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Programme Specification

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.

BA (Hons) English Literature and Creative Writing (with optional Year/Term Abroad or Placement Year)

1. Awarding Institution/Body	University of Kent
2. Teaching Institution	University of Kent
3. School responsible for management of the programme	School of English
4. Teaching Site	Canterbury
5. Mode of Delivery	Full-time Part-time
6. KentVision Academic Model	<i>To be completed in due course, once approved by the University</i>
7. Programme accredited by	N/A
8. a) Final Award	BA (Hons)
8. b) Alternative Exit Awards	BA (non honours) (300 credits), Diploma (240 credits), Certificate (120 credits)
9. Programme	English Literature and Creative Writing
10. UCAS Code (or other code)	Q326 (Q329 with a Year Abroad)
11. Credits/ECTS Value	360 (180 ECTS credits) 480 (240 ECTS credits) with a Year Abroad
12. Study Level	Undergraduate
13. Relevant QAA subject benchmarking group(s)	English (February 2015) Creative Writing (February 2016)
14. Date of creation/revision (<i>note that dates are necessary for version control</i>)	May 2011/Revised August 2017/Revised October 2018 /November 2019
15. Intended Start Date of Delivery of this Programme	From September 2020

16. Educational Aims of the Programme

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The programme aims to:

- introduce students to a wide range of literatures in English, and study them both as literature and as sources of technical expertise, inspiration and best practice in their own writing
- enable students to develop an historical and cross-cultural awareness of literary traditions and place their own endeavour within those traditions
- develop students' understanding, critical appreciation and practical powers of application of the expressive resources of language
- offer sustained opportunities for students to discover and develop their potential for creative writing in more than one generic area
- offer generous scope for the study of literature and creative writing within an interdisciplinary context
- develop students' ability to argue a point of view with clarity and cogency using a variety of methods
- develop students' ability to assimilate and organise a mass of diverse information
- offer students the experience of a variety of teaching styles and approaches to the study of literature and contemporary writing
- develop students' independent critical thinking, judgement, originality and self-reliance
- provide a basis for the study of English, Creative Writing or related disciplines at a higher level
- provide a basis for future creative writing in a number of different genres
- provide a basis in knowledge and skills for those intending to teach English literature and/or Creative Writing.
- 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 programme aims specific to Year/Term Abroad or Placement Year, please see relevant Programme Specifications on Faculty webpages.

17 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 and for Creative Writing.

A. Knowledge and Understanding of:

1. a wide range of authors and texts from different periods of literary history, in literatures in English (2.1; 2.4; 3.1);
2. 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 (3.1);
3. the challenges involved in producing original imaginative writing as they relate to several different genres (CW 3.2; 3.2);
4. awareness of the range and variety of approaches to literary study, include creative practice (2.3; 2.4; 3.1);
5. traditions and terminology used in literary criticism and their relationships with creative writing (3.1; CW 3.1; 3.2);
6. the mechanisms of circulation and reception of literary texts (2.1; 2.2; 2.4; 3.1)
7. the cultural and historical contexts in which literature is written, transmitted and read (2.2; 3.1);
8. critical theory and its applications, understood within its historical contexts (2.1; 2.2; 3.1);

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9. literary criticism as a practice which is subject to considerable variation of approach (CW 3.1, 3.2)
10. the ways the study of literature relates to other disciplines (2.4; 2.5; 3.1);
11. the ways literary work relates to other aesthetic forms (3.1);
12. the history and conventions of the principal literary genres (3.1).

Skills and Other Attributes

B. Intellectual Skills:

1. listening to and/or absorbing the oral transmission of complicated data (3.2);
2. careful reading of literary works and theoretical material (3.1; 3.2);
3. reflecting clearly and critically on oral and/or written sources, using power of analysis and imagination (3.1; 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 and written creative work in progress (3.2); (CW 3.1, 3.2);
2. ability to structure and edit original creative work (CW 3.1, 3.2);
3. informed critical understanding of the variety of critical and theoretical approaches to the study of literature and contemporary writing (3.2);
4. 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 (3.2); (CW 3.1, 3.2);
5. sensitivity to the problems of translation and cultural difference (3.2)
6. ability to articulate the relation between literary work and other aesthetic forms (3.2);
7. sensitivity to generic conventions in the study of literature and to their implications for the practising writer (3.2); (CW 3.1, 3.2);
8. very well-developed linguistic resourcefulness including attention to tone and register and a grasp of standard critical terminology (3.2); (CW 3.1, 3.2);
9. articulate responsiveness to literary and other persuasive language (3.2);
10. appropriate scholarly practice in the presentation of formal written work, in particular in bibliographic and annotational practices (3.2);
11. appropriate professional practice in the presentation of creative work, in particular in formatting and normal submission procedure (CW 3.1, 3.2);
12. understanding of how cultural norms, assumptions and practices influence questions of judgement (3.2);
13. 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 using a variety of methods, with clarity, organisation and cogency (3.3, 3.4, 3.5, 3.6);
2. highly developed writing skills and enhanced fluency in creative, discursive and general communicative contexts (3.3, 3.4, 3.5, 3.6); (CW 3.3);
3. enhanced confidence in the efficient presentation of ideas designed to stimulate critical debate. (3.3, 3.4, 3.5, 3.6);
4. enhanced confidence in the writing and presentation of original projects (3.3, 3.4, 3.5, 3.6);
5. developed critical acumen and critical diagnostic skills (3.3, 3.4, 3.5, 3.6);
6. the ability to assimilate and organise substantial quantities of complex information or creative material of diverse kinds (3.3, 3.4, 3.5, 3.6); (CW 3.3);
7. competence in the planning and execution of essays and project-work and in the conception, planning, execution and editing of individual creative work (CW 3.3);
8. enhanced capacity for independent thought, intellectual focus, reasoned judgement, and self-criticism (3.3, 3.4, 3.5, 3.6);
9. enhanced original creativity, imagination, judgement and powers of self-criticism (CW 3.3);
10. enhanced skills in collaborative intellectual or creative work, including more finely tuned listening and questioning skills (3.3, 3.4, 3.5, 3.6); (CW 3.3);
11. 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);
12. the ability to respond to a variety of creative positions while sustaining confidence in your own (CW 3.3);
13. research skills, including scholarly information retrieval skills (3.3, 3.4, 3.5, 3.6);
14. IT skills: word-processing, 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 see the 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

Kent Inclusive Practices: All lectures in the School of English are recorded; all reading lists are made available to students at least four weeks before module starts; all reading lists are prioritised in terms of 'core', 'recommended' etc for ease of access; lecture and seminar slides are routinely placed on the Virtual Learning Environment. Convenors in the School of English make use of all available technologies to ensure documents posted on the Virtual Learning Environment are accessible for all students.

For each module to be studied:

1. One 2-hour seminar per week over one term (Levels 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.

Assessment

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

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.

18 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 Literature and Creative Writing. 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 Literature and Creative Writing. 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 who do not achieve 60 credits at level 6 or above in Stage 3 will be eligible for the award of the Diploma in English Literature and Creative Writing.

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 detail, refer to Annex 14 (Procedures for Periods of Study Abroad) of the Credit Framework at <https://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex14.html>.

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.

At Stage 2 students **MUST** choose a minimum of **ONE** 30-credit pre-1800 literature. These modules will be flagged up to students in the Undergraduate Stage 2+ Subject Requirements (Humanities), on the Central Student Administration Office's webpages prior to Module Registration.

In addition, students on the Year Abroad will choose from modules in English Literature and Creative Writing 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 Literature and Creative Writing. Language tuition is

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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 assessed 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 Changing Literatures: From Chaucer to the Contemporary, EN337 Thinking Through Theory and EN339 Creative Writing Foundations.

KV Code	SDS Code	Title	Level	Credits	Term(s)
Stage 1					
Compulsory Modules					
Students MUST take the following 90 credits:					
ENGL3390	EN339	Creative Writing Foundations	4	30	Autumn
ENGL3360	EN336	Changing Literatures: From Chaucer to the Contemporary	4	30	Autumn
ENGL3370	EN337	Thinking through Theory	4	30	Spring
Optional Modules					
Students must select 30 credits from a list of optional modules that will be provided by the School and/or from 'wild' credits.					
Stage 2					
Compulsory Modules					
Students must select 60 Credits of Creative Writing modules from the following list:					
ENGL6740	EN674	Contemporary Poetry: Traditions and Innovations	5	30	Autumn
ENGL5070	EN507	Narrative Theory and Practice	5	30	Autumn

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ENGL6850	EN685	Elements of Fiction	5	30	Spring
ENGL6860	EN686	Contemporary Poetry: Context and Innovation	5	30	Spring

Students must select **60 credits** of **English Literature** modules, to include **at least ONE 30-credit Pre-1800 Literature** module from a specified range of modules offered by the School of English.

Wild modules may not be taken at Stage 2.

Stage 3

Compulsory Modules

Students must select **at least 30 and no more than 60 credits of Creative Writing** modules from a specified range offered by the School of English.

Students must select **at least 60 credits from the range of Literature modules** (which includes an optional Dissertation) offered by the School of English.

NB Students may select only one Dissertation.

Optional Modules

Any remaining credit may be selected from optional modules in the School of English, or from Wild modules.

19 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.

20 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/
- Counselling Service <https://www.kent.ac.uk/studentwellbeing/counselling/>
- 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/
- Careers and Employability Services www.kent.ac.uk/ces/
- Information Services (computing and library services) 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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21 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.

21.1 Entry Route

For current 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:

- BBB at A Level, to include required subject A level in English Literature or English Language/Literature
- IB 34 points overall or 15 points at HL
With HL English A1/A2/B at 5/6/6
Or Language and Literature of another country at HL 5 or SL 6

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/

21.2 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 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 to the student's own interests
- Wide choice of modules and the opportunity to shape your 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
- The chance to hear and interact with eminent and emerging scholars and writers through weekly research seminars and creative writing readings
- Preparation for employment through acquisition of subject-specific, generic and transferable skills

21.3 Personal Profile

- An keen interest in literature and creative writing
- A willingness to engage in informed debate about the theory, production, historical context, practice and cultural construction of literature and the methods and possibilities of creative writing
- 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

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- A commitment to develop the skills required to analyse problems and critically evaluate a wide range of source materials
- A commitment to synthesizing material from a number of sources into a coherent and creative whole

22 Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

22.1 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

22.2 Committees with responsibility for monitoring and evaluating quality and standards

- Student Voice Committee
- School Education Committee
- Faculty Education Committee
- Faculty Board
- Education Board
- Board of Examiners

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

- Student module evaluations
- Student Voice 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

22.4 Staff Development priorities include:

- PGCHE requirements
- Academic Practice Provision
- HEA (associate) fellowship membership
- Annual appraisals
- Institutional Level Staff Development Programme
- 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

23 Indicators of Quality and Standards

- Results of periodic programme review (see <https://www.kent.ac.uk/teaching/ga/review.html> for the review schedule)
- Most recent QAA Higher Education Review
- 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

23.1 The following reference points were used in creating these specifications:

- QAA UK Quality Code for Higher Education
- QAA Benchmarking statement for English and Creative Writing
- 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>)

24 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.

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BA English Literature and Creative Writing; and with optional Year Abroad/Placement Year

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

Stage 1			
	EN336 Changing Literatures: From Chaucer to the Contemporary	EN337 Thinking Through Theory	EN339 Creative Writing Foundations
Programme Learning outcomes			
Knowledge and Understanding:			
A1	X		X
A2	X		
A3			X
A4	X	X	X
A5	X	X	X
A6	X	X	X
A7	X	X	X
A8		X	
A9	X	X	
Intellectual Skills:			
B1	X		X
B2	X	X	
B3		X	X
B4	X	X	X
B5			X
B6	X	X	X
B7			X
Subject-specific Skills:			
C1	X		X
C2			X
C3	X	X	X
C4	X	X	X
C5	X		X
C6	X	X	X
C7	X	X	X
C8	X	X	
C9			X
C10	X	X	X
C11			X
Transferable Skills:			
D1	X	X	X
D2		X	X
D3	X	X	
D4	X		X
D5	X	X	
D6	X	X	X
D7	X	X	X
D8		X	X

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D9		X	X
D10			X
D11		X	
D12			X
D13	X	X	X
D14	X	X	X