

Certificate in English Literature--Part-time Programme.

1. Awarding Institution/Body	University of Kent at Canterbury
2a. Teaching Institution	University of Kent at Canterbury
2b. Teaching Site	University of Kent at Canterbury, University Centre, Tonbridge (from 2001/2 onwards: Bridge Wardens College, Chatham)
3. Programme accredited by	University of Kent at Canterbury
4. Final Award	Certificate in English
5. Programme	English
6. UCAS Code (or other code)	
7. Relevant QAA subject benchmarking group/s	
8. Date of production/revision	September 1999

9. Educational Aims of the Programme

The Programme aims to:

- i. introduce students to a range of literary experience, particularly in British and American literature, from Chaucer to the present day
- ii. enable students to develop an historical awareness of literary traditions
- iii. develop independent critical thinking and judgement in its students
- iv. provide a basis for the study of English or related disciplines at undergraduate degree level
- v. provide a basis in knowledge and skills for those intending to proceed to Level 2 and 3 undergraduate study of English literature
- vi. develop the understanding and critical appreciation of the expressive resources of language
- vii. allow students to develop their skills in essay writing
- viii. offer scope for the study of literature within an interdisciplinary context
- ix. develop the student's ability to argue a point of view with clarity and cogency, both orally and in written form
- x. widen participation in higher education within the local region

10. Programme Outcomes

The programme provides opportunities for students to develop and demonstrate:

A. Knowledge and understanding of:

- i. a range of authors and texts from different periods of literary history, from 1350 to the present day, in British and other literatures in English
- ii. the principal literary genres, fiction, poetry drama and of other kinds of writing and communication
- iii. to gain a preliminary acquaintance with traditions in literary criticism and issues involved in analysing and discussing literary works
- iv. terminology used in literary criticism; v. the cultural and historical contexts in which literature is written, published and read
- vi. critical theory and its applications, understood within its historical contexts.
- vii. literary criticism as a practice subject to considerable variation of approach; viii. the study of literature in its relation to other disciplines and regional concerns

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated Teaching/learning 1-hour lectures given by a wide variety of teachers and tape-recorded for part-time students (ix); vi and viii specifically addressed in the module (compulsory for Certificate students) *Romanticism & Critical Theory*. 3-hour seminars with maximum groups of 12, with group or individual presentations by students; office-hours for discussion of essays, etc. Core modules specifically aim to provide the means to achieve I and ii.

Assessment Coursework essays; seminar performance (contribution to debate, presentations); standard ? exam papers; projects and performance. The variety of assessment methods designed to give students opportunities to demonstrate learning outcomes in a variety of forms, allowing for different individual work rhythms.

Skills and Other Attributes

B. Intellectual (thinking) skills

- i. Application of the skills needed for academic study and enquiry

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated Lectures and seminars develop efficiency in absorbing and ordering information; seminars

- ii. Evaluation of research findings
- iii. Ability to synthesise information from a number of sources in order to gain a coherent understanding of theory and practice
- iv. Ability to make discriminations and selections of relevant information from a wide source and large body of knowledge
- v. Exercise of problem-solving skills

C. Subject-specific skills:

- i. enhanced skills in the close critical analysis of literary texts
- ii. informed critical understanding of the variety of critical and theoretical approaches to the study of literature
- iii. ability to articulate knowledge and understanding of texts, concepts and theories relating to English studies
- iv. sensitivity to generic conventions in the study of literature v. well-developed linguistic resourcefulness including a grasp of standard critical terminology
- v. articulate responsiveness to literary language
- vi. appropriate scholarly practice in the presentation of formal written work, in particular in bibliographic and annotational practices viii. understanding of how cultural norms and assumptions influence questions of judgement

D. Transferable skills:

- i. developed powers of communication and the capacity to argue a point of view, orally and in written form, with clarity, organisation and cogency
- ii. enhanced confidence in the efficient presentation of ideas designed to stimulate critical debate
- iii. developed critical acumen
- iv. the ability to assimilate and organise substantial quantities of complex information of diverse kinds
- v. competence in the planning and execution of essays and project-work
- vi. enhanced skills in creative writing (where the relevant modules have been taken)
- vii. the capacity for independent thought, reasoned judgement, and self-criticism
- viii. enhanced skills in collaborative intellectual work
- ix. the ability to understand, interrogate and apply a

encourage experience of structuring and developing critical debate. Essays and feedback from teachers promote: capacity to synthesise information, select and focus on relevant material; aptitude for problematising literary issues; ability to communicate clearly, to structure an argument and to write with cogency. **Assessment** Coursework essays; seminar performance (contribution to debate, presentations); standard exam papers; projects and performance. The variety of assessment methods, designed to give students opportunities to demonstrate learning outcomes in a variety of forms, allowing for different individual work rhythms; and to encourage skills in focussing and exploring problems in literary criticism.

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated Teaching/learning 1-hour lectures tape-recorded for part-time students; 2.5/3-hour seminars with groups of maximum size 12, with group or individual presentations by students; office-hours for discussion of essays, etc. Lectures and seminars develop efficiency in absorbing and ordering information; seminars encourage experience of group work in structuring and developing critical debate, and help individual students to develop oral presentational skills. Essays and feedback from teachers promote: capacity for self-criticism; ability to communicate clearly, to structure an argument and to write with cogency; appropriate scholarly practices in research and the formal written presentation of research work **Assessment** Coursework essays; seminar performance (contribution to debate, presentations); standard exam papers; projects and performance. The variety of assessment methods, designed to give students opportunities to demonstrate learning outcomes in a variety of forms, allowing for different individual work rhythms.

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated Teaching/learning Lectures and seminars develop efficiency in recording and ordering information; seminars encourage experience of group work in structuring and developing critical debate, and help individual students to develop oral presentational skills. Essays and feedback from teachers promote: capacity for self-criticism; ability to communicate clearly, to structure an argument and to write with cogency; appropriate scholarly practices in research and the formal written presentation of research work. **Assessment** Coursework essays; seminar performance (contribution to debate, presentations); standard exam papers; projects and performance. The variety of assessment methods, designed to give students opportunities to demonstrate learning outcomes in a

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| <p>variety of theoretical positions and weigh the importance of alternative perspectives</p> <p>x. research skills, including scholarly information retrieval skills</p> <p>xi. IT skills: word-processing, email communication, the ability to access electronic data</p> | <p>variety of forms, allowing for different individual work rhythms.</p> |
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11. Programme structures and requirements, levels, modules, credits and awards:

The programme is studied over 2 years part-time. In Years 1 and 2 ('Part I' of the degree), part-time English Certificate students take the 4-unit *Romanticism & Critical Theory* module, which runs over two terms, the 2-unit course *Genre and Criticism*, and the 2-unit course *Early Drama*. A pass in the Certificate allows the award of the *Certificate in English* and entry to Part II, the degree programme. Individual modules are listed below.

HE Level 1

Code	Title	Term	Credits
EN308	Romanticism & Critical Theory	Periods 1 & 2	4 units: 30 credits
EN309	Genre and Criticism	Period 1	2 units: 15 credits
EN302	Early Drama	Period 2	2 units: 15 credits
(from 2001/2 onwards)			
EN312	Dickens and Kent	Period 1	2 units: 15 credits
EN316	Literature of Immigrant Communities	Period 2	2 units: 15 credits

12. Support for Students and Their Learning:

- Part I Faculty of Humanities Handbook
- Module outlines, incl: bibliographic guidance; seminar topics; essay questions; handouts
- Student: Staff Ratio: c.23
- Learning Resources: UKC Library & Web Guide; Tonbridge Library
- Academic Support system, incl: School Senior Tutor; Director of Studies for Part I; Director of Part-time Studies; Programme Director; Education Support Service
- Central Support Services, incl: Counselling; Faculty Undergraduate Office; Computer Helpdesk

13. Admissions Criteria:

Students considered on an individual basis, including and interview, references, and in some cases submission of written work. Admission with exemptions for advanced standing and Credit Accumulation may be possible. Access Courses: Validated access course in appropriate subjects. Degree: a degree from a British or Irish University or CNAA degree. Additional requirement: declaration of disclosure of any criminal convictions including those outstanding

14. Methods for evaluating and improving the quality and standards of teaching and learning Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards:

- Student evaluations
 - Annual course monitoring reports
 - External Examiners' Reports
 - Periodic Programme Review
 - Annual Staff Appraisal
 - Mentoring of new and part-time teachers
 - QAA Subject Review
- Committees with responsibility for monitoring and evaluating quality and standards:**
- School Staff-Student Liaison Committee
 - School Learning & Teaching Committee
 - School Graduate Studies Committee
 - School Part-time Studies Committee
 - Faculty Learning & Teaching Committee
 - Board of Examiners

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:

- Student Evaluations (of individual modules)
- Final-year Evaluations of the English programme
- Staff-Student Liaison Committee
- Student representation on other School and Faculty Committees

Staff development priorities include:

- Minimum expected qualification for appointment
- PGCHE & Teacher Accreditation requirements
- Staff appraisal scheme
- Mentoring of new and part-time staff
- Staff development courses/workshops
- School appointment of a Director of Learning and Teaching
- Research Seminars
- Conferences (with funding support available from School)

15. Regulation and Assessment:

- Regulations for Undergraduate Certificates Diplomas and Degrees
- Part I Examination Conventions

16. Indicators of Quality and Standards:

- 1996 TQA: awarded 'Satisfactory'
- Student Evaluations
- External Examiners' Reports
- Progression and Retention Rates

The following reference points were used in creating these specifications: Benchmarking Statement for English
University Plan and Learning and Teaching Strategy

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