

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

- a) BA English WITH English Language

\* These awards are only available as exit awards, and are not available for students to register onto.

- b) [HECOS Code](#)

HECOS CODE	%

- c) UCAS Code (where required): Q300

**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 languages, linguistics and literatures from historical periods and genres, and to provide a syllabus with historical range, intellectual progression and opportunities for independent study;
- to foster students' independent thinking and judgment;
- to develop students' core skills in close reading, textual analysis and in the description and analysis of language;
- to develop students' initiative and ability to carry out independent research;
- to develop students' ability to access and assess information, to communicate clearly and effectively in both spoken and written modes, and to present their findings in a professional manner;
- to deliver learning opportunities through lectures, seminars, workshops, small group work, guided study, individual supervision, e-learning, as well as a range of group projects and independent research.
- to enable students to demonstrate their ability in the skills of examinations, essays, online tests and quizzes, portfolios, oral presentations, group projects, and to offer the opportunity to undertake dissertations.

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

- The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ)
- Benchmark statement for English:  
<http://www.qaa.ac.uk/en/Publications/Documents/SBS-English-15.pdf>
- [University Learning Strategy](#)
- [University Assessment Strategy](#)
- University of Leicester Employability Strategy
- University of Leicester Periodic Review (1996, 2004, 2012)
- First Destination Survey
- Graduate Survey
- Staff-student Consultative Committee student survey
- External Examiners' Reports
- Leicester Learning Institute Guidance on Accessible Curriculum Design
- United Nations Education for Sustainable Development Goals

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, language and linguistic knowledge and practice; examine and analyse language in a diversity of contexts and modes.</p>	<p>Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research, autonomous learning groups, online activities, group projects, guided study.</p>	<p>Essays, essay-based examinations, dissertation, seminar presentations, group projects, online tests and quizzes, seminar discussion, analyses, autonomous learning group reports.</p>

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<b>(ii) Understanding and application of key concepts and techniques</b>		
<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 literature and English language use.</p> <p>Demonstrate an understanding of literary history and literary genre.</p> <p>Demonstrate skills in close reading of literary texts.</p> <p>Demonstrate an ability to discuss and analyse variation in contemporary English, spanning diverse social and cultural contexts; to examine attitudes towards English language varieties; to describe sounds and grammatical structures of the English language; to collect linguistic data for independent analysis; to identify and interpret historical developments in the English language.</p>	<p>Seminars, lectures, supervisions, workshops, directed reading, written assignments, online activities, independent research, autonomous learning groups.</p>	<p>Essays, essay-based examinations, dissertation, seminar presentations, group projects, online tests and quizzes, seminar discussion, autonomous learning group reports.</p>

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<b>(iii) Critical analysis of key issues</b>		
<p>Analyse literary texts for their formal, thematic and rhetorical significance.</p> <p>Use and reflect on a range of critical methods.</p> <p>Demonstrate understanding of the historical/cultural/social context of literature and differences between texts.</p> <p>Demonstrate skills in using appropriate terminology and frameworks to analyse language, and identify differences in language use.</p> <p>Evaluate the relationship between language use and context.</p> <p>Demonstrate knowledge and understanding of historical and social variation in the English language.</p>	<p>Seminars, lectures, supervisions, workshops, directed reading, written assignments, online activities, group projects, independent research, autonomous learning groups.</p>	<p>Essays, essay-based examinations, dissertation, seminar presentations, group projects, online tests and quizzes, seminar discussion, projects, autonomous learning group reports.</p>
<b>(iv) Clear and concise presentation of material</b>		
<p>Present arguments in a variety of written and oral formats.</p>	<p>Present arguments in a variety of written and oral formats.</p>	<p>Essays, essay-based examinations, dissertation, seminar presentations, group projects, online tests and quizzes, seminar discussion, portfolios, analyses, reports.</p>
<b>(v) Critical appraisal of evidence with appropriate insight</b>		
<p>Marshal appropriate evidence in close reading, interpretation and contextualization.</p> <p>Use evidence effectively in the construction of arguments.</p>	<p>Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research.</p>	<p>Essays, essay-based examinations, dissertation, seminar presentations, group projects, online tests and quizzes, seminar discussion, analyses, reports, projects.</p>

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
<b>(vi) Other discipline specific competencies</b>		
Demonstrate imagination, analytic skills 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, analyses, reports, projects.
<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>(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, reports.
<b>(iii) Information technology</b>		
Use word processing, internet and email effectively.  Interact individually and collaboratively with virtual learning environments.  Make effective use of PowerPoint or similar visual aids.  Identify and evaluate a range of online resources.	Seminars, lectures, supervisions, workshops, directed reading, written assignments, online workshops, presentations, independent research.	Group projects, online tests and quizzes, preparation of reports.
<b>(iv) Numeracy</b>		
Analysis of evidence which may include quantitative data.  Collection and analysis of data.	Workshops, seminars, lectures, autonomous learning groups, online activities, independent research, group projects, guided study.	Group projects, essays, extended essays, portfolios, commentaries, analyses online tests and quizzes, and reports.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<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>	<p>Group work for projects, workshops, seminars, online activities, autonomous learning groups.</p>	<p>Group projects, reports, assignments, seminar and autonomous learning group discussions, portfolios, commentaries, analyses, reports, online tests.</p>
<b>(vi) Problem solving</b>		
<p>Solve literary critical, literary theoretical, literary historical, methodological and linguistic problems.</p> <p>Identify and implement appropriate research methods.</p>	<p>Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research, online activities and guided study.</p>	<p>Essays, essay-based examinations, dissertation, seminar discussion and presentations, group projects, online tests and quizzes, seminar discussion, autonomous learning group discussion and reports.</p>
<b>(vii) Information handling</b>		
<p>Identify, retrieve and manipulate textual, critical and linguistic information.</p> <p>Assess the significance of this information in the construction of arguments.</p>	<p>Seminars, lectures, supervisions, workshops, directed reading, written assignments, autonomous learning groups, guided study, independent research.</p>	<p>Essays, essay-based examinations, dissertation, seminar presentations, group projects, online tests and quizzes, seminar discussion.</p>

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<b>(viii) Skills for lifelong learning</b>		
<p>Demonstrate intellectual independence.</p> <p>Critically evaluate writing across all forms and genres; formulate arguments and distil information quickly and efficiently.</p> <p>Reflect on day-to-day language use.</p> <p>Reflect on personal and others' learning.</p> <p>Manage the time and resources available.</p> <p>Demonstrate a broad comprehension of the history of English literature and the English language.</p>	<p>Seminars, lectures, supervisions, workshops, directed reading, written assignments, online activities, independent research.</p>	<p>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), assignments and online tests (time management), oral presentations (confidence and presentation skills), autonomous learning group reports (teamwork), group projects (teamwork).</p>

#### 10. Progression points:

This programme follows the standard Scheme of Progression set out in Senate Regulation 5 governing undergraduate programmes.

[delete as required] The following additional progression requirements for this programme have been approved:

#### ENGLISH

This programme follows the standard Scheme of Progression set out in Senate Regulation 5 governing undergraduate programmes.

[delete as required] The following additional progression requirements for this programme have been approved:

#### ENGLISH

- In order to proceed to the second year of the course, a student must obtain 90 credit-units for four modules of English. 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 90 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.

## **ENGLISH LANGUAGE**

- In order to proceed to the second year of the course, a student must obtain 30 credit-units in the English Language modules entitled 'Studying Language' and 'Describing Language' OR 30 credit-units for the two modules of the EN2018/9 TESOL Option. 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 30 credit-units for two modules in English Language. The requirements for obtaining the credit-units for each of the two modules taken 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.
- Students must take 'Studying Language' and 'Describing Language' in Year 1 in order to continue on the BA English WITH English Language Year 2.
- In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course

### **11. Scheme of Assessment**

This programme follows the standard Scheme of Award and Classification set out in Senate Regulation 5 governing undergraduate programmes.

Students will be introduced to a range of assessment techniques including linguistic analysis. Students will learn about the historical aspects of language development and how language use varies across social and cultural contexts in four compulsory modules across the first and second years before choosing two specialist subjects in the third year on topics such as World Englishes, gender, stylistics, slang, place names, lexicography and more.

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, workshop presentations, peer presentations, seminar presentations, group projects, Blackboard tasks, wikis, and seminar discussions. In the final year student may undertake 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. Students in the final year can choose two specialist modules in English Language, each

giving them experience of carrying out fieldwork or independent research in a specialized area, such as investigating how place names have evolved over time. Assessment will include, as well as essays and reports, 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, linguistic analysis, 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 English Language, and be given the opportunity to explore different aspects of literary history and the history of the English language.

### **12. Special features:**

Students may choose at the end of the first year to transfer to the BA English with a Year Abroad course. Transfer will be confirmed only after the successful completion of all the first-year modules. Field research and data collection.

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

We are currently 30th in The Complete University Guide 2019. We have consistently strong 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 at [exampapers@Leicester](mailto:exampapers@Leicester) [log-in required]

## Appendix 1: Programme structure (programme regulations)

### ENGLISH WITH ENGLISH LANGUAGE (2019/20)

#### FIRST YEAR MODULES

SEMESTER 1		
EN1010	Reading English	15
EN1020	A Literary Genre: The Novel	30
EN1036	Studying Language	15
SEMESTER 2		
EN1040	History of the English Language	15
EN1050	Renaissance Drama: Shakespeare and his Contemporaries	30
EN1037	Describing Language	15

#### SECOND YEAR MODULES

SEMESTER 1		
<b>Students must select modules amounting to 60 credits (including EN2090)</b>		
EN2010	Chaucer and Medieval Culture	30
EN2020	Renaissance Literature	15
EN2320	Renaissance Literature	30
EN2030	The Beginnings of English Literature	15
EN2090	Sociolinguistics	15
EN2193	Language in the Digital Age	15
SEMESTER 2		
<b>Students must take modules amounting to 60 credits (including EN2045 or EN2196)</b>		
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	15
EN2360	Concepts in Criticism	30
EN2045	Reading Old English	15
EN2196	English and Education	15
EN2194	Language and Politics	15

## FINAL YEAR MODULES

SEMESTER 1		
<b>Students must select modules amounting to 60 credits (including one English Language option – marked with an asterisk)</b>		
EN3010	Dissertation (may be taken in Semester 1 or Semester 2)	30
EN3028	Victorians: from Oliver Twist to The Picture of Dorian Gray A	15
EN3328	Victorians: from Oliver Twist to The Picture of Dorian Gray B	30
EN3167	English Place Names*	15
EN3205	Multilingual and Multicultural Communities*	15
SEMESTER 2		
<b>Students must select modules amounting to 60 credits (including one English Language option – marked with an asterisk)</b>		
EN3010	Dissertation (may be taken in Semester 1 or Semester 2)	30
EN3030	Modern Literature	15
EN3040	Post-War to Postmodern: Literature 1945 – Present Day	15
EN3340	Post-War to Postmodern: Literature 1945 – Present Day	30
EN3206	Language, Power and Persuasion*	15
EN3160	Advanced Old English*	15
EN3143	English Around the World*	15

† English Language options will run according to staff availability, study leave patterns, etc.

### Appendix 2: Module specifications

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

### Appendix 3: Skills matrix