PROGRAMME SPECIFICATION

# AWARDING INSTITUTION University of Huddersfield

# TEACHING INSTITUTION University of Huddersfield

# SCHOOL AND DEPARTMENT Arts and Humanities;

# Department of Communication and Humanities

1. **COURSE ACCREDITED BY:** N/A.
2. **MODE OF DELIVERY** Full-time and Part time/ Sandwich

# FINAL AWARD BA (Hons)

# COURSE TITLE English Literature

# UCAS CODE Q320

# SUBJECT BENCHMARK STATEMENT English

# DATE OF PROGRAMME August 2023

# SPECIFICATION APPROVAL

# EDUCATIONAL AIMS OF COURSE

The aims of the course are aligned with the mission statement of the University: ‘To deliver an accessible and inspirational learning experience, to undertake pioneering research and professional practice, and to engage fully with employers and the community’.

The BA (Hons) English Literature course is structured in a way designed to enable students to acquire and develop knowledge, skills and abilities across the three levels of study. Specifically, the course has four main strands that run across all three levels of study:

* **Core knowledge**: core modules at each level ensure that all students have a broad-based knowledge of English Literature and criticism from a range of genres and including examples of texts written before 1800.
* **Theory**: students are encouraged to reflect upon the framework for the study of English Literature and cognate disciplines in Higher Education, to explore a variety of theoretical perspectives, and to think critically about the relationship between literature, society and the environment, and the cultural, ethical and political issues arising there from.
* **Personal development, employability and community engagement**: students are supported by their personal tutors as they reflect upon personal and academic development, undertake work-related experience and apply their knowledge of literature and critical abilities to publicly oriented activities.
* **Research**: This strand is divided into two sub-categories:
  + **Scholarship** whereby students acquire and enhance skills in the methods and techniques of research appropriate to the discipline
  + **Communication** whereby students develop their ability to share knowledge and ideas via traditional forms of oral and written communication and through digital technologies.

It is fundamental to the philosophy of the course that the knowledge, skills and abilities learning outcomes covered by these four strands are taught explicitly within the modules, through lectures, workshops and seminars. In addition, the course aims to provide students with a flexible framework in which they are able to choose from a wide range of Literature units within modules, based upon the research expertise of the team of academic staff in the subject area.

# INTENDED LEARNING OUTCOMES

**Knowledge and Understanding**

1. *Literary Genre*: poetry, drama, prose fiction and non-fiction
2. *Literary History:* knowledge of the historical and cultural contexts in which literary texts were produced, and have been received and interpreted, from the early modern period to the present day, including awareness of colonial and post-colonial contexts.
3. *Literary Form*: techniques of poetic language and of rhetorical methods of persuasive and affective communication.
4. *Critical Approaches:* conceptual frameworks for the practices of literary criticism, cultural history and the philosophical and political discourses associated with them.

**Intellectual Abilities**

1. Integrate methodology and practice
2. Synthesise and evaluate information from a variety of sources.
3. Contextualise and critically evaluate arguments and evidence
4. Apply theories to a variety of examples
5. Formulate informed judgements and critical interpretations with an awareness of complexity, uncertainty, ambiguity and the limits of knowledge

**Subject practical Skills**

1. Complete a research project appropriate to the discipline of English Literature
2. Apply critical-theoretical principles to a variety of texts
3. Use evidence to support an interpretation of texts in relation to the contexts of production and/or reception
4. Use bibliographic skills including citation of sources and use of conventions in the presentation of scholarly work

**Transferable/Key Skills**

1. Effective oral presentation
2. Write clearly and persuasively in accordance with prescribed requirements
3. Use information technology effectively and appropriately
4. Initiate and plan a complex project
5. Communicate with both specialist and non-specialist audiences
6. Take responsibility for personal development and self-managed learning
7. Work independently
8. Work as part of a team
9. Demonstrate time-management skills
10. Ability to reflect on personal development
11. Students who have done a sandwich year option will demonstrate enhanced ability to make mature choices in career and personal development.
12. **COURSE STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS**

The course is designed as a full time four year undergraduate course with the added benefit of students being able to broaden their educational experience, employability skills and personal confidence by taking one of the additional year options of either a Work Placement or a Study Abroad year and would gain 120 credits where they opt to do this. All students are encouraged to take a placement year, but may opt out of this and complete the course in three, full-time years of study.

The course may also be taken as a part-time course, although the Work Placement year would not be an option.

At the point of entry all students will be expected to successfully complete the course. This will not always be possible and some students may gain interim awards for completion of earlier stages of the course.

**BA (Hons) ENGLISH LITERATURE**

**September entry: full-time**

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| **Level** | | **Term** | | **Modules** | | **Status** | **Credit** | | **Award** | |
| F (FHEQ 4) | | Yearlong | | AFX1106 Critical Thinking | | Core | 40 | |  | |
| F (FHEQ 4) | | Term 2 | | AFX1110 Writing the Past | | Optional | 20 | |  | |
| F (FHEQ 4) | | Yearlong | | AFE1215 Introduction to English Literature | | Core | 30 | |  | |
| F (FHEQ 4) | | Yearlong | | AFE1216 Contemporary Writing | | Core | 30 | |  | |
| F (FHEQ 4) | | Yearlong | | AFE1217 Introduction to Creative Writing | | Optional | 20 | |  | |
| In addition, students may choose up to 20 credits from the following options. | | | | | | | | | | |
| F (FHEQ 4) | | Term 1 or Term 2 | | AFP1344 Developing Confidence in Spoken and Written English | | Optional | 20 | |  | |
| F (FHEQ 4) | | Term 1 or Term 2 | | AFP1345 English for Academic and Professional Purposes | | Optional | 20 | |  | |
| F (FHEQ 4) | | Term 1 or Term 2 | | AFP1346 Advanced Professional and Academic English | | Optional | 20 | |  | |
|  | |  | |  | |  |  | | Cert HE (120 credits) | |
| I (FHEQ 5) | | Yearlong | | AIE2208 Literary Histories | | Core | 40 | |  | |
| I (FHEQ 5) | | Yearlong | | AIE2209 Critical Concepts 1 | | Core | 20 | |  | |
| I (FHEQ 5) | | Yearlong | | AIE2211 Research Methods | | Optional | 20 | |  | |
| I (FHEQ 5) | | Yearlong | | AIE2213 Literature and Making | | Optional | 20 | |  | |
| I (FHEQ 5) | | Term 1 | | AIE2305 Developing Your Craft | | Optional | 20 | |  | |
| I (FHEQ 5) | | Yearlong | | AIX2000 Work Experience Placement | | Core | 20 | |  | |
| In addition, students may choose up to 20 credits from the following options | | | | | | | | | | |
| I (FHEQ 5) | | Term 1 or Term 2 | | AIP1344 Developing Confidence in Spoken and Written English | | Optional | 20 | |  | |
| I (FHEQ 5) | | Term 1 or Term 2 | | AIP1345 English for Academic and Professional Purposes | | Optional | 20 | |  | |
| I (FHEQ 5) | | Term 1 or Term 2 | | AIP1346 Advanced Professional and Academic English | | Optional | 20 | |  | |
|  | |  | |  | |  |  | | Dip HE (240 credits) | |
| H (FHEQ 6) | Yearlong | | AHX3005 Dissertation | | Compulsory | | | 40 | |  |
| H (FHEQ 6) | | Yearlong | | AHE3214 Advanced Critical Practice | | Core | 40 | |  | |
| H (FHEQ 6) | | Yearlong | | AHE3215 Critical Concepts 2 | | Core | 20 | |  | |
| H (FHEQ 6) | | Yearlong | | AHE3216 Public Humanities | | Optional | 20 | |  | |
| H (FHEQ 6) | | Term 2 | | AHE3303 Creative Writing Project | | Optional | 20 | |  | |
| In addition, students may choose up to 20 credits from the following options | | | | | | | | | | |
| H (FHEQ 6) | | Term 1 or Term 2 | | AHP1344 Developing Confidence in Spoken and Written English | | Optional | 20 | |  | |
| H (FHEQ 6) | | Term 1 or Term 2 | | AHP1345 English for Academic and Professional Purposes | | Optional | 20 | |  | |
| H (FHEQ 6) | | Term 1 or Term 2 | | AHP1346 Advanced Professional and Academic English | | Optional | 20 | |  | |
|  | |  | |  | |  |  | | BA Hons (360 credits) | |

**BA (Hons) ENGLISH LITERATURE (Sandwich)**

**September entry: full-time**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Level** | | **Term** | | **Modules** | | **Status** | **Credit** | | **Award** | |
| F (FHEQ 4) | | Yearlong | | AFX1106 Critical Thinking | | Core | 40 | |  | |
| F (FHEQ 4) | | Term 2 | | AFX1110 Writing the Past | | Optional | 20 | |  | |
| F (FHEQ 4) | | Yearlong | | AFE1215 Introduction to English Literature | | Core | 30 | |  | |
| F (FHEQ 4) | | Yearlong | | AFE1216 Contemporary Writing | | Core | 30 | |  | |
| F (FHEQ 4) | | Yearlong | | AFE1217 Introduction to Creative Writing | | Optional | 20 | |  | |
| In addition, students may choose up to 20 credits from the following options | | | | | | | | | | |
| F (FHEQ 4) | | Term 1 or Term 2 | | AFP1344 Developing Confidence in Spoken and Written English | | Optional | 20 | |  | |
| F (FHEQ 4) | | Term 1 or Term 2 | | AFP1345 English for Academic and Professional Purposes | | Optional | 20 | |  | |
| F (FHEQ 4) | | Term 1 or Term 2 | | AFP1346 Advanced Professional and Academic English | | Optional | 20 | |  | |
|  | |  | |  | |  |  | | Cert HE (120 credits) | |
| I (FHEQ 5) | | Yearlong | | AIE2208 Literary Histories | | Core | 40 | |  | |
| I (FHEQ 5) | | Yearlong | | AIE2209 Critical Concepts 1 | | Core | 20 | |  | |
| I (FHEQ 5) | | Yearlong | | AIE2211 Research Methods | | Optional | 20 | |  | |
| I (FHEQ 5) | | Yearlong | | AIE2213 Literature and Making | | Optional | 20 | |  | |
| I (FHEQ 5) | | Term 1 | | AIE2305 Developing Your Craft | | Optional | 20 | |  | |
| I (FHEQ 5) | | Yearlong | | AIX2000 Work Experience Placement | | Core | 20 | |  | |
| In addition, students may choose up to 20 credits from the following options. | | | | | | | | | | |
| I (FHEQ 5) | | Term 1 or Term 2 | | AIP1344 Developing Confidence in Spoken and Written English | | Optional | 20 | |  | |
| I (FHEQ 5) | | Term 1 or Term 2 | | AIP1345 English for Academic and Professional Purposes | | Optional | 20 | |  | |
| I (FHEQ 5) | | Term 1 or Term 2 | | AIP1346 Advanced Professional and Academic English | | Optional | 20 | |  | |
|  | |  | |  | |  |  | | Dip HE (240 credits) | |
| S | | Yearlong | | ASX0001 | | Optional | 120 | |  | |
| H (FHEQ 6) | | Yearlong | | AHE3214 Advanced Critical Practice | | Core | 40 | |  | |
| H (FHEQ 6) | | Yearlong | | AHE3215 Critical Concepts 2 | | Core | 20 | |  | |
| H (FHEQ 6) | Yearlong | | AHX3005 Dissertation | | Compulsory | | | 40 | |  |
| H (FHEQ 6) | | Yearlong | | AHE3216 Public Humanities | | Optional | 20 | |  | |
| H (FHEQ 6) | | Term 2 | | AHE3303 Creative Writing Project | | Optional | 20 | |  | |
| In addition, students may choose up to 20 credits from the following options | | | | | | | | | | |
| H (FHEQ 6) | | Term 1 or Term 2 | | AHP1344 Developing Confidence in Spoken and Written English | | Optional | 20 | |  | |
| H (FHEQ 6) | | Term 1 or Term 2 | | AHP1345 English for Academic and Professional Purposes | | Optional | 20 | |  | |
| H (FHEQ 6) | | Term 1 or Term 2 | | AHP1346 Advanced Professional and Academic English | | Optional | 20 | |  | |
|  | |  | |  | |  |  | | BA Hons (360 credits) | |

**BA (Hons) ENGLISH LITERATURE**

**September entry: part-time**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level** | **Term** | **Modules** | **Status** | **Credit** | **Award** |
| **Year One** | | | | | |
| F (FHEQ 4) | Yearlong | AFX1106 Critical Thinking | Core | 40 |  |
| F (FHEQ 4) | Yearlong | AFE1215 Introduction to English Literature | Core | 30 |  |
| **Year Two** | | | | | |
| F (FHEQ 4) | Yearlong | AFX1216 Contemporary Writing | Core | 30 |  |
| F (FHEQ 4) | Term 2 | AFX1110 Writing the Past | Optional | 20 |  |
| F (FHEQ 4) | Yearlong | AFE1217 Introduction to Creative Writing | Optional | 20 |  |
| In addition, students may choose up to 20 credits from the following options. | | | | | |
| F (FHEQ 4) | Term 1 or Term 2 | AFP1344 Developing Confidence in Spoken and Written English | Optional | 20 |  |
| F (FHEQ 4) | Term 1 or Term 2 | AFP1345 English for Academic and Professional Purposes | Optional | 20 |  |
| F (FHEQ 4) | Term 1 or Term 2 | AFP1346 Advanced Professional and Academic English | Optional | 20 |  |
|  |  |  |  |  | Cert HE (120 credits) |
| **Year Three** | | | | | |
| I (FHEQ 5) | Yearlong | AIE2208 Literary Histories | Core | 40 |  |
| I (FHEQ 5) | Yearlong | AIE2209 Critical Concepts 1 | Core | 20 |  |
| **Year Four** | | | | | |
| I (FHEQ 5) | Yearlong | AIE2211 Research Methods | Optional | 20 |  |
| I (FHEQ 5) | Yearlong | AIE2213 Literature and Making | Optional | 20 |  |
| I (FHEQ 5) | Term 1 | AIE2305 Developing Your Craft | Optional | 20 |  |
| I (FHEQ 5) | Yearlong | AIX2000 Work Experience Placement | Core | 20 |  |
| In addition, students may choose up to 20 credits from the following options | | | | | |
| I (FHEQ 5) | Term 1 or Term 2 | AIP1344 Developing Confidence in Spoken and Written English | Optional | 20 |  |
| I (FHEQ 5) | Term 1 or Term 2 | AIP1345 English for Academic and Professional Purposes | Optional | 20 |  |
| I (FHEQ 5) | Term 1 or Term 2 | AIP1346 Advanced Professional and Academic English | Optional | 20 |  |
|  |  |  |  |  | Dip HE (240 credits) |
| **Year Five** | | | | | |
| H (FHEQ 6) | Yearlong | AHE3214 Advanced Critical Practice | Core | 40 |  |
| H (FHEQ 6) | Yearlong | AHE3216 Public Humanities | Optional | 20 |  |
| H (FHEQ 6) | Term 2 | AHE3303 Creative Writing Project | Optional | 20 |  |
| In addition, students may choose up to 20 credits from the following options. | | | | | |
| H (FHEQ 6) | Term 1 or Term 2 | AHP1344 Developing Confidence in Spoken and Written English | Optional | 20 |  |
| H (FHEQ 6) | Term 1 or Term 2 | AHP1345 English for Academic and Professional Purposes | Optional | 20 |  |
| H (FHEQ 6) | Term 1 or Term 2 | AHP1346 Advanced Professional and Academic English | Optional | 20 |  |
| **Year Six** | | | | | |
| H (FHEQ 6) | Yearlong | AHE3215 Critical Concepts 2 | Core | 20 |  |
| H (FHEQ 6) | Yearlong | AHX3005 Dissertation | Compulsory | 40 |  |
|  |  |  |  |  | BA Hons (360 credits) |

Exit awards:

300 credits = BA English Literature (with at least 60 credits at Honours level)

360 credits = BA (Hons) English Literature (with 120 credits at Honours level)

See University’s Assessment Regulations (C2.2 Awards of the University)

<https://www.hud.ac.uk/registry/regulationsandpolicies/awards/>

# TEACHING, LEARNING AND ASSESSMENT

Teaching, Learning and Assessmentoperate at three levels: programme, module and unit.

* **Programme**: The cumulative delivery and development across each level of study of four coherent and cohesive strands: core knowledge; theory; personal development, employability & community engagement; research (covering both scholarship and communication).
* **Module**: The constructive alignment of learning outcomes, embedded skills development and focused assessment strategies that are pegged to level-specific assessment criteria.
* **Unit**: The organisation of subject knowledge into cohesive packages that link taught content to staff expertise. Units might take the form of a period or genre survey—for example, focusing on modernism, Romanticism, renaissance drama or the Victorian novel. Or, alternatively, they may be arranged thematically or in relation to social and cultural formations such as masculinity in popular fiction, postcolonial literature or contemporary women writers. Each Unit will be delivered through a series of seminars and lectures. Assessment will take place in accordance with the strategy of the particular module with which students choose to associate a selected Unit.

**Teaching and Learning**

Teaching and learning on the course is delivered and supported through a combination of elements:

* **Tutorials**: these are used where focused individual attention is essential to the module learning outcomes, particularly where the module entails substantial elements of independent study and/or self-reflection, as in the following modules:
  + Integrated Learning Portfolio
  + Work-Related Project
  + Public Humanities
  + Dissertation
* **Workshops**: these are used across the programme to support the acquisition and development of skills and abilities that are tested in module learning outcomes, such as essay writing, self-reflection, presentation skills, use of bibliographic management software, producing digital resources. The course structure has been designed in such a way as to enable these skills workshops to be delivered efficiently and without substantial overlap/replication of work.
* **Seminars**: these are used in the majority of modules in order to allow students to test their ideas and responses and to receive feedback on them, as well as to listen and provide feedback to others. Seminars take place in groups of 20 or fewer students and typically involve working in smaller sub-groups within these.
* **Lectures**: these are used in the majority of modules in order to provide students with the opportunity to experience and engage with lecturers’ perspectives on topics and texts that are also discussed in seminars. There is a strong emphasis within the subject area on making lectures inspiring and engaging. Lectures for specialist units within modules enable tutors to share their own insights as expert scholars with students.
* **Online**: The VLE is used for all modules and provides access to course materials such as MyReading lists, schedules, assignment briefs and links for electronic submission of coursework. A variety of interactive resources are also provided via the VLE, such as group blogs, along with self-paced materials such as screencast videos.

**Assessment**

The assessment strategy for the course is based upon principles of constructive alignment, whereby the learning outcomes for the programme are reflected in the learning outcomes for the suite of modules. Knowledge, skills and abilities are taught explicitly within the module curriculum and are tested by assignments whose assessment criteria have been formulated to highlight the relevant learning outcomes.

One of the aims of the assessment strategy is to enable students to acquire a broad range of subject-specific and transferable skills in a way that is both iterative and diversifying. For example, in the Research strand, students are assessed at Foundation level on essay writing (Communication) and basic research skills (Scholarship). At intermediate level students will then build upon the Scholarship skills to undertake a skeleton research project, leading to an assessed dissertation proposal, which in turn becomes the basis for the final year dissertation itself. Likewise, the Foundation level Communication skills are developed at Intermediate and Honours levels in essay writing across a number of modules and are diversified into the creation of a digital resource and a piece of work oriented towards communication with non-specialist audiences.

**Feedback**

Academic staff use Grademark to provide feedback to students, which focuses on constructive criticism tailored to the individual student, and practical feed-forward advice for improvement. QuickMark comments are often linked to supportive electronic resources (including guidelines on the presentation of written work and a range of other documents and screencast videos). Staff make full use of the facilities for feedback, including recording spoken feedback in Grademark, offering individual consultations and in-class group reflection activities.

# SUPPORT FOR STUDENTS AND THEIR LEARNING

**University Level**

The University provides a range of centralised support services to students. This includes:

**Wellbeing Services**

There are a range of support options available through the wellbeing Service. The [wellbeing webpages](https://students.hud.ac.uk/help/wellbeing/) provide a more detailed explanation of these but support includes:

* Wellbeing and mental health support
* Welfare support
* Counselling
* Getting Back on Track with your studies
* Groups and workshops
* Self-help resources
* Support for student parents

The wellbeing Service also enables students to access a free, confidential platform called Togetherall. [Togetherall](https://students.hud.ac.uk/help/wellbeing/247support/togetherall/) has a range of self-help options to support emotional and mental wellbeing including advice, information and guidance, groups and courses to address emotional and mental health difficulties and support forums.

The service also delivers to support to students who have experienced harassment, bullying, hate incidents or hate crimes. You can find out more information about this on their [share and support page](https://students.hud.ac.uk/help/wellbeing/share-support/). The Share and Support tool is an online form which enables you to share and seek support for incidents. You can choose to complete this anonymously or provide your details so that we can contact you and offer support.

The service also supports students with GP registration so all students have access to treatment. The University Health Centre is a GP practice that is situated on the edge of campus. If you aren’t registered with a GP then you can consider registering with the health centre. You can find information about the practice on the [Health Centre web page](https://www.universityhealthhuddersfield.co.uk/).

**Disability Services**

Disability Services work with students who have one or more of the following: specific learning difficulties such as dyslexia; mental health difficulties such as anxiety and depression; an autistic spectrum condition; hearing impairments; visual impairments; long term medical conditions such as diabetes or cancer and physical or mobility difficulties. Where a disability or condition may have an impact on study, the service works alongside a student to identify the impact and coordinate appropriate support or adjustments. You can find out more about Disability Services on [their website](https://students.hud.ac.uk/help/disability/).

**Careers and Employability Service**

The Careers and Employability service provide support to students with:

* Jobs, work experience and volunteering
* CVs, applications and interviews
* Advice on further study
* Using assessment centres and psychometric tests
* Continued advice as a graduate

More information on their services can be found on [their website](https://students.hud.ac.uk/opportunities/careers/).

**The Student Finance Office**

The Student Finance Office services include:

* Information and guidance regarding possible sources of funding for all courses in the University.
* Budgeting advice to discuss a variety of options and strategies in order to manage on a budget.
* Facilities for the billing and payment of income to be collected by the University.
* Debt advice via personal and confidential sessions is available from trained staff along with mediation and resolution.

Further information can be found on the [student finance website](https://students.hud.ac.uk/help/finance/)

**Computing Services**

Computing Services provide induction and ongoing support for all students. More information on the range of computing services can be found on [their website](https://students.hud.ac.uk/studies/it/).

**Library** **Services**

Library Services provide induction and ongoing support for all students. More information on the range of library services can be found on [their website](https://library.hud.ac.uk/).

School level

* The school has dedicated Academic Skills Tutors who deliver a range of generic skills. The AST offers help and advice with general study skills, IT, literacy and numeracy as well as research skills. The AST may also refer students for specialist support and assessment e.g. for Dyslexia
* In line with the Equality Act 2010 the School will make reasonable adjustments in order that disabled students can fully access their course. The University's Disability Support Service provides information and advice to disabled students about the support available and liaises with members of staff on disability related issues.

Course level

* Each student enrolling on the course will be allocated a personal tutor who will normally retain pastoral responsibility for that student throughout the three years of the course. Personal tutors are responsible for reviewing the academic progress of a student and for offering advice and support on academic and non-academic matters. Where professional help seems advisable, tutors can refer a student to the University Student Services.
* The personal tutor is also responsible for administering Personal Development Planning (PDP) for his/her tutees. The provision of PDP at undergraduate level is adapted to the 2004 QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education, which provides students with ‘appropriate opportunities for personal and professional development’, and that institutions provide for the identification, regular review and recording of each student’s development needs.

PDP is embedded into modules AFX1106 Critical Thinking at Foundation level, AIX2000 at Intermediate Level, and AHE3216 Public Humanities at Honours level.(see appendix 3)

* Module tutors are responsible for monitoring students’ performance and attendance, and systems are in place for reporting problems in either so that Year Tutors and/or the Course Leader are alerted to causes of concern.

All students on the course are provided with a Course Handbook, updated annually, which gives all relevant information on the course. In addition, students are provided with ‘Writing it Right’, which covers key regulations and advice on the presentation of course-work. Students also receive module information, including a schedule of work for the year, details about assessment requirements, details of assignment briefs, and suggestions for detailed and background reading. This content is provided via the VLE, where it is augmented with further interactive and self-paced materials. All students are encouraged to make appointments for individual tutorials with the Academic Skills Tutors.

In line with the Equality Act 2010 the School will make reasonable adjustments for students with disabilities where there is an expectation that making these adjustments will enable the student to achieve the outcomes for the course. A Disability Support Service exists to give information and advice to students with disabilities and to advise subject areas on the needs of disabled students.

Equal Opportunities

In admitting students, and in teaching and assessing them, the course operates in conformity with the University and School of Music, Humanities and Media policies on equal opportunities.

# CRITERIA FOR ADMISSION

The University’s policy for admissions is outlined in section D of the Regulations for Awards handbook which is available online at:

<https://www.hud.ac.uk/registry/regulationsandpolicies/awards/>

* The UCAS tariff is 120-104 points with a B grade in English at A-level.
* Mature students (over the age of 21) applications will be considered on an individual basis taking into account any previous learning and life experience applicable to the particular programme of study.
* Applicants with prior learning or prior experiential learning will be considered individually by the School of Music, Humanities and Media Accreditation and Validation Panel, to assess whether it is appropriate to grant general or specific credit towards the course.
* Applications from international students will be considered on an individual basis, and with advice from the University's International Office. Where necessary applicants will be expected to demonstrate their spoken and written English language skills by achieving a minimum IELTS score of 6.5

Further information is available from our [course finder website page](https://courses.hud.ac.uk/2024-25/sort:title).

1. **METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING**

The University’s Teaching and Learning Committee has the ultimate responsibility for quality and standards of teaching and learning in the University. Full details of the methods for evaluating and improving the quality and standards of teaching and learning can be found in the University of Huddersfield’s Quality Assurance Procedures for Taught Courses handbook, which is available online at:

<https://www.hud.ac.uk/registry/regulationsandpolicies/qa/>

* The Student Panel meets a minimum of twice a year and matters of concern are reported to the Course Committee.
* The University strongly encourages student representation on all major committees within the University;
* Staff Appraisals: Staff development priorities in the University are based on achieving excellence in learning, teaching and scholarship.
* Students are invited to complete course and module evaluation questionnaires annually in the National Student Survey as well as internal University and subject area surveys of student feedback. The results are considered by Course Committee and reported to the Annual Evaluation Committee.
* School Teaching and Learning Committee.
* Peer Observation of Teaching.

# REGULATION OF ASSESSMENT

# The course operates within the university’s regulations.

<https://www.hud.ac.uk/registry/regulationsandpolicies/awards/>

<https://www.hud.ac.uk/registry/regulationsandpolicies/studentregs/>

# All students are regarded as equal at the point of assessment. Where students have declared disabilities, and on the advice of the Disability Support Service, the School will endeavour to have put in place before the assessment begins, a programme of support that enables disabled students to be assessed on the same basis as all others

Role of External Examiners

* To advise the Course Assessment Board and Subject group with regard to standards and fairness of assessment of courses and modules and, when appropriate, to consider the results of individual students in the context of the University’s current regulations to review assessment,
* To attend the Course Assessment Board and report promptly to the Senate at the end of each academic year on the conduct of the assessments and on issues related to assessment, including:
* To examine the overall performance of the students in relation to their peers on similar courses/modules; the quality of knowledge and skills (both general and subject specific) demonstrated by the students;
* To examine the overall standard of assessments;
* To examine the overall approach to teaching, learning and assessment as indicated by student performance;
* To consider any other recommendations arising from the assessment

1. **INDICATORS OF QUALITY AND STANDARDS**

National Student Survey: All courses within the overall suite provided by the subject area respond to the annual NSS results by adapting to the needs of students. This process occurs at both module and course level.

University Course Evaluation Survey

QAA Institutional Audit 2010

*Please note: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the study module guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for HE.*

**Key sources of information about the course can be found in:**

<http://www.hud.ac.uk/>

Additional sources of information:

* Course Handbook
* Module information on the University’s VLE.

**Appendix 1 Mapping course learning outcomes to modules**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MODULES** | **LEARNING OUTCOMES** | | | | | | | | | | | | | | | | | | | | | | | |
|  | ***Knowledge & Understanding*** | | | | ***Intellectual Abilities*** | | | | | ***Subject Practical Skills*** | | | | ***Transferable Skills*** | | | | | | | | | | |
| ***Foundation*** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16** | **17** | **18** | **19** | **20** | **21** | **22** | **23** | **24** |
| AFE1215 Intro to English Lit | x | x | x |  |  |  |  |  |  |  | x |  | x | x | x |  |  |  |  | x |  | X |  |  |
| AFE1106 Thinking Critically |  |  |  | x | x |  | x | x |  | x | x |  | x | x | x |  | x |  | x | x | x | X | x |  |
| AFX1110 Writing the Past |  | x |  | x | x | x | x | x |  |  |  | x | x |  | x |  |  |  |  | x |  | x | x |  |
| AFE1217 Intro to Creative Writing | x |  | x |  |  |  | x |  |  |  |  |  | x |  | x |  |  | x |  | x |  | X |  |  |
| AFE1216 Contemporary Writing |  |  |  |  | x |  |  |  | x |  |  |  | x |  | x | x |  |  |  | x |  | X |  |  |
| ***Intermediate*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| AIE2208 Literary Histories | x | x |  |  |  |  |  |  |  |  | x | x | x | x | x |  |  |  |  | x | x | X |  |  |
| AIE2209 Crit Concepts 1 |  |  |  | x | x |  | x | x |  | x |  |  | x |  | x |  |  |  |  | x |  | X |  |  |
| AIE2213 Literature & Making |  |  |  |  | x |  |  |  | x | x |  |  | x |  | x | x |  |  |  | x |  | X |  |  |
| AIE2211 Res Methods |  |  |  |  | x | x |  |  | x |  |  |  | x |  | x | x | x |  |  | x | X | X |  |  |
| AIX2000Work Exp Place. |  |  |  |  | x |  |  |  | x |  |  |  | x |  | x |  |  | x | x | x | X | X | x |  |
| AIE2305 Developing your Craft | x |  | x |  |  |  | x |  |  |  |  |  | x |  | x |  |  | x |  | x |  | X |  |  |
| **Placement Yr** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ASX0001 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |
| ***Honours*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Adv Crit. Prac. | x |  |  |  |  | x | x |  |  |  | x |  | x | x | x |  |  |  |  |  | x | X |  |  |
| Crit. Concepts2 |  |  |  | x | x |  | x | x |  |  | x |  | x |  | x |  |  |  |  |  |  | X |  |  |
| Public Hum |  |  |  |  | x |  |  |  | x | x |  | x | x |  | x |  | x | x |  |  | x | X | x |  |
| AHX3005 Dissertation | x |  |  | x | x | x | x |  | x | x |  |  | x | x | x |  | x |  | x | x |  | X |  |  |

**APPENDIX 3**

**Mapping of Learning Outcomes onto the** [**QAA Benchmark Statement for English**](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-english.pdf?sfvrsn=47e2cb81_4)

|  |  |
| --- | --- |
| **SUBJECT KNOWLEDGE**   * knowledge of literature, which … should include a substantial number of authors and texts from different periods of literary history. For single honours literature students this should include knowledge of writing from periods before 1800 * knowledge and understanding of the distinctive character of texts written in the principal literary genres, fiction, poetry and drama, and of other kinds of writing and communication * experience of the range of literatures in English * awareness of the role of critical traditions in shaping literary history * knowledge of linguistic, literary, cultural and socio-historical contexts in which literature is written and read * knowledge of the relationship between literature and other media including, where appropriate, film, or other forms of cultural production * knowledge of useful and precise critical terminology * awareness of the range and variety of approaches to literary study, which may include creative practice, performance, and extensive specialisation in critical and/or linguistic theory * awareness of how literature and language produce and reflect cultural change and difference * recognition of the multi-faceted nature of the discipline, and of its complex relationship to other disciplines and forms of knowledge. | **LO’s**  **2**  **2, 3**  **1, 2, 3**  **4**  **2**  **1, 3, 4**  **1, 3, 4**  **4**  **2, 4**  **4** |
| **SUBJECT-SPECIFIC SKILLS**   * critical skills in the close reading, description, analysis, or production of texts or discourses * ability to articulate knowledge and understanding of texts, concepts and theories relating to English studies * sensitivity to generic conventions and to the shaping effects upon communication of circumstances, authorship, textual production and intended audience * rhetorical skills of effective communication and argument, both oral and written * command of a broad range of vocabulary and an appropriate critical terminology * bibliographic skills appropriate to the discipline, including accurate citation of sources and consistent use of conventions in the presentation of scholarly work * understanding of how cultural norms and assumptions influence questions of judgement * comprehension of the complex nature of literary languages, and an awareness of the relevant research by which they may be better understood. | **9, 11**  **9, 11,14,**  **15,18**  **11**  **14,15**  **14,15, 18**  **13**  **9**  **7, 8,9,**  **12** |
| **GENERIC AND GRADUATE SKILLS**   * advanced literacy and communication skills and the ability to apply these in appropriate contexts, including the ability to present sustained and persuasive written and oral arguments cogently and coherently * the capacity to analyse and critically examine diverse forms of discourse * ability to engage in processes of drafting and redrafting texts to achieve clarity of expression and an appropriate style * the ability to acquire substantial quantities of complex information of diverse kinds in a structured and systematic way involving the use of the distinctive interpretative skills of the subject * competence in the planning and execution of essays, presentations, and other writing and project work * the capacity for independent thought and judgement demonstrated through critical or creative practice * skills in critical reasoning and analysis * the ability to comprehend and develop intricate concepts in an open-ended way which involves an understanding of purpose and consequences * the ability to work with and in relation to others through the presentation of ideas and information and the collective negotiation of solutions * the ability to understand, interrogate and apply a variety of theoretical positions and weigh the importance of alternative perspectives * the ability to handle information and argument in a critical and self-reflective manner * research skills, including the ability to gather, sift and organise material independently and critically, and evaluate its significance * information technology (IT) skills broadly understood and the ability to access, work with and evaluate electronic resources (such as hypertext, conferencing, e-publishing, blogs and wikis) * time management and organisational skills, as shown by the ability to plan and present conclusions effectively. | **14,15,18**  **8,11**  **15,17**  **6,10,11**  **10,17,19, 20,22**  **7,9**  **6,7,8**  **7,8,9**  **21**  **7,9**  **7,9,23**  **6,9**  **16**  **22** |

**APPENDIX 4**

**PDP Mapping**

**Year 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspect of PDP** | **Modules/area PDP delivery** | **How is PDP achieved** | **Process** |
| **Personal Reflection** | AFX1106,  PAT meetings | Seminars, workshops & PAT meetings. Consolidation/reflection over the year | Critical evaluation of development. Assignments for AFX1106. |
| **EVIDENCE** | Assignment for AFX1106 | Assignment, progress updates in PAT meetings, reflection on goals & action plan. | Reflective commentary on portfolio |
| **Career Planning** | PAT meetings and Careers meetings | Meetings over the course of the year | Scheduled meetings with Careers service. Critical review of career planning. |
| **EVIDENCE** | Goal identification | PAT meeting log | Attendance log |
| **Developing independence / confidence** | AFX 1106, PAT meetings | Reflection on self-development through independent (supervised) research project. | Regular PAT meetings, reflection on progress, self-evaluation at the end, tutor feedback. |
| **EVIDENCE** | Formative assignments | PAT meeting log, formative assignments | Summative assignment and feedback. |

**Year 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspect of PDP** | **Modules/area PDP delivery** | **How is PDP achieved** | **Process** |
| **Personal Reflection** | AIX2000, PAT meetings | Seminars, workshops & PAT meetings. Workplace experience. Consolidation/reflection over the year. | Critical evaluation of development and workplace experience. |
| **EVIDENCE** | Review career aspirations | Workplace experience. Mock application form. Presentation on career planning. Feedback and discussion of outcomes. | Assignments for AIE2214. |
| **Career Planning** | PAT meetings and AIX2000 Work Placement module. | Engage with Careers professionals and career planning tools. Evaluate plans and aptitudes against evidence and review goals. | Workshops and PAT meetings over the course of the year. Critical review of career planning. |
| **EVIDENCE** | Attendance log for module and PAT meeting log. | Assessed presentation for AFE2214. | Mock application form. |
| **Developing independence / confidence** | AIE2213 | Develop confidence and resilience in tackling unfamiliar challenges, including identifying skills gap and developing strategy for independent skills acquisition. | Workshops, pitching task and project planning formative assignments. |
| **EVIDENCE** | Attendance log, assignment log. | Formative and summative assignments, together with reflection on process and feedback in reflective commentary. | Formative and summative assignments. Workshop contributions. |

**Placement Year**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspect of PDP** | **Modules/area PDP delivery** | **How is PDP achieved** | **Process** |
| **Personal Reflection** | ASX0001 | Clarification of aims and aptitudes through experiential learning. | Reflection on experience of a year-long work placement |
| **EVIDENCE** | Assessment , Employer feedback, PAT meetings. | Placement log | Reflection on placement log. |
| **Career Planning** | ASX0001 | Develop skills and evaluate aptitudes through experiential learning. | PAT meetings, self-reflection. |
| **EVIDENCE** | Assessment , Employer feedback, PAT meetings. | Placement log | Reflection on placement log. |
| **Developing independence / confidence** | ASX0001 | Workplace experience. | Growth of confidence through acquisition of experience, feedback on success and areas for further development. |
| **EVIDENCE** | Assessment , Employer feedback, PAT meetings. | Placement log | Reflection on placement log. |

**Final Year**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspect of PDP** | **Modules/area PDP delivery** | **How is PDP achieved** | **Process** |
| **Personal Reflection** | AHE3216, AHE3303 | Reflection on relationship between subject-specific/academic skills and wider public and/or commercial engagement. | Reflection on public engagement activity. Reflection on going public project. |
| **EVIDENCE** | Attendance log. | Workshops, tutorial meetings, feedback on formative work, self-evaluation. | Reflective commentary. |
| **Career Planning** | PAT meetings | Discussion of career plans and support for applications. | PAT meetings, feedback on applications. |
| **EVIDENCE** | PAT meeting log | Self-reflection, revision of draft applications. | PAT meeting log |
| **Developing independence / confidence** | AHE3214 | Prepare to make transition from student to professional | Present paper at student confidence to professional standard |
| **EVIDENCE** | Attendance at workshops | Participation in workshops and completion of assignments. | Formative assessment, deliver conference paper |

**Appendix 5 Indicative Assessment Schedule (English Literature)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Module Code** | **Assessment Task** | **Week number** | **Last Submission of course (ü)** |
| AFE1215 | Summative 1 (in-class tests) | Students take a series of regular in-class tests throughout the year. |  |
| AIE2209 | Summative 1 (presentation) | Students take turns to give weekly presentations throughout the year. |  |
| AIE2303 | Formative | Students take turns to bring a draft to class throughout the term. |  |
| AHE3304 | Formative | Students take turns to bring a draft to class throughout the term. |  |
|  |  | Term 1 Week 1  (Scientia week 9) |  |
| AIE2213 | Formative (skills self-reflection) | Term 1 Week 2  (Scientia week 10) |  |
| AIE2208    AIE2213  AFX1105/1106  AFE1215 | Formative (close reading exercise)  Formative (feedback on preliminary ideas)  Formative (feedback on draft work) Summative 1 (in-class test) | Term 1 Week 3  (Scientia week 11) |  |
| AHX3005 | Formative (presentation plan) | Term 1 Week 4  (Scientia week 12) |  |
|  |  | Term 1 Week 5  (Scientia week 13) |  |
|  |  | Term 1 Week 6  (Scientia week 14) |  |
| AFE1216  AHX3005 | Formative 1 (plan)  Summative 1 (presentation) | Term 1 Week 7  (Scientia week 15) |  |
| AIE2208    AIE2213  AHE3214  AHE3216  AFX1106  AFE1215 | Summative 1: (comparison of critical sources)  Formative (pitch)  Formative (plan for summative 1)  Summative 1 (case study)  Formative (draft)  Summative (in-class test) | Term 1 Week 8  (Scientia week 16) |  |
|  |  | Term 1 Week 9  (Scientia week 17) |  |
| AIX2000  AFE1215 | Formative (mock application form)  Summative (in-class test) | Term 1 Week 10  (Scientia week 18) |  |
| AFE1215  AFE1216  AIE2209  AIE2213  AHE3215 | Formative (essay plan)  Formative  Summative 1.1 and 1.2 (Pitch and project plan)  Summative 1 (Peer Review) | Term 1 Week 11  (Scientia week 19) |  |
| AFE1216  AHE3214 | Summative 1 (review)  Summative 1 (review) | Term 1 Week 12  (Scientia week 20) |  |
| AIE2303 | Summatives 1 & 2  (Portfolio and commentary) | Christmas break | **ü** |
| AIX2000  AFX1110  AHE3304 | Summative 1 (presentation)  Summative 1 (written assignment)  Summatives 1 & 2  (portfolio and commentary) | Consolidation week (Scientia week 24) |  |
| AIE2305 | Formative | Students take turns to bring a draft to class throughout the term. |  |
|  |  | Term 2 week 1  (Scientia week 25) |  |
| AIE2208 | Summative 2 (research project) | Term 2 week 2  (Scientia week 26) |  |
| AFX1110  AHE3216 | Formative (in class exercise) Formative (proposal) | Term 2 week 3  (Scientia week 27) |  |
|  |  | Term 2 week 4  (Scientia week 28) |  |
| AIE1215  AHE3215 | Summative 2 (essay)  Formative (abstract) | Term 2 week 5  (Scientia week 29) |  |
| AHE3515 | Formative (research proposal / ethics approval form) | Term 2 week 6  (Scientia week 30) |  |
|  |  | Term 2 week 7  (Scientia week 31) |  |
| AFE1216  AIE2211      AHE3214 | Summative 2 (essay)    Summative 1 (Dissertation plan & literature review)  Summative 2 (essay) | Term 2 week 8  (Scientia week 32) |  |
| AFX1110    AIE2211 | Summative 1 (document analysis)  Formative (log) | Term 2 week 9  (Scientia week 33) |  |
| AIE2208  AHE3214 | Summative 3 (essay)  Formative 2 (abstract) | Term 2 week 10  (Scientia week 34) |  |
|  |  | Easter vacation |  |
| AFE1215  AIE2209  AIX2000    AHE3216 | Summative 3 (close reading exercises)    Summative 2 (essay)  Formative 2 (learning contract)  Summative 2 (project) | Term 2 week 11 (Scientia week 38) |  |
| AIE2211  AHE3215 | Summative 2 (Dissertation plan)  Summative 2 (journal article) | Term 2 week 12 (Scientia week 39) |  |
| AFX1110  AIE2208  AIE2213  AIE2305    AHE3303    AHE3514 | Summative 2 (Creative Project)  Summative 4 (Group presentation)  Summative 1.3 and 1.4 (Creative rearticulation and commentary)  Summatives 1 & 2 (portfolio and commentary)  Summatives 1 & 2 (creative work and commentary)  Summative 2 (report) | Revision week (Scientia week 40) |  |
| AFE1216  AHL3508  AHL3515 | Summative 3 (debate)  Summative 2 (project)  Summative 2 (project) | Assessment week 1 (Scientia week 41) |  |
|  |  | Assessment week 2 (Scientia week 42) |  |
| AHE3214 | Summative 3 (conference paper) | Assessment week 3 (Scientia week 43) | **ü** |
| AIX2000 | Summatives 2 and 3 (logbook and self-reflective essay) | Scientia week 47 |  |

**Appendix 6: CAB Model**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Model** | **Mode of Study** | **Course Start Month** | **Length before Main CAB** | **Expected Month for Main CAB** |
| A | UGT FT | September | 9 months | June |

**PSD Appendix 7**

**University of Huddersfield Graduate Attribute (HGA) Mapping to Modules**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module code** | **HGA 1** | **HGA 2** | **HGA 3** | **HGA 4** | **HGA 5** | **HGA 6** | **HGA 7** | **HGA 8** |
| **Self-motivated** | **Commercially aware** | **Enterprising** | **Resilient** | **Effective collaborator** | **Confident leader** | **Globally & socially aware** | **Plans personal development** |
| **AFE1215** | **P** |  | **P** | **P** |  |  | **P** |  |
| **AFE1216** | **P** |  |  | **P** |  |  | **P** |  |
| **AFX1106** | **P** | **P** | **P** | **P** |  |  | **P** | **P** |
| **AFX1110** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| **AFE1217** | **P** | **P** | **P** | **P** |  |  |  |  |
| **AIE2208** | **P** |  |  |  | **P** | **P** |  |  |
| **AIE2209** | **P** |  |  |  |  | **P** | **P** |  |
| **AIX2000** | **P** | **P** | **P** | **P** |  |  |  | **P** |
| **AIE2213** | **P** | **P** | **P** | **P** |  |  |  |  |
| **AIE2211** | **P** |  | **P** | **P** |  |  |  | **P** |
| **AIE2305** | **P** |  |  | **P** | **P** |  |  |  |
| **AHE3214** | **P** |  |  | **P** |  |  |  |  |
| **AHE3215** | **P** |  |  | **P** | **P** |  | **P** |  |
| **AHE3216** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |  |
| **AHE3303** | **P** | **P** | **P** | **P** |  |  |  | **P** |
| **AHX3005** | **P** |  | **P** | **P** |  |  |  | **P** |
| **ASX0001** | **P** | **P** | **P** | **P** |  |  |  | **P** |