

Programme Specification: Undergraduate

For Academic Year 2026/27

1. Course Summary

Names of programme and award title(s)	BA (Hons) English BA (Hons) English with International Year (see Annex for details) BA (Hons) English with Work Placement 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 either the International Year or Placement 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 students:</p> <p>Fee for 2026/27 is £9,790*</p> <p>International students:</p> <p>Fee for 2026/27 is £18,200**</p> <p>The fee for the international year abroad is calculated at 15% of the standard year fee</p> <p>The fee for the work placement year is calculated at 20% 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/>

** These fees are for new students. We reserve the right to increase fees in subsequent years of study by an inflationary amount. Please refer to the accompanying Student Terms & Conditions for full details. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

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 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.

The historical range of the English programme at Keele includes works from the Medieval period to the present day. As well as the classics of English Literature, you'll have the opportunity to study American Literature, Children's Literature and Young Adult Fiction, film, graphic novels and, sometimes, literature in English translation. All the staff who'll teach you are committed to lively, innovative teaching methods, and all of us are experts in our fields, producing some of the literary criticism you may read during your time with us. We are closely interlinked with Creative Writing, so you'll have the opportunity to write creatively as well as critically while you are here, and to hear lots of poets and novelists reading their work in our Keele Hall Readings. We offer many opportunities to participate in placements, projects, and activities beyond the classroom over the course of the degree programme: we prepare you for life after Keele at the same time as we encourage you to make the most of your degree programme while you are here. And perhaps most important of all, we are friendly and approachable. If you need to talk through plans of work or get advice on avenues you might pursue you just need to drop us a line and we will either help ourselves or point you in the direction of someone who can. We look forward to meeting you!

4. Aims of the programme

Our programme aims to 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 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:

- The qualities of literary and non-literary texts written in English, or sometimes translated into English, from a wide range of historical periods and geographical origins. They will be able to identify their form, figures of speech and genres, and will be able to articulate the ways in which they communicate their meaning.
- the richness of language, and the capacity of texts to carry multiple and sometimes ambiguous meanings. Students of English recognise that the fact that there can be several interpretations of a text does not mean that interpretation is simply a matter of personal opinion: an English graduate knows that a good interpretation must be evidenced in order to be credible.

Subject specific skills

Successful students will be able to:

- Read texts closely, analytically and critically, paying attention to form and to figures of speech and articulating interpretations of language that might not be apparent to a less specialist reader.
- Respond to the affective and rhetorical power of language rigorously and objectively using appropriate approaches and terminology.

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
- Work both constructively and critically, by themselves and as part of a team, to deliver specific projects
- Present materials in oral and in a written form, with clarity in the use of language, professional referencing, and effective layout
- Write and think under pressure, and meet deadlines
- Organise their own learning through self-management
- Reflect productively on their strengths and weaknesses, both with regard to work in progress (they will value the opportunity to edit and revise work in order to improve it, for example) and with regard to their more general capacities
- Work with others in a respectful and collaborative way and give constructive feedback to their peers
- Become adept with technology and digital communication and proficient in the use of a variety of digital platforms.

Keele Graduate Attributes

The Keele Graduate Attributes are the qualities (skills, values and mindsets) which you will have the opportunity to develop during your time at Keele 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 throughout your time at Keele: 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 lives 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. 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.

- **Employer-led or project-based sessions**, sometimes taking place outside the classroom. Students participate in masterclasses led by employers working in various sectors which are delivered on campus and through field trips. Follow-up teaching sessions support students in using this knowledge to complete collaborative real-world projects individually and with their peers. If students choose to complete a placement or project as part of their course, they will be supervised by an external provider in addition to the support they will receive from teaching staff.
- **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

All current members of staff in English 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 we cover a very wide range of interests in literatures in English, as well as in film and creative writing. Our work has been published in books and leading international journals as well as in the form of novels, poetry collections and drama.

The 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, and one of our staff members was Deputy Chair of the review group of the most recent revision of the National 'Subject Benchmark Statement' for English (the Benchmark statement describes the parameters to which all English degrees in the United Kingdom and Northern Ireland must broadly conform). All new members of staff take Keele's Teaching and Learning in Higher Education Programme approved by the Higher Education Academy.

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

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

8. What is the structure of the Programme?

The academic year runs from September to June and is divided into two semesters. The number of weeks of teaching will vary from course to course, but you can generally expect to attend scheduled teaching sessions between the end of September and mid-December (Semester 1), and from mid-January to the end of April (Semester 2). Our degree courses are organised into modules. Each module is usually a self-contained unit of study of either 15 or 30 credits, corresponding to either 150 or 300 hours of combined classroom and independent study. An outline of the structure of the programme is provided in the tables below.

There are two 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.

Global Challenge Pathways

This programme includes the option for you to take a Global Challenge Pathway. These modules offer you an exciting opportunity to work with students and staff from different disciplines to explore topical global issues such as power and conflict, health inequalities, climate change, generative AI, social justice, global citizenship, and enterprise from different perspectives.

Global Challenge Pathways can either be taken as one 15-credit module at Levels 4, 5 and 6, or one 15-credit module at Levels 5 and 6. For more information about our Global Challenge Pathways please visit:

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

Modern Languages or Certificate in TESOL

Alternatively, you could choose to study modules with the University Language Centre. The Language Centre offers three pathways; The Language Specialist, The Language Taster, and The Trinity Certificate in Teaching English to Speakers of Other Language (TESOL). Language Centre modules are available separately for students at Levels 4 and 5. At Level 6 they are included within the Global Challenge Pathways.

If you choose the Language Specialist pathway, you will automatically be enrolled on a Semester 2 Modern Language module as a continuation of your language of choice (at Level 4 this is a faculty funded 'additional' module). Undertaking a Modern Languages module in Semester 2 is compulsory if you wish to continue to the Language Specialist Global Challenge Pathway the following academic year.

For more information about Language Centre option modules available to you please visit the following webpages.

For Level 4 and 5 students please visit: <https://www.keele.ac.uk/study/languagecentre/languagecentreoptions/>

For Level 6 students please visit: <https://www.keele.ac.uk/students/academiclife/global-challenge-pathways/>

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

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

Year	Compulsory	Optional	
		Min	Max
Level 4	105	15	15
Level 5	75	45	45
Level 6	30	90	90

Module Lists

Level 4

Compulsory modules	Module Code	Credits	Period
Classic Literature and Its Adaptations	ENG-10070	30	Semester 1
Becoming a Critic	ENG-10068	30	Semester 1-2
Voices and Audiences: Building Your Professional Communication Skills	ENG-10064	15	Semester 2
Gothic Nightmares: Robots, Monsters and Witches	ENG-10078	30	Semester 2

Optional modules	Module Code	Credits	Period
Discoveries: Self and Society in Post-war British Children's Fiction	ENG-10062	15	Semester 1
Writing Fiction	ENG-10074	15	Semester 1

Level 5

Compulsory modules	Module Code	Credits	Period
Literature and Society	ENG-20098	15	Semester 1
Revolutions in Thought: Medieval Pioneers to Romantic Rebels	ENG-20104	30	Semester 1
Cultures in Conflict: Victorian to Contemporary World Literature	ENG-20108	30	Semester 2

Optional modules	Module Code	Credits	Period
The American South: US Summer School (Level 5)	LIB-20012	15	Semester 0
Radical Writing: From Modernity to Counterculture	ENG-20114	15	Semester 1
Screenwriting: Principles and Practices	FIL-20031	15	Semester 1
Creative Arts and Humanities in Society	LIB-20008	15	Semester 1
Professional Experience with English 1	ENG-20092	15	Semester 1-2
Pathways with English: Developing Your Profile	ENG-20094	15	Semester 2
Brave New Worlds: Science Fiction and Fantasy	ENG-20096	15	Semester 2
Teenage Dreams: Youth Subcultures in Fiction and Film	ENG-20106	15	Semester 2
Local Literature in Action	ENG-20112	15	Semester 2

Level 5 Module Rules

Students must choose either 'Pathways with English: Developing Your Profile' or 'Professional Experience with English (Year 2)'

Students cannot take the Professional Experience module again at Level 6 if they take it at Level 5.

Students cannot take 'The American South: US Summer School' module again at Level 6 if they take it at Level 5.

Level 6

Compulsory modules	Module Code	Credits	Period
English Project	ENG-30150	30	Semester 1-2

Optional modules	Module Code	Credits	Period
The American South: US Summer School (Level 6)	LIB-30006	15	Semester 0
Shakespeare on Film	ENG-30114	15	Semester 1
Mean Streets: Literary Detectives and the American City	ENG-30122	15	Semester 1
Into the Matrix: Postmodernism in Fiction, Film and Theory	ENG-30132	30	Semester 1
The Alcohol Question	ENG-30134	15	Semester 1
Life Writing	ENG-30140	15	Semester 1
Writingscapes	ENG-30144	15	Semester 1
Professional Experience with English 2	ENG-30116	15	Semester 1-2
Employing English: Putting Your Subject into Practice	ENG-30118	15	Semester 2
Angels and Demons: Conflict and Rebellion in Seventeenth-Century Literature	ENG-30120	15	Semester 2
Not just Superheroes! Contemporary Comics and Graphic Novels	ENG-30124	15	Semester 2
Thresholds: Young Adult Fiction	ENG-30142	15	Semester 2
Literature and the Lived Experience of Ageing, 1908-2018	ENG-30152	15	Semester 2

Level 6 Module Rules

Students must choose either 'Professional Experience with English (Year 3)' or 'Employing English: Putting Your Subject into Practice'.

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.

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Ability to describe examples of literary forms (prose, poetry and drama).	All English modules.
Ability to Identify some of the critical and theoretical traditions that have shaped the understanding of literature.	All English modules.
Ability to demonstrate understanding of the importance of socio-historical contexts in interpreting literary meaning.	All English modules.
Understanding of the technique of close reading and of the power of rhetoric.	Becoming a Critic; Voices and Audiences: Building Your Professional Communication Skills
Ability to conceptualise how the skills acquired in literary modules will be transferable to the workplace after graduation.	Voices and Audiences: Building Your Professional Communication Skills

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 English modules.
Develop analytic skills: close reading, description and analysis of form, meaning, and discourse.	All English modules.
Present written work in English in an appropriate scholarly style using the Harvard system of citation and using word processing skills.	All English 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 English modules.
Construct a clear and convincing argument using reasoning, analysis and judgment.	Voices and Audiences: Building Your Professional Communication Skills; Classic Literature and its Adaptations; Gothic Nightmares Robots, Monsters and Witches.
Acquire, assess, organize and engage with a wide variety of sources as part of the practice of research.	All English modules.
Develop a facility for self-reflective thinking, acting appropriately on feedback from tutors and peers.	All English modules.

Level 5

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.	Revolutions in Thought: Medieval Pioneers to Romantic Rebels; Cultures in Conflict: Victorian to Contemporary World Literature
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 English modules.
Reflect critically on the values which inform the study of literature and how these shape critical debates	Revolutions in Thought: Medieval Pioneers to Romantic Rebels; Cultures in Conflict: Victorian to Contemporary World Literature; Literature and Society
Engage in contextualised close analysis of a more than one literary genre: poetry, prose, drama.	All English 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 English modules.
Understanding the variety of career paths that are open to graduates in English.	Pathways with English; Professional Experience with English (Year 2).
Learn how to articulate skills in ways that will be attractive to employers.	Pathways with English; Professional Experience with English (Year 2).

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Construct clear and convincing arguments using advanced literacy and communication skills on paper and orally.	All English modules.
Weigh up differing or opposing critical positions and articulate a clear assessment of them demonstrating skills of judgment and reasoning.	All English modules.
Harness a range of communication skills in appropriate contexts, and for particular audiences, through oral presentation and in writing.	All English modules.
Proficiency in different forms and styles of writing and comprehension of writing for an audience.	All English 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 English modules.
Demonstrate skills in oral and written communication.	All English modules.
Articulate examples of both abstract thought and historical and textual fact.	All English modules.
Manage their time and organise resources	All English modules.

Level 6

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Assess and evaluate the relevance of aspects of critical theory to the practice of literary criticism.	All English modules.
Articulate and substantiate through argument and detailed analysis (in person and on paper) their critical judgements about literature.	All English modules.
Reflect on the status and value of the subject.	Employing English: Putting Your Subject into Practice; Professional Experience with English (Year 3)
Exploring in depth an area of particular interest through a substantial piece of focused research and writing.	English Project
Demonstrate varied and demanding reading from a range of authors from the medieval period to the present and from with regional and global varieties of English literature.	All English modules.
Appreciation of the pluralities of possible meanings, and of the values and limitations of ambiguity.	All English modules.

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 English modules.
Demonstrate complex skills in literacy and reasoning.	All English modules.
Work productively as individuals and as group members, in both structured and unstructured contexts, exercising initiative and personal responsibility.	All English modules.
Plan, research and produce work within the limitations of time and resources available to them and responding to feedback on this work positively.	All English modules.

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
Think logically, reason and analyse, write and communicate effectively.	All English modules.
Work independently to produce significant research projects using advanced skills of written expression, analysis, argument and persuasion.	English Project.

9. Final and intermediate awards

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

BA (Hons) English	360 credits	You will require at least 120 credits at levels 4, 5 and 6
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.

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

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 idea 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 in 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.
- **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.
- **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
- **Individual and group presentations** develop your skills in communicating what you know orally and visually and encourage you to reflect on these processes. Group presentations train you in working effectively as members of a team.
- **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.
- **Creative Writing Reflective Commentaries** give you the opportunity to situate you own creative practice in relation to the history of English literature and to contemporary literary practice.
- **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).
- **Blog posts** enable you to practice writing for different audiences.
- **Other non-traditional Assessments** may include activities such as designing a virtual exhibition, the drafting of cvs or job cover letters, creating an anthology or edition, or writing a creative piece such as a poem or a screenplay that reflects a module's themes or ideas. These kinds of assessment are designed to allow you to apply your academic skills to a range of real-world tasks and to think about the ways in which your degree prepares you for a wonderful variety of different career paths.

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. First-year assessments include short papers involving close reading of texts, annotated bibliographies, presentations, quizzes, discussion threads, as well as essays and more workplace-oriented assessments (such as designing a social media campaign, for example).

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.

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)	16.5%	83.5%	0%
Year 2 (Level 5)	24.5%	73.4%	2.1%
Year 3 (Level 6)	13.1%	61.9%	25%

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?

See the relevant course page on the website for the admission requirements relevant to this programme:
<https://www.keele.ac.uk/study/>

English for Academic Purposes

Please note: All new international students entering the university will provide a sample of Academic English during their registration. Using this sample, the Language Centre may allocate you to an English language module which will become compulsory. This will replace any GCP modules. *NB:* students can take an EAP module only with the approval of the English Language Programme Director and are not able to take any other Language modules in the same academic year.

English Language Modules at Level 4:

- Business - ENL-90003 Academic English for Business Students (Part 1); ENL-90004 Academic English for Business Students (2)
- Science - ENL-90013 Academic English for Science Students
- General - ENL-90006 English for Academic Purposes 2; ENL-90001 English for Academic Purposes 3; ENL-90002 English for Academic Purposes 4

English Language Modules at Level 5:

- Business - ENL-90003 Academic English for Business Students (Part 1); ENL-90004 Academic English for Business Students (2)
- Science - ENL-90013 Academic English for Science Students
- General - ENL-90006 English for Academic Purposes 2; ENL-90001 English for Academic Purposes 3; ENL-90002 English for Academic Purposes 4

English Language Modules at Level 6:

- Business - ENL-90003 Academic English for Business Students (Part 1); ENL-90004 Academic English for Business Students (2); ENL-90005 Advanced Business English Communication
- Science - ENL-90013 Academic English for Science Students
- General - ENL-90006 English for Academic Purposes 2; ENL-90001 English for Academic Purposes 3; ENL-90002 English for Academic Purposes 4

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:

<https://www.keele.ac.uk/qa/programmesandmodules/recognitionofpriorlearning/>

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 University's Student Services.
- Additional help with University level study skills and with personal or financial issues 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 Programme 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

English is taught in modern teaching rooms across the University, which are equipped with computers, internet access and electronic whiteboards or projection equipment.

Learning resources available to students on the English 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 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.
- Streaming services such as Kanopy and Box of Broadcasts

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. Please note that students cannot take both a Global Challenge Pathway (GCP) and the semester abroad option.

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 who meet external eligibility criteria 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.

Study Abroad (Summer School)

In addition to the Study Abroad options of spending a semester or a year at one of Keele's international partner universities, students can choose a unique 4-week study abroad optional module (15 credits), taking place in the summer before either Year 2 or Year 3: *The American South: US Summer School*. Previous placements on the module have been funded in part by the Turing Scheme, with additional funding made available for students from Widening Participation backgrounds.

Work Placement Year

Students have the opportunity to apply directly for the 4-year 'with Work Placement Year' degree programme or to transfer onto the 4-year degree programme at the end of Year-1 and in Year-2 at the end of Semester 1. Students who are initially registered for the 4-year degree programme may transfer onto the 3-year degree programme at any point in time, prior to undertaking their year-long placement. Eligibility rules are included in the Annex.

International students who require a Tier 4 visa must check with the Immigration Compliance Team prior to commencing any form of placement.

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

18. Additional Costs

Optional costs

There may be optional costs that students can choose to incur to enhance their learning experience. These are not required to complete the course. Details of these optional costs are outlined below to help you plan accordingly.

Students who opt to take our work-based placement modules at level 5 and 6 may be expected to pay travel costs (usually one day weekly) to their placement.

Students who take one of our optional Work Placement modules, or our Work Placement year, may need to apply for a Disclosure and Barring Service (DBS) check, if they plan to work with e.g. schools and charities. The current costs for a DBS check are detailed on the additional costs webpage:

<https://www.keele.ac.uk/study/undergraduate/tuitionfeesandfunding/undergraduatetuitionfees/additionalcosts>

Optional 4-week US Summer School trip:

Estimated maximum total cost (after taking into account Turing scheme funding): £820 for Widening Access students; £1675 for other students. (Estimated maximum cost of £2220 (£950 for flights; £1250 for accommodation; £20 for visa waiver application) to be sourced by student, in addition to usual subsistence costs. Based on 2025 figures, Turing funding is expected to reimburse student costs to a value of approximately £1400 for Widening Access students, and approximately £545 for other students.)

These costs have been forecast by the University as accurately as possible but may be subject to change as a result of factors outside of our control (for example, increase in costs for external services). Forecast costs are reviewed on an annual basis to ensure they remain representative. Where additional costs are in direct control of the University we will ensure increases do not exceed 5%.

Students may also incur general expenses related to university study, such as for printing, textbooks and other materials. Students who undertake a placement may be responsible for additional costs, such as travel, accommodation, and subsistence costs. For further information, please refer to the [additional costs](#) information.

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 Revalidation 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:

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: [Subject Benchmark Statement - English](#)

c. Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>

21. Annex - International Year

BA (Hons) English with International Year

International Year Programme

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.

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.

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.

International Year Programme Aims

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

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

Entry Requirements for the International Year

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

The criteria to be applied are:

- Academic Performance (an average of 55% 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 55% across all Level 5 modules. Students with up to 15 credits of re-assessment who meet the 55% requirement may progress to the International Year. 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 Academic Mentor, 1st and 2nd year tutors and programme director)

Students may not register for both an International Year and a Placement Year.

Student Support

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

- Phone or Skype conversations with Study Abroad tutor, in line with recommended Academic Mentoring 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. Reflect upon any differences in approaches to English from perspectives in which this material is not the national body of literature

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 who meet external eligibility criteria 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.

22. Annex - Work Placement Year

BA (Hons) English with Work Placement Year

Work Placement Year summary

Students registered for this programme may either be admitted for or apply to transfer during their studies to the 'with Work Placement Year' option (NB: for Combined Honours students the rules relating to the work placement year in the subject where the placement is organised are to be followed). Students accepted onto this programme will have an extra year of study (the Work Placement Year) with a relevant placement provider after they have completed Year 2 (Level 5) at Keele.

Students who successfully complete both the second year (Level 5) and the Work Placement Year will be permitted to progress to Level 6. Students who fail to satisfactorily complete the Work Placement Year will normally revert to the 3-year programme and progress to Level 6 on that basis. The failure will be recorded on the student's final transcript.

Study at Level 4, Level 5 and Level 6 will be as per the main body of this document. The additional detail contained in this annex will pertain solely to students registered for the Work Placement Year option.

Work Placement Year Programme Aims

In addition to the programme aims specified in the main body of this document, the Work Placement Year aims to provide students with:

1. In-depth experience of a relevant workplace and the variety of ways in which their skills can be used in the world outside the university.
2. The opportunity to further develop their employability through skills development and reflection, enhanced organisational and sector knowledge, and networking and interpersonal communication.

Entry Requirements for the Work Placement Year

Admission to the Work Placement Year is subject to successful application, interview and references from appropriate staff. Students have the opportunity to apply directly for the 4-year 'with Work Placement Year' degree programme, or to transfer onto the 4-year programme at the end of Year-1 and in Year-2 at the end of Semester 1. Students who are initially registered for the 4-year degree programme may transfer onto the 3-year degree programme at any point in time, prior to undertaking the year-long work placement. Students who fail to pass the work placement year, and those who fail to meet the minimum requirements of the work placement year module, (* or equivalent, work placement), will be automatically transferred onto the 3-year degree programme.

* We recommend where possible students undertake a placement of between 9 - 12 months on a full-time basis to maximize academic and personal growth. However, the Work Placement Year mandates a minimum of 24 weeks in duration, ideally on a full-time basis, but no less than 21 hours per week. This enables those undertaking an unpaid placement to work on a part-time basis alongside.

The criteria to be applied are:

- Students must have a good University attendance record and be in 'good academic standing'.
- Academic Performance (an average of 50% across all modules in Semester 1 at Level 5 is normally required. Places on the Work Placement Year are then conditional on achieving an average mark of 50% across all Level 5 modules. Students with up to 15 credits of re-assessment who meet the 50% requirement may progress to the Work Placement Year. Where no Semester 1 marks have been awarded performance in 1st year marks and ongoing 2nd year assessments are taken into account)
- Students undertaking work placements will be expected to complete a Health and Safety checklist prior to commencing their work experience and will be required to satisfy the Health and Safety regulations of the company or organisation at which they are based.
- (*International students only*) Due to visa requirements, it is not possible for international students who require a Tier 4 Visa to apply for direct entry onto the 4-year with Work Placement Year degree programme. Students wishing to transfer onto this programme should discuss this with the Placements and Projects Manager for Humanities and the Visa Team. Students should be aware that there are visa implications for this transfer, and it is the student's responsibility to complete any and all necessary processes to be eligible for this programme. There may be additional costs, including applying for a new Visa from outside of the UK for international students associated with a transfer to the work placement programme.

Students may not register for both an International Year and a Work Placement Year.

Student Support

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

University-based support:

- Regular contact between the student and a named member of staff (usually the Placements and Projects Manager) who will be assigned to the student as their University supervisor. The University supervisor will be in regular contact with the student throughout the year, be on hand to provide advice (pastoral or academic), and liaise with the Workplace supervisor on the student's behalf if required.
- Two formal contacts with the student during the placement year: the University supervisor will visit the student in their placement organization at around 5 weeks after the placement has commenced, and then visit again (or conduct a telephone/video call tutorial) at around 15 weeks into the placement.
- The Placement Year module convenor will provide support for placement learning and assessment leading up to assessment deadlines.

Workplace-based support:

- Weekly supervision sessions will take place with the Workplace supervisor (or their nominee) throughout the duration of the placement.

Learning Outcomes

In addition to the learning outcomes specified in the main text of the Programme Specification, students who complete the 'with Work Placement Year' option will be able to:

1. Understand and discuss the variety of ways in which skills developed during the study of English Literature can be deployed in non-academic contexts.
2. Develop broader organisational/sector understanding and reflect upon their activities in this context.
3. Assess their own strengths and weaknesses in an employment context.
4. Articulate their placement skills and experiences effectively and through a variety of means (verbal and written).

These learning outcomes will be assessed through the non-credit bearing Work Placement Year module (ENG-30090) which provides a structure to ensure that students make the most of the placement as a learning experience. They will complete an initial plan when they begin their placement, deliver a presentation focusing on their placement progress, and submit a final portfolio.

Regulations

Students registered for the 'with Work Placement Year' option are subject to programme-specific regulations (if any) and the University regulations. In addition, during the Work Placement Year, the following regulations will apply:

- Students undertaking the Work Placement Year must successfully complete the zero-credit rated module 'Work Placement Year' (ENG-30090)
- In order to ensure a high-quality placement experience, each placement provider will sign up to a placement contract (analogous to a service level agreement).
- Once a student has been accepted by a placement organisation, the student will make a pre-placement visit and a member of staff identified within the placement contract will be assigned as the placement supervisor. The placement supervisor will be responsible for ensuring that the placement experience meets the agreed contract agreed with the University.
- The placement student will also sign an agreement outlining his/her responsibilities in relation to the requirements of each organisation.

Students will be expected to behave professionally in terms of:

(i) conforming to the work practices of the organisation; and

(ii) remembering that they are representatives of the University and their actions will reflect on the School and have an impact on that organisation's willingness (or otherwise) to remain engaged with the placement.

Additional costs for the Work Placement Year

Tuition fees for students on the Work Placement Year will be charged at 20% of the annual tuition fees for that year of study, as set out in Section 1. The Work Placement 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 placement provider, accommodation, food and personal costs. Depending on the placement provider additional costs may include parking permits, travel and transport, suitable clothing, DBS checks, and compulsory health checks.

A small stipend may be available to students from the placement provider during the placement but this will need to be explored on a placement-by-placement basis as some organisations, such as charities, may not have any extra money available. Students should budget with the assumption that their placement will be unpaid.

Eligibility for student finance will depend on the type of placement and whether it is paid or not. If it is paid, this is likely to affect student finance eligibility, however if it is voluntary and therefore unpaid, should not affect student finance eligibility. Students are required to confirm eligibility with their student finance provider.

International students who require a Tier 4 visa should check with the Immigration Compliance team prior to commencing any type of paid placement to ensure that they are not contravening their visa requirements.

Version History

This document

Date Approved: 31 March 2026

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1	2025/26	BECKY YEARLING	12 March 2025	