

Programme Specification: Undergraduate

For students starting in Academic Year 2018/2019

1. Course Summary

Names of programme(s) and award title(s)	BA (Hons) English Literature BA (Hons) English Literature with International Year (see Annex A for details)
Award type	Single Honours
Mode of study	Full time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 6
Duration	3 years 4 years with International Year
Location of study	Keele University – main campus
Accreditation (if applicable)	Not applicable
Regulator	Office for Students (OfS)
Tuition Fees	UK/EU students: Fee for 2018/19 is £9,250* International students: Fee for 2018/19 is £14,000** The fee for the international year abroad is calculated at 15% of the standard year fee
Additional Costs	Refer to section 18

How this information might change: Please read the important information at <http://www.keele.ac.uk/student-agreement/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

2. What is a Single Honours programme?

The Single Honours programme described in this document allows you to focus more or less exclusively on English Literature. In keeping with Keele's commitment to breadth in the curriculum, the programme also gives

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you the opportunity to take some modules outside English, in other disciplines and in modern foreign languages as part of a 360-credit Honours degree. Thus it enables you to gain, and be able to demonstrate, a distinctive range of graduate attributes.

3. Overview of the Programme

English Literature is a wide-ranging discipline involving the rigorous and critical study of literature in the Anglophone world. It is an exciting subject that allows students to develop skills in critical argument, and involves imaginative engagement with literary texts from both the past and the present. The subject also demands an understanding of how such texts function within the cultures of which they are part; thus students of English become aware of the historical, socio-political, ethnic, gender, and geographical contexts of the materials with which they work, as well as the ways in which the formal characteristics of literature (linguistic, generic and structural) have developed over time and across diverse Anglophone cultures.

English Literature at Keele

The English Literature programme at Keele is founded on the core principles of tradition, innovation, and diversity. The historical range of the programme runs from the medieval period to the present day, and its formal and cultural range extends to include courses in creative writing, American literature, film, and literature in translation. Thus students on the programme may combine their study of 'classic' texts and genres in English with other creative and cultural interests within the field of English. All modules offered will be taught by a team of staff with a commitment to lively and innovative teaching methods, who are research active and experts in their fields.

4. Aims of the Programme

The broad aims of the programme are to enable students to:

- Engage in wide and varied reading among the regional and global varieties of literature and literary criticism.
- Think both critically and creatively about literature in English.
- Develop skills of critical analysis (on paper and in person) when assessing the form and meaning of literary texts.
- Understand, evaluate, and apply a range of critical ideas and theories relevant to textual criticism.
- Develop a critical understanding of the defining characteristics of some key literary genres (prose fiction, poetry, and drama) and periods.
- Communicate ideas and arguments with clarity and care in a number of different forms (essay, review, web projects, oral presentation, etc.) using appropriate language and techniques of presentation.
- Work both constructively and critically, by themselves and as part of a team, to deliver specific projects and be able to reflect productively on their strengths and weaknesses.
- Obtain the knowledge, skills and personal qualities necessary for them to find a fulfilling and rewarding career and maintain a lifelong interest in literature and related fields.

5. What you will learn

The intended learning outcomes of the programme (what students should know, understand and be able to do at the end of the programme), can be described under the following headings:

- Subject knowledge and understanding
- Subject specific skills
- Key or transferable skills (including employability skills)

Subject knowledge and understanding

Successful students will be able to:

- Demonstrate knowledge of a range of literary texts from the Medieval period to the present day.
- Apply knowledge and understanding of a range of literary texts and critical materials.
- Describe and evaluate key concepts and theories in literary criticism and apply these approaches critically.

Subject specific skills

Successful students will be able to:

- Apply skills of bibliographical, library and internet research.
- Construct clearly articulated and effective arguments using advanced literacy and communication skills, and be able to harness these skills in oral presentation and in writing
- Use the knowledge and abilities they have acquired as the basis for more advanced learning or training

Key or transferable skills (including employability skills)

Successful students will be able to:

- Record and reflect on their achievements
- Locate and evaluate information and ideas from a variety of sources, including on-line and digital materials
- Present materials in a written form, with clarity in the use of language, professional referencing, and lucid and effective layout
- Present materials orally in a clear and effective manner
- Write and think under pressure, and meet deadlines
- Organise their learning through self-management
- Work with others in a constructive and respectful way

Keele Graduate attributes

Engagement with this programme will enable you to develop your intellectual, personal and professional capabilities. At Keele, we call these our ten Graduate Attributes and they include independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of your studies and activities. Our educational programme and learning environment is designed to help you to become a well-rounded graduate who is capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life you engage in after your studies are completed.

Further information about the Keele Graduate Attributes can be found here: <http://www.keele.ac.uk/journey/>

6. How is the Programme taught?

Learning and teaching methods used on the programme vary according to the subject matter and level of the module. They include the following:

- **Traditional lectures** where the lecturer provides students with a framework for reading and further independent study. Occasionally these may also involve a degree of interaction when students are asked to consider and then respond to tasks or questions set by the lecturer
- **Tutorials and seminars** in groups of about 20 students where key issues can be discussed in more depth. Students may be provided with worksheets in advance of these classes outlining their minimum preparation requirement (usually a primary text and some associated reading) together with some questions to consider in advance of the class. Students are expected to play a full part in – and occasionally to lead – these discussions. Some tutorials and seminars consist largely of student presentations or of group work set by the tutor
- **Independent study** based on directed reading from textbooks, research monographs, academic journals, and other media
- **Web-based learning** using the University's virtual learning environment (KLE). The KLE is used to give students easy access to a wide range of resources and research tools, and as a platform for online discussions, quizzes, and blogs
- The English **dissertation** modules (Independent Study Projects) in the final year give students the opportunity to undertake a piece of independent research supervised and supported by a member of staff

Apart from these formal activities, students are also provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs they may have, with their Personal Tutors or module lecturers on a one-to-one basis.

These learning and teaching methods enable students to achieve the learning outcomes of the programme in a variety of ways. For example:

- **Lectures and independent study** allow students to gain a wider understanding of the contexts (cultural and historical) in which literature in English may be understood as well as giving students ideas and examples for their own further study of the texts they will be discussing, both in tutorials and in their own written work
- **Seminars, tutorials, and online discussions** provide opportunities for students to ask questions about, and suggest answers to, questions arising from literary and critical analysis in a responsible way, and to present their own ideas to members of staff and other students using an appropriate medium of communication
- **Interactive lectures, seminars, tutorials, and web-based activities** encourage students to reflect on their own learning and take responsibility for its development by addressing areas of difficulty, perhaps by discussing them with their fellow students or by getting additional help from a member of staff
- Undertaking a **research dissertation** with the support of an experienced and active researcher allows students to choose an appropriate and manageable subject; to formulate research questions and devise a feasible (and, where appropriate, ethically sound) strategy for answering them within a constrained time frame

7. Teaching Staff

The permanent teaching staff on the English Programme currently consists of professors, senior lecturers, and lecturers in English Literature as well as senior lecturers and lecturers in Creative Writing. All current members of staff in English Literature have doctorates (PhDs or the equivalent). All current members of staff in Creative Writing are published authors. Each member of staff is an active researcher or published creative writer in their field and as a group the staff cover a very wide range of interests in literatures in English, as well as in film and creative writing. Their work has been widely published in books, research monographs and leading international journals as well as in the form of novels and poetry collections.

The staff group has extensive experience of teaching at undergraduate and postgraduate level in universities in the UK, continental Europe, and North America. Several members of staff are involved with the English Subject

Centre, an organisation that coordinates events and research to allow academics in the field of literary studies to reflect on best practice and in the teaching of literature in English. All new members of staff take Keele’s Teaching and Learning in Higher Education Programme approved by the Higher Education Academy.

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme’s content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

8. What is the Structure of the Programme?

The academic year runs from September to June and is divided into two semesters. The number of weeks of teaching will vary from course to course, but you can generally expect to attend scheduled teaching sessions between the end of September and mid-December, and from mid-January to the end of April.

Our degree courses are organised into modules. Each module is usually a self-contained unit of study and each is usually assessed separately with the award of credits on the basis of 1 credit = 10 hours of student effort. An outline of the structure of the programme is provided in the tables below.

There are three types of module delivered as part of your programme. They are:

- Compulsory modules – a module that you are required to study on this course;
- Optional modules – these allow you some limited choice of what to study from a list of modules;
- Elective modules – a free choice of modules that count towards the overall credit requirement but not the number of subject-related credits.

A summary of the credit requirements per year is as follows, with a minimum of 90 subject credits (compulsory plus optional) required for each year.

Year	Compulsory	Optional		Electives	
		Min	Max	Min	Max
1	30	60	90	0	30
2	60	30	60	0	30
3	30	60	90	0	30

Module lists

Year 1 (Level 4)

In Year 1 (Level 4), Single Honours students take one compulsory module in each semester, plus four (out of the six) optional modules, giving a minimum total of 90 credits in English modules. Students can choose to take further modules, which can but need not include English optional modules.

Compulsory modules	Credits	Optional modules	Credits
Reading Literature	15	Telling Tales	15
Composition	15	Starting Out: An Introduction to American Literature	15
		Playing Parts	15
		Transatlantic Gothic	15
		Fiction through Practice	15
		Poetry through Practice	15

Year 2 (Level 5)

In Year 2 (Level 5), students take two compulsory modules and one optional module in each semester, making 90 credits of English-approved modules. Students can choose further modules, which can but need not include English optional modules.

Compulsory modules	Credits	Optional modules	Credits
Romanticisms, 1780-1830	15	Medieval Literature	15
The Renaissance: Shakespeare and Beyond	15	From Modernity to Counter-culture: American Literature and Social Criticism in the C20	15
Victorian Performances	15	The Romance of Fiction: History and Society in C19 American Literature	15
Twentieth-Century British Fiction and Poetry	15	Work Placement Module	15
		Revolution and Restoration	15

Year 3 (Level 6)

In Year 3 (Level 6), students take the English Dissertation module, studied in both semesters and worth 30 credits, the compulsory module Literature and Society in semester two and either (i) the Creative Writing Portfolio, which is also studied in both semesters and worth 30 credits, along with at least one optional module, or (ii) at least three optional modules. Students can choose further modules, which can but need not include English optional modules.

Compulsory modules	Credits	Optional modules	Credits
Dissertation in English Literature	30	Creative Writing Portfolio	30
		Film Noir	15
Optional modules	Credits	Words and Pictures	15
Writing at the Borders	15	Freedom and Death: Female Self-Murder in the Nineteenth Century	15
Gender and Power in Restoration Literature	15	High Culture: Drink, Drugs, and the American Dream	15
Postcolonial and World Literature in English	15	Writingscapes	15
Literature and Society	15		
That womb where you imprison'd were: Pregnancy, Childbirth and Maternity in the Early Modern Period	15		
The Alcohol Question	15		
Violence and Power	15		
Tristram Shandy	15		
Modernist Manifestos and Magazines	15		

Students may choose to study elective modules which are offered as part of other programmes in the Faculty of Humanities and Social Sciences and across the University. These include:

- Modules in other subjects closely related to English Literature such as American Studies, Film Studies or History.
- Modules in other subjects in which they may have a particular interest such as Media, Culture and Creative Practice.
- Modules designed to help students for whom it is not their first language to improve their use of English for Academic Purposes.
- Modern foreign languages modules at different levels in French, German, Spanish, Russian, Japanese and Chinese (Mandarin).

- Free standing modules related to the development of graduate attributes, student volunteering, and studying abroad as part of the University's exchange programme.

For further information on the content of modules currently offered please visit:

www.keele.ac.uk/recordsandexams/az

Learning Outcomes

The table below sets out what students learn in each year of the Programme, the modules in which that learning takes place, and the main ways in which students are assessed on their learning. In Year 1 (Level 4) and Year 2 (Level 5) these learning outcomes are achieved in the compulsory modules which all students are required to take. Some of these outcomes may also be achieved or reinforced in elective modules together with other outcomes not stated here. In Year 3 (Level 6) the stated outcomes are achieved by taking any of the modules offered in each semester.

Year 1 (Level 4)

First year modules provide students with a thorough grounding in the study skills needed for English and an introduction to the study of English Literature as a discipline. Students will cover a wide range of primary texts (poetry, prose and drama) and will be introduced to some of the key critical and historical contexts for studying these. In Creative Writing students begin to study the short story and poetry as a way of developing their own practice in those forms.

Subject Knowledge and Understanding		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
Engage in description and analysis of varied examples of literary forms: prose, poetry and drama	Reading Literature Composition	Exam; close reading exercise; class participation; portfolio
Identify, and demonstrate insight into, some of the critical and theoretical traditions that have shaped the understanding of literature	Reading Literature Composition	Class participation; reflective analysis; portfolio
Draw on varied and demanding reading from a range of authors within the literary period 1500 to the present	Reading Literature Composition	Essay; exam; reflective analysis
Articulate an appreciation of the regional and global varieties of English literature	Reading Literature Composition	Class participation
Demonstrate an awareness of the importance of questions of socio-historical contexts in understanding literary meaning	Reading Literature Composition	Exam; essay; class participation; portfolio
Develop knowledge of different forms and styles of writing and issues of writing for an audience	Composition	Essay; class participation; portfolio

Subject Specific Skills		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
Use appropriate bibliographic search tools to find relevant primary and secondary literary materials in hard copy and electronic formats	Composition	Portfolio
Develop analytic skills: close reading, description and analysis of form, meaning, and discourse	Reading Literature Composition	Essay; exam; class participation; portfolio
Present written work in English in an appropriate scholarly style using the Harvard system of citation and using basic word processing skills	Composition	Essay; portfolio

Key or Transferable Skills (graduate attributes)		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
Work constructively with others, weighing up differing or opposing critical positions and assessing their relative value	Reading Literature Composition	Peer review
Construct a clear and convincing argument using reasoning, analysis and judgment	Reading Literature Composition	Essay; exam; peer review; short written exercise; portfolio; reflective commentary
Acquire, assess, organize and engage with a wide variety of sources as part of the practice of research	Reading Literature Composition	Essay; exam; portfolio; peer review
Develop a facility for self-reflective and critical thinking	Reading Literature Composition	Essay; exam; Peer review; portfolio; reflective commentary
Reflect on and adapt their own learning by acting appropriately on feedback from their tutor and their peers	Reading Literature Composition	Essay; exam; Peer review; portfolio; reflective commentary

Year 2 (Level 5)

In the second year students build on the skills and subject knowledge they will have acquired in the compulsory modules of the first year. The level 5 learning outcomes are reflected in the optional modules which also provide students with an opportunity to focus their literary study in specific periods of literary history. Students may combine these historically focused modules with one of the more wide-ranging and eclectic optional modules, or with an elective module that further establishes a pathway choice within their degree. In Creative Writing, students can develop their writing in poetry and prose.

Subject Knowledge and Understanding		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
Identify some of the distinctive formal and thematic features of literature from two literary periods	Twentieth-Century British Fiction and Poetry The Renaissance: Shakespeare and Beyond Romanticisms Victorian Performances	Exam; adaptation exercise; essay; class presentation
Describe and analyse the defining characteristics of at least two specific literary forms (poetic, prose or dramatic forms) and compare the two	Victorian Performances Romanticisms Twentieth-Century British Fiction and Poetry	Short paper; essay
Reflect critically on the criteria used in the selection of examples of literary texts and authors for discussion and how this process shapes subsequent debates about the meaning and influence of this work	Romanticisms	Essay
Engage in contextualised close analysis of a more than one literary genre: poetry, prose, drama	Twentieth-Century British Fiction and Poetry The Renaissance: Shakespeare and Beyond, Romanticisms, Victorian Performances	Close reading exercise; class presentation; essay; exam
Compare and contrast literature by different authors writing within the same literary period	Twentieth-Century British Fiction and Poetry The Renaissance: Shakespeare and Beyond, Romanticisms, Victorian Performances	Exam; essay
Explain some of the ways in which the interpretation of literary meaning is enhanced by knowledge of the historical and cultural contexts that may have informed it	Twentieth-Century British Fiction and Poetry The Renaissance: Shakespeare and Beyond Romanticisms, Victorian Performances	Exam; essay; class presentation; anthology exercise

Subject Specific Skills		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
Use a range of bibliographic search tools to construct a journal of critical material, the criteria for the selection of which they will reflect on	Victorian Performances	Critical diary

Construct clear and convincing arguments using advanced literacy and communication skills on paper and orally	Twentieth-Century British Fiction and Poetry The Renaissance: Shakespeare and Beyond, Romanticisms, Victorian Performances	Essay; exam; class presentation; close reading exercise
Weigh up differing or opposing critical positions and articulate a clear assessment of them demonstrating skills of judgment and reasoning	Twentieth-Century British Fiction and Poetry The Renaissance: Shakespeare and Beyond, Romanticisms, Victorian Performances Creative Writing: Poetry and Prose	Essay; exam; class presentation; reflective commentary
Harness a range of communication skills in appropriate contexts, and for particular audiences, through oral presentation and in writing	Twentieth-Century British Fiction and Poetry The Renaissance: Shakespeare and Beyond, Romanticisms, Victorian Performances	Essay; exam; close reading exercise; anthology exercise; class presentation; adaptation exercise; portfolio.

Key or Transferable Skills (graduate attributes)		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
Work under pressure of time to produce examples of writing that is clear, logical and analytical	Twentieth-Century British Fiction and Poetry Victorian Performances The Renaissance: Shakespeare and Beyond	Exam
Demonstrate skills in listening, responding and close reading both in person and on paper	Twentieth-Century British Fiction and Poetry The Renaissance: Shakespeare and Beyond Romanticisms, Victorian Performances	Class presentation; close reading exercise; reflective practice.
Articulate examples of both abstract thought and historical and textual fact	Twentieth-Century British Fiction and Poetry The Renaissance: Shakespeare and Beyond Romanticisms, Victorian Performances	Exam; essay; class presentation
Manage their time and organise resources, both independently and when working with others	Twentieth-Century British Fiction and Poetry The Renaissance: Shakespeare and Beyond Romanticisms, Victorian Performances	Class presentation; essay; exam; Portfolio.

Year 3 (Level 6)

Subject Knowledge and Understanding

Learning Outcome <i>Successful students will be able to:</i>	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
Critically assess and evaluate the relevance of aspects of critical theory to the practice of literary criticism	All modules approved as part of the English Programme	Modules are assessed in a variety of ways including: essays; short research papers; seen exams; portfolios and presentations
Clearly articulate and substantiate through argument and detailed analysis (in person and on paper) their critical judgements about literature	All modules approved as part of the English Programme	Modules are assessed in a variety of ways including: essays; short research papers; seen exams; portfolios and presentations.
Reflect on the status and value of the subject	Literature and Society	Essay
Extend specialized study by exploring in depth an area of particular interest through a substantial piece of focused research and writing.	Dissertation	Dissertation

Subject Specific Skills		
Learning Outcome <i>Successful students will be able to:</i>	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
Apply skills in textual analysis and intellectual argument and engagement in a diverse range of contexts	All modules approved as part of the English Programme	Modules are assessed in a variety of ways including: essays; short research papers; seen exams; short research papers; portfolios and presentations
Demonstrate complex skills in literacy and reasoning	All modules approved as part of the English Programme	Modules are assessed in a variety of ways including: essays; short research papers; seen exams; portfolios and presentations
Work productively as individuals and as group members, in both structured and unstructured contexts, exercising initiative and personal responsibility.	All modules approved as part of the English Programme	Modules are assessed in a variety of ways including: essays; short research papers; seen exams; portfolios and presentations
Plan, research and produce work within the limitations of time and resources available to them and responding to feedback on this work positively.	All modules approved as part of the English Programme	Modules are assessed in a variety of ways including: essays; short research papers; seen exams; portfolios and presentations

Key or Transferable Skills (graduate attributes)		
Learning Outcome <i>Successful students will be able to:</i>	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used

Think logically, reason and analyse, write and communicate effectively.	All modules approved as part of the English Programme	Modules are assessed in a variety of ways including: essays; closed and open book unseen exams; short research papers; portfolios and presentations.
Reflect on the acquirement of key and transferable skills	Literature and Society	Essay

9. Final and intermediate awards

Credits required for each level of academic award are as follows:

Honours Degree	360 credits	You will require at least 120 credits at levels 4, 5 and 6. You must accumulate at least 270 credits in English Literature (out of 360 credits overall), with at least 90 credits in each of the three years of study, to graduate with a named single honours degree in English Literature.
Diploma in Higher Education	240 credits	You will require at least 120 credits at level 4 or higher and at least 120 credits at level 5 or higher
Certificate in Higher Education	120 credits	You will require at least 120 credits at level 4 or higher

English with International Year: in addition to the above students must pass a module covering the international year in order to graduate with a named degree in English Literature with International Year. Students who do not complete, or fail the international year, will be transferred to the three-year English Literature programme.

10. How is the Programme assessed?

The wide variety of assessment methods used within English Literature at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. The following list is representative of the variety of assessment methods used within English:

- **Closed examinations with seen paper** test students' knowledge of literature and their ability to construct a clear argument using detailed textual knowledge under timed conditions. Students will be supplied with a copy of the examination paper up to a fortnight in advance of the exam. The paper may consist of writing two short essays, and/or analysing short passages, extracts, or poetry
- **Closed examinations with unseen paper** also test students' knowledge of literature and their ability to construct a clear argument using detailed textual knowledge under timed conditions. They test students' grasp of material from the module as a whole and demonstrate their ability to respond to questions under pressure
- **Essays** allow students to demonstrate their ability to articulate their ideas clearly using argument and reasoning skills and with close reference to the contexts and critical concepts covered in the modules. They will also be asked to carry out basic bibliographic research and to communicate their ideas effectively in writing in an appropriate scholarly style using the Harvard system of referencing
- **Close reading exercises** test students' skills in close textual reading, their ability to identify key aspects of literary form, and their ability to articulate the connection between form and meaning in a text or textual extract
- **Class tests** taken either conventionally or online via the Keele Learning Environment (KLE) assess

students' subject knowledge and their ability to apply it in a more structured and focused way

- **Peer Review** requires students to offer constructive feedback on the draft copies of work (essay or exam drafts, for example) submitted by other students. They are assessed on the quality of reflection, insight and thoughtfulness that they bring to the process
- **Individual and group presentations** to the seminar or tutorial group allow students to give an oral presentation to the larger group on an aspect of a text, author, critical debate or theoretical concept. These will develop their skills to communicate what they know orally and visually, and to reflect on these processes as part of their own personal development. Group presentations also test their ability to work effectively as members of a team. Students will be supported in the use of appropriate technology and visual aids.
- **Reviews** of books, poetry, drama or films, as well as of other scholars' work, test students' ability to identify the key differences between academic and journalistic discourse, as well as distinctions within these fields on literature and film as well as to summarise the key points of a text and to evaluate the quality of arguments (in an academic work) and the evidence used to support them
- **Creative Writing Reflective Commentaries** give students the opportunity to situate their own creative practice in relation to the history of English literature and to contemporary literary practice
- **Reflective Diaries** require students to keep a record of their critical or creative responses to the work of the module. They are assessed on the quality of this reflection and on their ability to respond constructively to the challenges and difficulties they encounter in the process of their own creative development and learning
- **Annotated Bibliographies** test students' ability to construct a bibliography according to the Harvard system of citation. Students are also asked to reflect briefly and critically on the content, usefulness and importance of the secondary sources they have encountered and their contribution to their own learning

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

Assessment rationale

In the first year (Level 4), students are introduced to a range of assessments to develop and test a number of key skills and knowledge sets which will be of use to them as they proceed onto more specialised modules in Levels 5 and 6. First-year assessments therefore include short papers involving close reading of texts (for example on *Telling Tales* and *Playing Parts*), portfolios (for example on *Composition and Poetry through Practice*) as well as essays and examinations. There are more examinations in the first year than in later years, partly because of the need to give new students a range of assessments and cater for different learner types, but also because of the need to test important subject-specific content and ideas. Thus the compulsory module *Reading Literature* includes a seen examination.

Level 5 and 6 assessments move progressively toward essays, culminating in the independent dissertation for final-year students, as students begin to dig more deeply into more specific topics and, using skills and approaches acquired in the first year, applying them to longer, more discursive pieces of writing.

The trend in assessments, as in the module subjects more generally, is toward increased depth and specialization. On Creative Writing modules, commentaries and portfolios of student work are the main forms of assessment throughout the three years, but the final-year individual study project is a more substantial submission (for example a series of poems or a longer prose work).

11. Contact Time and Expected Workload

This contact time measure is intended to provide you with an indication of the type of activity you are likely to undertake during this programme. The data is compiled based on module choices and learning patterns of

students on similar programmes in previous years. Every effort is made to ensure this data is a realistic representation of what you are likely to experience, but changes to programmes, teaching methods and assessment methods mean this data is representative and not specific.

Undergraduate courses at Keele contain an element of module choice; therefore, individual students will experience a different mix of contact time and assessment types dependent upon their own individual choice of modules. The figures below are an example of activities that a student may expect on your chosen course by year/stage of study. Contact time includes scheduled activities such as: lecture, seminar, tutorial, project supervision, demonstration, practical classes and labs, supervised time in labs/workshop, fieldwork and external visits. The figures are based on 1,200 hours of student effort each year for full-time students.

Activity	Year 1 (Level 4)	Year 2 (Level 5)	Year 3 (Level 6)
Scheduled learning and teaching activities	17%	15%	12%
Guided independent Study	83%	85%	88%
Placements	0%	0%	0%

12. Accreditation

This programme does not have accreditation from an external body.

13. Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: <http://www.keele.ac.uk/student-agreement/>

Course Regulations

A student who has completed a semester abroad will not normally be eligible to transfer onto the International Year option.

14. What are the typical admission requirements for the programme?

Subject	A-level	Subjects not included	International Baccalaureate	BTEC	Access to Higher Education Diploma	GCSE requirements
English Literature (Single Honours)	BBB/ABC A level English Language, English Lit, English Lit and Language combined or Drama and Theatre Studies (AQA)	None	32 points to include Higher Level English at 6 or above.	DDM To include a BTEC Level 3 qualification in Performing Arts or Advanced Practice in Early Years Education.	Obtain Access to Higher Education Diploma with 30 Level 3 credits at Distinction and 15 Level 3 credits at Merit. You must also have taken sufficient English credits, please contact us for advice.	English Lang @ C (or 4)

Applicants who are not currently undertaking any formal study or who have been out of formal education for more than 3 years and are not qualified to A-level or BTEC standard may be offered entry to the University's Foundation Year Programme.

Applicants for whom English is not a first language must provide evidence of a recognised qualification in English language. The minimum score for entry to the Programme is Academic IELTS 6.0 or equivalent.

Please note: All non-native English speaking students are required to undertake a diagnostic English language assessment on arrival at Keele, to determine whether English language support may help them succeed with their studies. An English language module may be compulsory for some students during their first year at Keele.

Accreditation of Prior Learning (APL) is considered on a case-by-case basis and those interested should contact the Programme Director. The University's guidelines on this can be found here:

<http://www.keele.ac.uk/ga/accreditationofpriorlearning/>

15. How are students supported on the programme?

Support for student learning on the Programme is provided in the following ways:

- Module and tutorial group leaders are responsible for providing support for learning on the modules and in the tutorial groups for which they are responsible. They also give individual feedback on in-course assessments and more general feedback on examinations.
- Every student is allocated to a personal tutor who is responsible for reviewing and advising on students' academic progress in English.
- Personal tutors also act as a first point of contact for students on non-academic issues, which may affect their learning and can refer students on to a range of specialist health, welfare and financial services coordinated by the University's Student Services.
- Additional help with University level study skills is available from Student Services.
- Students for whom English is not their first language are offered language classes, facilities and services by the University's Language Centre. In addition to credit-bearing modules on English for academic study, students also have access to one-to-one tutorials for individual help and advice, and to a wealth of resources for self-study and practice.
- All members of teaching staff on the English Literature Programme are available to see students during advertised weekly Advice and Feedback hours and at other times by appointment.

16. Learning Resources

English Literature is taught in modern teaching rooms across the University, almost all of which are equipped with computers, internet access and electronic whiteboards or projection equipment. Rooms may be arranged either in traditional lecture format or more informally to allow students to work together in small groups.

The learning resources available to students on the Programme include:

- The extensive collection of research materials relevant to undergraduate study held in the University Library. Built up over 50 years of delivering courses in English Literature at this level, these materials include books, journals, newspapers, and DVDs. Much of this material is also accessible online to Keele students from anywhere in the world with a University username and password.
- The Keele Learning Environment (KLE) which provides easy access to a wide range of learning resources including lecture notes, electronic materials available in a repository maintained by the University Library and other resources – video, audio and text-based – accessible from external providers via the internet.

17. Other learning opportunities

Study abroad (semester)

Students on the English Literature programme have the potential opportunity to spend a semester abroad in their second year studying at one of Keele's international partner universities.

Exactly which countries are available depends on the student's choice of degree subjects. An indicative list of countries is on the website (<http://www.keele.ac.uk/studyabroad/partneruniversities/>); however this does not

guarantee the availability of study in a specific country as this is subject to the University's application process for studying abroad.

No additional tuition fees are payable for a single semester studying abroad but students do have to bear the costs of travelling to and from their destination university, accommodation, food and personal costs. Depending on the destination they are studying at additional costs may include visas, study permits, residence permits, and compulsory health checks. Students should expect the total costs of studying abroad to be greater than if they study in the UK, information is made available from the Global Education Team throughout the process, as costs will vary depending on destination

Whilst students are studying abroad any Student Finance eligibility will continue, where applicable students may be eligible for specific travel or disability grants. Students studying in Erasmus+ destinations may be eligible for grants as part of this programme. Students studying outside of this programme may be eligible for income dependent bursaries at Keele.

Students travel on a comprehensive Keele University insurance plan, for which there are currently no additional charges. Some governments and/or universities require additional compulsory health coverage plans; costs for this will be advised during the application process.

Study Abroad (International Year)

A summary of the International Year, which is a potential option for students after completion of year 2 (Level 5), is provided at Annex A.

Other opportunities

Students on the English Literature Programme have the opportunity to take advantage of the many Creative Writing events and resources available at Keele.

Amongst these are a prestigious and long-running series of poetry readings – Poetry Live! – which has seen many of the major names in contemporary British poetry visit and give remarkable readings. Several poets have also participated in workshop events with students to help develop their own writing voice and style.

Student writing is also supported by Keele's new Literary Magazine – *Keele Writing* – which is produced in both hard copy and as an online publication. Keele also has a flourishing Creative Writing Society, with its own Facebook group. They run their own writers' workshops, and help organize regular and varied literary and social events. English Literature students are also involved in running, organizing and performing in productions put on by the Drama Society.

Enhanced Degree: With Language Competency/With Advanced Language Competency

English Literature students successfully completing a series of language elective modules have the opportunity to gain an enhanced degree title including their language competency such as, "BA (Hons) English Literature with competency in Japanese". Students taking language modules of at least 60 credits counting towards their main degree at Keele, and successfully completing minimum stage 6 in the chosen language, will be awarded an enhanced degree title with the designation 'with competency in [Language]'. Students taking language modules of at least 60 credits counting towards their main degree at Keele, and successfully completing stage 10 in the chosen language, will be awarded an enhanced degree title with the designation 'with advanced competency in [Language]'.

TESOL (Teaching English to Speakers of Other Languages) electives pathway

English Literature students who successfully complete a series of 4 TESOL electives modules have the opportunity to acquire the externally accredited and internationally recognised teaching Qualification 'Trinity (London) Cert TESOL'. A small administration charge of currently £150 is payable to Trinity College (London) if students opt for external accreditation.

18. Additional costs

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation.

We do not anticipate any further costs for this undergraduate programme.

19. Quality management and enhancement

The quality and standards of learning in English Literature are subject to a continuous process of monitoring, review and enhancement.

- The Learning and Teaching Committee of the School of Humanities is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the English Literature Programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year and as part of the University's Curriculum Annual Review and Development (CARD) process.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Internal Quality Audit (IQA) process.

Student evaluation of, and feedback on, the quality of learning on every English Literature module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of the Curriculum Annual Review and Development (CARD) process.
- Findings related to the English Literature Programmes from the annual National Student Survey (NSS), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students in all three years of the English Literature Programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:

<http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/>

20. The principles of programme design

The English Literature Programmes described in this document have been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

- a. UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education: <http://www.qaa.ac.uk/quality-code>
- b. QAA Subject Benchmark Statement: English (2015) http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-english-15.pdf?sfvrsn=4f9df781_10
- c. *In at the Deep End? The First Year in Undergraduate English*, Report 17, The English Subject Centre, David Ellis, June 2008
- d. Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>

21. Document Version History

Date of first approved version (v1.0): 19th September 2017

Revision history

Version number¹	Author	Date	Summary of and rationale for changes
1.1	Jonathon Shears	January 2019	Removal of one compulsory module in year 3 (Literature in Society), which is now optional, and other changes to optional modules

¹ 1.1, 1.2 etc. are used for minor changes and 2.0, 3.0 etc. for major changes (as defined in the University's Guidance on processes supporting curriculum changes)

Annex A

BA English Literature with International Year

International Year Programme

Students registered for Single Honours English Literature may either be admitted for or apply to transfer during their period of study at Level 5 to the Single Honours 'English Literature with International Year'. Students accepted onto this programme will have an extra year of study (the International Year) at an international partner institution after they have completed Year 2 (Level 5) at Keele.

Students who successfully complete both the second year (Level 5) and the International Year will be permitted to progress to Level 6. Students who fail to satisfy the examiners in respect of the International Year will normally revert to the BA (Hons) English Literature and progress to Level 6 on that basis. The failure will be recorded on the student's final transcript.

Study at Level 4, Level 5 and Level 6 will be as per the main body of this document. The additional detail contained in this annex will pertain solely to students registered for 'BA (Hons) English Literature with International Year'.

International Year Programme Aims

In addition to the programme aims specified in the main body of this document, the international year programme of study aims to provide students with:

1. Personal development as a student and a researcher with an appreciation of the international dimension of their subject
2. Experience of a different culture, academically, professionally and socially

Entry Requirements for the International Year

Students may apply to the 4-year programme during Level 5. Admission to the International Year is subject to successful application, interview and references from appropriate staff.

The criteria to be applied are:

- Academic Performance (an average of 60% across all modules at Level 5 is normally required)
- General Aptitude (to be demonstrated by application for study abroad, interview during the 2nd semester of year 2 (Level 5), and by recommendation of the student's personal tutor, 1st and 2nd year tutors and programme director)

Student Support

Students will be supported whilst on the International Year via the following methods:

- Phone or Skype conversations with Study Abroad tutor, in line with recommended Personal Tutoring meeting points.
- Support from the University's Global Education Team

Learning Outcomes

In addition to the learning outcomes specified in the main text of the Programme Specification, students who complete a Keele undergraduate programme with International Year will be able to:

- i) Describe, discuss and reflect upon the cultural and international differences and similarities of different learning environments

- ii) Discuss the benefits and challenges of global citizenship and internationalisation
- iii) Explain how their perspective on their academic discipline has been influenced by locating it within an international setting.

In addition, students who complete 'BA (Hons) English Literature with International Year' will be able to:

- iv) Design, plan and critically evaluate literary critical and/or creative projects within the field of English literary studies, record relevant information accurately and systematically and be able to reflect upon a range of sources in a critical manner.
- v) Integrate, apply and develop principles relating to literary production in history, or creative practice in the present, to describe and explain cultural phenomena and reflect critically on problems relating to contemporary society and culture.

These learning outcomes will all be assessed by the submission of a satisfactory individual learning agreement, the successful completion of assessments at the partner institution and the submission of the reflective portfolio element of the international year module.

Course Regulations

Students registered for the 'BA (Hons) English Literature with International Year' are subject to the course specific regulations (if any) and the University regulations. In addition, during the International Year, the following regulations will apply:

Students undertaking the International Year must complete 120 credits, which must comprise *at least 40%* in the student's discipline area.

This may impact on your choice of modules to study, for example you will have to choose certain modules to ensure you have the discipline specific credits required.

Students are barred from studying any English Literature module with significant overlap to Level 6 modules to be studied on their return. Significant overlap with Level 5 modules previously studied should also be avoided.

Additional costs for the International Year

Tuition fees for students on the International Year will be charged at 15% of the annual tuition fees for that year of study, as set out in Section 1. The International Year can be included in your Student Finance allocation, to find out more about your personal eligibility see: www.gov.uk

Students will have to bear the costs of travelling to and from their destination university, accommodation, food and personal costs. Depending on the destination they are studying at additional costs may include visas, study permits, residence permits, and compulsory health checks. Students should expect the total costs of studying abroad be greater than if they study in the UK, information is made available from the Global Education Team throughout the process, as costs will vary depending on destination.

Students studying in Erasmus+ destinations may be eligible for grants as part of this programme. Students studying outside of this programme may be eligible income dependent bursaries at Keele.

Students travel on a comprehensive Keele University insurance plan, for which there are currently no additional charges. Some Governments and/or universities require additional compulsory health coverage plans; costs for this will be advised during the application process.