Programme Specification for BA (Hons) English Literature

This document applies to students who commence the programme in or after September 2017

1.	**Awarding institution/body**	University of Worcester
2.	**Teaching institution**	University of Worcester
3.	**Programme accredited by**	N/A
4.	**Final award**	BA Hons
5.	**Programme title**	English Literature
6.	**Pathways available**	Single, major, joint, minor
7.	**Mode and/or site of delivery**	Standard taught programme
8.	**Mode of attendance**	Full time and part time, some modules will be offered in the evening,
9.	**UCAS Code**	English Literature BA (Single Honours) Q300 BA/Eng Art & Design and English Literature BA (Joint Honours) WQ93 BA/ArtEng Creative & Professional Writing and English Literature BA (Joint Honours) WQ82 BA/CPEL Drama & Performance and English Literature BA (Joint Honours) WQ43 BA/DPSEng Education Studies and English Literature BA (Joint Honours) XQ33 BA/EdsEng English Language and English Literature BA (Joint Honours) QQ23 BA/ELSELL English Literature and Film Studies BA (Joint Honours) QP3H BA/ELSFS English Literature and Fine Art BA (Joint Honours) QW31 BA/ELSFAP English Literature and History BA (Joint Honours) QV31 BA/EngHis English Literature and Journalism BA (Joint Honours) QP35 BA/ELSJour English Literature and Media & Culture BA (Joint Honours) QP33 BA/EngMcs English Literature and Sports Studies BA (Joint Honours) QC36 Mod/EnSp
10.	**Subject Benchmark statement and/or professional body statement**	English (2007)
11.	**Date of Programme Specification preparation/ revision**	January 2013. April 2014 – JOIN coded modules added to Level 6 JH options. August 2014 and October 2014 – regulations amended. March 2015 – New 15 credit optional modules ENGL1104 and ENGL2024. CPWT2002 added as shared optional module. Excluded combination

		updated on ENGL1102. MECS2005 deleted from programme. July 2015 – Programme title changed from English Literary Studies to English Literature. January 2016 – New modules added ENGL2203 and ENGL3026. LANG2001 and ENGL3024 removed (excluded combinations updated for ENGL3302). ENGL2023 change to title. October 2016 – LANG1001 and LANG3001 removed. January 2017 – Optional modules removed: MECS2006, ENGL2010, ENGL2024, ENGL3010, ENGL3302. ENGL3026 change to title. August 2017 - AQU amendments

12.   Educational aims of the programme

English Literature can be taken as a Single Honours course or as Joint Honours with a range of other courses - for example Creative & Professional Writing, or English Language - so that you may tailor your degree to suit your particular interests and career ambitions. The course content covers fiction, poetry and drama spanning the past 500 years and including the present day, generated in England and in other countries around the world. It covers a variety of approaches to studying and thinking about literature focusing, especially, on the cultural and historical contexts of its publication.

The course aims are that students will:
- acquire and exercise skills of literary analysis and criticism through the study of sophisticated literary texts from a range of genres and period;
- explore and understand texts in context, especially contexts relating to cultural and social change;
- understand the relationship between literary theory and practice through a detailed study of theory and its application to selected texts;
- gain in intellectual and personal independence and thus increase self-confidence;
- develop both enjoyment of literature and appreciation of its personal, cultural and historical significance, through a nurturing of intellectual and imaginative capability;
- acquire an intellectual and practical basis for further study or training in English and/or related disciplines;
- develop a range of high-order conceptual, communication, research and information-based skills;
- be encouraged in the development of transferable skills and qualities which support students in graduate employment.

13.   Intended learning outcomes and learning, teaching and assessment methods

<u>Knowledge and understanding:</u>

On successful completion of the course, students will be able to:
- analyse thematic, formal and contextual features of selected literary and other texts from the early modern period to the present, and the relationships between those features;
- apply generic features of and critical approaches to, poetry fictional prose and drama;
- interpret selected theoretical perspectives on the study of literature and on interpretations produced by different critical or theoretical methodologies;

- demonstrate knowledge of different literary and critical embodiments of traditions of literature in the English Language;
- understand the meanings of selected literary texts in relation to questions of historical and cultural change and difference;
- recognise and apply critical terminology such as will inform the personal practice of interpretation;
- develop a substantial independent research project of academic weight and validity;
- demonstrate a systematic understanding of key aspects of English Literature;
- recognise and communicate the transferable skills gained from their study within contexts applicable to progression and employability.
- apply teaching and assessment methods

Cognitive and intellectual skills:

On successful completion of the course, students will be able to:
- demonstrate critical thinking within the subject paradigm, encompassing close reading of texts;
- contextualise literary texts, interrogating primary and secondary evidence, and theorise;
- summarise, forming arguments and their conclusions;
- gather information and analysis, which entails the location, collation and evaluation of materials;
- deploy and accurately cite relevant data in written and electronic form, and include within a conceptual framework
- independently organise approaches to learning not merely in planning private study time, researching assignments, meeting deadlines, managing commitments and maintaining contact with staff, but also in engaging via assessed work including independent, extended research projects, in argument about meaning and interpretation;
- exercise positive self-criticism in preparing work, responding constructively to the comments of tutors and peers, and participating in seminar and tutorial discussion;
- work in groups to sustain discussion, plan work, assign roles and consider questions of argument and interpretation;
- demonstrate independence of motivation and approach in order to perform consistently in a variety of learning and teaching situations.

Practical skills relevant to employment:

Transferable/key skills:

On successful completion of the course, students will be able to:
- work independently;
- communicate accurately and effectively in presenting both oral and written work;
- develop time management skills, for example, when meeting essay deadlines;
- plan and research written work;
- articulate knowledge and understanding of texts, concepts and theories;
- lead and participate in discussions and have confidence in your own opinions;
- work with others when presenting ideas and information;
- effectively convey arguments and opinions and encourage independent and creative thought;
- have tolerance of ambiguity and of others' opinions;
- work towards a solution using negotiation skills;
- use judgement when weighing up different options and alternative perspectives;

- develop skills in critical reasoning and analysis;
- convey meaning precisely and pick out the essential points from texts;
- command a broad range of vocabulary and critical terminology;
- information technology;
- undertake voluntary work experience, internships, and optional work project placements with more confidence;
- demonstrate knowledge and understanding of the applicability of subject skills;
- use research skills such as IT, internet, library skills, identifying appropriate sources;
- understand team working by developing roles in teams as in group work;
- produce CVs, have experience of interview skills, knowledge of the labour market in the subject area as a means of ensuring career development;
- understand the basis of their own learning, including metacognition, use of learning logs and journals;
- plan a project and evaluate, setting and implementing aims, working to a brief
- demonstrate creativity and originality;
- communicate in oral, written and IT, including communicating academically, professionally and, possibly, interculturally;
- problem solve using critical thinking, negotiation skills, manage change and implement strategies;
- show that they are aware of inclusivity and diversity issues;

Examples of learning, teaching and assessment methods used:
- reading for a purpose (form and meaning)
- analysing tasks
- extracting information from texts and images
- taking notes
- writing for an audience in an appropriate way
- learning through lecturers, seminars, individual tutorials, group discussions, individual and group research
- formative planning with tutorial support
- peer review
- reflection through journal and diary exercises
- self assessment using guidelines
- identification of sources of help
- monitoring of progress
- assessment through essays, short critical passages, close readings, portfolios, individual oral and group presentations, on-line tests, in class tests, extended projects, portfolios, summaries
- receiving and reviewing feedback and taking action on feedback

14. **Assessment Strategy**

The programme is structured on a diet of 120 credits per level: 2 x 30 credit mandatory modules + 4 x15 optional modules at level 4; 2 x 30 credit mandatory + 4 optional modules at level 5; 1 x30 credit research project + 6 optional modules at level 6. Assessments are carefully devised to provide students with the opportunity to acquire, practise and improve skills as these develop with shorter and more guided assessment at Level 4 running to longer, increasingly independent work at Level 6.

The period and genre Subject Benchmarks are met in the mandatory modules at Level 4 and 5. The wide range of optional modules engages with current issues and debates in

English Literature across all genres, from the Early Modern period to the 21st century, and offers students the opportunity to pursue their individual interests in particular periods and genres.

There are formative and summative assignments for each module, with the former focusing on skill acquisition, the learning process, and scaffolding the graded work. Summative work is typically assessed at two points in the optional modules and two/three in the mandatories, with the shorter assignment of minimum 25% weighting. Advice about assignments is presented in the module outline at the commencement of each module and full direction is given within the context of teaching sessions where teaching and group tasks are specifically designed to provide formative opportunities to practise the skills, competencies, and understanding that will be demonstrated in the summative assessment tasks.

 An assessment tracking sheet must be attached to all assignments (oral, written or online). Staff feedback is given electronically with additional feedback, oral or annotated on the submitted work. On the return of work students are encouraged to discuss feedback with tutors. Work is normally returned to students within 20 working days of the assessment deadline. The detailed assessment policy is available to students in the subject handbook on the English Blackboard site.

The formal essay remains key to the assessment strategy in line with English Subject Benchmark and is incrementally extended in length and complexity from Level 4 to Level 6. Essay writing techniques and skills are developed primarily in the mandatory modules through subject specific formative tasks and summative assignments such as close reading, contextual queries, research exercises, planning, annotated bibliography, critical reviews, reflective practices. Alongside the essay, the programme offers a range of assessment formats that develop further critical and creative thinking, and consolidate key transferable and employability skills. Especially in the optional modules, the alternative options to the essay format address: time management, communication, initiative, creativity, presentation, leadership, pair and group work, peer feedback, compiling a diary/journal/portfolio, CV and report writing. Independent project development is explored subject specifically and beyond at level 6: students undertake an Independent Research Project as their mandatory (30 credits or 45 credits) and have the option to take the Work Project module, which offers direct experience of project development in the working environment.

Assessment across Level 4 will explore and scaffold reading and writing practices that are aware of the diversities and developments in English literature. Students will be assessed on their development in acquiring subject specific knowledge, skills and competences that reflect their familiarisation with notions of literary genres and periods, the materiality of the literary text, reading and writing practices. While assessment in the two 30 credit mandatory modules at level 4 will focus on textual close-reading, then move on to reading practices which are critically and contextually informed, the optional modules available at Level 4 will expand the students' analytical, critical and reflective skills and practices through assessment forms that range from learning journals and portfolios to CVs and group presentations.

Level 5 modules will engage students with a range of critical and theoretical approaches to English Literature, support their critical thinking and aid the development of their knowledge, skills of independent learning and research in all areas of their programme. Assessment at level 5 is designed to develop independence in research, develop skills in close reading and critical analysis, develop writing and oral presentation skills in a range formats.

Assessments methods at Level 6 are designed to offer students development of knowledge and opportunities for critical thinking and expression of ideas and, especially, extended independent research and writing in the year 3 mandatory (30 credits or 45 credits). The extended research project is designed to explore students' individual interests, creativity and interdisciplinary pursuits and to give students the opportunity to work closely in one-to-one tutorial contexts often on a topic that the focus of a lecturer's personal research expertise.

15.   Programme structures and requirements

The course is available in full and part-time modes. Students may combine their study of English with another subject in a Joint Major Minor combination. For Single Honours students there is an opportunity to select up to 15/30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: http://www.worcester.ac.uk/your-home/language-centre-module-options.html. Students can elect to move from Joint to Single Honours following the first year of study.

English Literature is offered across the full range of Pathways from level 5 and Joint or Single Honours at level 4. Each module is worth 15 credits with the exception of the third-year Extended Research Project which is worth 30 or 45 credits.

Award map

Course Title: English Literature	Year of entry: 2017-18

Level 4

Module Code	Module Title	Credits (Number)	Status (Designated (D) or Mandatory (M) or Optional (O))		Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes
			Single Hons	**Joint Hons**		
ENGL1101	What is Literature?	30	M	M	None	None
ENGL1102	English Literature Across the Centuries	30	D	O	None	Excluded ENGL1104
ENGL1104	Early Modern English Literature	15	N/A	O	None	Excluded ENGL1102
ENGL1003	English Renaissance Texts and Contexts	15	O	O	None	None
ENGL1007	Creativity in Women's Writing: Difference in View	15	O	O	None	None
ENGL1008	Introduction to American Writing	15	O	O	None	None
ENGL1009	Power, Sex and Identity in Restoration Literature	15	O	O	None	None
ENGL1010	Science Fiction: Alternative Worlds	15	O	O	None	None
LANG1002	Improving English usage and style in academic writing	15	O	O	None	None
LANG xxxx	Optional modules offered by the Language Centre	15/30	O	N/A	None	None

Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory/designated modules and optional modules - which can include up to 30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: http://www.worcester.ac.uk/your-home/language-centre-module-options.html.

Joint Honours Requirements at Level 4

Joint Honours students must take 60 credits from the table above to include ENGL1101 (30 credits).

Level 5								
Module Code	**Module Title**	**Credits (Number)**	**Status** (Mandatory (M) or Optional (O))				**Pre-requisites** (Code of Module required)	**Co-requisites/ exclusions and other notes**
			SH	**Maj**	**JH**	**Min**		
ENGL2003	Shakespearean Comedy	15	O	O	O	O	None	None
ENGL2006	Culture and Politics in Victorian Fiction	15	O	O	O	O	None	None
ENGL2011	Children's Literature	15	O	O	O	O	None	None
ENGL2013	Literary England and the Great War, 1900 - 1930	15	O	O	O	O	None	None
ENGL2015	The American Short Story	15	O	O	O	O	None	None
ENGL2023	Writing the Modern Self in Eighteenth-Century Literature.	15	O	O	O	O	None	None
ENGL2201	Literary Criticism: Theory and Practice	30	M	M	M	O	None	None
ENGL2202	Literature in English around the World	30	M	M	O	O	None	None
ENGL2203	Gothic Literature	15	O	O	O	O	None	None
CPWT2002	Writing for Children	15	O	O	O	O	None	None
LANG xxxx	Optional modules offered by the Language Centre	15/30	O	N/A	N/A	N/A	None	None

Single Honours Requirements at Level 5
Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules and optional modules - which can include up to 30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: http://www.worcester.ac.uk/your-home/language-centre-module-options.html.

Joint, Major and Minor Honours Requirements at Level 5
Students following Joint Honours pathways can adjust their studies at level 5 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see the table at the end of this document.

Major Pathway Requirements at Level 5

Major Pathway students must take at least 60 and no more than 90 credits from the table above to include ENGL2201 (30 credits) and ENGL2202 (30 credits).

Joint Pathway Requirements at Level 5
Joint pathway students must take at least 45 credits and no more than 75 credits from the table above to include ENGL2201 (30 credits).

Minor Pathway Requirements at Level 5
Minor Pathway students must take at least 30 credits and no more than 60 credits from the table above to include **either** ENGL2201 (30 credits) **or** ENGL2202 (30 credits).

Level 6								
Module Code	**Module Title**	**Credits (Number)**	**Status** (Mandatory (M) or Optional (O))				**Pre-requisites** (Code of Module required)	**Co-requisites/ exclusions and other notes**
			SH	**Maj**	**JH**	**Min**		
ENGL3004	Justice and Revenge in English Renaissance Drama	15	O	O	O	O	None	None
ENGL3006	Love, Religion and Politics in English Renaissance Poetry	15	O	O	O	O	None	None
ENGL3011	Cities and Fiction	15	O	O	O	O	None	None
ENGL3012	American Writing and the Wilderness	15	O	O	O	O	None	None
ENGL3016	Irish Writing since 1900	15	O	O	O	O	None	None
ENGL3017	Literature in Film Adaptation	15	O	O	O	O	None	None
ENGL3019	What Happens Now: Twenty-First Century Poetry Plus	15	O	O	O	O	None	None
ENGL3020	Postcolonial Literature	15	O	O	O	O	None	None
ENGL3022	Work Project Module	15	O	O	N/A	N/A	None	None
ENGL3026	From Text to Edition: the Principles and Practice of Electronic Editing	15	O	O	O	O	None	None
ENGL3301	Independent Research Project	30	O	O	O	N/A	None	Excluded combinations: Joint Honours students taking their Independent Study/Research project in the other subject.

Single Honours Requirements at Level 6
Single Honours students must take 120 credits from the table above to include ENGL3301 (30 credits).

Joint, Major and Minor Honours Requirements at Level 6

Students following pathways in two subjects can adjust their studies at level 6 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see table at the end of this document.

Major Pathway Requirements at Level 6
Major Pathway students must take either 75 or 90 credits from the table above to include ENGL3301 (30 credits).

Joint Pathway Requirements at Level 6
Joint pathway students must take 45, 60 or 75 credits (to make at least 105 credits over levels 5 and 6 in the subject, and no more than 135 credits over levels 5 and 6 in the subject), from the table above.

Joint pathway students taking their Independent Research project (equivalent) in this subject must take ENGL3301 (30 credits).

Joint pathway students who choose to place their Independent Study (equivalent) in their other joint subject must take 45, 60 or 75 credits from the table above excluding ENGL3301.

Joint pathway students must take one Independent Study (equivalent), either in this subject, in their other joint subject, or take JOIN3001/2 where an Independent Study covers both joint subjects.

Minor Pathway Requirements at Level 6
Minor pathway students must take either 30 or 45 credits from ENGL coded modules in the table above.

Credit requirements for awards involving two subjects

In determining whether an award derived from two subjects is Joint Honours (subject 1 **and** subject 2) or Major/Minor Honours (subject 1 **with** subject 2) credits taken in each subject at levels 5 and 6 will count as follows:

Subject 1	Subject 2	Award
120	120	Joint Hons
135	105	Joint Hons
150	90	Major/minor Hons
165	75	Major/minor Hons
180	60	Major/minor Hons

16. **QAA and Professional Academic Standards and Quality**

The course reflects the subject benchmark statement for English as it applies to English Literature and the QAA Code of Practice on assessment, careers and disability. It fosters wide and varied reading; enables students to develop independent critical thinking and judgement; engages students imaginatively in the process of reading and analysing complex and sophisticated literary and non-literary texts. The curriculum ensures a broad and balanced curriculum by application to a range of literary periods and genres. Students develop knowledge and appreciation of contextual approaches to the production and reception of literary texts and this is underpinned by a compulsory theoretical module.

The course is intellectually stimulating and satisfying and encourages in students a sense of enthusiasm for the subject and an appreciation of its continuing social and cultural importance. In its intellectual character and academic practice, the course demonstrates a critical self-awareness that encourages sophisticated interrogation of its own history, status and practices. It includes the study of the literatures from the Anglophone world, comparative literature, creative writing, and film.

The course gives emphasis to a range of subject-specific and transferable skills, including high order conceptual, analytic, and communication skills of value in graduate employment English Literature provides a basis for further study in English or related disciplines and for teachers of English at all levels.

17. **Support for students**

The English Literature Course Team is committed to ensuring that all students are given consideration and support throughout their time at the University of Worcester.

Student's transition into University life is assisted by an initial short, one week's induction programme which through a range of activities introduces students to their course, the staff who will be teaching them and the Institute. Students are for example invited to attend the IHCA Freshers' Party in induction week.

During this initial induction week and in the first Worcester Week students are involved in a range of activities which support them in developing an understanding of the expectations of their course, undergraduate study and the University's systems and services. They have talks or tours, for example, which introduce them to the Library and IT facilities, Media Services, the Careers and the Counselling Service.

Students are also provided with a brief induction into their second and third year in the welcome back meetings

In addition the Institute for Humanities and Creative Arts monitors attendance closely in first year and provides support for first year students through the First Year Tutor system. This comprises dedicated members of staff who are available every day for drop-in sessions during the semester between 12:00 & 14:00 and provide online support through email & Facebook within 24 hours all year around.

All students are allocated an academic tutor who will advise them on issues related to their course throughout their study at the University and who monitors their progress. Academic tutor sessions usually take one of two forms: either one-to-one sessions where notes are taken and stored on SOLE, or group based sessions where general points and issues

relating to the course are dealt with. Students are invited to meet their academic tutor twice a semester. Group Sessions are timetabled in Worcester Week.
Staff teaching students on modules support students through one – to- one and small group tutorials; and provide students with clear indications of when they will be available to see students either on their office door, via email or in module outlines.

Students are further supported through a range of online –support, for example via email or skype tutorials. All modules are supported through the virtual learning environment accessed through Blackboard. The Course Handbook is also available online. The course has a specific Blackboard site where all the course information and announcements, for example work placement opportunities and posted.

Furthermore, the Course team liaises with a range of centrally provided support services to ensure that students access all appropriate channels of support, these include for example:

- The Disability and Dyslexia Service within Student Services specialist support on a one to one basis.
- Writing support from the Royal Literary Fund Writers in Residence.
- Writing support for international and EU students from the Language Centre.
- The Students' Union which as an independent charity, devoted to the educational interests and welfare of all students studying at the University it represents student views within the University.

18.   **Admissions**

Admissions policy

The admissions policy for English Literature seeks to be inclusive, and the course is committed to widening participation to include all groups in society.

Entry requirements

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications), including 'A'- level English or the equivalent.

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website https://www.worc.ac.uk/journey/a-z-of-courses.html

See Admissions Policy for other acceptable qualifications.

Recognition of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Admissions procedures

Full-time applicants apply through UCAS (Q300/BA/English)

Part-time applicants apply directly to University of Worcester (UW)
Applicants may be invited to interview to explore any aspect of their application that may require further clarification.

Admissions/selection criteria

The UCAS application form is used to ensure that the applicant has sufficient academic qualifications and experience to be able to engage with the course.

19. **Methods for evaluating and improving the quality and standards of teaching and learning**

The English Course Team is committed to a combination of formal and informal methods of Quality Assurance and Enhancement and operates within University and IHCA robust quality mechanisms.

The course team draws upon a range of evidence to reflect upon the quality and standards of the teaching and learning and to write an Annual Evaluation Report(AER). These include:
- external Examiner's reports
- statistical indicators of student progression and achievement
- a range of indicators of student satisfaction including the NSS

Reflection upon this material enables the course team to produce an action plan for future enhancements to the course and student experience.

In writing the AER, the course team benefits of from utilising feedback gathered throughout the academic year from students on their levels of satisfaction with their study experience and the extent to which their learning needs are being met . The mechanisms used for this include the following:

- **Student Academic Representatives (StARs)** - Students elect representatives for each year of the course. Their role is to gather students' opinions about the learning experience and the learning resources available and feed these back to tutors, external examiners and assessors, if required. The course representatives are members of the Course Management Committee and as such have a proactive and significant role in the development of the course.

- **Course Management Committee** - The committee comprises student representatives, course tutors and Information and Learning Services staff from the University of Worcester. Meetings take place once each semester (usually in week 10). An agenda is issued in advance so that representatives can canvass opinion. The records of the meetings are kept and will feed into the annual monitoring process, so that students' views are fed through to the University of Worcester Academic Board.

- **Module evaluation** - At any point during the module students have the opportunity to feedback to module tutors, all modules undertake informal mid-module evaluations. At the end of a module students are asked to complete the University of Worcester module evaluation form. This feedback is anonymous and is intended to give the tutors insight into how to make improvements in the future to that module. The forms are electronically scanned to calibrate student responses and the statistical data, student comments and the module results are all drawn upon by the module co-ordinator in writing their module report. These reports are read by the Chair of the Institute of Humanities and Creative Arts (IHCA) Quality Committee, course leaders and also sent to students on the module.

Module evaluation results and reports are discussed at the IHCA Quality Committee, Course Management Committee and in Course / Subject Annual Evaluation Reports.

- **External Examiner** visits aim to include space where students can provide feedback to the External Examiner .

- **Complaints -** Full details of student complaints procedures can be found in the university academic regulation.

- **Academic Appeals** - Full details of procedures to make an appeal can be found in the university academic regulations.

The English team benefits from the culture of engagement around how to enhance teaching and learning within IHCA. The Couse Leader sits on the Institute Learning and Teaching Committee; discussions here and within course team meeting and at Institute away days explore ways of enhancing the student experience.

The Course Team participates in a range of Course, IHCA University and external activities aimed at enhancing the quality and standards of student learning these include:

- University Teaching and Learning Conferences and staff development workshops provided by ADPU
- IHCA Teaching and Learning Discussion Lunches held at least three times a semester
- Undertaking a Post Graduate Teaching Qualification or HEA Fellowship application
- IHCA training for HPLs
- Peer Learning through Observation Scheme
- Attendance and participation at Academic Conferences, HEA events
- An active research culture including seminars, symposiums and conferences held at the University

20.   Regulation of assessment

The course operates under the University's [Taught Courses Regulatory Framework](#)

Requirements to pass modules
- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items
- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the **[Taught Courses Regulatory Framework](#)**.

Retrieval of failure
- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.

Requirements for Progression
- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher.
DipHE	Passed a minimum of 240 credits with at least 90 credits at Level 5 or higher.
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 and Level 6 of the award (not the Independent Study module) as specified on the award map.
Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6.

Classification
The honours classification will be determined by whichever of the following two methods results in the higher classification:
- Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.
- Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, see the Taught Courses Regulatory Framework.

21.   **Indicators of quality and standards**

- Positive features identified by external examiners for the course are:
   - ✓ A challenging educational experience to which students respond positively and enthusiastically.
   - ✓ Some excellent teaching demonstrating best practice.

- ✓ A versatility and variety of teaching methods and concern to adapt sound teaching experience to new opportunities.
- ✓ The flexibility of the undergraduate modular scheme which allows for sequential pursuit of student interests.
- ✓ Excellent staff-student relations with readily accessible staff and college-wide pastoral sensitivity.
- ✓ Sensitivity towards the admission of non-standard applicants and flexibility in these procedures.
- ✓ Clear evidence of the implementation of the University's equal opportunities policy.
- English Literature was the subject of a Periodic Review in May 2011 when full confidence in the quality and standards of the course was achieved.
- Both the National Student Survey, and individual module evaluation feedback questionnaire statistics, have verified student satisfaction with the English Literature in the last academic year:

The NSS scores for the English Literature course in comparison with other courses at UW and nationally has improved for the past academic year, with the overall satisfaction increasing to 4.3 in 2012. Students rated high:
- 'the teaching on the course' (4.2), commending the staff being 'good at explaining things' (4.1), 'making the subject interesting' (4.2), 'being enthusiastic' (4.3), and the course being 'intellectually stimulating' (4.1);
- 'academic support' provided (4.0), with 'sufficient advice and support' scoring (4.0), 'staff availability' (4.1), and 'advice when needed to make study choices' (3.9).
- 'personal development' (4.1), and especially the course's contribution to developing student 'confidence in tackling problems' (4.1).
- 'assessment and feedback' (3.9), with 'fairness of assessment arrangements and marking' (4.0), 'feedback helped me clarify things I do not understand' (4.0) and 'detailed comments' (4.2)
- 'learning resources' (4.0), with 'library resources and services' (3.9) 'IT resources availability' (4.0), and 'access to specialised equipment, facilities and rooms' (4.0).

The ratings achieved in the NSS Additional UoW Questions also confirm the sustained team effort to improve student performance, satisfaction, employability skills and career prospects.

According to the graduate destinations data, 57% of the English Literary graduates were in employment, 5% were self-employed, 2% in voluntary/other unpaid work, and 17% unemployed, while 19% declared 'other' employment circumstances. Out of the cohort of respondents (27), 29.6% were in graduate employment while 70.4% in non-graduate employment. At the top of the employment sectors for English Literature graduates were wholesale & retail trade (22.2%) and education (18.5%), followed by accommodation & food services and administration & support services (11.1% each), financial & insurance, human health & social work, and information &communication (7.4% each); arts, entertainment & recreation, manufacturing, personal, scientific & technical, and public administration & defence (3.7% each).

Progression has consistently registered high levels within the degree, nearing 100%. In the past academic year progression from year 1 to year 2 has increased to 97.30% at first attempt and 100% at reassessment. Progression from year 2 to year 3 registered similar high levels, 93.94% at first attempt and 96.77% at reassessment.
65.38% of our graduates achieving 1st and 2.1 awards in 2011.
Academic Scholarships are awarded regularly to English Literature students (5 SH, 2 JH; 5 to year 2, 2 to year 1 students in 2011).

Individual module evaluation feedback evaluates student satisfaction at a modular level. For 2011, 94% in semester 1 and 93% in semester 2, with a number of modules reaching 100%. Highly ranked across the course were:

- the 'satisfaction with the module outline' (94%),
- 'the relevance and intellectual stimulation' (91%),
- 'staff support and advice' (93%),
- 'assessment as fair opportunity to demonstrate learning' (90%),
- 'learning and teaching activities helping student learning' (88%),
- 'learning materials and use of technology' (89%),
- 'usefulness of feedback' (86%),
- 'useful and timely assessment guidance' (87%),
- 'learning resources' (87%).

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

22.   **Graduate destinations, employability and links with employers**

Preparing students for employment
In Induction, in years 1 & 2 through the mandatory modules, and in year 3 through individual tutorials, students engage in specific activities in order to recognise the following generic skills which are developed through the curriculum (written communication, documenting ideas and information, creativity, analysis, tolerance of different points of view, critical thinking, teamwork, time management and organisation, IT skills for example as well as prior and contemporaneous life- long learning). This is structured and systematic. In several optional modules it is the practice for learning logs and journals to be part of the assessment strategy.

At year 1, 2, and 3 all English students can opt to select to follow a pathway in Teaching English as a Foreign Language. Some students use this experience in order to prepare themselves for placements abroad when they graduate or within summer vacations. Others find it a useful addition to their experience when applying to progress to PGCE.

Many English Studies students are student ambassadors and our students are strongly encouraged to take up opportunities provided both within and outside the University, for example, as Stars, research assistants, classroom reading assistants and to apply for the Worcester Award.

Three 'Worcester Weeks' in each academic year, when the normal teaching timetable is suspended, provide the opportunity for dedicated academic tutoring sessions when students are able to discuss their career aspirations and each year the Institute 'Careers Fest' brings visiting speakers from a range of employment sectors as well as guidance for progressing to teaching.

Graduate destinations
Graduates in English Literature progress to a wide range of employment, training and further study opportunities.

In the last academic year, the top of the employment sectors for ENGL graduates were wholesale & retail trade (22.2%) and education (18.5%), followed by accommodation & food services and administration & support services (11.1% each), financial & insurance, human health & social work, and information &communication (7.4% each); arts, entertainment & recreation, manufacturing, personal, scientific & technical, and public administration & defence (3.7% each).

Graduates may choose to continue academic studies in English by doing an MA, with potential to move on to a PhD. Graduates who are interested in teaching English will need to take a Postgraduate Certificate in Education (PGCE), or a Professionals Graduate Diploma in Education (PGDE) in Scotland, or a qualification in teaching English as a foreign language (TEFL or CELTA).

Graduates may opt for postgraduate study that does not relate to English. Many courses will take graduates from any subject, for example, courses in subjects such as marketing, finance, business, law, librarianship, information work and journalism.

Student employability
English graduates are attractive to employers across a range of areas, for the skills that they acquire. A significant proportion (18% of UW English graduates in 2010) also go on to further study.

Typical employers include: banks; publishers; advertising agencies; PR companies; accountants; local government; UK Home Civil Service; the National Health Service (NHS); retailers; finance; educational institutions; voluntary and charitable organisations; the media; libraries; leisure industries; the tourist trade; social services; as well as a wide range of local, small to medium-sized enterprises.

Links with employers
Students are encouraged to take up volunteering opportunities, and internships, offered through the Students Union and with local employers. The English subject team has developed partnerships with local literary festivals (Ledbury, Worcester) who offer internships to students on a competitive basis. English Literature students have the option of undertaking a work project module at level 6 and students have undertaken placements in schools, in University departments, in libraries and local independent companies.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module outlines and the course handbook provided to all students at the start of the course.