School of English

Degree and Programme Title
School of English
BA (Single Hons) in English, American and Postcolonial Literatures

1.	**Awarding Institution/Body**	University of Kent at Canterbury
2.	**Teaching Institution**	University of Kent at Canterbury
3.	**Teaching Site**	Canterbury campus
4.	**Programme accredited by**	
5.	**Final Award**	BA (Hons)
6.	**Programme**	English, American and Postcolonial Literatures (joint)
7.	**UCAS Code**	Q302
8.	**Relevant QAA subject benchmarking group**	English
9.	**Date of production/revision**	April 2002
10.	**Applicable cohorts**	2002 entry onwards

11. Educational Aims of the Programme

The programme aims to:

i. introduce you to a range of Postcolonial literatures in English (in addition to English and American literature from predominantly the 19th and 20th centuries), and encourage you to identify and develop your own interests and expertise in fields of literary study

ii. enable you to develop an historical awareness of literary traditions

iii. develop your understanding and critical appreciation of the expressive resources of language

iv. offer opportunities for you to develop your potential for creative writing

v. offer generous scope for the study of literature within an interdisciplinary context

vi. develop your ability to argue a point of view with clarity and cogency, both orally and in written form

vii. develop your ability to assimilate and organise a mass of diverse information

viii. offer you the experience of a variety of teaching styles and approaches to the study of literature

ix. develop your independent critical thinking and judgement

x. provide a basis for the study of English or Postcolonial Studies or related disciplines at a higher level

xi. provide a basis in knowledge and skills for those intending to teach English or Postcolonial literatures, including a broad frame of cultural reference

12. Programme Outcomes

Programme Outcomes	Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated
The programme provides opportunities for students to develop and demonstrate:	
i. **A. Knowledge and understanding of:** contemporary Postcolonial writing in English, and English and American literatures	**Teaching/learning**
ii. the principal literary genres, fiction, poetry drama and of other kinds of writing and communication	1-hour lectures given by a stimulating diversity of teachers. 1½-2 hour seminars with groups of 12 (Level C) and 16 (Levels I and H), with group or individual presentations by students; office-hours for discussion of essays, etc.
iii. Postcolonial theory and traditions in literary criticism	Lectures and seminars develop efficiency in absorbing and ordering information; seminars provide experience of
iv. the challenges of creative writing	structured group work, show how to develop critical
v. terminology used in literary theory and criticism	debate, and enhance individual skills in oral presentation.
vi. the cultural and historical contexts in which literature is written, transmitted and read	Essays and feedback from teachers promote your capacity to synthesise information, select and focus on relevant
vii. critical theory and its applications, understood within its historical contexts	material, problematise literary issues, communicate clearly, structure an argument, write with cogency, and develop
viii. literary criticism as a practice subject to considerable variation of approach	appropriate scholarly practices in research and the formal written presentation of your work.
ix. the study of literature in its relation to other disciplines	

Skills and Other Attributes

B. Intellectual (thinking) skills

i. application of the skills needed for academic study and enquiry
ii. evaluation of critical interpretations
iii. ability to synthesise information from a number of sources in order to gain a coherent understanding of critical theory and general methodology
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
vi. the ability to organise and present research findings

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 language use and awareness, including a grasp of standard critical terminology
vi. articulate responsiveness to literary language
vii. appropriate scholarly practice in the presentation of formal written work, in particular in bibliographic and annotational practices
viii. understanding of how cultural norms, assumptions and practices influence questions of judgement
ix. appreciation of the value of collaborative intellectual work in developing critical 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. enhanced capacity for independent thought, intellectual focus, reasoned judgement, and self-criticism
viii. enhanced skills in collaborative intellectual work, including more finely tuned listening skills
ix. the ability to understand, interrogate and apply a variety of theoretical positions and weigh the importance of alternative perspectives
x. research skills, including scholarly information retrieval skills
xi. IT skills: word-processing, email communication, the ability to access electronic data

Assessment

Coursework essays; some creative writing and written reflections thereon; seminar performance (contribution to debate, presentations); extended time exams; standard 3-hr exam papers; long essay in final year. The variety of assessment methods is designed to give you opportunities to demonstrate learning outcomes in a variety of forms, allowing for different individual work rhythms and encouraging skills in focussing and exploring problems in literary criticism. 10% of the final grade for each module is based on seminar performance.

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

The programme is offered on both a full-time and part-time basis. Full-time students complete the programme in three years and part-time students normally in six 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.

The programme is divided into three stages, each comprising 120 credits, and students must achieve specified requirements before being permitted to proceed to the next stage. For full-time srtudents each stage represents and academic year of study. Thus, for a full-time student each year of study involves approximately 1200 hours of learning time. Each module is designated at one of three ascending levels: Certificate (C), Intermediate (I), or Honours (H). to be eligible for the award of an honours degree students normally have to obtain 360 credits, at least 210 of which must be level I or above, and at least 90 of which must be level H.

Introductory modules

Code	Title	Period	Credits	Level
EN308	Romanticism and Critical Theory	1 and 2	22.5	C
EN302	Early Drama	1 and 2	15	C

Core Modules

EN559	Post-Romantic Literature	1 and 2	30	I and H

Special Modules (subject to change)

EN583	Postcolonial Writing	1	15	H
EN586	Language and Place in Colonial and Postcolonial Poetry	2	15	H
HI626	African-American Thought & Culture in the 19th Century	1	15	H
HI628	African-American Thought & Culture in the 19th Century	2	15	H
EN593	Long Essay	1	15	H
EN594	Long Essay	2	15	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 challenging, flexible and wide-ranging approach to English, American and Postcolonial literatures
- 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 and creative writing

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 CNAA 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
- discussions with Senior Tutor
- discussions with teachers
- staff office hours when students can discuss their modules/programmes
- School email address
- School newsgroup

Staff development priorities include:
- research-led teaching
- links with other institutions in Europe and the USA
- regular formal and informal collaboration in programme development
- minimum expected qualification for appointment
- PGCHE and Teacher Accreditation requirements
- staff appraisal scheme

- 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, Seamus Heaney, David Lodge, Les Murray, Tom Paulin, 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