

Programme Specification: Undergraduate

For students starting in Academic Year 2020/21

1. Course Summary

Names of programme and award title(s)	BA (Hons) English Literature BA (Hons) English Literature with International Year (see Annex for details)
Award type	Single Honours
Mode of study	Full-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 6
Normal length of the programme	3 years; 4 years with the International Year between years 2 and 3
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Keele Campus
Accreditation (if applicable)	Not applicable
Regulator	Office for Students (OfS)
Tuition Fees	<p>UK/EU students:</p> <p>Fee for 2020/21 is £9,250*</p> <p>International students:</p> <p>Fee for 2020/21 is £14,750**</p> <p>The fee for the international year abroad is calculated at 15% of the standard year fee</p>

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.

* These fees are regulated by Government. We reserve the right to increase fees in subsequent years of study in response to changes in government policy and/or changes to the law. If permitted by such change in policy or law, we may increase your fees by an inflationary amount or such other measure as required by government policy or the law. Please refer to the accompanying Student Terms & Conditions. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

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2. What is a Single Honours programme?

The Single Honours programme described in this document allows you to focus more or less exclusively on this subject. In keeping with Keele's commitment to breadth in the curriculum, the programme also gives you the opportunity to take some modules 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 Renaissance period to the present day, and its formal and cultural range extends to include 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 you 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 Renaissance 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 and American 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 the North Americas. 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 programme to programme, 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.

For further information on the content of modules currently offered, including the list of elective modules, please visit:

<https://www.keele.ac.uk/recordsandexams/modulecatalogue/>

Year	Compulsory	Optional		Electives	
		Min	Max	Min	Max
Level 4	90	0	30	0	30
Level 5	30	60	90	0	30
Level 6	30	60	90	0	30

Module Lists

Level 4

Compulsory modules	Module Code	Credits	Period
Reading Literature	ENG-10026	15	Semester 1
Telling Tales: An Introduction to Narrative Fiction	ENG-10028	15	Semester 1
Texts and Contexts	ENG-10034	30	Semester 1-2
Playing Parts: Studying Drama and Poetry	ENG-10029	15	Semester 2
Literature as History: Writing the Americas	ENG-10036	15	Semester 2

Optional modules	Module Code	Credits	Period
Poetry through practice	ENG-10022	15	Semester 1
Fiction Through Practice	ENG-10023	15	Semester 2

Level 5

Compulsory modules	Module Code	Credits	Period
Literature and Social Change	ENG-20064	15	Semester 1
Methods and Approaches to Literature	ENG-20066	15	Semester 2

Optional modules	Module Code	Credits	Period
The Renaissance: Shakespeare and Beyond	ENG-20050	15	Semester 1
Culture and Barbarism: Literature in the Victorian Age	ENG-20068	15	Semester 1
Transatlantic Modernisms	ENG-20070	15	Semester 1
Work Placement for Humanities Students	ENG-20055	15	Semester 1-2
Romanticisms	ENG-20033	15	Semester 2
Revolution and Restoration: Literature of the English Civil War and Restoration	ENG-20048	15	Semester 2
Contemporary World Literature	ENG-20060	15	Semester 2

Level 5 Module Rules

Students must take 30 credits from Optional Group A and a minimum of 30 credits and a maximum of 60 from Optional Group B. (Naturally students will be prevented from taking their two selections from Group A as part of Group B)

Optional modules Group A (ENG-20050, ENG-20048, ENG-20033)

Optional modules Group B (ENG-20048, ENG-20033, ENG-20068, ENG-20070, ENG-20060, ENG-20055)

Level 6

Compulsory modules	Module Code	Credits	Period
Dissertation in English - ISP	ENG-30057	30	Semester 1-2

Optional modules	Module Code	Credits	Period
Words and Pictures: the Contemporary American Graphic Novel	AMS-30030	15	Semester 1
Postmodernism: Fiction, Film and Theory	ENG-30053	15	Semester 1
Postcolonial and World Literature in English	ENG-30056	15	Semester 1
Writingscapes	ENG-30072	15	Semester 1
Gender and Power in Restoration Literature	ENG-30077	15	Semester 1
Modernist Manifestos and Magazines	ENG-30078	15	Semester 1
Tristram Shandy	ENG-30082	15	Semester 1
Creative Writing: Portfolio - ISP	ENG-30069	30	Semester 1-2
High Culture: Drink, Drugs, and the American Dream	AMS-30038	15	Semester 2
The Alcohol Question	ENG-30073	15	Semester 2
Writing at the Borders: Migrant and Refugee Narratives	ENG-30080	15	Semester 2
Violence and death in Shakespeare's theatre	ENG-30083	15	Semester 2

Learning Outcomes

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

Level 4

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.

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
Engage in description and analysis of varied examples of literary forms: prose, poetry and drama	All compulsory modules
Identify, and demonstrate insight into, some of the critical and theoretical traditions that have shaped the understanding of literature	All compulsory modules
Draw on varied and demanding reading from a range of authors within the literary period 1500 to the present	All compulsory modules
Articulate an appreciation of the regional and global varieties of English literature	All compulsory modules
Demonstrate an awareness of the importance of questions of socio-historical contexts in understanding literary meaning	All compulsory modules
Develop knowledge of different forms and styles of writing and issues of writing for an audience	All compulsory modules

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Use appropriate bibliographic search tools to find relevant primary and secondary literary materials in hard copy and electronic formats	All compulsory modules
Develop analytic skills: close reading, description and analysis of form, meaning, and discourse	All compulsory modules
Present written work in English in an appropriate scholarly style using the Harvard system of citation and using basic word processing skills	All compulsory modules

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
Work constructively with others, weighing up differing or opposing critical positions and assessing their relative value	All compulsory modules
Construct a clear and convincing argument using reasoning, analysis and judgment	All compulsory modules
Acquire, assess, organize and engage with a wide variety of sources as part of the practice of research	All compulsory modules
Develop a facility for self-reflective and critical thinking	All compulsory modules
Reflect on and adapt their own learning by acting appropriately on feedback from their tutor and their peers	All compulsory modules

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. Students combine the culturally and theoretically focused compulsory modules with a choice of modules based on specific periods of literary history, options in creative writing and elective modules that further establish a pathway choice within their degree.

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Identify some of the distinctive formal and thematic features of literature in English from different periods and places	All compulsory modules
Explore literature's relationship with key issues such as gender, race, class and economics and the role of the humanities in shaping critical thinking about them	All compulsory modules
Reflect critically on the values which inform the study of literature and how these shape critical debates	All compulsory modules
Engage in contextualised close analysis of a more than one literary genre: poetry, prose, drama	All compulsory modules
Explain some of the ways in which the interpretation of literary meaning is enhanced by knowledge of the theoretical and cultural contexts that may have informed it	All compulsory modules

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
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	All compulsory modules
Construct clear and convincing arguments using advanced literacy and communication skills on paper and orally	All compulsory modules
Weigh up differing or opposing critical positions and articulate a clear assessment of them demonstrating skills of judgment and reasoning	All compulsory modules
Harness a range of communication skills in appropriate contexts, and for particular audiences, through oral presentation and in writing	All compulsory modules

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
Work under pressure of time to produce examples of writing that is clear, logical and analytical	All compulsory modules
Demonstrate skills in oral and written communication	All compulsory modules
Articulate examples of both abstract thought and historical and textual fact	All compulsory modules
Manage their time and organise resources	All compulsory modules

Level 6

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
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 Literature Programme
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 Literature Programme
Reflect on the status and value of the subject	All modules approved as part of the English Literature Programme
Extend specialized study by exploring in depth an area of particular interest through a substantial piece of focused research and writing.	Dissertation in English - ISP - ENG-30057

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Apply skills in textual analysis and intellectual argument and engagement in a diverse range of contexts	All modules approved as part of the English Literature Programme
Demonstrate complex skills in literacy and reasoning	All modules approved as part of the English Literature Programme
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 Literature Programme
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 Literature Programme

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
Think logically, reason and analyse, write and communicate effectively.	All modules approved as part of the English Literature Programme
Reflect on the acquirement of key and transferable skills	All modules approved as part of the English Literature Programme
Acquire and present bibliographical and other evidence to an advanced level	All modules approved as part of the English Literature Programme
Work independently to produce significant research projects using advanced skills of written expression, analysis, argument and persuasion	All modules approved as part of the English Literature Programme

9. Final and intermediate awards

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

Honours Degree	360 credits	<p>You will require at least 120 credits at levels 4, 5 and 6</p> <p>You must accumulate at least 270 credits in your main subject (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 this subject.</p> <p>*An exemption applies for students transferring from a Combined Honours programme - see point 3.4 here: https://www.keele.ac.uk/regulations/regulationc3/</p>
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

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

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10. How is the Programme Assessed?

The wide variety of assessment methods used on this programme 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 on your programme:

- **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 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
- **Podcasts** allow students to record a presentation on a chosen subject in response to a set theme. They test students' ability to present arguments and critical analysis in oral form. Podcasts increase student confidence in addressing, and tailoring information to, an audience. Students are supported in the use of the recording technology

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 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

	Scheduled learning and teaching activities	Guided independent Study	Placements
Year 1 (Level 4)	16%	84%	0%
Year 2 (Level 5)	16%	84%	0%
Year 3 (Level 6)	12%	88%	0%

12. Accreditation

This programme does not have accreditation from an external body.

13. University 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/>

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?

See the relevant course page on the website for the admission requirements relevant to this programme:

<https://www.keele.ac.uk/study/>

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.

Recognition of Prior Learning (RPL) 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 co-ordinated 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 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 in the Annex for the International Year.

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 this programme are subject to a continuous process of monitoring, review and enhancement.

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the 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.
- 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 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 annual programme review.
- Findings related to the programme 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 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 programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

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

21. Annex - International Year

English Literature with International Year

<p>International Year Programme</p> <p>Students registered for this Single Honours programme may either be admitted for or apply to transfer during their period of study at Level 5 to the International Year option. Students accepted onto this option 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.</p> <p>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 standard programme and progress to Level 6 on that basis. The failure will be recorded on the student's final transcript.</p> <p>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 the International Year option.</p>
<p>International Year Programme Aims</p> <p>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:</p> <ol style="list-style-type: none"> 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
<p>Entry Requirements for the International Year</p> <p>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.</p> <p>The criteria to be applied are:</p> <ul style="list-style-type: none"> • Academic Performance (an average of 60% across all modules in Semester 1 at Level 5 is normally required. Places on the International Year are then conditional on achieving an average mark of 54% across all Level 5 modules with no module fails. Where no Semester 1 marks have been awarded performance in 1st year marks and ongoing 2nd year assessments are taken into account) • 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) <p>Students may not register for both an International Year and a Placement Year.</p>
<p>Student Support</p>

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:

1. Describe, discuss and reflect upon the cultural and international differences and similarities of different learning environments
2. Discuss the benefits and challenges of global citizenship and internationalisation
3. Explain how their perspective on their academic discipline has been influenced by locating it within an international setting.
4. 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.
5. 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.

Regulations

Students registered for the International Year are subject to the programme-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 module with significant overlap to the Level 6 modules they will study 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.

Version History

This document

Date Approved: 12 December 2019

What's Changed

Amended by QA to reflect MM from July

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1	2019/20	JONATHON SHEARS	12 December 2019	