**Programme Specification**

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| **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. |

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| **BA (Hons) English and American Literature**  (Single Honours (SH); Joint Honours (JH); and SH/JH programmes with a Year Abroad/Placement Year) |

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| 1. **Awarding Institution/Body** | University of Kent |
| 1. **Teaching Institution** | University of Kent |
| 1. **School responsible for management of the programme** | School of English |
| 1. **Teaching Site** | Canterbury |
| 1. **Mode of Delivery** | Full-time  Part-time |
| 1. **Programme accredited by** | N/A |
| 1. **Final Award** | BA (Hons)  Alternative Exit awards:  BA (non honours) (300 credits);  Diploma (240 credits);  Certificate (120 credits) |
| 1. **Programme** | English and American Literature (SH)  English and American Literature and One Other Humanities Subject OR Sociology (JH) |
| 1. **UCAS Code (or other code)** | Single Honours: Q300  Q301 (with a Year Abroad)  Joint Honours: various |
| 1. **Credits/ECTS Value** | 360 (180 ECTS credits)  480 (240 ECTS credits) with a Year Abroad or with a Placement year |
| 1. **Study Level** | Undergraduate |
| 1. **Relevant QAA subject benchmarking group(s)** | English (Feb 2015) |
| 1. **Date of creation/revision** *(note that dates are necessary for version control)* | May 2011/ Revised November 2017 |
| 1. **Intended Start Date of Delivery of this Programme** | September 2018 |

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| 1. **Educational Aims of the Programme**   The programme aims to: |
| 1. introduce students to a wide range of literatures, particularly British and American, from Chaucer to the present day, and encourage them to identify and develop their own interests and expertise in fields of literary study; 2. enable students to develop an historical and cross-cultural awareness of literary traditions and the ways in which they interact; 3. develop students' understanding and critical appreciation of the expressive resources of language; 4. offer opportunities for students to develop their potential for creative writing; 5. offer generous scope for the study of literature within an interdisciplinary context 6. enable students to follow a particular pathway within the context of English and American literary study; 7. develop students' ability to argue a point of view with clarity and cogency, both orally and in written form; 8. develop students' ability to assimilate and organise a mass of diverse information; 9. offer students the experience of a variety of teaching styles and approaches to the study of literature; 10. develop students' capacity for independent critical thinking and judgement; 11. provide a basis for the study of English or related disciplines at a higher level; 12. provide a basis in knowledge and skills for those intending to teach English literature, including a broad frame of cultural reference; 13. provide students with the opportunity to develop more general skills and competences so that they can respond positively to the challenges of the workplace or of postgraduate education.   For additional aims specific to the Programme with Year/Term Abroad or with Placement Year please see the relevant Programme Specifications on the Faculty Webpages. |

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| **16 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. |

**A. Knowledge and Understanding of:**

1. a wide range of authors, texts and cultures from 1350 to the present day in both British and American Literature (2.1; 2.4; 3.1);
2. the principal literary genres, fiction, poetry, drama and of other kinds of writing and communication (3.1);
3. the cultural, national and historical contexts in which literature is written, transmitted and read, particularly inflected by traditions of study in English, American and Postcolonial Literature (2.2; 3.1);
4. awareness of the range and variety of approaches to literary study, include creative practice (2.3, 3.1);
5. traditions in literary criticism (3.1);
6. the mechanisms of circulation and reception of literary texts (2.1; 2.4; 3.1);
7. critical theory and its applications, understood within its historical contexts (3.1);
8. the ways the study of literature relates to other disciplines (2.4; 3.1);
9. the ways literary work relates to other aesthetic forms (3.1);
10. the history and conventions of the principal literary genres (3.1).

**Skills and Other Attributes**

**B. Intellectual Skills:**

1. listening to and absorbing the oral transmission of complicated data (3.2);
2. careful reading of literary works and theoretical material (3.2);
3. reflecting clearly and critically on oral and written sources, using power of analysis and imagination (3.2);
4. marshalling a complex body of information (3.2);
5. remembering relevant material and bringing it to mind when needed (3.2);
6. constructing cogent arguments (3.2);
7. formulating independent ideas and defending them in a plausible manner (3.2);
8. presenting arguments in written form in a time-limited context (examinations) (3.2).

**C. Subject-specific Skills:**

1. enhanced skills in the close critical analysis of literary texts (3.2);
2. informed understanding of the variety of critical and theoretical approaches to the study of literature (3.2);
3. informed critical understanding of the aesthetic and historical backgrounds that shape literature (3.2);
4. ability to articulate knowledge and understanding of texts, concepts and theories relating to literary studies (3.2);
5. sensitivity to generic conventions in the study of literature (3.2);
6. sensitivity to the problems of translation and cultural difference (3.2);
7. ability to articulate the relation between literary work and other aesthetic forms (3.2);
8. well-developed language use and awareness, including a grasp of standard critical terminology (3.2);
9. articulate responsiveness to literary language (3.2);
10. appropriate scholarly practice in the presentation of formal written work, in particular in bibliographic and citational practices (3.2);
11. understanding of how cultural norms, assumptions and practices influence questions of judgement (3.2);
12. appreciation of the value of collaborative intellectual work in developing critical judgement (3.2).

**D. Transferable Skills:**

1. developed powers of communication and the capacity to argue a point of view, orally and in written form, with clarity, organisation and cogency (3.3, 3.4, 3.5, 3.6);
2. enhanced confidence in the efficient presentation of ideas designed to stimulate critical debate (3.3, 3.4, 3.5, 3.6);
3. developed critical acumen (3.3, 3.4, 3.5, 3.6);
4. the ability to assimilate and organise substantial quantities of complex information of diverse kinds (3.3, 3.4, 3.5, 3.6);
5. competence in the planning and execution of essays and project-work (3.3, 3.4, 3.5, 3.6);
6. enhanced skills in critical analysis (3.3, 3.4, 3.5, 3.6);
7. enhanced capacity for independent thought, intellectual focus, reasoned judgement, and self-criticism (3.3, 3.4, 3.5, 3.6);
8. enhanced skills in collaborative intellectual work, including more finely tuned listening skills (3.2, 3.4, 3.5, 3.6);
9. the ability to understand, interrogate and apply a variety of theoretical positions and weigh the importance of alternative perspectives (3.3, 3.4, 3.5, 3.6);
10. research skills, including scholarly information retrieval skills (3.3, 3.4, 3.5, 3.6);
11. IT skills: word-processing, PowerPoint, email communication, the ability to access electronic data (3.3, 3.4, 3.5, 3.6).

For additional competencies and outcomes acquired by adding a Year/Term Abroad or a Placement Year, please seethe relevant Programme Specifications on the Faculty Webpages.

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

*Teaching/learning methods*

1. One 2-hour seminar per week over one term (Level 4, 5 and 6);
2. A third hour of delivered content that takes the form of either, or a combination of: lectures and workshops totalling 10 hours over the term. In addition, film screenings and optional field trips may be arranged.
3. Consultation hours for on-going discussions with seminar leaders about course content and essay preparation;
4. One-to-one essay feedback sessions.

Lectures and seminars help students to become efficient in absorbing and reflecting information; seminars provide experience of structured group work, enhance individual skills in oral presentation and encourage independent critical thinking. The writing of essays and feedback from teachers promote the ability to synthesise information, select and focus on relevant material, problematise literary issues, communicate clearly, structure an argument, write with cogency, and develop appropriate scholarly practices in research and the formal presentation of written work.

Assessment methods

1. Coursework essays;
2. Assessed seminar performance (contribution to debate and group and individual presentations);
3. standard 2-3-hour exam papers;
4. optional dissertation in Stage 3;

The variety of continuous assessment methods is designed to give students 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. A proportion of the final grade for each module is based on seminar performance.

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| For more information on the skills developed by individual modules and on the specific learning outcomes associated with any Certificate, Diploma or BA/BSc non-honours awards relating to this programme of study, see the module mapping table, located at the end of this specification. |

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| **17 Programme Structures and Requirements, Levels, Modules, Credits and Awards**  This programme is studied over three years full-time or six years part-time.  The programme is divided into three stages, each stage comprising modules to a total of 120 credits. Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all classes and all private study and research). Thus obtaining 120 credits in an academic year requires 1,200 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>  Each module and programme is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html>. To be eligible for the award of an honours degree students must obtain 360 credits, at least 210 of which must be at Level 5 or above, including at least 90 credits at level 6 or above at Stage 3.  This programme may also be studied with a Year Abroad or a Placement Year over four years.  For further details of Humanities programmes ‘with Year/Term Abroad’ or ‘with Placement Year’, please see relevant Programme Specifications on Faculty webpages.  Students successfully completing Stage 1 of the programme and meeting credit framework requirements who do not successfully complete Stage 2 will be eligible for the award of the Certificate in English and American Literature.  Students successfully completing Stage 1 and Stage 2 of the programme and meeting Credit Framework requirements who do not successfully complete Stage 3 will be eligible for the award of the Diploma in English and American Literature.  Students successfully completing Stage 2 of the programme and achieving 300 credits overall including at least 60 credits at level 6 or above in Stage 3 and meeting Credit Framework requirements will be eligible for the award of a BA non-honours degree.  Students successfully completing Stage 2 and also the year abroad/placement and meeting credit framework requirements will be eligible for the award of the Diploma with a Year Abroad/Placement Year.  For further information refer to the Credit Framework at <https://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html#exit-awards>.  Compulsory modules are core to the programme and must be taken by all students studying the programme. Optional modules provide a choice of subject areas from which students will select a stated number of modules.  Single Honours and Joint Honours students MUST select a minimum of ONE 30-credit pre-1800 literature module and ONE 30-credit post-1800 module at stage 2.  These modules will be flagged up to students in module descriptions.  Joint Honours students must take modules amounting to a **minimum of 90 Credits**, and a **maximum of 150 Credits** across Stages 2 and 3, from each subject, including the compulsory modules, unless otherwise indicated under the individual rubrics. Any remaining credits may be ‘Wild’.  In addition, students on the year abroad will choose from modules in English and American Literature offered at selected overseas Universities with which the University has already established Erasmus/Socrates or international contracts (via the International Partnerships Office). The content of these modules will inevitably vary across institutional offerings, but students will be required to take modules relevant to their degree in English and American Literature. Language tuition is provided for those attending European Universities at the host University, but the modules attended will be taught in English.  Students will be given guidance on procedures towards the Year Abroad from their first year. The School’s Director of Year Abroad and the Erasmus and Study Abroad Teams will oversee the general management of placements in the normal way.  The Year Abroad will be classified on a pass/fail basis.  **For further details, please see relevant Programme Specifications on Faculty webpages.**  Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the **programme** learning outcomes. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>.  Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that the student has achieved the **programme** learning outcomes. For further information refer to the Credit Framework.  **The following compulsory modules cannot be condoned, compensated or trailed: EN336 Literary Forms, EN337 Thinking Through Theory and EN338 Mapping Identities.** |

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| **Code** | **Title** | **Level** | **Credits** | **Term(s)** |
| **Stage 1** | | | | |
| **Compulsory Modules**  **Both Single and Joint Honours students MUST take the following 60 credits:** | | | | |
| EN336 | Literary Forms | 4 | 30 | Autumn |
| EN337 | Thinking through Theory | 4 | 30 | Spring |
| **Compulsory Modules**  **In addition, Single Honours students MUST take the following 30 credits:** | | | | |
| EN338 | Mapping Identities | 4 | 30 | Spring |
| **Optional Modules**  Single Honours students may select the following module or 30 ‘wild’ credits in a related discipline | | | | |
| EN340 | Reading and Writing the Everyday | 4 | 30 | Autumn |
| **Stage 2**. | | | | |
| **Compulsory Modules**  There are no compulsory modules at Stage 2 | | | | |
| **Optional Modules**  Single Honours and Joint Honours students must choose **at least ONE** **30-credit Pre-1800** module from a specified range of modules offered by the School of English.  Single Honours and Joint Honours students must choose **at least ONE** **Post-1800** module from a specified range offered by the School of English. | | | | |
| **Remaining credits will be made up from a mixture of both pre- and post-1800 literature modules. Wild modules may not be taken at Stage 2** | | | | |
| **Stage 3** | | | | |
| **Compulsory Modules**  There are no compulsory modules at Stage 3 | | | | |
| **Optional Modules**  **Students may select only ONE Dissertation module.**  Single Honours students must select **at least 90 credits** of **Pre- and Post-1800** modules from a specified range offered by the School of English.  Joint Honours students must select **at least 30 credits** of **Pre- and Post-1800** modules from a specified range offered by the School of English. | | | | |
| **Any remaining credit may be selected from the optional modules from the School of English or from Wild modules.** | | | | |

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| **18 Work-Based Learning** |
| The programme does not involve any work-based learning |
| For further details of Humanities programmes ‘with Year/Term Abroad’ or ‘with Placement Year’, please see relevant Programme Specifications on Faculty webpages. |

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| **19 Support for Students and their Learning** |
| * School and University induction programme * Programme/module handbooks * Library services <http://www.kent.ac.uk/library/> * Student Support <http://www.kent.ac.uk/studentsupport/> * Student Wellbeing [www.kent.ac.uk/studentwellbeing/](http://www.kent.ac.uk/studentwellbeing/) * Centre for English and World Languages <http://www.kent.ac.uk/cewl/index.html> * Student Learning Advisory Service <http://www.kent.ac.uk/uelt/about/slas.html> * PASS system <https://www.kent.ac.uk/teaching/qa/codes/taught/annexg.html> * Academic Adviser system <https://www.kent.ac.uk/teaching/advisers/index.html> * Kent Union [www.kentunion.co.uk/](http://www.kentunion.co.uk/) * Careers and Employability Services [www.kent.ac.uk/ces/](http://www.kent.ac.uk/ces/) * Counselling Service https://www.kent.ac.uk/studentwellbeing/counselling/ * Information Services (computing and library services) [www.kent.ac.uk/is/](http://www.kent.ac.uk/is/) * Undergraduate student representation at School, Faculty and Institutional levels * International Recruitment Office <https://www.kent.ac.uk/internationalstudent/>; International Partnerships Office <https://www.kent.ac.uk/global/partnerships/> * Medical Centre <https://www.kent.ac.uk/studentwellbeing/medicalcentre.html> * School of English Student Support Team; Director of Studies; module convenors; scheduled consultation hours; Writing Skills Team |

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| **20 Entry Profile**  The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the programme begins. There is no upper age limit. |
| 20.1 **Entry Route**  For fuller information, please refer to the University prospectus |
| Applicants 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:   * 320 points (ABB) from 3 full A Levels, to include required subject A level in English Literature or English Language/Literature. * IB 33 overall (including 17 at Higher)   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 courses in appropriate subject   Additional requirement: declaration of disclosure of any criminal convictions including those outstanding. For further information see the web prospectus at [www.kent.ac.uk/studying/undergrad/](http://www.kent.ac.uk/studying/undergrad/) |
| 20.2 **What does this programme have to offer?** |
| * a challenging, flexible, theoretically informed and wide-ranging approach, designed by top-class researchers, to the study of English and American literature and literatures in English * an innovative and student-centred approach to learning and teaching * encouragement to develop skills in discussion and independent thinking * training in core elements of literary and cultural studies, leading on to focusing on specialised areas according the student's own interests * wide choice of modules and the opportunity for students to shape their own degree programme * the chance to study literature in relation to other areas of cultural production, e.g. film, visual arts, drama * the chance to get involved in a lively culture of creative writing, with opportunities for publication * preparation for employment through acquisition of subject-specific, generic and transferable skills |
| 20.3 **Personal Profile** |
| Students should possess:   * A keen interest in literature * A willingness to engage in informed debate about the theory, production, historical context, practice and cultural construction of literary texts * Curiosity about trans-cultural exchanges of ideas and mechanisms of circulation and reception * A willingness to think for themselves and argue for their own ideas * A willingness to criticise their own ideas and to accept criticism from others**.** * A willingness to acquire or develop IT skills * A commitment to develop the skills required to analyse problems and critically evaluate a wide range of source materials. |

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| 21 **Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning** |
| 21.1 **Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards** |
| * Student module evaluations * Annual programme and module monitoring reports <http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html> * External Examiners system <http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html> * Periodic programme review <http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html> * Annual staff appraisal * Peer observation * Quality Assurance Framework <http://www.kent.ac.uk/teaching/qa/codes/index.html> * QAA Higher Education Review <http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx> |
| 21.2 **Committees with responsibility for monitoring and evaluating quality and standards** |
| * Staff-Student Liaison Committee * School Education Committee * Faculty Education Committee * Faculty Board * Education Board * Board of Examiners |
| 21.3 **Mechanisms for gaining student feedback on the quality of teaching and their learning experience** |
| * Student module evaluations * Staff-Student Liaison Committee * Student rep system (School, Faculty and Institutional level) * Annual NSS * School Student Support Service (face-to-face and email contact) * Meetings with Academic Advisers * Staff consultation hours |
| 21.4 **Staff Development priorities include:** |
| * PGCHE requirements * HEA (associate) fellowship membership * Annual appraisals * Institutional Level Staff Development Programme * Academic Practice Provision (PGCHE, other development opportunities) * Professional body membership and requirements * Programme team meetings * Research seminars * Conferences * Study leave * Equality, Diversity and Inclusivity (EDI) awareness * Research-led teaching * Links with other institutions in Europe and the USA * Mentoring of new and part-time staff * Conference organisation and participation (at Kent, nationally and internationally) * Contributions to national and international conferences * School/Faculty Centre membership and participation |

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| 22 **Indicators of Quality and Standards** |
| * Results of periodic programme review (2014) * QAA Higher Education Review 2015 * Annual External Examiner reports * Annual programme and module monitoring reports * Results of Research Excellence Framework (2014) * Results of Teaching Excellence Framework (2017) * Student evaluations reflect a high level of satisfaction with the School’s teaching**.** * High percentage of ‘good degrees’ (i.e. 2:1s and firsts) * Annual external examiners’ reports praise the School’s high standards of teaching and assessment year on year * Employment record show that the School’s graduates are consistently above the national average in finding employment within one year of graduation * Prizes for staff publications: staff have been regularly shortlisted for prizes for their publications * Attracting research funding |
| 22.1 **The following reference points were used in creating these specifications:** |
| * QAA UK Quality Code for Higher Education http://www.qaa.ac.uk/assuring-standards-and-quality * QAA Benchmarking statement for English * School and Faculty plan * University Plan <https://www.kent.ac.uk/about/plan/> and Learning and Teaching Strategies https://www.kent.ac.uk/uelt/strategies/lta.html * Staff research activities * Kent Inclusive Practices (<https://www.kent.ac.uk/studentsupport/accessibility/inclusive-practice.html>) |

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| 23 **Inclusive Programme Design** |
| The School recognises and has embedded the expectations of current equality legislation, by ensuring that the programme is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services. |

*template last updated August 2017*

**BA English and American Literature (Single and Joint Honours); and with optional Year Abroad/Placement Year**

The programme includes many optional modules; only compulsory modules are included below

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| **Stage 1** | | | |
|  | Literary Forms | Thinking Through Theory | Mapping Identities |
| **Programme Learning outcomes** | | | |
| **Knowledge and Understanding:** | | | |
| A1 | X | X | X |
| A2 | X |  |  |
| A3 | X | X | X |
| A4 | X | X | X |
| A5 | X | X |  |
| A6 | X | X | X |
| A7 |  | X |  |
| A8 | X | X | X |
| A9 | X | X | X |
| A10 | X | X | X |
| **Intellectual Skills:** | | | |
| B1 | X | X | X |
| B2 | X | X | X |
| B3 | X | X | X |
| B4 | X | X | X |
| B5 | X | X | X |
| B6 | X | X | X |
| B7 | X | X | X |
| B8 | X | X | X |
| **Subject-specific Skills:** | | | |
| C1 | X |  | X |
| C2 | X | X |  |
| C3 | X | X | X |
| C4 | X | X | X |
| C5 | X |  | X |
| C6 |  |  | X |
| C7 | X | X | X |
| C8 | X | X | X |
| C9 | X | X | X |
| C10 | X | X | X |
| C11 | X | X | X |
| C12 | X | X | X |
| **Transferable Skills:** | | | |
| D1 | X | X | X |
| D2 | X | X | X |
| D3 | X | X | X |
| D4 | X | X | X |
| D5 | X | X | X |
| D6 | X | X | X |
| D7 | X | X | X |
| D8 | X | X | X |
| D9 | X | X | X |
| D10 | X | X | X |
| D11 | X | X | X |