

UNIVERSITY OF KENT AT CANTERBURY

Annex 2

UKC Programme Specifications Template

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Programme Title

Diploma in English & American Literature and Creative Writing

<ol style="list-style-type: none"> 1. Awarding Institution/Body 2. Teaching Institution 3. Teaching Site 4. Programme accredited by: 5. Final Award 6. Programme 7. UCAS code (or other code) 8. Relevant QAA subject benchmarking group/s 9. Date of production/revision 10. Applicable cohort/s 	<p>University of Kent at Canterbury</p> <p>University of Kent at Canterbury</p> <p>Canterbury campus</p> <p><i>Diploma</i></p> <p>English & American Literature and Creative Writing</p> <p>[Q324]</p> <p>English</p> <p>March 2003</p> <p><i>1999 entry onwards [degree 2003 entry]</i></p>
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<p>11. Educational Aims of the Programme</p> <p>The programme aims to:</p> <ol style="list-style-type: none"> 1. introduce students to a range of predominantly British and American literatures and study them both as literature and as sources of technical expertise and renewal in their own writing 2. enable students to develop an historical awareness of writing traditions and to place their own endeavour within that tradition 3. develop the understanding, critical appreciation and practical powers of application of the expressive resources of language 4. offer sustained opportunities for students to discover and develop their potential for creative writing in more than one generic area 5. offer generous scope for the study of literature and creative writing within an interdisciplinary context 6. develop the student's ability to argue a point of view with clarity and cogency, both orally and in written form 7. develop an ability to assimilate and organise a mass of diverse information 8. offer students the experience of a variety of teaching styles and approaches to the study of literature and contemporary writing 9. develop independent critical thinking, judgement, originality and self-reliance in its students 10. provide a basis for the study of English, Creative Writing or related disciplines at a higher level 11. provide a basis for future creative writing in a number of different genres 12. provide a basis in knowledge and skills for those intending to teach English Literature and/or Creative Writing
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12. Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the subject benchmarking statement for English.

Teaching/learning and assessment

Methods and strategies used to enable outcomes to be achieved and demonstrated

Knowledge and Understanding

A. Knowledge and understanding of:

- i. a range of authors and texts for different periods of literary history, in both British and American literature.
- ii. the principal literary genres, fiction, poetry, drama and of other kinds of writing and communication; insight into the varying demands imposed by their written production
- iii. the challenges involved in producing original imaginative writing as they relate to several different genres
- iv. literatures in English from countries outside Britain and America
- v. traditions in literary criticism and their relationship with current writing
- vi. terminology used in literary criticism
- vii. the cultural and historical contexts in which literature is written, transmitted and read
- viii. critical theory and its applications, understood within historical contexts
- ix. literary criticism as a practice subject to considerable variation of approach
- x. the ability to organise and present research findings

Teaching/Learning

1.5-2-hour seminars with groups of 16, 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. Regular writing exercises, assignments and peer-critiquing workshops (hereafter referred to as 'workshops') will answer to iii and contribute to ii. The creative writing component aims to help students acquire basic creative writing and workshop skills quite quickly during the first module with a view to equipping them for the Individual Writing Project and the two final-year Special Modules, where the writers' workshop will be an increasingly important tool. By this time, students will have acquired a degree of analytical acumen and independence.

Assessment

Creative writing and critical or critical/reflective essays; seminar and workshop performance (contribution to debate, presentations); oral presentation of creative writing project; extended time exams and/or standard 3-hour exam papers; long essay in yr F. 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. Modules delivered at levels I and H have different forms of assessment to reflect the different levels of learning outcome.

Skills and Other Attributes

B. Intellectual skills:

Teaching/learning and assessment

Methods and strategies used to enable outcomes to be achieved and demonstrated

- i. application of the skills needed for academic study and enquiry
- 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; ability to synthesise material from a number of sources in a coherent creative whole
- iv. ability to make discriminations and selections of a body of knowledge or of a body of creative material
- v. exercise of problem-solving skills, especially in the context of creative writing
- vi. ability to frame oral criticism of creative work sensitively and constructively and to digest it to good effect

Teaching/learning

Lectures and seminars develop efficiency in absorbing and ordering information; seminars 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. Writing workshops, creative written work and feedback from teachers promote: ability to select and synthesise creative material and solve a range of structural and creative problems. Workshops promote the ability to frame and interpret appropriate criticism.

Assessment

Creative writing and critical or critical/reflective essays; seminar and workshop performance (contribution to debate, presentations); oral presentation of creative writing project; extended time exams; standard 3-hour exam papers; long essay in yr F. 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. Modules delivered at levels I and H have different forms of assessment to reflect the different levels of learning outcome.

C. Subject-specific skills:

- i. enhanced skills in the close critical analysis of literary texts and written creative work in progress
- ii. ability to structure and edit original creative work
- iii. informed critical understanding of the variety of critical and theoretical approaches to the study of literature and contemporary writing
- iv. ability to articulate knowledge and understanding of texts, concepts and theories relating to the study of literature and technical alternatives and their implications in the context of creative writing
- v. sensitivity to generic conventions in the study of literature and to their implications for the practising writer
- vi. very well-developed linguistic resourcefulness including attention to tone and register and a grasp of standard critical terminology
- vii. articulate responsiveness to literary and other persuasive language
- viii. appropriate scholarly practice in the presentation of formal written work, in particular in bibliographic and annotational practices
- ix. appropriate professional practice in the presentation of creative work, in particular in formatting and normal submission procedure
- x. understanding of how cultural norms and assumptions influence questions of judgement
- xi. appreciation of the value of collaborative intellectual work in developing critical judgement

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated

Teaching/learning

1-hour lectures; 1.5/2-hour seminars with groups of 16, 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

Creative writing and critical or critical/reflective essays; seminar and workshop performance (contribution to debate, presentations); oral presentation of creative writing project; extended time exams and/or standard 3-hour exam paper. 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.

D. Transferable skills:

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated

- 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. highly developed writing skills and enhanced fluency in creative, discursive and general communicative contexts
- iii. enhanced confidence in the efficient presentation of ideas designed to stimulate critical debate
- iv. enhanced confidence in the writing and presentation of original projects
- v. developed critical acumen and critical diagnostic skills
- vi. the ability to assimilate and organise substantial quantities of complex information or creative material of diverse kinds
- vii. competence in the planning and execution of essays and project-work and in the conception, planning, execution and editing of individual creative work
- viii. the capacity for independent thought, intellectual focus, reasoned judgement and self-criticism
- ix. enhanced original creativity, imagination, judgement and powers of self-criticism in an expressive human context
- x. enhanced skills in collaborative intellectual or creative work, including more finely tuned listening and questioning skills
- xi. the ability to understand, interrogate and apply a variety of theoretical positions and weigh the importance of alternative perspectives
- xii. the ability to respond to a variety of creative positions while sustaining confidence in their own
- xiii. research skills, including scholarly information retrieval skills
- xiv. enhanced keyboard skills; IT skills: word-processing, email communication, the ability to access electronic data

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. Creative writing workshops and assignments promote high-level writing and organisational skills. Seminars and workshops promote confidence and critical acumen. Project work will develop creative self-reliance and confidence. Workshops enhance collaborative and human skills, as well as promoting a realistic confidence against a background of self-criticism.

Assessment

Creative writing and critical or critical/reflective essays; seminar performance (contribution to debate, presentations); oral presentation of creative writing project; extended time exams or/and standard 3-hour exam papers. 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.

13. Programme structures and requirements, levels, modules, credits and awards

The programme is offered on a part-time basis typically over two years. Study on the programme is divided into a number of blocks called modules. Single-weighted modules carry 15 credits and double-weighted modules 30 credits. One credit corresponds to approximately 10 hours of 'learning time'. This includes all taught and supervised classes and all private study and research.

To be eligible for the award, students normally are required to obtain at least 120 credits, of which 90 must be level I or above.

Code	Title	Period	Credits	Level
Core Modules				
EN000	Narratives from Life (required)	1	30	I and H
EN000	Individual Writing Project (required)	2	30	I and H
EN555	Medieval & Tudor Literature	1	30	I and H
EN556	Early Modern Literature	2	30	I and H
EN557	Nineteenth-century American Literature	1	30	I and H
EN558	American Modernisms	2	30	I and H
EN559	Post-Romantic Literature	1 and 2	60	I and H
EN595	English Comedy from Shakespeare	1	30	I and H
EN596	English Tragedy from Shakespeare	2	30	I and H

14. Support for Students and Their Learning

- General Regulations for Students (handbook)
- Faculty of Humanities handbooks
- School of English Student Dossier
- Library Guide to English (web)
- average seminar class size: 14
- academic support system: module teachers; School Senior Tutor; Directors of Studies; schedule of office hours for seeing students out of class
- central support services, including: Counselling, Faculty Undergraduate Office, Computing Helpdesk. Unit for the Enhancement of Learning and Teaching
- additional learning resources, including: module outlines, bibliographic guidance, handouts, booklets

15. Entry Profile

What does this programme have to offer?

- a sustained opportunity for you to discover strengths and opportunities in creative writing in a supportive environment
- the development of a broad range of intellectual, critical and creative skills which are useful and attractive to employers in many different contexts
- a challenging, flexible and wide-ranging approach to English and American literature
- coverage of traditional areas as well as new fields
- choice and opportunity to shape your own degree programme
- encouragement to develop skills in discussion and independent thinking
- the chance to get involved in the literary magazine

Candidates must be able to satisfy the general admissions requirements of the University, the Faculty of Humanities and the School of English in one of the following ways:

School/College leavers who have reached 17.5 years on admission

A Levels

- A/AS level 280/300/320 points (21 units)
- 1B 30/34 points (14/16 at Higher)
- required subject at A level: English grade B

Mature and overseas students considered on an individual basis

- 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 CNAAC degree
- personal profile

Additional requirement: *declaration of disclosure of any criminal convictions including those outstanding*
For further information see the web prospectus at <http://www.ukc.ac.uk/studying/undergrad/>

16. 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 module evaluations
- annual monitoring reports
- external examiners' reports
- Periodic Programme Review
- annual staff appraisal
- mentoring of new and part-time teachers
- QAA Subject Review
- personal academic support system

Committees and bodies 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
- Creative Writing Group
- Faculty Learning & Teaching committee
- University Learning and Teaching Board
- Board of Examiners attended by external examiners
- departmental staff acting as external examiners at other institutions
- departmental director of learning and teaching

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 (to be implemented)
- Staff-Student Liaison Committee
- student representation on other School and Faculty committees

- mentoring of new and part-time staff
- staff development courses and workshops
- School appointment of a Director of Learning and Teaching
- research seminars
- conferences mounted by members of the School
- contributions to national and international conferences
- minimum expected teaching and research record for appointment to lecturing posts
- membership of relevant professional/academic bodies
- widening participation
- study leave

17. Indicators of Quality and Standards

- Research Assessment Exercise 2001: grade 5 (top grade 5*)
- Periodic Programme Review 2000 (including external assessment): 'The panel is struck by the widespread evidence, confirmed by the students it met, of the very high level of commitment of staff both to students and to the School's programmes.'
- Teaching Quality Assessment 1996: awarded 'Satisfactory'
- student evaluations reflect a high level of satisfaction with the programme.
- degree results
- AHRB awards: an average of 7 postgraduate students per annum funded by studentships
- reports from external examiners indicate that we maintain high standards of teaching and assessment.
- employment record: only 5% still seeking employment one year after graduation
- prizes for staff books: staff have been regularly shortlisted for prizes for their publications (including the James Tait prize and Booker prize), and have won awards, including the Trevor Reese prize (Edmond)
- external funding: Arts and Humanities Research Board, British Academy, Charles Wallace Trust, European Union (Interreg), Leverhulme Trust, Modern Humanities Research Association, Wellcome Trust
- recent external speakers include: Gillian Beer, Michael Donaghey, Seamus Heaney, David Lodge, Les Murray, Tom Paulin, Jo Shapcott, Matthew Sweeney, George Szirtes, John Tranter, Marina Warner, Robert Young.

The following reference points were used in creating these specifications:

- Benchmarking Statement for English
- University Plan and Learning and Teaching Strategy