

Programme Specification [BA English]

Date of Publication to Students: September 2010

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 s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) at <http://www.bcu.ac.uk/pme/school-of-english>, (2) in the Module Specifications and (3) in the Student Handbook.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

| | |
|--|------------------------------------|
| Awarding Institution / Body: | Birmingham City University |
| Teaching Institution: | Birmingham City University |
| Interim Awards and Final Award: | CertHE, DipHE, BA, BA(Hons) |
| Programme Title: | BA English |
| Main fields of Study: | English |
| Modes of Study: | Full-time, Part-time |
| Language of Study: | English |
| UCAS Code: | Q301 |
| | Q300 |
| JACS Code: | |

Relevant subject benchmark statements and other external reference points used to inform programme outcomes:

Benchmark statement for: English
University Learning & Teaching Strategy
University Award Descriptors
Academic staff expertise and research

Programme philosophy and aims

English is a subject that combines passion and analysis, history and the contemporary, the word and the image, knowledge and self-discovery, the creative and the critical, the social and the personal. The English suite of programmes

enables students to become independent learners, with possible specialisms in literary and/or linguistic study, creative writing or drama. Intellectual curiosity is stimulated through a variety of teaching and learning strategies, especially although not exclusively underpinned by social constructivist principles.

The programme aims to provide learners with:

1. A balanced knowledge base in the field of English Studies including authors and texts from different periods and genres
2. Understanding of verbal creativity and the formal, aesthetic and linguistic qualities of literary and non-literary texts.
3. Skills in the collection, analysis and evaluation of data of many kinds and from many sources which are then presented and used effectively in response to questions.
4. An independent approach to learning where learners become increasingly responsible for organising their own study and pursuing individual questions.
5. A basis for further study in English and/or related disciplines and for teaching English at all levels.
6. Opportunities for critical reflection and contextualisation, both regarding the knowledge and understanding gained and the student's own learning and communication skills.

Intended learning outcomes and the means by which they are achieved and demonstrated:

Learning Outcomes¹

1. knowledge and understanding of a range of authors, texts and periods of English Literature, together with the distinctive qualities of texts in literary and non-literary genres, and an awareness of the role of critical methodology in shaping the understanding of language and literature
2. the ability to undertake close reading of texts from a range of periods, while demonstrating sensitivity to generic conventions and circumstances of authorship, production and audience in literary and non-literary texts
3. the ability to deploy rhetorical skills of effective argument, both oral and written, including the command of a broad range of vocabulary and appropriate critical terminology, together with the ability to evaluate sources of information and opinion within the discipline
4. the ability to present work for assessment in a timely, professional and idiomatic manner, whatever the format, showing skills of data collection, differentiation and evaluation from a range of relevant sources

Learning teaching, and assessment methods used

All contact hours contain extensive opportunities for student engagement through structured discussion, practical activities, and demonstrations. Set texts and/or their critical treatments are invariably the focus for individual classes. Online facilities such as the University's VLE, Moodle, are used to support and diversify the learning experience.

¹ Guidance on the specification of learning outcomes is available from the Centre for the Enhancement of Learning and Teaching.

A wide range of assessment methods is used, including coursework essays, group and individual presentations, seen and unseen examinations, reports, portfolios, essay plans, annotated bibliographies and creative work. Some use is made of formative assessments. Each method sets out to test skills of data collection, analysis and communication. All students are encouraged and have the opportunity to discuss their work with staff after it has been assessed.

Year 1 modules develop and test all the key competences required for success higher up the programme. In years 2 and 3 students are able to exercise some choice as to which assessment methods they choose, but essays remain the predominant form because of their ability to test a variety of complex intellectual and practical skills in a single format.

Programme structure and requirements, levels, modules, credits and awards

The structure of the course, the modules, levels and credit values, and the awards which can be gained are shown in the diagram below.

Level 4

| Module number | Module name | Credit |
|----------------------|----------------------------------|---------------|
| | Reading Literature: Prose | 15 |
| | Approaches to Reading: Criticism | 15 |
| | Studying Language | 15 |
| | Drama | 15 |
| | Reading Literature: Poetry | 15 |
| | Approaches to Reading: Contexts | 15 |
| | Describing Language | 15 |
| | Adaptation | 15 |
| | Total | 120 |

Award: Certificate in Higher Education

Level 5

| Module number | Module name | Credit |
|----------------------|---|---------------|
| | Literature 1660-1830 (core) | 30 |
| | Plus any further combination of modules that equal 90 credits | |
| | Total | 240 |

Award: Diploma in Higher Education

Level 6

| Module number | Module name | Credit |
|---------------|---|------------|
| | Literature 1880-present (core) | 30 |
| | Plus any further combination of modules that equal 90 credits | |
| | Total | 360 |

Award: BA Hons English

Support for Learning including Personal Development Planning (PDP)

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to meet those needs:

- A one week induction programme dealing with orientation and the dissemination of essential information
- Level 4 modules dealing with study skills , including library use, research skills, bibliography and referencing, essay writing, oral presentation and examination techniques
- A Student Handbook containing information relating to the University, the School of English, the course and the modules
- Access to administrative staff, a personal tutor to whom the student will be attached for the duration of the course as well as the Course Director and Head of School at reasonable times. All modules are supported by one hour tutorial support in addition to the usual lectures, seminars and workshops. All teaching staff post 3-4 hours per week when students can consult without prior appointment, but in addition are available at other times by appointment
- Access to the services of the Faculty Librarian who provides both induction programmes and later introduces students to the more sophisticated learning and research tools that the library provides
- Assistance and support for learning skills from the Academic Skills Centre
- A dedicated student room where students can meet and set up informal study groups
- Access to the University's online Personal Development Planning service.
- Access to the University's Student Services, including those offered by the careers service, financial advisers, medical centre, disability service, crèche, counselling service and chaplaincy.

Criteria for admission

Candidates must satisfy the general admission requirements of the programme.

The current admission requirements can be found under the 'Entry Requirements' tab of the web page for this course.

Methods for evaluation and enhancement of quality and standards including listening and responding to views of students

| Committees: | Mechanisms for review and evaluation: | |
|---------------------------------------|--|--|
| Boards of Studies | Validation and revalidation of courses | |
| Examination Boards | Annual Course Monitoring | |
| Faculty Academic Quality Committee | Peer Appraisal of Teaching | |
| Faculty Learning & Teaching Committee | External Examiners' Reports | |
| Faculty Board | Student Feedback on learning | |
| Faculty Student Experience Committee | Staff Feedback on teaching | |
| | Annual Staff Individual Performance Review | |

Programme Specification [BA Hons English Literature]

Date of Publication to Students: [Enter date]

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 s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) at <http://www.lhds.bcu.ac.uk/english/index.php>, (2) in the Module Specifications and (3) in the Student Handbook.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

| | |
|--|-----------------------------------|
| Awarding Institution / Body: | Birmingham City University |
| Teaching Institution: | Birmingham City University |
| Interim Awards and Final Award: | CertHE, DipHE, BA, BA Hons |
| Programme Title: | BA English Literature |
| Main fields of Study: | English literature |
| Modes of Study: | Full-time, Part-time |
| Language of Study: | English |
| UCAS Code: | Q320 |
| | Q300 |
| JACS Code: | |

Relevant subject benchmark statements and other external reference points used to inform programme outcomes:

Benchmark statement for: English
University Learning & Teaching Strategy
University Award Descriptors
Academic staff expertise and research

Programme philosophy and aims

English is a subject that combines passion and analysis, history and the contemporary, the word and the image, knowledge and self-discovery, the creative and the critical, the social and the personal. The English suite of programmes

enables students to become independent learners, with possible specialisms in literary and/or linguistic study, creative writing or drama. Intellectual curiosity is stimulated through a variety of teaching and learning strategies, especially although not exclusively underpinned by social constructivist principles.

The programme aims to provide learners with:

1. A balanced knowledge base in the field of English Literature including authors and texts from different periods and genres
2. Understanding of verbal creativity and the formal, aesthetic and linguistic qualities of literary and non-literary texts.
3. Skills in the collection, analysis and evaluation of data of many kinds and from many sources which are then presented and used effectively in response to questions.
4. An independent approach to learning where learners become increasingly responsible for organising their own study and pursuing individual questions.
5. A basis for further study in English and/or related disciplines and for teaching English at all levels.
6. Opportunities for critical reflection and contextualisation, both regarding the knowledge and understanding gained and the student's own learning and communication skills.

Intended learning outcomes and the means by which they are achieved and demonstrated:

Learning Outcomes²

1. knowledge and understanding of a balanced range of authors, texts and periods of English Literature, together with the distinctive qualities of texts in the principal literary genres, as well as an awareness of the role of critical methodology in shaping the understanding of literature and the ways in which literature and literary language reflect and produce cultural change and difference
2. the ability to undertake close reading of literary texts from a balanced range of periods, and to demonstrate sensitivity to generic conventions and circumstances of authorship, production and audience
3. the ability to deploy rhetorical skills of effective argument, both oral and written and to demonstrate command of a broad range of vocabulary and appropriate critical terminology, as well as to evaluate sources of information and opinion within the discipline
4. the ability to present work for assessment in a timely, professional and idiomatic manner, whatever the format and to show skills of data collection, differentiation and evaluation from a range of relevant sources

Learning teaching, and assessment methods used

All contact hours contain extensive opportunities for student engagement through structured discussion, practical activities, and demonstrations. Set texts and/or their critical treatments are invariably the focus for individual classes. Increasingly, online facilities such as the University's VLE, Moodle, are used to support and diversify the learning experience.

A wide range of assessment methods is used, including coursework essays, group and individual presentations, seen and unseen examinations, reports, portfolios,

² Guidance on the specification of learning outcomes is available from the Centre for the Enhancement of Learning and Teaching.

essay plans, annotated bibliographies and creative work. Some use is made of formative assessments. Each method sets out to test skills of data collection, analysis and communication. All students are encouraged and have the opportunity to discuss their work with staff after it has been assessed.

Year 1 modules develop and test all the key competences required for success higher up the programme. In years 2 and 3 students are able to exercise some choice as to which assessment methods they choose, but essays remain the predominant form because of their ability to test a variety of complex intellectual and practical skills in a single format.

Programme structure and requirements, levels, modules, credits and awards

The structure of the course, the modules, levels and credit values, and the awards which can be gained are shown in the diagram below.

Level 4

| Module number | Module name | Credit |
|----------------------|----------------------------------|---------------|
| | Reading Literature: Fiction | 15 |
| | Approaches to Reading: Criticism | 15 |
| | Studying Language | 15 |
| | Drama | 15 |
| | Reading Literature: Poetry | 15 |
| | Approaches to Reading: Contexts | 15 |
| | Describing Language | 15 |
| | Adaptation | 15 |
| | Total | 120 |

Award: Certificate in Higher Education

Level 5

| Module number | Module name | Credit |
|----------------------|--|-----------------|
| | Literature 1660-1830 (Core) AND | 30 |
| | 90 credits of Literature options (e.g. Children's Fiction, Gender Sex and Culture, Early Modern Drama) | 30 + 30 + 30 |
| | Total | 240 |

Award: Diploma in Higher Education

Level 6

| Module number | Module name | Credit |
|----------------------|---|-----------------|
| | Literature 1880-present (Core) AND | 30 |
| | 90 credits of Literature options (e.g. Film, The Fantastic) | 30 + 30 + 30 |
| | Total | 360 |

Award: BA Hons

Support for Learning including Personal Development Planning (PDP)

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to meet those needs:

- A one week induction programme dealing with orientation and the dissemination of essential information
- Level 4 modules dealing with study skills , including library use, research skills, bibliography and referencing, essay writing, oral presentation and examination techniques
- A Student Handbook containing information relating to the University, the School of English, the course and the modules
- Access to administrative staff, a personal tutor to whom the student will be attached for the duration of the course as well as the Course Director and Head of School at reasonable times. All modules are supported by one hour tutorial support in addition to the usual lectures, seminars and workshops. All teaching staff post 3-4 hours per week when students can consult without prior appointment, but in addition are available at other times by appointment
- Access to the services of the Faculty Librarian who provides both induction programmes and later introduces students to the more sophisticated learning and research tools that the library provides
- Assistance and support for learning skills from the Academic Skills Centre
- A dedicated student room where students can meet and set up informal study groups
- Access to the University's online Personal Development Planning service.
- Access to the University's Student Services, including those offered by the careers service, financial advisers, medical centre, disability service, crèche, counselling service and chaplaincy

Criteria for admission

Candidates must satisfy the general admissions requirements of the programme, which are as follows:

- Normally 280 points (GCE A Level, English Literature and/ or Language required at Grade C) plus Grade C in 4 GCSE's including GCSE English Language; or BTEC National Diploma merit merit pass;; or
- Scottish Certificate of Education/Scottish Qualifications Authority Intermediate Higher/ Advanced Higher passes in five subjects of which three are at the Higher level and totalling a minimum of 280 tariff points; or
- Scottish Certificate of Education/ Scottish Qualifications Authority passes in four subjects at Higher Level and totalling a minimum of 280 tariff points; or
- Scottish Certificate of Education/ Scottish Qualifications Authority Intermediate/Higher/Advanced Higher passes in five subjects of which two are at Advanced Higher Level totalling a minimum of 280 tariff points; or
- An Irish Leaving Certificate totalling 280 tariff points; or

- An International Baccalaureate with a minimum of 28 points; or
- A recognised Access Course qualification; or

For mature students, evidence of a real interest in the subject and a history of systematic reading and engagement with literature.

Methods for evaluation and enhancement of quality and standards including listening and responding to views of students

| Committees: | Mechanisms for review and evaluation: |
|---------------------------------------|--|
| Boards of Studies | Validation and revalidation of courses |
| Examination Boards | Annual Course Monitoring |
| Faculty Academic Quality Committee | Peer Appraisal of Teaching |
| Faculty Learning & Teaching Committee | External Examiners' Reports |
| Faculty Board | Student Feedback on learning |
| Faculty Student Experience Committee | Staff Feedback on teaching |
| | Annual Staff Individual Performance Review |

