

Programme Specification: Undergraduate

For Academic Year 2026/27

1. Course Summary

Names of programme and award title(s)	BA (Hons) English Language and Literature
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	4 years
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Keele University, Greece - University Legal Entity
Accreditation (if applicable)	n/a
Regulator	Office for Students (OfS)
Tuition Fees	Please refer to the Keele University, Greece - University Legal Entity webpages for information in relation to Tuition Fees.

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 consists of modules from Keele's BA (Hons) English programme, combining modules with a linguistics focus. On completion, students will receive a Keele award.

- Modules, particularly in linguistics, phonetics, translation, education, psychology, and English Language Teaching (ELT) methodologies serve a **dual academic and vocational purpose**. They are designed to:
- Equip students with **practical skills for teaching English as a Foreign Language**, a highly relevant career path in Greece.
- Introduce interdisciplinary perspectives (e.g., psychology, pedagogy) that align with how English language and literature degrees are often structured in Greek higher education.
- Support a **more applied, skills-based learning journey**, appealing to students who seek employment in teaching, translation, or educational settings upon graduation.

This approach reflects **local educational expectations and market demand** in Greece, while still maintaining core disciplinary depth in English studies.

3. Overview of the Programme

English is a wide-ranging discipline involving the rigorous and critical study of literature from the English-speaking world. It is a very exciting subject: it encourages you to engage imaginatively with texts from near and far and from the past and the present and, in so doing, to understand the world from many different perspectives. It will broaden your mind and widen your horizons. You will think about how the texts you study function within the cultures of which they are a part; and you'll see how they reflect, generate or counter the dominant ideas of their time. You'll study the ways in which the formal characteristics of literature develop both over time and across

diverse English-speaking cultures, and you will engage with richness, with complexity, and with the very different stories people tell about their worlds and their places in those worlds. As you study these texts, you will be learning how to deploy rigorous, reasoned and well-evidenced arguments to express complex ideas, and you will be developing the skills that will allow you in your life after university to communicate effectively and persuasively to a variety of audiences about the things that interest you.

You will also develop a range of practical skills relating to linguistics, translation, and teaching English as a Foreign Language. In keeping with the practical applications of this degree, there is work placement embedded within the programme as well. The bespoke programme design and award title ensures it better aligns with Greek expectations for provision in the same subject area, thus increasing its relevancy to Greek students who will act as the primary target audience for the programme delivered in Greece at Keele University, Greece - University Legal Entity, and ensuring it meets the requirements of the Greek accrediting bodies, enabling the recognition of the award in Greece for graduates. This course blends academic study with professional preparation, and is designed to enhance your skills through the levels of the degree. In the first year, you'll explore key works of English literature and their cultural impact, alongside foundational modules in educational psychology, linguistics, and translation which will provide you with greater understanding of how language works, how people learn, and how meaning is communicated across languages. In the second year, your critical reading skills will grow through literary surveys and advanced analysis, while education-focused modules in child psychology and special education enhance your understanding of learning in practice. In the third year, you'll do in-depth literary study, build research skills, explore applied linguistics and teaching methods, and complete a school placement. In the final year, you'll complete an independent research project, a second teaching placement, and take modules in TEFL and educational technology. Graduates will emerge as critical thinkers and adaptable professionals ready for careers in education, translation, and related fields.

Alignment with Greek Regulatory and Employment Contexts

In Greece, recognition of foreign degrees by the Hellenic National Academic Recognition and Information Center (DOATAP) depends on clear **vocational relevance** and **alignment with local subject frameworks**. The inclusion of education and psychology modules, along with placements, helps ensure the degree:

- Meets the **criteria for professional recognition** (e.g., for teaching roles in private or public education sectors).
- Aligns with **Greek interdisciplinary norms**, where English degrees frequently include education-related content.
- Enhances the employability of graduates in key areas such as **ELT, translation, and educational support services**.

This marks a shift from a purely academic English literature degree to a **practice-informed, professionally oriented programme**. It better reflects student aspirations in Greece and aligns with Keele's commitment to global adaptability and graduate success.

4. Aims of the programme

Our programme will enable you to:

- Engage in wide, varied and enjoyable reading among the regional and global varieties of literature and among key literary genres (such as prose fiction, poetry, and drama) from different historical periods.
- Develop your powers of interpretation, especially your capacity for close, analytical, imaginative readings of texts.
- Understand how the skills that you develop in the interpretation of literary texts can be used to interpret numerous other cultural and political discourses (for instance film, graphic novels, political writing) in ways that you will be able to draw upon, in other contexts, your whole life long.
- Develop skills in linguistics, translation, and teaching English as a foreign language
- Develop applicable employment skills through bespoke work placement modules
- Develop your skills of analysis and research: by the end of the programme you will know how to understand, evaluate, and apply a range of critical ideas and theories to the texts that you read and you will be confident about your ability to research topics quickly, efficiently and in depth.
- Learn how to express yourself effectively in a variety of contexts and how to communicate your ideas with clarity in numerous different forms (essay, review, web projects, podcasts, oral presentation, creative work, for example), using language and techniques of presentation appropriate to the audiences you are addressing
- Discover the very wide range of different career paths that English graduates go into and to experience some of those directly if you so wish.

In short, we aim to help you develop the knowledge, skills and personal qualities that will lead you towards a fulfilling and rewarding career and enable you to maintain a lifelong interest in literature and related fields when eventually you leave us.

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 and understanding of:

- Different examples of literary forms (poetry, prose, and drama)
- The critical and theoretical traditions that have shaped the understanding of literature
- The importance of socio-historical contexts in interpreting literary meaning
- The understanding of foundational linguistic structures (phonology, morphology, syntax) and their relevance to English as a system
- Knowledge of translation theory, including equivalence, register, and audience expectations
- The structure and conventions of academic English and the expectations of academic communities

Subject specific skills

Successful students will be able to:

- Read a wide variety of literary and non-literary texts analytically and critically
- Recognise and articulate interpretations of texts that might not be apparent to a less specialist reader
- Analyse the affective and rhetorical power of language rigorously and objectively, using appropriate approaches and terminology
- Apply linguistic and phonetic principles to analyse sounds, pronunciation, and language use in English
- Translate functional and short literary texts with awareness of audience and purpose
- Develop structured, referenced academic essays and presentations using disciplinary conventions

Key or transferable skills (including employability skills)

Successful students will be able to:

- Identify, gather, synthesise, organise, and deploy evidence in the support of an argument
- Locate and evaluate information and ideas from a variety of sources, including online and digital materials
- Engage with debates, negotiate disagreements, understand complexity and tolerate (even enjoy) ambiguity
- Present materials in oral and in a written form, with clarity in the use of language, professional referencing, and effective layout
- Organise their own learning through self-management
- Communicate ideas effectively using academic English (written and spoken)
- Manage academic workload and deadlines independently
- Engage in reflective learning by evaluating their own linguistic performance
- Demonstrate intercultural competence and sensitivity to language variation in translation contexts

Keele Graduate attributes

The Keele Graduate Attributes are the qualities (skills, values and mindsets) which you will have the opportunity to develop during your work on this degree through both the formal curriculum and also through co- and extra-curricular activities (e.g., work experience, and engagement with the wider University community such as acting as ambassadors, volunteering, peer mentoring, student representation, membership and leadership of clubs and societies). Our Graduate Attributes consist of four themes: **academic expertise, professional skills, personal effectiveness, and social, environmental and ethical responsibility**. You will have opportunities to engage actively with the range of attributes: through your academic studies, through self-assessing your own strengths, weaknesses, and development needs, and by setting personal development goals. You will have opportunities to discuss your progress in developing graduate attributes with, for example, Academic Mentors, to prepare for your future career and life beyond Keele.

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. Almost all teaching is in person, undertaken by staff based at Keele University, Greece - University Legal Entity, who work closely with and under the support and oversight of staff based at Keele University. English teaching methods are predominantly focussed on the communication and discussion of ideas, and aimed at

fostering dialogue, debate, thoughtful reflection and the questioning of preconceptions (our own as well as other people's). Methods include:

- **Lectures** where the lecturer provides students with a framework for reading and further independent study. These may involve a degree of interaction when students are asked to consider and respond to tasks or questions set by the lecturer.
- **Workshops**, which are interactive sessions in which students are given tasks to perform, often in small groups. Workshops may also include sections of whole group discussion.
- **Seminars** of about 15-20 students where key issues are discussed in more depth. Students might be provided with worksheets in advance of these classes outlining minimum preparation requirements (usually a primary text and some associated reading) together with questions to consider in advance of the class. Students are invited to play a full part in - and occasionally to lead - these discussions (but will be supported by the tutor in those roles). Some seminars consist largely of student presentations or of group work set by the tutor.
- **Independent study** based on directed reading of the texts, as well as academic writing about them or other media such as historical documents or online material.
- **Embedded school-based placements and project-based tasks linked to real-world professional scenarios.** These additions reflect a renewed focus on applied learning and graduate employability. Such sessions are embedded particularly in modules that prepare students for teaching English as a Foreign Language and working in educational fields. They take place in two distinct semesters and will assist students' gradual introduction to the teaching profession. Students will first attend and comment on classes taught by professionals, thus gaining knowledge of what teaching English in practice constitutes. Then, they themselves will become teachers, being observed and receiving feedback on their practice. The combination of the two placements renders the graduate of the programme capable of teaching English in the real world upon graduation.
- **Web-based learning** using the University's virtual learning environment (KLE) and MS Teams. The KLE is used to give easy access to a wide range of resources and research tools, and as a platform for online discussions, quizzes, and blogs. MS Teams is also used to provide resources and tools for study, and occasionally as a platform for synchronous online seminars, workshops, supported writing retreats and one-to-one consultations, although the latter are frequently in person.
- **The English Project** in the final year is the capstone of the degree programme and gives students the opportunity to undertake an extended piece of independent research supervised and supported by a member of staff. This may be a dissertation or an edition of a work: students choose what they want to do with the support of an assigned academic supervisor.
- **Individual consultation:** Students are provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs they may have, with their academic mentors or module tutors on a one-to-one basis and are encouraged to initiate such meetings whenever they need advice

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** offer 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 further study of the texts they discuss in seminars and analyse in their written work.
- **Seminars, workshops and online discussions** provide opportunities to ask questions about the texts or topics under discussion and to think through answers to them and to engage with and debate the ideas of peers and tutors.
- **The English Project** 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 programme is taught at and by staff employed by Keele University, Greece - University Legal Entity. All staff hold Master's degrees or doctorates (PhDs or the equivalent) and work closely and under the oversight of staff based at Keele University, who all hold Master's degrees or doctorates (PhDs or the equivalent) and are active researchers or published creative writers in their field, as a group covering a very wide range of interests in literatures in English, as well as in film and creative writing.

Academic staff based at the Keele University, Greece - University Legal Entity include subject specialists in English language, literature, linguistics, education, and psychology. Staff have relevant academic qualifications and, where applicable, professional expertise in fields such as English language teaching, translation, and educational practice. Several modules are led by tutors with experience in placement and project-based learning, in line with the applied and vocational orientation of the programme.

The combined staff group has extensive experience of teaching at undergraduate and postgraduate level in universities in the UK, continental Europe, and North America. Members of staff have taken leadership roles on Advisory Boards and Executive Committees of numerous national bodies dedicated to advancing the health of English across the UK and Northern Ireland, with all new members of staff at Keele University taking Keele's

Teaching and Learning in Higher Education Programme approved by the Higher Education Academy.

Keele, working with Keele University, Greece - University Legal Entity will attempt to minimise changes to 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. Keele, working with Keele University, Greece - University Legal Entity 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.

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

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

A summary of the credit requirements per year is as follows:

Module Lists

Level 4

Compulsory modules	Module Code	Credits	Period
Classic Literature and Its Adaptations	ENG-10070	30	Semester 1
Academic Discourse	ENG-10084	15	Semester 1
Introduction to Linguistics	ENG-10090	15	Semester 1
Educational Psychology	ENG-10094	15	Semester 1
English Phonetics	ENG-10088	15	Semester 2
Translation-Practical Applications	ENG-10092	15	Semester 2
Biological Basis of Behavior and Cognitive Psychology	ENG-10096	15	Semester 2

Level 5

Year 2 Module List

Compulsory modules	Module Code	Credits	Period
Revolutions in Thought: Medieval Pioneers to Romantic Rebels	ENG-20104	30	Semester 1
Introduction to Special Education Learning and Teaching Process	ENG-20128	15	Semester 1
Becoming a Critic - MC	ENG-20132	30	Semester 1-2
Child Psychology in Practice	PSY-20058	15	Semester 2

Optional modules	Module Code	Credits	Period
Cultures in Conflict: Victorian to Contemporary World Literature	ENG-20108	30	Semester 2
English Morphology and Syntax	ENG-20140	15	Semester 2
Translating the Spectacle: From Page and Stage to Screen	ENG-20142	15	Semester 2

Year 3 Module List.

Programme rules:

- a) Students must choose *either* ENG-20074 *or* ENG-20144
b) Students must choose *either* ENG-20136 *or* ENG-20138.

Compulsory modules	Module Code	Credits	Period
Applied Linguistics*	ENG-20122	15	1
Shakespeare on Film	ENG-20134	15	1
Teaching Methodologies in English*	ENG-20124	15	1
Radical Writing: From Modernity to Counterculture	ENG-20114	15	2
Placement I: Pedagogical Applications of English Didactics*	ENG-20126	15	2
Research Methodologies*	ENG-20130	15	2
Optional modules	Code	Credits	Period
Writingscapes	ENG-20136	15	2
Writing Genre	ENG-20074	15	1
Screen Culture: Transcreation and Oral Mediation in Digital Media	ENG-20144	15	1
Semantics and Pragmatics	ENG-20138	15	2

Level 6

Compulsory modules	Module Code	Credits	Period
In the Matrix: Postmodernism in Fiction, Film and Theory	ENG-30132	15	Semester 1
Theory of Culture	ENG-30156	15	Semester 1
Educational Technologies in Teaching and Learning Environments	ENG-30160	15	Semester 1
English Project	ENG-30150	30	Semester 1-2
Assessing English as a Foreign Language	ENG-30154	15	Semester 2
Placement II: Teaching English at School	ENG-30158	15	Semester 2

Optional modules	Module Code	Credits	Period
Thresholds: Young Adult Fiction	ENG-30142	15	Semester 2
Bilingualism	ENG-30162	15	Semester 2
Language Skills Development and Digital Media	ENG-30164	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

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In addition to the core disciplinary outcomes expected of a literature- and language-focused English degree, this programme incorporates additional outcomes which reflect applied and interdisciplinary areas such as linguistics, translation, academic discourse, educational psychology, and English language teaching, to prepare graduates for both academic progression and professional roles in English language education, translation, and educational contexts. This structure, also, enables students to develop transferable skills directly relevant to teaching, educational research, cultural engagement, and professional communication.

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Knowledge of different examples of literary forms (prose, poetry and drama).	All English modules.
Knowledge of the critical and theoretical traditions that have shaped the understanding of literature.	All English modules.
Knowledge of the importance of socio-historical contexts in interpreting literary meaning.	All English modules.
Understanding of foundational linguistic structures (phonology, morphology, syntax) and their relevance to English as a system	English Phonetics - ENG-10088 Introduction to Linguistics - ENG-10090
Demonstrate basic knowledge of translation theory, including equivalence, register, and audience expectations	Translation-Practical Applications - ENG-10092
Understand the structure and conventions of academic English and the expectations of academic communities	Academic Discourse - ENG-10084

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Ability to read a wide variety of literary and non-literary texts analytically and critically	All English modules.
Ability to recognise and articulate interpretations of texts that might not be apparent to a less specialist reader.	All English modules.
Ability to analyse the affective and rhetorical power of language rigorously and objectively, using appropriate approaches and terminology.	All English modules.
Apply linguistic and phonetic principles to analyse sounds, pronunciation, and language use in English	English Phonetics - ENG-10088
Translate functional and short literary texts with awareness of audience and purpose	Translation-Practical Applications - ENG-10092
Develop structured, referenced academic essays and presentations using disciplinary conventions	Academic Discourse - ENG-10084

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
Ability to identify, gather, synthesise, organise, and deploy evidence in the support of an argument	All English modules.
Ability to locate and evaluate information and ideas from a variety of sources, including online and digital materials	All English modules.
Ability to engage with debates, negotiate disagreements, understand complexity and tolerate (even enjoy) ambiguity	All English modules.
Ability to present materials in oral and in a written form, with clarity in the use of language, professional referencing, and effective layout	All English modules.
Ability to organise learning through self-management, work under time-pressure and meet deadlines.	All modules.
Communicate ideas effectively using academic English (written and spoken)	All modules.
Manage academic workload and deadlines independently	All modules.
Engage in reflective learning by evaluating their own linguistic performance	All modules
Demonstrate intercultural competence and sensitivity to language variation in translation contexts	Introduction to Linguistics - ENG-10090 Translation-Practical Applications - ENG-10092

9. Final and intermediate awards

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

BA (Hons) English Language and Literature	480 credits	You will require 120 credits at levels 4 and 6; and 240 credits at level 5
Diploma in Higher Education	360 credits	You will require 120 credits at level 4 or higher and at least 240 credits at level 5 or higher
Certificate in Higher Education	120 credits	You will require at least 120 credits at level 4 or higher
Certificate of Pedagogical & Teaching Competence	135 credits	You will need to complete the following modules: Educational Psychology, Introduction to Special Education Learning & Teaching Process, Research Methodologies, Child Psychology in Practice, Applied Linguistics, Teaching Methodologies in English, Placement I & II, Assessing English as a Foreign Language.

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:

- **Essays** allow you to demonstrate your ability to articulate ideas and exercise powers of argumentation and reasoning skills, as well as the ability to carry out bibliographic research and utilize appropriate systems of referencing secondary texts.
- **Essay plans** enable you to test in advance the ideas and structure of your essays. Plans might be formative (i.e. just for practice) or they may count for a small proportion of the final mark of the module.
- **Exams** provide an opportunity to demonstrate your understanding of key concepts and texts, your ability to think critically under time constraints, and your skill in constructing coherent, well-reasoned responses. They also assess your capacity to recall, interpret, and apply knowledge independently.
- **Close reading exercises** test skills of close textual reading. They train you to identify key aspects of literary form, and to articulate the connections between form and meaning.
- **Practical translation exercises** help you to develop both your practical skills in translation and your understanding of the ideological and cultural aspects of translation work.
- **Language analysis tasks** show your ability to evaluate and assess samples of oral and written speech, and help you develop your understanding of language acquisition and the issue of how meaning is constructed through language.
- **Peer Review** asks you to offer constructive feedback on the draft copies of work submitted by other students. They are assessed on the quality of reflection, insight and thoughtfulness that you bring to the process
- **Presentations** develop your skills in communicating what you know orally and visually and encourage you to reflect on these processes.
- **Micro-teaching tasks and teaching portfolios** allow you to develop and demonstrate both your practical teaching skills and your ability to enhance your teaching with appropriate digital tools.
- **Reviews, summaries and annotations** of books, poetry, drama or films, or of other scholars' work, help you learn to identify the main ideas in a piece of writing and evaluate the quality of the arguments and evidence adduced to support those arguments.
- **Reflective Diaries** ask you to record your critical or creative responses to the texts you read. You are assessed on the quality of your reflection and on your ability to respond constructively to the challenges and difficulties you encounter in the process of your own development and learning.
- **Discussion threads** encourage you to reflect on the contents of your seminars, lectures and reading, and engage with the views of your peers.
- **Debates** enable you to practice the art of public speaking in a friendly and constructive environment.
- **Annotated Bibliographies** test your ability to construct a bibliography. You reflect briefly and critically on the content, usefulness and importance of the secondary sources you have encountered.
- **Podcasts** allow you to record a presentation on a chosen subject in response to a set theme. They test your ability to present arguments and critical analysis in oral form and help develop your confidence in tailoring information to, particular audiences. (We help you with use of recording technology).

Assessments are either 'formative' or 'summative'. Formative assessments are given feedback but are not

graded (i.e. awarded marks) and are designed purely to help you improve, to monitor your own progress and to assist staff in identifying and addressing any specific learning needs you may have. Summative assessments, while also designed to help you improve, are graded. Feedback on both formative and summative assessments, including guidance on how you can improve the quality of your work, is provided within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of workshop and seminar discussions. You are always encouraged to go and see your tutor and/or academic mentor to talk through plans for assessments, and to talk through any feedback on them once they have been marked.

Assessments are calibrated so that they are appropriate to your year of study. In the first year (Level 4), we give you a range of assessments that develop and test a number of key skills and knowledge sets which will be of use to you as you proceed onto more specialised modules in Levels 5 and 6. Assignments typically get longer and more challenging as you progress through your degree. You will apply the skills and approaches you acquire in Level 4 to more complex and substantial pieces of writing and to a range of forms such as editions, podcasts and portfolios of work.

As you go forward through the programme, you will benefit from the opportunity to produce work of increased depth and specialization, culminating in the independent study project for final-year students, where you will choose to do a dissertation on a topic of your choice, or an edition of a text chosen in consultation with your supervisor.

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.

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: lectures, seminars, project supervisions, workshops, fieldwork and external visits. The figures are based on 1,200 hours of student effort each year for full-time students.

	Scheduled learning and teaching activities	Guided independent Study	Placements
Year 1 (Level 4)	<p>Lectures (9-12 hours/week): Core topics in English literature, language analysis, psychology, and introductory linguistics.</p> <p>Seminars/Tutorials (2-4 hours/week): Small group discussions to deepen understanding of texts, themes, and linguistic principles.</p> <p>Workshops (Occasional): Introduction to academic writing, referencing, and critical thinking.</p>	<p>Independent Study (~20-25 hours/week): Reading texts, preparing assignments, and reviewing class material.</p>	

<p>Year 2 (Level 5)</p>	<p>Lectures (9-12 hours/week): More specialized topics, such as literary theory, special education and educational psychology.</p> <p>Seminars/Tutorials (3-5 hours/week): Analytical group work and text-based discussion (e.g. Revolutions in Thought: Medieval Pioneers to Romantic Rebels).</p> <p>Assessments: Essays, presentations, research project, individual presentations.</p>	<p>Independent Study (~25 hours/week): Deeper reading, essay research, and engagement with scholarly criticism.</p>	
<p>Year 3 (Level 5)</p>	<p>Lectures/Seminars (9 hours/week): Advanced topics (e.g. Writing Genre, Writingscapes, Applied Linguistics).</p> <p>Seminars/Tutorials (3-5 hours/week): Analytical group work and text-based discussion (e.g. Writing Genre).</p> <p>Assessments: Essays, presentations, individual presentations.</p>	<p>Independent Study (~30 hours/week): advanced essay preparation, and exam revision.</p> <p>Regular bi-weekly sessions with placement supervisor are key in tracking students' development and addressing any concerns that arise. These meetings offer a space for constructive feedback, goal reassessment, and discussion of ongoing responsibilities, ensuring that students' contributions stay aligned with both the organization's needs and my educational goals.</p> <p>Overview of Host Organization: The organizations hosting students' placements are primary and/or secondary public or/and private schools. Their mission centres - in Year 3 - on helping students on observation of professionalism and classroom management strategies</p>	<p>Placement: Bi-weekly meetings with placement supervisor, overview of host organization, review learning outcomes</p>
<p>Year 4 (Level 6)</p>	<p>Lectures/Seminars (9 hours/week): Advanced topics (e.g. Into the Matrix: Postmodernism in Fiction, Film and Theory).</p> <p>Dissertation/Independent Project: Research and writing guided by a supervisor, involving weekly or bi-weekly check-ins.</p>	<p>Independent Study (~30 hours/week): Dissertation work, advanced essay preparation, and revision, reflective Report for placement, Presentation or portfolio.</p> <p>During the bi-weekly meetings students and their placement supervisors, discuss their progress on current projects, addressed any challenges, and adjust students' goals as needed. These check-ins provide valuable feedback, help clarify expectations, and ensure that students' work align with both the host organization's objectives and their personal learning goals.</p> <p>The organizations hosting students' placements are primary and/or secondary public or/and private schools. Their mission centres on helping Year 4 students undertake placement successfully, with a specific focus on assessment tools and methods. Additionally, students develop their skills in planning, teaching, and taking on increasing responsibility for the class</p>	<p>Placement: Bi-weekly meetings with placement supervisor, overview of host organization, review learning outcomes</p>

	Scheduled learning and teaching activities	Guided independent Study	Placements
Year 1 (Level 4)	22.7%	77.3%	0%
Year 2 (Level 5)	19.7%	80.3%	0%
Year 3 (Level 6)	17.4%	77.6%	5%

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/>

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

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

Apart from a Greek School Leaving Degree: 12/20, there needs to be proof of English Competency, i.e.:

Entry Level of English Language Competency: C1

The following certificates are suggested as proof of English Language Competency:

CERTIFICATE IN ADVANCED ENGLISH (Cambridge Assessment English) overall score 180-199

CERTIFICATE OF PROFICIENCY IN ENGLISH (Cambridge Assessment English) overall score 180-199

FIRST CERTIFICATE IN ENGLISH (Cambridge Assessment English) overall score 180-199

ECPE (University of Michigan)

IELTS (6.0 minimum, no component less than 5.5)

IGCSE or High School Diploma from: Byron College, Campion, St. Catherine's British School, St. Lawrence College, ACS, Pierce-The American College of Greece

C1 - LanguageCert Level 2 Certificate in ESOL International (Listening, Reading, Writing) (Expert C1) and C1 - LanguageCert Level 2 Certificate in ESOL International (Speaking) (Expert C1)

IB programme graduate

15. How are students supported on the programme?

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

- Module and seminar group leaders support your learning on the modules and seminar groups for which they are responsible and give individual feedback on in-course assessments.
- Every student is allocated an academic mentor who reviews and advises on your academic progress. Academic mentors are often also the first point of contact for students on non-academic issues and can refer students on to a range of specialist health, welfare and financial services co-ordinated by the Keele University, Greece - University Legal Entity student services and, where necessary, Keele University's Student Services.
- Additional help with University level study skills and with personal or financial issues is available from Keele University, Greece - University Legal Entity student services.
- All members of teaching staff at Keele University, Greece - University Legal Entity are available to see students during weekly Consultation and Feedback hours and at other times by appointment - you just need to drop them an email and ask.

16. Learning Resources

The programme is taught in modern teaching rooms at Keele University, Greece - University Legal Entity, which are equipped with computers, internet access and electronic whiteboards or projection equipment.

- Learning resources available to students on the programme include:
- Local materials at libraries based at the Keele University, Greece - University Legal Entity campus. In addition, students can access online materials at Keele University.
- 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 Keele University Library and other resources - video, audio and text- based - accessible from external providers via the internet.
- Streaming services such as Kanopy and Box of Broadcasts

17. Additional Costs

There is an expectation that students will buy their own copies of some key primary texts. As to be expected, there will be additional costs for books (this will vary, but you should expect to pay c. €25-60 for books per module studied), inter-library loans and potential overdue library fines, print and graduation. We do not anticipate any further costs for this undergraduate programme.

18. 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 of Humanities and Social Sciences.
- Individual modules and the programme and its delivery through the partnership with Keele University Greece - University Legal Entity are reviewed and enhanced every year in the annual programme review and annual partnership review which take 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 Revalidation process.
- The partnership between Keele University and the Keele University, Greece - University Legal Entity, in Greece is subject to Keele's Educational Partnerships Code of Practice, which sets out how Keele works with its partners and manages the quality and standards of its provision and that of the student experience.

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 tutors at Keele University, Greece - University Legal Entity and module leaders at Keele University, and reviewed by the partnership's joint committees.
- Findings related to the programme from regular surveys of the student experience conducted by Keele University, Greece - University Legal Entity are subjected to careful analysis and a planned response at programme level.
- Feedback received from representatives of students in all four 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/>

19. 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:

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: <https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/subject-benchmark-statement-english> <https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/subject-benchmark-statement-linguistics>

20. Annex - Programme-specific regulations

Programme Regulations: BA (Hons) English Language and Literature

Final Award and Award Titles	BA (Hons) English Language and Literature
Intermediate Award(s)	Diploma in Higher Education Certificate in Higher Education Certificate of Pedagogical & Teaching Competence
Last modified	n/a
Programme Specification	https://www.keele.ac.uk/ga/programmespecifications

The University's Academic Regulations which can be found on the Keele University website (<https://www.keele.ac.uk/regulations/>)[1] apply to and regulate the programme, other than in instances where the specific programme regulations listed below over-ride them. These programme regulations list:

- *Exemptions* which are characterised by the omission of the relevant regulation.
- *Variations* which are characterised by the replacement of part of the regulation with alternative wording.
- *Additional Requirements* which set out what additional rules that apply to students in relation to this programme.

The following **exemptions, variations** and **additional requirements** to the University regulations have been checked by Academic Services and have been approved by the Faculty Education Committee.

A) EXEMPTIONS

The clause(s) listed below describe where an exemption from the University's Academic Regulations exists:

For the whole duration of their studies, students on this Programme are exempt from the following regulations:

- **No exemptions apply.**

B) VARIATIONS

The clause(s) listed below describe where a variation from the University's Academic Regulations exists:

Variation 1: Progression from Year 2 to Year 3

This programme varies from Regulation D2.

To apply a progression rule from Year 2 ('Level 5a') to Year 3 ('Level 5b') aligned with clause 1.2; i.e.:

- You can progress to Level 5b if you meet one of the following credit thresholds:
 - (a) You are awarded 120 credits at Level 4 and 120 credits at Level 5a; or
 - (b) You are awarded 120 credits at Level 4 and a minimum of 105 credits at Level 5a, provided you still have an assessment attempt remaining on any compulsory or optional module you have failed.
- You must be awarded credit for the module you have failed at Level 5a either over the summer reassessment period or whilst studying at Level 5b.

The remaining clauses in section 1.2 of Regulation D2 will apply with 'Level 5' relating to Level 5a (Year 2).

Variation 2: Condonement

This programme varies from Regulation D5.

Condonement can be applied to a maximum of 75 credits of modules, subject to the following rules:

- A maximum of 45 credits across Level 4 and Level 5 (i.e. Years 1-3), provided that no other modules have been failed at those levels of study
- A maximum of 30 credits of Level 6, provided that no other modules have been failed at that level of study.

Note: Award calculation

In accordance with Regulation D2, 1.3.1, it should be noted that the 120 Level 5 credits with the highest module marks across Years 2 and 3 will be used in the calculation process.

The 120 Level 5 credits constitute one third of the weighted average module mark with the remaining two thirds coming from the Level 6 average module mark.

[1] References to University Regulations in this document apply to the content of the University's Regulatory Framework as set out on the University website here <https://www.keele.ac.uk/regulations/>.

Version History

This document

Date Approved: 24 June 2026

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
2	2025/26	SIOBHAN TALBOTT	21 November 2025	ENG-10094 and ENG-10096 (15-credit modules) added to replace ENG-10086 (30-credits)
1	2025/26	LEAH KOUMENTAKI	13 November 2025	