



Programme Specification (Undergraduate)

FOR ENTRY YEAR: 2025/26

Date created: 24/08/2021

Last amended: 02/04/2025

Version no. 1

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

BA English

BA English with a Year Abroad[^]

Notes

[^] Students may only enter this programme by approved transfer at the end of Year 1

a) [HECOS Code](#)

| HECOS Code | % |
|------------|------|
| 100320 | 100% |

b) 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:

BA English

The normal period of registration is 3 years

The maximum period of registration 5 years

BA English with a Year Abroad

The normal period of registration is 4 years

The maximum period of registration 6 years

5. Typical entry requirements

AAB-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

- develop students' knowledge and understanding of English literature from the late medieval period to the present day and to provide a syllabus with historical range, intellectual progression and opportunities for independent study and creative writing;
- foster students' independent thinking and judgment;
- 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;

8. Reference points used to inform the programme specification

- QAA Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- [University Education Strategy](#)
- [University Assessment Strategy](#) [Login required]
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data

9. Programme Outcomes

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

a) Discipline specific knowledge and competencies

i) Mastery of an appropriate body of knowledge

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| Demonstrate mastery of an appropriate body of literary and critical knowledge and practice. | 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. |

ii) Understanding and application of key concepts and techniques

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|--|--|--|
| <p>Demonstrate skills in close reading of literary texts.</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> |

iii) Critical analysis of key issues

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|--|--|--|
| <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>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> |

iv) Clear and concise presentation of material

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|--|--|---|
| <p>Present arguments in a variety of written and oral formats.</p> | <p>Seminars, workshops, group projects, language classes</p> | <p>Essays, essay-based examinations, dissertation, seminar presentations, group projects, online tests and quizzes, seminar discussion, creative writing and critical commentary.</p> |

v) Critical appraisal of evidence with appropriate insight

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|--|---|--|
| Marshal 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. |

vi) Other discipline specific competencies

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|--|
| 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) Transferable skills

i) Oral communication

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|--|--|
| To present arguments in a range of registers. | Seminars, workshops, group projects, autonomous learning groups. | Oral presentations, seminar and autonomous learning group discussions. |

ii) Written communication

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|--|--|---|
| 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. |

iii) Information technology

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|--|--|--|
| Use word processing, internet and email effectively. | 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. |

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|--|--|
| Interact individually and collaboratively with virtual learning environments. | 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. |
| Make effective use of PowerPoint or similar visual aids. | 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. |
| Identify and evaluate a range of online resources. | 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. |

iv) Numeracy

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|--|
| Analysis of evidence that may include numerical or historical data. | Seminars, group projects, lectures, independent research. | Group projects, online tests and quizzes, and reports. |

v) Team working

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|--|
| Solve problems collaboratively. | Group work for projects, workshops, seminars, autonomous learning groups. | Group projects, reports, assignments, seminar and autonomous learning group discussions. |
| Reflect on the value and challenges of group working. | 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? |
|---|---|--|
| Collaboratively identify methodologies, manage the distribution of effort and collectively arrive at conclusions. | Group work for projects, workshops, seminars, autonomous learning groups. | Group projects, reports, assignments, seminar and autonomous learning group discussions. |

vi) Problem solving

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| Solve literary critical, literary theoretical and literary historical problems. | 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. |
| 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. |

vii) Information handling

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|--|
| Identify, retrieve and manipulate textual, critical and linguistic information. | 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. |

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|--|
| 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. |

viii) Skills for lifelong learning

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|--|
| Demonstrate intellectual independence. | Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research. | Essays, essay-based examinations (processing, 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). |
| Reflect on your own and others' learning. | Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research. | Essays, essay-based examinations (processing, 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). |

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|--|
| Manage the time and resources available to you. | Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research. | Essays, essay-based examinations (processing, 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

This programme follows the standard Scheme of Progression set out in [Senate Regulations](#) – see the version of Senate Regulation 5 governing undergraduate programmes relevant to the year of entry.

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

a) Course transfers

11. Criteria for award and classification

This programme follows the standard scheme of undergraduate award and classification set out in [Senate Regulations](#) – see the version of *Senate Regulation 5 governing undergraduate programmes* relevant to the year of entry.

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. For the aims, learning outcomes and application criteria for the GCSA Year Abroad please see <https://le.ac.uk/study/undergraduates/courses/abroad>.

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.

12a. Research-inspired Education

Students on this programme will advance through the four quadrants of the University of Leicester Research-inspired Education Framework as follows:

| RiE Quadrant | Narrative |
|-------------------------|--|
| | Students in English receive a thorough grounding in knowledge, skills, and methods including critical thinking, reading long and short texts, close analysis, and problem solving. From the first semester onwards, these skills and knowledge are overtly applied to their career paths after university. |
| Research-briefed | Research-briefed: Core modules introduce students to major genres of English writing (poetry, novels, drama) and critical discussions, establishing a firm basis for |

| | |
|---|---|
| Bringing staff research content into the curriculum. | development. Skills-based modules develop professional and academic attributes, inviting reflection on their application to a future career opportunity. |
| Research-based Framed enquiry for exploring existing knowledge. | Research-based: Students are introduced to recent theoretical debates which have influenced the study of English, such as reading and authorship, gender and sexuality, identity and selfhood, class and race, empire and nation. Students identify, compare, and evaluate key theoretical concepts, and consider their applicability to texts of different genres and historical periods. |
| Research-oriented Students critique published research content and process. | Research-oriented: Our suite of 30-credit modules in historical periods of literature allow students to work with published specialists, analysing research and learning practical skills such as using archives and rare books. Students choose 15-credit Year 3 options designed around staff research specialisms, studied in small-group seminars and debating cutting-edge new work. |
| Research-apprenticed Experiencing the research process and methods; building new knowledge. | Research-apprenticed: the programme culminates in a Dissertation module, where students design a substantial independent research project in English or Creative Writing, supported by a supervisor with a research specialism in an allied area. They receive training in: a) Ideas and research b) Planning and analysing c) Writing and editing. Students present their findings through a presentation and a long dissertation. |

As part of studying at a research-intensive university, students on this programme have the following extra or co-curricular opportunities available to them to gain exposure to research culture:

Visits to Archives and Special Collections are arranged to give students guided, hands-on experience of working with the university's extensive collections of rare books and manuscripts. Special talks and events such as the Centre for Victorian Studies Annual Lecture are publicised to students.

Our annual free literary festival, Literary Leicester, takes place on campus. All students are given programmes in class and are actively encouraged to attend events and talks and participate in workshops.

Teaching on this programme will be research-informed (it draws consciously on systematic inquiry into the teaching and learning process itself) in the following way:

The School supports all staff involved in teaching to gain an accredited Higher Education teaching qualification, in which they demonstrate their use of teaching theory to support their own practice and reflect on their current teaching and continuing professional development.

All teaching staff participate in peer review of teaching or a mentor's review on a regular basis, as well as in peer review of marking. The School Pedagogy Forum enables colleagues to learn about new pedagogical projects and research. English Boards of Studies and away days regularly focus on teaching and learning, informed by scholarship, enabling staff to discuss how best to implement guidance from Education Services in a subject-specific way. Bespoke training is run on specific issues where staff need more support in new and emerging areas, such as AI and

Assessment. Workshops offered by national bodies e.g. University English/ the English Association are advertised and staff are encouraged to attend.

13. 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 [log-in required]

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Date created: 24/08/2021

Last amended: 02/04/2025

Version no. 1

Appendix 1: Programme structure (programme regulations)**Updates to the programme**

| Academic year affected | Module | Update |
|------------------------|--|---|
| 2025/26 | EN1002 Classic American Writing | Optional module withdrawn |
| 2025/26 | EN1005 American Literature in the 20s and 30s | Optional module withdrawn |
| 2027/28 | EN3011 Dissertation in Creative Writing | Additional dissertation option |
| 2027/28 | EN3010 Dissertation in English/EN3011 Dissertation in Creative Writing | Dissertation module increased from 30 to 45 credits |

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

BA English**Level 4/Year 1 2025/26****Credit breakdown**

| Status | Year long | Semester 1 | Semester 2 |
|----------|-----------|------------|------------|
| Core | n/a | 45 credits | 45 credits |
| Optional | n/a | 15 credits | 15 credits |

120 credits in total

Core modules

| Delivery period | Code | Title | Credits |
|------------------------|-------------|---|----------------|
| Sem 1 | EN1070 | Writing Matters | 15 credits |
| Sem 1 | EN1020 | The Novel Around the World | 30 credits |
| Sem 2 | EN1010 | Reading Poetry | 15 credits |
| Sem 2 | EN1050 | Renaissance Drama: Shakespeare and his Contemporaries | 30 credits |

Option modules

| Delivery period | Code | Title | Credits |
|------------------------|-------------|---|----------------|
| Semester 1 | EN1025 | Introduction to Writing Creatively Part 1 | 15 credits |
| Semester 1 | EN1030 | Film and Literature | 15 credits |
| Semester 1 | EN1060 | Feminist Fiction | 15 credits |
| Semester 2 | EN1035 | Introduction to Writing Creatively Part 2 | 15 credits |
| Semester 2 | EN1080 | Historical Fiction | 15 credits |
| Semester 2 | EN1090 | Literature for Children and Young Adults | 15 credits |

Notes

This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

Level 5/Year 2 2026/27

Credit breakdown

| Status | Year long | Semester 1 | Semester 2 |
|----------|-----------|------------|------------|
| Core | n/a | 15 credits | 15 credits |
| Optional | n/a | 45 credits | 45 credits |

120 credits in total

Core modules

| Delivery period | Code | Title | Credits |
|-----------------|--------|-------------------------|------------|
| Semester 1 | EN2060 | Critical Perspectives 1 | 15 credits |
| Semester 2 | EN2360 | Critical Perspectives 2 | 15 credits |

Option modules

| Delivery period | Code | Title | Credits |
|------------------------|-------------|--|----------------|
| Semester 1 | EL2040 | Teaching English to Speakers of Other Languages | 15 credits |
| Semester 1 | EN2010 | Chaucer's Worlds | 15 credits |
| Semester 1 | EN2013 | Diversity in Contemporary American Literature | 15 credits |
| Semester 1 | EN2070 | Using Stories | 15 credits |
| Semester 1 | EN2131 | Gothic | 15 credits |
| Semester 1 | EN2147 | Romantic Literature from Blake to Shelley | 30 credits |
| Semester 1 | EN2350 | Eighteenth-Century Literature from Restoration to Revolution | 30 credits |
| Semester 2 | EL2041 | Teaching English to Speakers of Other Languages | 15 credits |
| Semester 2 | EN2080 | Advanced Creative Writing Skills | 15 credits |
| Semester 2 | EN2192 | Global Voices and the Publishing Industry | 15 credits |
| Semester 2 | EN2025 | English and Arts Journalism | 15 credits |
| Semester 2 | EN2196 | English and Education | 15 credits |
| Semester 2 | EN2290 | Your Career and Other Stories | 15 credits |
| Semester 2 | EN2330 | Modern Literature from Conrad to Orwell | 30 credits |
| Semester 2 | EN2340 | Contemporary Literature from 1945 – Now | 30 credits |

Notes

Students should choose 1 30-credit option and 1 15-credit option in Semester 1 and in Semester 2. The list of 15-credit option modules is indicative only, and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

Level 6/Year Final 2027/28

Credit breakdown

| Status | Year long | Semester 1 | Semester 2 |
|----------|-----------|------------|------------|
| Core | n/a | n/a | n/a |
| Optional | n/a | 60 credits | 60 credits |

120 credits in total

Students must choose ONE of the following:

| Delivery period | Code | Title | Credits |
|-----------------|--------|----------------------------------|------------|
| Semester 1 & 2 | EN3010 | Dissertation in English | 45 credits |
| Semester 1 & 2 | EN3011 | Dissertation in Creative Writing | 45 credits |

Notes

N/A

Option modules (see below)

| Delivery period | Code | Title | Credits |
|-----------------|--------|---|------------|
| Semester 1 | EN3320 | Renaissance Literature from <i>Utopia</i> to <i>Paradise Lost</i> | 30 credits |
| Semester 1 | EN3328 | Victorians: from <i>Oliver Twist</i> to <i>The Picture of Dorian Gray</i> | 30 credits |
| Semester 1 | EN3004 | Adolescence in American Fiction and Film | 15 credits |
| Semester 1 | EN3060 | Science Fiction: Exploring Space and Time | 15 credits |
| Semester 2 | EN3078 | Love and Death: The Novel in Nineteenth-Century Russia and France | 15 credits |
| Semester 1 | EN3119 | Writing Voices | 15 credits |
| Semester 1 | EN3151 | Classical Worlds: Translation and Reception | 15 credits |
| Semester 1 | EN3174 | Writing Prose Fiction | 15 credits |
| Semester 2 | EN3199 | Bodies and Minds from the Victorians to the Present Day | 15 credits |
| Semester 1 | EN3209 | The Living and the Dead in Nineteenth Century Literature and Culture | 15 credits |
| Semester 1 | HA3489 | Watching the Detectives: Crime on the Page and Screen | 15 credits |
| Semester 2 | EN3015 | Queering the Renaissance | 15 credits |
| Semester 2 | EN3021 | Literatures of Protest: Reading and Political Action | 15 credits |
| Semester 2 | EN3027 | The Latin World: Ancient, Medieval and Modern | 15 credits |
| Semester 2 | EN3035 | Weird Fiction/ Weird Film | 15 credits |
| Semester 2 | EN3128 | Late Victorian Gothic: Texts and Context | 15 credits |
| Semester 2 | EN3144 | The Thatcher Factor: The 1980s in Literature | 15 credits |
| Semester 2 | EN3158 | Jane Austen: Novels, Contexts, Adaptations | 15 credits |
| Semester 2 | EN3194 | Tragedy | 15 credits |
| Semester 2 | EN3204 | Writing for Laughs | 15 credits |
| Semester 2 | EN3041 | Literature and Decolonisation | 15 credits |

| Delivery period | Code | Title | Credits |
|-----------------|--------|---|------------|
| Semester 2 | NT3200 | Sustainability Enterprise Partnership Project | 15 credits |

Notes

Students should choose EITHER EN3010 Dissertation in English OR EN3011 Dissertation in Creative Writing. In semester 1 they choose 1 30-credit option and 1 15-credit option . They should choose 2 15-credit options in Semester 2.

The list of 15-credit option modules is indicative only, and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

For students taking EN3011 Dissertation in Creative Writing, the pre-requisite is one previous Creative Writing module.

Appendix 2: Module specifications

See undergraduate [module specification database](#) [Login required] (Note - modules are organized by year of delivery).