

Programme Specification for Undergraduate Programme
Leading to:
BA English
BA English with Placement



*Applicable for all undergraduate students **starting at FHEQ Level 4** on or after 1st September 2020*

| Version No. | Date | Notes – QA USE ONLY | QA |
|-------------|--------------|--|-----|
| 1 | October 2020 | Programme specification for 2020/21 created Placement title amended | BJR |

| Undergraduate Programme | |
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| 1. Awarding institution | Brunel University London |
| 2. Teaching institution(s) | Brunel University London |
| 3. Home college/department/division | College of Business, Arts and Social Sciences / Dept. of Arts and Humanities / English and Creative Writing |
| 4. Contributing college/department/division/ associated institution | LBIC for Alternative Foundation Level (see section 25) |
| 5. Programme accredited by | N/A |
| 6. Final award(s) and FHEQ Level of Award | B.A. (Hons) English BA (Hons) English with Placement FHEQ Level 6 |
| 7. Programme title | BA English |
| 8. Programme type (Single honours/joint) | Single Honours |
| 9. Normal length of programme (in months) for each mode of study | 36 months (3 years) Full-Time 48 months (4 years) Full-Time Thick Sandwich 72 months (6 years) Part-Time |
| 10. Maximum period of registration for each mode of study | Normal length of programme plus 3 years for each mode of study |
| 11. Variation(s) to September start | None |
| 12. Modes of study | F/T; P/T; thick sandwich |
| 13. Modes of delivery | Standard taught |
| 14. Intermediate awards and titles with FHEQ Level of Award | Cert HE in English (FHEQ Level 4) DipHE English DipHE English with Placement (FHEQ Level 5); BA (Ordinary) English BA (Ordinary) English with Placement (FHEQ Level 6) |
| 15. UCAS Code | Q300; Q301 |
| 16. HECoS Code | 100320 |
| 17. Route Code | Q300UENGLISH |
| 18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design. | UK Quality Code for Higher Education Most Recent QAA Subject Benchmark Statement - English Brunel 2030 |

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| | Brunel Placement Learning Policy, as published under the 'Placements' section of the 'Managing Higher Education Provision with Others' page |
| 19. Admission Requirements | Details of entry requirements are provided on the University's and College website. Levels of English for non-native speakers are outlined on Brunel International's language requirements pages. |
| 20. Other relevant information (e.g. study abroad, additional information on placements) | N/A |
| 21. Programme regulations not specified in Senate Regulation 2. Any departure from regulations specified in Senate Regulation 2 must be stated here and approved by Senate. | N/A |
| 22. Further information about the programme is available from the College website. | Link to programme information on the College website |

23. EDUCATIONAL AIMS OF THE PROGRAMME

The English programme is designed to develop the individual learner's knowledge and understanding, skills and (inter) personal qualities in the analysis and interpretation of literary texts through the evaluation and practice of critical procedures appropriate to literary studies. It aims to prepare students for:

1. Life-long management of their own learning and research capacity;
2. Applying cultural knowledge and critical research skills to the world around them;
3. Further education in English literature or a related field ;
4. Employment in a wide range of contexts.

To this end, the programme is designed to:

5. Provide a framework which demonstrates the scope of English literature, within which students can develop individual interests;
6. Develop students' responses to literary works and their competence in methods of independent reading;
7. Develop skills of expression and techniques of scholarship and presentation;
8. Develop critical research skills and the ability to apply cultural concepts;
9. Develop a range of key skills and strategies for learning.
10. To enable students, through a Work Placement, to develop skills and knowledge relevant to work and professional development (4 yr thick sandwich mode)

24. PROGRAMME AND INTERMEDIATE LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

| FHEQ Level | Category (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes) | Learning Outcome | Associated Assessment Blocks Code(s) | Associated Study Blocks Code(s) | Associated Modular Blocks Code(s) |
|------------|--|--|--------------------------------------|--------------------------------------|-----------------------------------|
| 4 | | | | | |
| | K | Literary forms, genres and devices, critical approaches and their historical formation and development | EN1812 EN1809 EN1811 EN1810 | EN1706 EN1707 EN1708 EN1709 | EN1604 EN1605 |

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| | C | Reading resilience incorporating the ability to encompass a repertoire of analytical techniques and to apply theoretical ideas to texts. | EN1812 EN1809 EN1811 EN1810 | EN1706 EN1707 EN1708 EN1709 | EN1604 EN1605 |
| | C | Applying texts as critical tools for exploring the world | EN1812 EN1809 EN1811 EN1810 | EN1706 EN1707 EN1708 EN1709 | EN1604 EN1605 |
| | S | Participate and present successfully in seminars | EN1812 EN1811 EN1810 | EN1706 EN1707 EN1708 EN1709 | EN1604 EN1605 |
| | S | Respond to and learn from formative feedback | EN1812 EN1811 EN1810 | EN1706 EN1707 EN1708 EN1709 | EN1604 EN1605 |
| | S | Communicate ideas effectively in writing | EN1812 EN1809 EN1811 EN1810 | EN1706 EN1707 EN1708 EN1709 | EN1604 EN1605 |
| | S | Understand personal development | EN1810 | EN1706 EN1707 EN1708 EN1709 | EN1604 EN1605 |
| | S | Understand importance of, and be able to employ scholarly conventions | EN1812 EN1809 EN1811 EN1810 | EN1706 EN1707 EN1708 EN1709 | EN1604 EN1605 |
| 5 | | | | | |
| 5 | K | Theoretical models relevant to the reading and interpretation of literature | | | All |
| | K | Literary forms, genres and devices, and their historical formation and development | | | All |
| | C | Relating theoretical ideas and/or historical context to the close reading of texts | | | All |
| | C | Researching suitable secondary sources to apply to primary texts. | | | All |
| | S | Deploy skills learnt at FHEQ level 4 effectively with more complex and demanding material at an enhanced level. | | | All |
| | K, S | Develop students' knowledge of and preparedness for the labour market, and identify strategies for improving their employability skills. | | | EN2609 |
| 6 | | | | | |
| 6 | K | In depth critical and contextual knowledge of a chosen literary topic | | | EN3003 |
| | K | In depth critical knowledge of the latest research on selected literary topics | | | All |
| | C | critically synthesise relevant themes of the texts studied with the various aesthetic, cultural, intellectual, social and historical contexts of the twenty-first century; incorporating secondary and/or theoretical reading into an overall argument | | | All |
| | S | Deploy skills learnt at FHEQ level 4 and 5 effectively with more complex and demanding material at an enhanced level | | | All |
| Professional Development | | | | | |
| | K | Demonstrate an understanding of the work environment, its structural and operational context, and the issues that shape it | | | AH2555 |
| | C | Analyse issues of professional development encountered in an | | | AH2555 |

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| | | employment context from an academic perspective | | | |
| | S | Adapt to the demands of an employment environment | | | AH2555 |
| | S | Reflect on professional and personal development issues arising from the employment experience | | | AH2555 |

Learning/teaching strategies and methods to enable learning outcomes to be achieved, including formative assessments

Learning takes place in lectures, workshops, seminar groups (<15 at FHEQ level 4; <20 at FHEQ level 5), on trips, in individual tutorials by appointment, and in supervised group research sessions and tasks in the library. FHEQ level 4 includes diagnostic exercises which will receive formative feedback as part of the Study Block EN1704 Reading Resilience (student learning in these respects is summatively assessed as part of the Assessment Block EN1807 Portfolio Critical Reading – see below). Lecturers and tutors are all available for office hours (full-time staff for 4 hours per week) to be consulted individually and will also respond to emails. Detailed feedback is supplied on presentations, portfolios, essays and all other summatively assessed assignments.

The overall logic of the programme is demonstrate to students a research-led approach to English literature from the beginning of FHEQ level 4; relating this to real-world contexts (as in EN1602 World Literature). By completion of FHEQ level 4, students should have knowledge of all the essential skills they need to benefit fully from the more advanced study at FHEQ level 5 and FHEQ level 6. Study at FHEQ level 6 affords students full freedom to choose topics from amongst the large selection of research-led option modules (with staff teaching in their areas of research expertise) and to study at depth a subject of their choice in the dissertation module, with the benefit of individual supervision.

For the Placement, a workshop and tutorials are provided, associated with the placement.

Summative assessment strategies and methods to enable learning outcomes to be demonstrated.

Summative assessment includes a final year dissertation, exams, essays, portfolios of shorter written coursework, individual and group presentations, continuous assessment of participation in seminars, and (as described above) drawing up an action plan based on formative feedback and also getting FHEQ level 4 students to reflect and present on their personal development over their first year in terms of learning outcomes they have met and the transferable skills they have acquired.

In parallel to the overriding logic of the learning and teaching strategies, the idea is that the summative assessments become much more student-directed by FHEQ level 6. So questions and instructions will be more prescriptive and supportive at FHEQ level 4 and gradually become more open as the programme progresses.

For the Placement, students will complete a log book of the placement and an extended critical analysis, reflecting on professional development and its connection to their academic programme of study.

25. Programme Structure, progression and award requirements

Programme structures and features: levels, assessment blocks, credit and progression and award requirements

- **Compulsory block:** one which all students registered for the award are required to take as part of their programme of study. These will be listed in the left hand column;
- **Optional block:** one which students choose from an 'option range'. These will be listed in the right hand column;
- A **core assessment** is an assessment identified within an assessment block or modular block (either compulsory or optional) which must be passed (at grade D- or better) in order to be eligible to progress and

to be eligible for the final award. All core assessments must be specified on the programme specification next to the appropriate assessment or modular block:

Where students are expected to pass the block at D- or better, but not necessarily all elements, then the block itself is core.

e.g. AB3000 Project (40)

Core: Block

Where only some elements of assessments are required to be passed at D- or better, these will be identified by listing each element that is core

e.g. ABXXX1 Title (XX credits)

Core: 1 & 4

Where students are expected to pass all assessments in a block then this will be identified. By setting the assessment this way, students are also required to pass the block by default. This will be identified thus:

e.g. ABXXXX Title (XX credits)

Core: All, Block

- A **non-core assessment** does not have to be passed at grade D- or better, but must be better than a grade F, in order to progress and to be eligible for the final award.

Foundation level

The Foundation level structure available to students is specified in document "Validated Programme Element Specification for LBIC Foundation University Studies"

FHEQ level 4

Compulsory assessment block codes, titles and credit

All assessment blocks are 20 credits unless otherwise specified

EN1812: Critical Portfolio (20 credits) (part-time students Yr 2)

EN1809: Group Project (20 credits) (part-time students Yr 2)

EN1811: Textual Analysis (20 credits) (part-time students Yr 2)

EN1810: Tutorial Assignments (30 credits) (part-time students year 1)

Optional assessment block codes, titles and credits

Compulsory study block codes, titles and credit volume

EN1706 Literature and History (30 credits) (part-time students Yr 2)

EN1707 Writing and Difference (30 Credits) (part-time students Yr 2)

EN1708 Reading Resilience (15 credits) (part-time students Yr 1)

EN1709 Digital Literacy (15 credits) (part-time students Yr 1)

Optional Study block codes, titles and credit volume

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| Compulsory modular block codes, titles and credits EN1604 World Literature: Going Global (15 Credits) (part-time students Yr 1) EN1605 World Literature: Travels and Migrations (15 Credits) (part-time students Yr 1) | Optional modular block codes, titles and credits |
| FHEQ level 4 Progression and Award Requirements As per Senate Regulation 2 | |

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| FHEQ level 5 – Sandwich Placement | |
| Compulsory assessment block codes, titles and credits | Optional assessment block codes, titles and credits |
| Compulsory study block codes, titles and credit volume AH2554 re-Placement Study Block (0 credit) | Optional study block codes, titles and credit volume |
| Compulsory modular block codes, titles and credits AH2555 Placement (120 credits) Core: Block | Optional modular block codes, titles and credits |
| FHEQ level 5 Placement Progression and Award Requirements As per Senate Regulation 2 AH2555 will contribute 25% of the FHEQ level 5 profile and 8.3% of the overall degree calculation | |

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| FHEQ level 5 | |
| Compulsory assessment block codes, titles and credits | Optional assessment block codes, titles and credits |
| Compulsory study block codes, titles and credit volume | Optional Study block codes, titles and credit volume |

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| <p>Compulsory modular block codes, titles and credits</p> <p>EN2609 Professional Life (0 credits) Core: Block (pass-fail)</p> | <p>Optional modular block codes, titles and credits</p> <p>All modular blocks are 20 credits unless otherwise specified</p> <p>You must select three (3) modules from each group:</p> <p>Term 1 modules EN2011 Postcolonial Writing EN2014 Modernism EN2021 Romanticism and Revolution EN2605 Genre Fiction</p> <p>Term 2 modules EN2001 The Nineteenth-Century Novel EN2002 Shakespeare: Text and Performance EN2610 Contemporary British and Irish Fiction EN2607 The Women's Movement: 20th Century and Contemporary Writing (Note: this module isn't running in 2020-21)</p> |
| <p>FHEQ level 5 Progression and Award Requirements</p> <p>As per Senate Regulation 2</p> | |

| FHEQ level 6 | |
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| <p>Compulsory assessment block codes, titles and credits</p> | <p>Optional assessment block codes, titles and credits</p> |
| <p>Compulsory study block codes, titles and credit volume</p> | <p>Optional study block codes, titles and credit volume</p> |

| Compulsory modular block codes, titles and credits | Optional modular block codes, titles and credits |
|--|---|
| <p>EN3003 Project (40 credits) Core: Block</p> | <p>All modular blocks are 20 credits unless otherwise specified</p> <p>You must select four modules: two from term 1, and two from term 2.</p> <p>Your selection may include a maximum of one option from Theatre or Film & Television options.</p> <p>Term 1 English options: EN3022 Victorian Literature and Culture EN3609 Post-War and Late Twentieth-Century Literature, 1945-2001 EN3617 Violence EN3613 Creative Industries EN3618 Reading for Writers / Writing for Readers (Note: This module isn't running in 2020-21.)</p> <p>Term 1 Theatre or Film & Television options: DR3605 Canon Reloaded FM3007 Gender and Sexuality FM3010 The Horror Film FM3015 American Independent Cinema</p> <p>Term 2 English options: EN3032 Jane Austen and Her Novels (Note: This module isn't running in 2020-21.) EN3039 The Muslim World in Early Modern English Literature EN3605 Modern and Contemporary Lesbian Literature EN3619 Chaucer to Shakespeare AH3600 Pyschogeography</p> <p>Term 2 Theatre or Film & Television options: DR3615 New Writing Page to Stage FM3011 Comedy</p> |

FHEQ level 6 Progression and Award Requirements

As per [Senate Regulation 2](#)

AH2555 will contribute 8.3% of the overall degree calculation

Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods can be found in the modular block, assessment and study block outlines and other programme and block information. The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a modification occurs.