written and oral formats.	Seminars, workshops, group projects, language classes	Essays, essay-based examinations, dissertation, seminar presentations, group projects, online tests and quizzes, seminar discussion, creative writing and critical commentary.
<b>(v) Critical appraisal of evidence with appropriate insight</b>		
Marshall appropriate evidence in close reading, interpretation and contextualization.  Use evidence effectively in the construction of arguments.	Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research.	Essays, essay-based examinations, dissertation, seminar presentations, group projects, online tests and quizzes, seminar discussion, creative writing and critical commentary.
<b>(vi) Other discipline specific competencies</b>		
Demonstrate imagination, creativity and linguistic fluency.	Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research, autonomous learning groups.	Essays, essay-based examinations, dissertation, seminar presentations, group projects, online tests and quizzes, seminar discussion, creative writing and critical commentary.
<b>(b) Transferable skills</b>		
<b>(i) Oral communication</b>		
To present arguments in a range of registers.	Seminars, workshops, group projects, autonomous learning groups.	Oral presentations, seminar and autonomous learning group discussions.

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
<b>(ii) Written communication</b>		
To present written arguments of varying lengths and levels of formality.	Lectures, seminars, workshops, supervisions.	Essays, essay-based examinations, dissertation, group projects, creative writing and critical commentary.
<b>(iii) Information technology</b>		
<p>Use word processing, internet and email effectively.</p> <p>Interact individually and collaboratively with virtual learning environments.</p> <p>Make effective use of PowerPoint or similar visual aids.</p> <p>Identify and evaluate a range of online resources.</p>	Seminars, lectures, supervisions, workshops, directed reading, written assignments, presentations, independent research.	Essays, essay-based examinations, dissertation, seminar presentations, group projects, online tests and quizzes, seminar discussion, creative writing and critical commentary.
<b>(iv) Numeracy</b>		
Analysis of evidence which may include numerical or historical data.	Seminars, group projects, lectures, independent research.	Group projects, online tests and quizzes, and reports.
<b>(v) Team working</b>		
<p>Solve problems collaboratively.</p> <p>Reflect on the value and challenges of group working.</p> <p>Collaboratively identify methodologies, manage the distribution of effort and collectively arrive at conclusions.</p>	Group work for projects, workshops, seminars, autonomous learning groups.	Group projects, reports, assignments, seminar and autonomous learning group discussions.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<b>(vi) Problem solving</b>		
Solve literary critical, literary theoretical, literary historical and linguistic problems.  Identify and implement appropriate research methods.	Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research.	Essays, essay-based examinations, dissertation, seminar discussion and presentations, group projects, online tests and quizzes, seminar discussion, creative writing and critical commentary, autonomous learning group discussion and reports.
<b>(vii) Information handling</b>		
Identify, retrieve and manipulate textual, critical and linguistic information.  Assess the significance of this information in the construction of arguments.	Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research.	Essays, essay-based examinations, dissertation, seminar presentations, group projects, online tests and quizzes, seminar discussion, creative writing and critical commentary.
<b>(viii) Skills for lifelong learning</b>		
Demonstrate intellectual independence.  Reflect on your own and others learning.  Manage the time and resources available to you.	Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research.	Essays, essay-based examinations (processing and ordering and prioritising information), dissertation (managing time and research), seminar presentations (public speaking skills), group projects (collaboration), seminar discussion (collaboration and response), creative writing and critical commentary (attention to detail).

## 10. Progression points:

In accordance with [Senate Regulation 5: Regulations governing undergraduate programmes of study](#), in cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course.

### BA English:

In order to proceed to the second year of the course, a student must obtain the 90 credit-units for four modules of English and the 30 credit-units for Option modules. Subject to the achievement of an overall average of 40%, modules may be passed at a level sufficient for the award of credit (marks between 35% to 39%). This means that students with a credit-weighted average of less than 40% overall will be deemed to have failed all modules in which a mark of less than 40% has been

obtained; students with a credit-weighted average of 40% or more overall will be deemed to have failed all modules in which a mark of less than 35% has been obtained.

In order to proceed to the third year of the course a student must obtain 120 credit-units for English. The requirements for obtaining the credit-units for each of the modules taken in English are the same as in the first year.

In cases where a student has failed to meet a requirement to progress he or she may be required to withdraw from the course.

## **11. Scheme of Assessment**

Choosing to study Single Honours English Literature will allow students an overview of English language and literature from its beginnings to the present day, exploring the ways in which language and literature have changed through the centuries, and engaging with a range of critical approaches, which aim to provide insights into historical and literary development across time and genre. In the first year, a range of modules will introduce students to core themes and developments in poetry (EN1010), prose (EN1020), and drama (EN1050), alongside an introduction to studying English language (EN1040). Single Honours students will have the opportunity to study an option module drawn from our Creative Writing, English Language or TESOL pathways, Students will be introduced to a range of assessment techniques including critical reflective commentaries, essay-writing, close reading exercises, autonomous learning group reports, essay-based examinations, portfolios and group projects.

In second year students will be able to choose from a range of modules to explore texts and critical approaches across history. These could include the development of medieval literature, language and culture, or the literature and culture of the sixteenth, seventeenth, and eighteenth centuries. Alongside this, students will have the opportunity to explore new critical techniques and theories, and to take a module dedicated to the study of critical theory, EN2060. We will also, as part of the Curriculum Transformation initiative, introduce a series of special subjects to the second year, including employability options, in order to offer more optionality. Meanwhile, Assessment techniques used in first year will be developed and deepened in second year, and a range of strategies will be used, including formative writing assignments, essays, essay-based examinations, seminar presentations, group projects, and seminar discussions.

Single Honours students will have the opportunity to take an Erasmus year to gain experience of studying in a different culture.

In the final year, students will be given the opportunity to expand their knowledge in some specialist areas of English, with a range of modules that conclude the chronological journey through literature and language begun in the second year, beginning with Romanticism and ending with Post-war to Postmodern literature. Single Honours students will have the opportunity to take research-focussed special subjects supervised in small groups; both Single Honours students will have the option to do

an independently researched dissertation, supported by one- to-one supervision. The emphasis on assessment in the final year will be on independent research and deeper development of key skills and concepts. Assessment methods for Single Honours students include an optional dissertation of 7000 words, as well as essays, research presentations, group projects, supported by seminar discussions and independent research; Each aspect of the programme has been designed to allow students to master an appropriate body of literary, critical and linguistic knowledge and practice. From their first year, they will develop skills in close reading of literary texts in different genres and time periods, and they will be encouraged to explore language and literature in different historical and literary dimensions.

Across the course, they will examine and practise a variety of methodological approaches to the study of English, and be given the opportunity to explore different aspects of literary history and literary genre, before deciding on modules which reflect their specialist interests in their final year.

## **12. Special features:**

Single Honours students may choose at the end of the first year to transfer to the BA English with a Year Abroad course. Other special features of the degree include the ability to choose a CELTA module and from two Employability modules. An array of research-driven Special Subjects are offered in the second and third years of the degree. The programme, as a whole, offers choice at every level of the degree and the ability to complete a self-selected piece of research in the dissertation.

## **13. Indications of programme quality**

We are currently 28th in The Complete University Guide. We have consistently excellent results in the National Student Survey with ratings of 90% or over since the survey began in 2005, and 91% in 2016. Positive reports of the quality and efficiency of examinations and assessment procedures from External Examiners note, for example, that the School 'has an impressive range of forms of assessment across all three years', 'has good students who are being taught well across the board', and is 'delivering impressive feedback' and marking. In the 2012 Periodic Developmental Review (previously last conducted in 2004), the panel's report on the School was extremely positive: 'Throughout discussions with both staff and students the Panel noted a very collegial and student-centred approach to all the School's activities. The Panel particularly noted a culture of embedding the assurance of quality and standards into all areas of the School. The enhancement of the student experience was also actively encouraged and fostered. The Panel was impressed with the knowledge of the Chairs of the School's committees and their engagement with managing and enhancing the learning opportunities of students across the provision. The Panel also praised the leadership of the [then] Head of School who actively and knowledgeably oversaw the School's activity. The Panel had confidence in the management of quality assurance and quality enhancement processes in place within the School to assure the quality of the learning opportunities available to students and to comply with both the QAA Codes of Practice and the University Codes of Practice.'



#### **14. External Examiner(s) reports**

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found [here](#).

## Appendix 1: Programme structure (programme regulations)

### BA ENGLISH (2019/20)

<b>SEMESTER 1</b>		
<b>Core Modules</b>		
EN1010	Reading English	15
EN1020	A Literary Genre: The Novel	30
<b>Option Modules</b>		
<b>Choose one module from the following</b>		
AM1002	Classic US Texts	15
EN1025	Introduction to Writing Creatively (Part 1) – (pre-requisite for EN1035)	15
EN1036	Studying Language	15
<b>Semester total</b>		<b>60</b>
<b>SEMESTER 2</b>		
<b>Core Modules</b>		
EN1040	History of the English Language	15
EN1050	Renaissance Drama: Shakespeare and his Contemporaries	30
<b>Option Modules</b>		
<b>Choose one module from the following</b>		
AM1005	Modern American Writing	15
EN1035	Introduction to Writing Creatively (Part 2) – (EN1025 is pre-required)	15
EN1037	Describing Language	15
<b>Semester total</b>		<b>60</b>

## SECOND YEAR MODULES

<b>SEMESTER 1</b>		
<p>Select 60 credits from Lists A and B, to include at least one 30 credit module and no more than one module from List B.</p>		
<p><b>List A</b></p> <p>These modules are guaranteed to run every year and provide the backbone of your study in English literature. You cannot select Renaissance Literature A AND Renaissance Literature B.</p>		
EN2010	Chaucer and Medieval Culture	30
EN2020	Renaissance Literature A	15
EN2320	Renaissance Literature B	30
EN2030	The Beginnings of English Literature	15
<p><b>List B</b></p> <p>Precise options available will need to be confirmed, and at present these are only examples of the type of optional special subject which might be offered, these could include employability modules and research-focused modules. Please note, placement modules will have restricted numbers.</p>		
EL2040	Teaching English to Speakers of Other Languages	15
EN2035	Vikings, Myths and Sagas	15
EN2193	Language in the Digital Age	15
EN2194	Language and Politics	15
AM2013	Ethnicity and Diversity in American Literature	15
<b>SEMESTER 2</b>		
<p>Select 60 credits from Lists A and B, to include at least one 30 credit module and no more than one module from List B.</p>		
<p><b>LIST A</b></p> <p>These modules are guaranteed to run every year and provide the backbone of your study in English literature. You cannot select Satire to Sensibility A AND Satire to Sensibility B, or Concepts in Criticism A and Concepts in Criticism B.</p>		
EN2040	Sin and Redemption in the Middle Ages	15
EN2050	Love Wars: Gender, Writing and Society 1660 -1789 A	15
EN2350	Love Wars: Gender, Writing and Society 1660 -1789 B	30
EN2060	Concepts in Criticism A	15
EN2360	Concepts in Criticism B*	30
EN2045	Reading Old English	15
ML2021	Nations and Narrations	15

**LIST B**

**Precise options available will need to be confirmed, and at present these are only examples of the type of optional special subject which might be offered, these could include employability modules and research-focused modules. Please note, placement modules will have restricted numbers.**

EL2041	Teaching English to Speakers of Other Languages	15
EN2036	Dickens	15
EN2131	Gothic	15
EN2192	Diversifying the Publishing Industry	15
EN2196	English and Education	15
EN2303	Early Modern Fantasies and Fears	15
ML2020	The Latin World: Ancient, Medieval and Modern	15
AM2010	From Settler to Hipster: Characters in American Literature	15

### THIRD OR FINAL YEAR

<b>SEMESTER 1</b>		Credits
Select 60 credits from Lists A and B, to include at least one 30 credit module and no more than one module from List B.		
<b>List A</b>		
These modules are guaranteed to run every year and provide the backbone of your study in English literature. You cannot select Victorians A AND B.		
EN3010	Dissertation [may be taken in semester one or two]	30
EN3147	Romanticism: Revolutionary Writing from Blake to Shelley	15
EN3028	Victorians: from <i>Oliver Twist</i> to The Picture of Dorian Gray A	15
EN3328	Victorians: from <i>Oliver Twist</i> to The pPicture of Dorian Gray B	30
<b>List B</b>		
Precise options available will need to be confirmed, and usually include research-focused modules.		
AM3038	Coming of Age in America: Representing Adolescence in Fiction and Film	15
AM3024	Modern American Poetry	15
EN3073	The Child Writer	15
EN3078	Love and Death: The Nineteenth Century Novel in Russia and France	15
EN3102	Feminist Fiction	15
EN3115	Church and State in Medieval Literature	15
EN3119	Writing Voices	15
EN3142	Criminal Women in Early Modern Literature	15
EN3151	Classical Worlds	15
EN3169	Detective Fiction	15
EN3172	Libertine Literature 1660-1690	15
EN3174	Writing Prose Fiction	15
EN3197	On the Road Again: The Canterbury Tales after Chaucer	15
EN3199	Clinical Encounters? Narratives of Doctors and Patients from the Victorians to the Present Day	15
EN3209	The Living and the Dead in Nineteenth Century Literature and Culture	15
<b>SEMESTER 2</b>		Credits
Select 60 credits from Lists A and B, to include at least one 30 credit module and no more than one module from List B.		
<b>List A</b>		
These modules are guaranteed to run every year and provide the backbone of your study in English literature. You cannot select Post-War to Postmodern A AND B.		

EN3010	Dissertation [may be taken in semester one <b>or</b> two]	30
EN3030	Modern Literature	15
EN3040	Post-War to Postmodern: Literature 1945 – Present Day A	15
EN3340	Post-War to Postmodern: Literature 1945 – Present Day B	30
<b>List B</b>		
<b>Precise options available will need to be confirmed, and usually include research-focused modules.</b>		15
AM3022	American Autobiography and American Literature	15
AM3039	Modern Monsters; The Other in Contemporary American Texts	15
EN3112	Fantasy Literature and the Middle Ages	15
EN3124	Woman and the Feminine in Medieval and Renaissance Literature	15
EN3128	Late Victorian Gothic	15
EN3141	Representing the Holocaust	15
EN3144	The Thatcher Factor	15
EN3155	Medicine and Literature	15
EN3159	Modern European Fiction	15
EN3171	Historical Fiction	15
EN3175	Understanding Screenplays	15
EN3194	Tragedy	15
EN3202	Austen in Antigua	15
EN3204	Writing for Laughs	15
EN3206	Language, Power and Persuasion	15

## Appendix 2: Module specifications

See module specification database <http://www.le.ac.uk/sas/courses/documentation>

### Guided Independent Learning

University students are expected to engage in independent study in order to develop their knowledge and skills. The pedagogy of university English has throughout its history been centred on students' independent reading of literary texts before scheduled teaching events, such as seminars and lectures. While each student will approach this work differently, independent study is guided by the publication of learning outcomes, assessment criteria, seminar schedules and reading lists. Further scaffolding for independent study may be provided, where appropriate, by seminar tutors in advance of seminars, by Autonomous Learning Groups, by dissertation supervisors and by personal tutors, who will advise on your academic development across your programme of study. Additionally, students are expected to make use of feedback on their assessments to develop their approach to their studies, and encouraged to discuss their work with their peers outside as well as in seminars.

The way you divide your time will depend on your own working patterns and vary according to the time of year. It is difficult to quantify the time it takes to learn, but the convention in the world of higher education is that one credit is earned for each ten hours worked. This comes close to a 35

hour week in term time, so you can expect to be working for up to ten hours per week per module outside of class.

The advice below will vary depending on the requirements of each module. On literature modules you may spend a large part of your time reading the primary texts; on Language and Creative Writing modules, the primary tasks will be different, for instance drafting or revising a written text on a Creative Writing course; in English Language assignments, you may be required to spend some time on ethically collecting data for analysis. Below is a rough guide:

In the teaching semesters, you might find it useful to spend roughly the suggested amount of time on each of these activities:

Seminar preparation (e.g. reading and taking notes on set texts and wider reading, or drafting/redrafting a text; participating in ALGs; preparing presentations): 60%

Research, reading and writing your assessments: 40% (more if you have an assessment due in mid term).

In the Winter and Easter vacations, during the time you have available, you might expect to spend roughly the suggested amount of time on each of these activities:

Reading, researching, planning and writing your assessments: 80%

Reading ahead for next semester's modules: 20%

In the Summer vacation, you should try to set time aside for reading ahead and planning for the coming semester.