

## Programme Specification amendment notification

Title of Programme: English Language Programme, History Programme, Philosophy Programme

Programme Code: HUELN / HUHIS / HUPHL

Subject: English Literature (Joint and Minor)

As a result of the ongoing Coronavirus pandemic, the University has been required to make some revisions to this programme for the 2020/21 academic session, affecting sections C and/or D of this Programme Specification. These amendments are as follows:

Section	Amendment
<i>C, assessment strategies</i>	<i>Unseen examinations have been replaced by additional coursework assessments.</i>
<i>D, module % examination/ coursework split</i>	<i>The following modules will be assessed by coursework only instead of by coursework and examination:</i> <i>4HUM1119 Border Crossings: Literature from Around the World</i> <i>5HUM1019 Ways of Reading: Literature and Theory</i> <i>5HUM1133 Revisiting the Renaissance</i> <i>5HUM0352 Twentieth Century North American Writing</i> <i>6HUM1101 Generation Dead: Young Adult Fiction and the Gothic</i>

Associate Dean of School (Academic Quality Assurance):  
Marjolein Groefsema



Signature

School of Humanities

Title of Programme: English Language Programme, History Programme, Philosophy Programme

Programme Code: HUELN, HUHIS, HUPHL

Subject: English Literature (Joint and Minor)

## Programme Specification

This programme specification is relevant to students entering:  
21 September 2020

Associate Dean of School (Academic Quality Assurance):  
Marjolein Groefsema



Signature

A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

### Summary of amendments to the programme:

Section	Amendment
1	Statement regarding the withdrawal of the titles <i>English Literature and/ with American Studies</i> and <i>English Literature with Religious Studies</i> for students entering level 4 in September 2020
Table 1A	<p>For full and part-time study on <u>all</u> programmes/combinations:</p> <ul style="list-style-type: none"><li>• Optional module 6HUM0415 East End Fictions running in 2020-21</li><li>• Not running in 2020-21: Optional modules 6HUM0353 Postmodern Genders, 6HUM0228 Eighteenth-Century Bodies, 6HUM0143 Renaissance Tragedy and 6HUM1045 The Golden Age: Victorian Children's Literature not running in 2020-21.</li><li>• *For 6HUM0235 Literature Project, a minimum average of 57 at Level 5 is required.</li><li>• Optional Humanities module 5HUM1175 Employability Skills added</li></ul> <p>For students studying English Literature as a Joint <u>only</u>, 5HUM1128 A Nation of Readers is an optional module.</p> <ul style="list-style-type: none"><li>• 5HUM1118 An Age of Transition: Victorians and Modernity is running in semester A</li><li>• 5HUM0131 Studies in 20th-Century Literature is running in semester B</li></ul>

If you have any queries regarding the changes please email [AQO@herts.ac.uk](mailto:AQO@herts.ac.uk)

# Programme Specification English Literature (Joint and Minor)

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical 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 teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

## Section 1

<b>Awarding Institution/Body</b>	University of Hertfordshire
<b>Teaching Institution</b>	University of Hertfordshire
<b>University/partner campuses</b>	De Havilland
<b>Programme accredited by</b>	Not applicable
<b>Final Qualification</b>	BA Hons
<b>All Final Award titles (Qualification and Subject)</b>	
<b>English Language Programme:</b>	English Language and Literature English Language and Literature with a Year Abroad English Language and Literature with Study Abroad English Language and Literature (Sandwich)  English Language with Literature English Language with Literature and a Year Abroad English Language with Literature and Study Abroad English Language with Literature (Sandwich)
<b>History Programme:</b>	History and English Literature History and English Literature with a Year Abroad History and English Literature with Study Abroad History and English Literature (Sandwich)  History with English Literature History with English Literature and a Year Abroad History with English Literature and Study Abroad History with English Literature (Sandwich)
<b>Philosophy Programme:</b>	Philosophy and English Literature Philosophy and English Literature with a Year Abroad Philosophy and English Literature with Study Abroad Philosophy and English Literature (Sandwich)  Philosophy with English Literature Philosophy with English Literature and a Year Abroad Philosophy with English Literature and Study Abroad Philosophy with English Literature (Sandwich)
<b>FHEQ level of award</b>	6
<b>UCAS code(s)</b>	Q1Q3 English Language and Literature

V1Q3 History and English Literature  
V5Q3 Philosophy and English Literature

**Language of Delivery** English

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## A. Programme Rationale

A joint or minor in English Literature will develop your understanding of Anglophone (English-language) literary history, and enhance your ability to analyse and think critically about literary texts. You will be able to choose either 30 or 60 credits of study in English Literature at each level (i.e. two or four modules). Depending on your module choices, you may study literary works in a range of forms, including the novel, the short story, poetry, drama, autobiography, and the essay; and you will often be encouraged to understand these texts in relation to non-literary cultural artefacts such as films, paintings, and sculpture.

These works may be drawn from historical periods from the Renaissance to the present day, including many texts by authors from beyond the British Isles (the USA and Canada, Australia, the Caribbean, Africa and India, for example). You will also be introduced to a range of theoretical approaches to the study of literature which will equip you with the skills needed to become sophisticated literary critics in your own right, and to understand contemporary debates which influence and shape the discipline. You will encounter many works from within the traditional literary canon, and many unusual works from outside it. You will develop subject knowledge and a range of important transferable skills which are assessed in a wide variety of ways. In summary, our degree is intended to help you develop into critically-informed and articulate scholars of English Literature, with an ability to situate texts in their broader intellectual and cultural contexts.

The curriculum is designed to ensure that you will study a balanced programme, in line with the recommendations of the QAA Benchmark Statement for English (2015), but often approached in a fresh and innovative way which encourages you to reflect on the relevance and importance of the study of English to our contemporary world.

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## B. Educational Aims of the Programme

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in [UPR TL03](#).

### **Additionally this programme aims to:**

- Contribute the national provision of English Literature by providing for students (including those who are new to the subject) the opportunity to study a stimulating, challenging and enjoyable, but also balanced, range of topics and materials from different parts of the world and from different literary periods, together with a variety of approaches to reading Literature;
- Equip students with a range of intellectual and subject-specific skills;
- Equip students with a range of transferable skills.

Additionally, the aims of a minor in English Literature are to:

- Develop students' focused knowledge and understanding of a concise number of literary topics and critical approaches, and develop relevant skills through the study of a small selection of optional English Literature modules.

The aims of a Joint in English Literature are, in addition to the above:

- Develop students' knowledge and understanding of a range of literary topics and critical approaches, related to a selection of texts (pre and post 1800), and develop relevant skills through the study of a moderate number of English Literature modules.

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## C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA benchmark statements for English and the Frameworks for Higher Education Qualifications of UK

Degree-Awarding Bodies (2014) and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2016) have been used as a guiding framework for curriculum design.

Knowledge and Understanding	Teaching and learning methods	Assessment strategy
<p>At Level 4, show an understanding of:</p> <p>A1. Some of the specific genres with which the modules deal and their different characteristics e.g. the novel, the short story; examples of poetry and drama;</p> <p>A2. Some of the geographical, historical and social varieties of written English;</p> <p>A3. Some different critical approaches to reading texts (e.g. close-reading; historical contexts; the “Author”).</p> <p>At Level 5, show a deepening appreciation of:</p> <p>A4. Key developments in different periods of literary history as represented by the set texts (including pre-1800 writing) and a sense of literary tradition;</p> <p>A5. Some of the varied issues or topics with which the modules deal;</p> <p>A6. Some of the important critical/theoretical approaches to the analysis of literary texts as begun at Level 4;</p> <p>A7. Some of the cultural and historical contexts underlying the production of particular texts and the ways in which literary forms and themes might relate to these.</p> <p>At Level 6, show a critical understanding of:</p> <p>A8. Different specialist elements of English Studies which, when taken together, indicate something of the versatility of the discipline;</p> <p>A9. Some of the more complex concepts, issues or topics with which the modules deal (e.g. issues of textual production and reception; of social and cultural impact);</p>	<p>Acquisition of knowledge and understanding is through a combination of lectures, seminars, tutorials and guided learning (A1, A2, A3, A4, A5, A6, A7, A8, A9, A10, A11). Students are also encouraged to contribute to and initiate on-line StudyNet discussions thus extending engagement with their peers outside timetabled sessions.</p> <p>Acquisition of A11 also takes place via independent study.</p> <p>Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learned and to broaden their individual knowledge and understanding of the subject.</p>	<p>Knowledge and understanding are assessed through a combination of in-course assessments in the form of essay assignments, creative writing, critical reviews and unseen examinations (A1, A2, A3).</p> <p>Level 5: Testing of knowledge and understanding of A4, A5, A6, and A7 is through a combination of formative and summative assessment including unseen 2-hour examinations and a range of coursework in the form of essay assignments, close-reading exercises, in-class tests, collaborative editing projects, oral presentations and student-led seminars.</p> <p>Level 6: Testing of knowledge and understanding of A8, A9 and A10 is through a combination of formative and summative assessment including unseen examinations and a range of coursework in the form of essay assignments, close-reading exercises, critical reviews, in-class tests, independent project work, on-line discussion forums. A11 is assessed via all Level 6 modules in a range of coursework assignments.</p>

<p>A10. Some of the important critical/theoretical approaches to the analysis of literary texts (as begun at Level 4 and continued at Level 5).</p> <p>A11. Substantial knowledge of a particular topic developed via independent research.</p>		
Intellectual skills	Teaching and learning methods	Assessment strategy
<p>At Level 4</p> <p>B1. Evaluate critically and imaginatively those topics/genres with which the selected modules deal;</p> <p>B2. Employ skills in close critical reading and analysis;</p> <p>B3. Begin to produce structured arguments backed by evidence;</p> <p>B4. Begin to reflect on their own engagement with, and understanding of, the texts and concepts studied.</p> <p>At Level 5</p> <p>B5. Evaluate critically some of the topics/genres with which the modules deal;</p> <p>B6. Further demonstrate abilities in carrying out close reading and analysis of texts produced in different periods;</p> <p>B7. Appreciate different critical/theoretical approaches to the analysis of literary texts;</p> <p>B8. Produce structured arguments backed by evidence (e.g. by identifying contextual significance).</p> <p>At Level 6:</p> <p>B9. Evaluate critically some of the more complex concepts or issues with which the modules deal;</p> <p>B10. Refine their abilities in careful close critical reading and analysis and in the application of current/relevant methodological/theoretical approaches to the analysis of literary texts (as begun at Level 4 and continued at Level 5);</p> <p>B11. Further develop an ability to produce structured</p>	<p>Intellectual skills are developed through the methods and strategies outlined in section A.</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by independent study.</p>	<p>Level 4: Intellectual skills B1, B2, B3 and B4 are assessed (formatively and summatively) by a combination of unseen 2-hour examinations and in-course assessments in the form of essay assignments, close-reading exercises, class-tests.</p> <p>Level 5: Intellectual skills B5, B6, B7 and B8 are assessed by a combination of formative and summative assessments including 2-hour unseen examinations and a range of coursework in the form of essay assignments, close-reading exercises, in-class tests, bibliographies, portfolio work, collaborative written projects, oral presentations, reflective reports.</p> <p>Level 6: Intellectual skills B9, B10, B11 and B12 are assessed by a combination of formative and summative assessments including 2-hour examinations and a range of coursework in the form of essay assignments, close-reading exercises, reviews, in-class tests, independent project work (e.g. poster presentations; web-site design); creative writing; log-book, on-line discussion forums, oral presentations. Skill B12 is assessed primarily via the Literature Project module but also via other forms of assessment on Level</p>



arguments backed by evidence (e.g. by identifying contextual significance, by considering wider critical/theoretical issues, by weighing the importance of alternative perspectives, by demonstrating increased sensitivity to the nuances of literary texts); B12. Demonstrate their ability to formulate questions about, plan and execute up-to-date research into, and reach conclusions about a particular literary topic relating to the discipline.		6 modules e.g. student-led seminars, shorter research assignments, bibliographic assignments).
<b>Practical skills</b>	<b>Teaching and learning methods</b>	<b>Assessment strategy</b>
C1 Use ICT software applications e.g. word processing packages, PowerPoint, electronic communications, electronic information retrieval systems and the Internet; C2 Carry out research and analysis i.e. locating, extracting, organizing and taking decisions about relevant information from different sources and reaching conclusions; C3 Able to engage in processes of re-drafting, editing, proof-reading to achieve advanced competence in oral and written expression.	Skill C1 is begun at Level 4 when students are inducted into the facilities of the Learning Resources Centre (use of e-mail, Internet, CD-ROMs) and is continued through the programme.  Skills C2 and C3 are developed in the written work, which all modules require and refined via the Literature Project work at Level 6 if chosen by the student.	Skill C1 is built into the programme. All modules require students to access the relevant StudyNet sites for module information and seminar tasks; several modules including core modules at Level 4, expect student participation in on-line discussion and this is assessed in some instances. It is expected that all written assignments will be word-processed.  Skills C2 and C3 are developed in the written and seminar work, which all modules require. For coursework, students are assessed on their ability to go beyond the information given in lectures and seminars and also on their ability to communicate their findings effectively
<b>Transferable skills</b>	<b>Teaching and learning methods</b>	<b>Assessment strategy</b>
D1. Take responsibility for their own learning, using initiative, effective time-management, self-discipline to complete different tasks;  D2. Communicate ideas, arguments and conclusions clearly and effectively in	Skill D1 is developed with students learning to manage themselves and their time to meet reading and assignment submission deadlines across a range of modules and also in the organisation of group and independent project work	Skill D1 is not formally assessed but it is expected that students will have to demonstrate this skill in order to pass through the programme and meet module deadlines. Work submitted after the module deadline may be penalised.

writing, both in coursework, in timed, unseen examinations and in-class tests;

D3. Work collaboratively and effectively in a group towards a designated outcome or completion of a specific project, sharing ideas and/or tasks, and reflect on this process;

D4. Demonstrate oral communication skills in the presentation of ideas and arguments;

D5. Work independently;

D6 Demonstrate good standards of presentation;

D7 Analyse and critically examine diverse forms of discourse, looking beyond the immediate task to the wider context

and in timed in-class tests and examinations.

Skill D2 is developed in the written work, which all modules require, and also through seminar discussion and presentations.

Skill D3 is developed via seminar tasks and group project work.

Skill D4 is developed in seminar and seminar group work and via preparation and delivery of assessed presentations and student-led seminars.

D5 is developed via different types of coursework e.g. planning student-led seminar, researching a presentation, completing written coursework.

D6 and D7 are developed via different types of seminar and workshop and via coursework

Skills D2 and D5 are developed in the written work, which all modules require. For coursework, students are assessed not only on their knowledge and understanding but also on their ability to communicate their ideas effectively, to engage with different viewpoints, to reference appropriately and to present work using recognised scholarly conventions.

Skills D3, D4 are formally assessed on a number of individual modules and in a number of different ways e.g. presentations, student led-seminars, and seminar contribution.

Skill D5 is assessed via different assessment tasks contained in the programme.

Skill D6 is developed in written work, which all modules require.

Skill D7 is developed in seminar work and in assessment tasks.

## D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered in full- time (normally 3 years), sandwich (normally 4 years) and part- time (normally 5 years) modes, and leads to the award BA Degree with Honours with the appropriate title from those listed in Section 1.

Entry is normally at Level 4 (with suitable A level or equivalent qualifications) but is possible at Level 5 and Level 6 with suitable accredited prior learning. Intake is normally in Semester A.

### Professional and Statutory Regulatory Bodies

N/A

### Work-Based Learning, including Sandwich Programmes

An award in the sandwich mode requires the successful completion of at least **360 hours** placement activity from a maximum of two separate placements in addition to the period of academic study required for the full-time award. This optional placement year is undertaken after Level 5 and before Level 6 and meets the SEEC criteria for Level 6.

### Erasmus Exchange programme

Erasmus students are permitted to study modules at all levels.

### Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the Honours



award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 identifies where each learning outcome is assessed. In addition, on the Major-Minor pathways the Major Subject/Programme Learning Outcomes and on the Joint pathways the Joint Subject/Programme Learning Outcomes are developed and assessed through the constituent modules, as identified within the relevant Subject /Programme Specification.

Table 1a Outline Programme Structure

**Mode of study Full-time**

Students on a full-time mode of study must normally take the equivalent of eight 15 credit modules per year with the equivalent of four 15 credit modules undertaken per semester.

In addition, at level 5 students must normally study the module 5HUM1064 Graduate Skills, unless they take 5HUM1175 Employability Skills. Failure in this module will not prevent progression, provided the normal progression rules had been met.

Compulsory Modules (full-time students only)	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Graduate Skills	5HUM1064	0	English	0	100	0	AB

**Mode of study Part-time**

Students on a part-time mode of study are allowed to take up to five 15 credit modules per year and most normally choose to study between 2 and 5 modules per year, with modules being taken in each semester. Varying rates of study are possible: students can increase or decrease their rate of study year by year or semester by semester in response to their changing circumstances. Students are entitled to take a break from study for a semester or even a year if their circumstances require it.

Students can apply to transfer to a full-time rate of study; this should be arranged before the beginning of the academic year.

**Entry point Semester A**

- BA (Hons) English Language with Literature**
- BA (Hons) History with English Literature**
- BA (Hons) Philosophy with English Literature**

**Level 4**

Students study 30 credits of English Literature modules:

Compulsory Modules	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Texts Up Close: Reading and Interpretation	4HUM1116	15	English	0	100	0	A

Border Crossings: Literature from Around the World	4HUM1119	15	English	30	70	0	B
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In addition, students study 90 credits of the Major Subject.

Progression to level 5 requires a minimum of 60 credits at level 4, including 30 credits in each Subject.

### Level 5

Students study 30 credits of English Literature modules:

Optional Modules Module Titles	Module Code	Credit Points	Language of Delivery	% examination	% coursework	% Practical	Semesters
The Age of Transition: The Victorians & Modernity	5HUM1118	15	English	0	100	0	A
Ways of Reading: Literature and Theory	5HUM1019	15	English	40	60	0	A
Revisiting the Renaissance	5HUM1133	15	English	50	50	0	A
American Literature to 1900	5HUM0338	15	English	0	100	0	A
A Nation of Readers: British identity and Enlightenment Print Culture	5HUM1128	15	English	0	100	0	B
Twentieth Century North American Writing	5HUM0352	15	English	50	50	0	B
Images of Contemporary Society	5HUM1091	15	English	25	75	0	B
Studies in Twentieth Century Literature 1900-1945	5HUM0131	15	English	0	100	0	B

In addition, students study 90 credits of the Major Subject.

Progression to level 6 requires a minimum of 60 credits at level 5, including 30 credits in each Subject.

### Level 6

Students study 30 credits of English Literature modules:

Optional Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
East End Fictions	6HUM0415	15	English	0	100	0	A
Texts and Screens: Studies in Literary Adaptation	6HUM1031	15	English	0	100	0	A
Twenty-first Century North American Writing	6HUM1151	15	English	0	75	25	A
Generation Dead: Young Adult Fiction and the Gothic	6HUM1101	15	English	50	50	0	A
Between the Acts: Late Victorian and Edwardian Literature	6HUM0320	15	English	0	100	0	B
African American Literature	6HUM1056	15	English	30	70	0	B
Euro-Crime on Page and Screen	6HUM1155	15	English	0	75	25	B
Children's Literature: Growing up in Books	6HUM0362	15	English	60	40	0	B

In addition, students study 90 credits of the Major Subject.

The award of a BA Honours degree requires 360 credits passed with a minimum of at least 120 credits at Level 6.

**BA (Hons) English Language and Literature**  
**BA (Hons) History and English Literature**  
**BA (Hons) Philosophy and English Literature**

**Level 4**

Students study 60 credits of the following English Literature modules:

<b>Compulsory Modules</b> Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Texts Up Close: Reading and Interpretation	4HUM1116	15	English	0	100	0	A

  

<b>Optional Modules*</b> Module Titles	Module Code	Credit Points	Language of Delivery	% examination	% coursework	% Practical	Semesters
Shakespeare Reframed	4HUM1130	15	English	0	100	0	A
Romantic Origins and Gothic Afterlives	4HUM1141	15	English	0	100	0	A
Journeys and Quests: Adventures in Literature	4HUM1118	15	English	0	100	0	A
Make It New: Tradition and Experimentation in Literature	4HUM1117	15	English	0	80	20	B
American Voices: Introduction to American Literature and Culture	4HUM1140	15	English	0	100	0	B
Identity and Contemporary Writing	4HUM1131	15	English	0	100	0	B
Border Crossings: Literature from Around the World	4HUM1119	15	English	30	70	0	B

\*Students will be placed, by default, on *Shakespeare Reframed*, *Make It New: Tradition and Experimentation in Literature*, and *Border Crossings: Literature from Around the World* but have the option to change these.

In addition, students study 60 credits of the Joint Subject.

Progression to level 5 requires a minimum of 60 credits at level 4, including 30 credits in each Subject.

**Level 5**

Students study 60 credits of the following English Literature modules:

### Compulsory Modules

#### Module Title

	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Ways of Reading: Literature and Theory	5HUM1019	15	English	40	60	0	A
Revisiting the Renaissance	5HUM1133	15	English	50	50	0	A

### Optional Modules

#### Module Titles

	Module Code	Credit Points	Language of Delivery	% examination	% coursework	% Practical	Semesters
A Nation of Readers	5HUM1128	15	English	0	100	0	B
Twentieth Century North American Writing	5HUM0352	15	English	50	50	0	B
Images of Contemporary Society	5HUM1091	15	English	25	75	0	B
Literature at Work*	5HUM1124	15	English	0	80	20	B
Studies in Twentieth Century Literature 1900-1945	5HUM0131	15	English	0	100	0	B

Students may take the Humanities Employability Skills module instead of one of the optional semester B English Literature modules:

### Optional Module

#### Module Titles

	Module Code	Credit Points	Language of Delivery	% examination	% coursework	% Practical	Semesters
Employability Skills*	5HUM1175	15	English	0	80	20	B

\* Students can choose either 5HUM1124 *Literature at Work* or 5HUM1175 *Employability Skills* but not both.

In addition, students study 60 credits of the Joint Subject.

Progression to level 6 requires a minimum of 60 credits at level 5, including 30 credits in each Subject.

### Level 6

Students study 60 credits of the following English Literature modules:

### Optional Modules

#### Module Title

	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
East End Fictions	6HUM0415	15	English	0	100	0	A
Texts and Screens: Studies in Literary Adaptation	6HUM1031	15	English	0	100	0	A
Twenty-first Century North American Writing	6HUM1151	15	English	0	75	25	A

Generation Dead: Young Adult Fiction and the Gothic	6HUM1101	15	English	50	50	0	A
Between the Acts: Late Victorian and Edwardian Literature	6HUM0320	15	English	0	100	0	B
African American Literature	6HUM1056	15	English	30	70	0	B
Euro-Crime on Page and Screen	6HUM1155	15	English	0	75	25	B
Children's Literature: Growing up in Books	6HUM0362	15	English	60	40	0	B

In addition, students study 60 credits of the Joint Subject.

The award of a BA Honours degree requires 360 credits passed with a minimum of 120 credits at Level 6.

#### Validated Level 5 modules not offered in 2020-2021:

Optional Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
A Culture of Print	5HUM1023	15	English	50	50	0	A
Lines on the Map: Explorations in Colonial Writing	5HUM1089	15	English	0	80	20	A
Postcolonial Cultures	5HUM1106	15	English	0	75	25	B

#### Validated Level 6 modules not offered in 2020-2021:

Optional Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
The Golden Age: Victorian Children's Literature	6HUM1045	15	English	0	100	0	A
Worlds Apart 1: Utopian and Dystopian Writing	6HUM0431	15	English	0	60	40	A
Independent Study and Research Project	6HUM0327	15	English	0	100	0	A
Renaissance Tragedy	6HUM0143	15	English	0	100	0	A
Staging the Modern World	6HUM1129	15	English	0	60	40	A
Postmodern Genders	6HUM0353	15	English	0	100	0	B
Eighteenth-Century Bodies	6HUM0228	15	English	0	100	0	B
Native American Literature	6HUM0414	15	English	0	85	15	B
Transatlantic Currents: Literary Exchange Between Europe and North America	6HUM0285	15	English	0	70	30	B

#### *Sandwich Year and Year Abroad*

Students on all pathways may optionally undertake a placement year or a year abroad studying at a foreign University after successfully completing their level 5 studies at honours level. The placement year and year abroad offer an additional optional year (0 credited) which increases the length of the Honours degree award to a four year full-time degree. Successful completion of the placement year or year abroad is reflected in the degree title.

#### *Sandwich Year*

The placement year comprises an agreed period of 36 weeks (including employers' and statutory holidays) of work based learning a maximum of two institutions or companies which has agreed to those terms and conditions regarded as essential by the University of Hertfordshire. Students will be supervised according to university regulations. The learning experience will be assessed with assessments set by the Employability Tutor to enable students to demonstrate both their knowledge of the industry, their skills development and their professional attributes.

Placements are advertised through the Career and Placements Office and have included areas such as marketing, journalism, PR, management and Policy Units. Students may also source their own placement, but it must be subsequently approved by the School in terms of health and safety, equality legislation and supervisory guidelines before a student can take it up.

All students are eligible to proceed to a placement year provided they have achieved 120 credits at Level 4 and at least 90 credits at Level 5 and have completed the appropriate placement induction and documentation. Success in the placement will be recognised in the title of the award but does not carry additional credit towards the Honours programme.

#### *Year Abroad*

The year abroad comprises an agreed programme of study in the third year of a partner institution in Europe (other than the UK), North or South America, Australia or Singapore with which the University of Hertfordshire has an institutional agreement.

A student's programme of study will be negotiated and approved by the Dean of School (or nominee) in consultation with appropriate others and the host University. The programme provided by the host institution may comprise taught modules, a research project, field studies, or a mixture of these components. The programme of study will require a minimum of 25% of studies to be undertaken in aspects of culture of the placement country. Prior to the commencement of the year abroad, the student and Study Abroad Tutors from UH and the host institution will agree a learning contract. The learning contract will specify the assessment requirements to be met for successful completion of the programme of study. A Module Board of Examiners will consider the results for the year abroad during the first semester of the following academic year. All assessments must be completed by the end of the year abroad, and no subsequent referrals will be permitted. Students who have varied their programme of study without agreement from UH or have failed to meet the requirements of the learning contract will not have their year abroad studies included in the degree title.

A student must confirm the intention to study abroad during the first ten weeks of study at Level 5. This will enable a place to be negotiated at a host institution and the Study Programme and learning contract to be arranged and agreed. Only a limited number of places exist. These will be awarded on the basis of the suitability of students and guided by choice on the most appropriate programme and host institution.

To be eligible to proceed to a year abroad, a student must, by the time of the Semester B Module Boards of Examiners, have achieved at least 210 credits overall, including at least 90 credits at Level 5. Success in the year abroad will be recognised in the title of the award but does not carry additional credit towards the Honours programme.

For the year abroad in Europe where study will be undertaken in a foreign language students must meet the host University's language requirements.

#### *Combined Placement and Study Abroad Year*

Students who are eligible for the Year Abroad or Placement Year will also be eligible for the combined Placement and Study Abroad Year. This will involve a semester spent in a partner university abroad that is willing to provide a study abroad semester, combined with an appropriate placement of a minimum of 12 weeks which can be taken either abroad or in the UK.



Optional Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Percentage Practical	Semesters
The Humanities Placement Year	6HUM1123	0	English	0	100	0	AB
Year Abroad	6HUM1049	0	English	0	0	0	AB
Placement with Study Abroad	6HUM1210	0	English	0	100	0	AB

### Honours classification

The University has approved structure and assessment regulations common to all programmes. Full details are provided in [UPR AS14](#), Section D.

### Table 1b Final and interim awards available

The programme provides the following final and interim awards:

Final Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
BA (Hons)	See section 1	360 credit points including 240 at level 6/5 of which 120 must be at level 6	6	For awards with English Literature as a joint, all programme learning outcomes (see Table 2)  For awards with English Literature as a minor, a subset of the programme learning outcomes depending on the student's individual module choices.
Interim Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
University Certificate		45 credit points at level 4	4	See UPR AS11, section 13: <a href="http://sitem.herts.ac.uk/secreg/upr/AS11.htm">http://sitem.herts.ac.uk/secreg/upr/AS11.htm</a>
Certificate of Higher Education		120 credit points at level 4	4, 5	See UPR AS11, section 13: <a href="http://sitem.herts.ac.uk/secreg/upr/AS11.htm">http://sitem.herts.ac.uk/secreg/upr/AS11.htm</a>
Diploma of Higher Education		240 credit points including at least 120 at level 5	5, 6	See UPR AS11, section 13: <a href="http://sitem.herts.ac.uk/secreg/upr/AS11.htm">http://sitem.herts.ac.uk/secreg/upr/AS11.htm</a>
BA	See section 1	300 credit points including 180 at level 6/5 of which 60 must be at level 6	6	A subset of the programme learning outcomes (see table 2) depending on the student's individual module choices.

### Programme-specific assessment regulations

The programme complies with the University's academic regulations (in particular, [UPR AS11](#), [UPR AS12](#) and [UPR AS14](#)) with the exception of those listed below, which have been approved by the University:

None

Further programme-specific regulations (requiring School-level approval) are given below:

- At Levels 4 and 5 students may opt to replace 30 credits of optional modules (where available) of a joint or major subject with 30 credits (15 per semester) of modules in any of the subjects offered in the School of Humanities, not part of their degree title (subject to meeting any pre-requisite requirements).
- Progression from one Level to the next depends on meeting the pre-requisite requirements: students must normally have 30 credits in a subject area at the lower Level before progressing to study of that subject at the higher Level;
- Students may exercise a change of pathway at the beginning of Level 5 and Level 6 from taking English Literature as a minor to taking it as a joint subject, by increasing study of English Literature by 30 credits, or from taking English Literature as a joint to taking it as a minor, by decreasing study of English Literature by 30 credits. In the first case this necessitates decreasing study of the other subject by 30 credits and in the second case this necessitates increasing study of the other subject by 30 credits.

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## E. Management of Programme & Support for student learning.

### Management

The programme is managed by:

- A Dean of School who has overall responsibility for all programmes in the School
- An Associate Dean of School (Academic Quality Assurance) who has overall responsibility for academic quality, assurance and enhancement with and on behalf of the Dean of School
- An Associate Dean of School Education (Learning and Teaching) who has overall responsibility for learning and teaching with and on behalf of the Dean of School
- An Associate Dean of School Education (Student Experience) who has specific responsibility for induction
- A Head of English Literature who is responsible for all the modules in the subject area
- A Programme Leader
- Admissions Tutors, with specific responsibility for selection
- Designated Student Administrators to deal with day-to-day administration associated with the courses and modules within the Programme
- A Programme committee which have a membership which includes all of the above plus Subject and student representatives
- Module Leaders who are responsible for individual modules

### Support

At university level, students are supported by:

- Attractive modern study environments in two Learning Resource Centres, incorporating libraries and computer centres
- StudyNet, a versatile on-line interactive intranet and learning environment
- Guided student centred learning through the use of StudyNet.
- Access to extensive digital and print collections of information resources
- A substantial Student Centre which provides advice on issues such as Finance, University regulations, visa applications, legal matters, accommodation, international student support etc.
- The Office of Dean of Students, incorporating Chaplaincy, Counselling and nursery
- Overseas Orientation

- A Medical Centre
- Student Wellbeing: Disability Services
- Student Wellbeing: Counselling Centre
- An Equal Opportunities Officer
- The Students' Union
- A Careers and Placement Service for all current students and graduates

At School level, students are further supported by:

- A Head of English Literature
- A student support team to provide confidential pastoral advice through a daily Helpdesk run during term-time
- Scheduled weekly Student Support and Advice ('Drop-in') hours for all academic staff for student support and guidance
- Designated Programme Administrators to deal with day-to-day administration associated with the modules within the Programme
- Module Leaders who are responsible for individual modules
- A School Community Organiser (SCO)
- A Study Abroad Tutor
- An Academic Skills Tutor
- A Tutor for Employability

On the relevant Programme students are further supported by:

- A Programme Leader to help students understand the programme structure and provide confidential academic advice
- An induction session at the beginning of each new academic session
- Personal tutors to provide further academic and pastoral support, with scheduled meetings each semester to advise on academic performance, feedback, module choices, and long term plans
- Student Representatives on the Programme Committee

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## F. Other sources of information

This Subject Programme Specification should be read in conjunction with the Programme Specification for the English Language Programme, the History Programme or the Philosophy Programme, as applicable.

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A Programme (or Student) Handbook;
- A Subject Guide;
- A Definitive Module Document (DMD) for each constituent module;
- A Module Guide for each constituent module.

The [Ask Herts](#) website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: <http://www.herts.ac.uk/secreg/upr/>. In particular, [UPR SA07](#) 'Regulations and Advice for Students' Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>. Furthermore, the OfS has judged that the University of Hertfordshire delivers consistently outstanding teaching, learning and outcomes for its students. It is of the highest quality found in the UK. Consequently, the University received a Gold award in the 2018 Teaching Excellence and Student Outcomes (TEF) exercise. This award was made in June 2018 and is valid for up to 3 years. The TEF panel's report and conclusions can be accessed at: <https://www.officeforstudents.org.uk/advice-and-guidance/teaching/tef-outcomes/#/provider/10007147>.

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## G. Entry requirements

For current entry tariff point requirements, please refer to the relevant page for the Course on the University website or on the online prospectus.

All students from non-majority English speaking countries require proof of English language proficiency, equivalent to an overall IELTS score of 6.5 with a minimum of 5.5 in each band.

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in [UPR SA03](#)), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

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If you would like this information in an alternative format please contact the Ask Herts (de Havilland), [DHAdmin@herts.ac.uk](mailto:DHAdmin@herts.ac.uk).

If you wish to receive a copy of the latest Programme Annual Monitoring and Evaluation Report (AMER) and/or the External Examiner's Report for the programme, please email a request to [aqo@herts.ac.uk](mailto:aqo@herts.ac.uk)

## BA (Hons) English Literature

Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

		Programme Learning Outcomes (as identified in section 1 and the following page)																																	
		Knowledge & Understanding											Intellectual Skills										Practical Skills			Transferable Skills									
		A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	C1	C2	C3	D1	D2	D3	D4	D5	D6	D7	
Module Title	Module Code																																		
Level 4	Texts Up Close	4HUM1116	x	x	x								x	x	x	x									x	x	x	x	x				x	x	x
	Journeys and Quests	4HUM1118	x	x	x								x	x	x	x									x	x	x	x	x				x	x	x
	Romantic Origins and Gothic Afterlives	4HUM1141	x	x	x								x	x	x	x									x	x	x	x	x				x	x	x
	Shakespeare Reframed	4HUM1130	x	x	x								x	x	x	x									x	x	x	x	x				x	x	x
	Make it New	4HUM1117	x	x	x								x	x	x	x									x	x	x	x	x	x	x		x	x	x
	Border Crossings	4HUM1119	x	x	x								x	x	x	x									x	x	x	x	x				x	x	x
	American Voices	4HUM1140	x	x	x								x	x	x	x									x	x	x	x	x				x	x	x
	Identity and Contemporary Writing	4HUM1131	x	x	x								x	x	x	x									x	x	x	x	x				x	x	x
Level 5	A Nation of Readers	5HUM1128				x	x	x	x								x	x	x	x					x	x	x	x	x	x	x		x	x	x
	Revisiting the Renaissance	5HUM1133				x	x	x	x								x	x	x	x					x	x	x				x				
	Ways of Reading	5HUM1019				x	x	x	x								x	x	x	x					x	x	x	x	x				x	x	x
	Postcolonial Cultures	5HUM1106				x	x	x	x								x	x	x	x					x	x	x	x	x	x	x		x	x	x
	Studies in 20 <sup>th</sup> Century Literature	5HUM0131				x	x	x	x								x	x	x	x					x	x	x	x	x				x	x	x
	Lines on the Map	5HUM1089				x	x	x	x								x	x	x	x					x	x	x	x	x	x	x		x	x	x
	American Literature to 1900	5HUM0338				x	x	x	x								x	x	x	x					x	x	x	x	x				x	x	x
	Culture of Print	5HUM1023				x	x	x	x								x	x	x	x					x	x	x	x	x				x	x	x
	Literature at Work	5HUM1124				x											x	x		x					x	x	x				x	x	x	x	x
	20 <sup>th</sup> Century North American Writing	5HUM0352				x	x	x	x								x	x	x	x					x	x	x						x	x	x
	The Age of Transition	5HUM1118				x	x	x	x								x	x	x	x					x	x	x						x	x	x
Images of Contemporary Society	5HUM1091				x	x	x	x								x	x	x	x					x	x	x	x	x				x	x	x	





## KEY TO PROGRAMME LEARNING OUTCOMES

### Knowledge and Understanding

- A1. Some of the specific genres with which the modules deal and their different characteristics e.g. the novel, the short story; examples of poetry and drama;
- A2. Some of the geographical, historical and social varieties of written English;
- A3. Some different critical approaches to reading texts (e.g. close-reading, historical contexts, the “Author”).
- A4. Key developments in different periods of literary history as represented by the set texts (including pre-1800 writing) and a sense of literary tradition;
- A5. Some of the varied issues or topics with which the modules deal;
- A6. Some of the important critical/theoretical approaches to the analysis of literary texts as begun at Level 4;
- A7. Some of the cultural and historical contexts underlying the production of particular texts and the ways in which literary forms and themes might relate to these.
- A8. Different specialist elements of English Studies which, when taken together, indicate something of the versatility of the discipline;
- A9. Some of the more complex concepts, issues or topics with which the modules deal (e.g. issues of textual production and reception; of social and cultural impact);
- A10. Some of the important critical/theoretical approaches to the analysis of literary texts (as begun at Level 4 and continued at Level 5).
- A11. Substantial knowledge of a particular topic developed via independent research.

### Intellectual Skills

- B1. Evaluate critically and imaginatively those topics/genres with which the selected modules deal;
- B2. Employ skills in close critical reading and analysis;
- B3. Begin to produce structured arguments backed by evidence;

### Practical Skills

- C1. Use ICT software applications e.g. word processing packages, PowerPoint, electronic communications, electronic information retrieval systems and the Internet;
- C2. Carry out research and analysis i.e. locating, extracting, organizing and taking decisions about relevant information from different sources and reaching conclusions;
- C3. Be able to engage in processes of re-drafting, editing, proof reading to achieve advanced competence in oral and written expression.

### Transferable Skills

- D1. Take responsibility for their own learning, using initiative, effective time-management, self-discipline;
- D2. Communicate ideas, arguments and conclusions clearly and effectively in writing, both in coursework, in timed, unseen examinations and in-class tests;
- D3. Work collaboratively and effectively in a group towards a designated outcome or completion of a specific project, sharing ideas and/or tasks, and reflect on this process;

- B4. Begin to reflect on their own engagement with, and understanding of, the texts and concepts studied.
  - B5. Evaluate critically some of the topics/genres with which the modules deal;
  - B6. Further demonstrate abilities in carrying out close reading and analysis of texts produced in different periods;
  - B7. Appreciate different critical/theoretical approaches to the analysis of literary texts;
  - B8. Produce structured arguments backed by evidence (e.g. by identifying contextual significance).
  - B9. Evaluate critically some of the more complex concepts or issues with which the modules deal;
  - B10. Refine their abilities in careful close critical reading and analysis and in the application of current/relevant methodological/theoretical approaches to the analysis of literary texts (as begun at Level 4 and continued at Level 5);
  - B11. Further develop an ability to produce structured arguments backed by evidence (e.g. by identifying contextual significance, by considering wider critical/theoretical issues, by weighing the importance of alternative perspectives, by demonstrating increased sensitivity to the nuances of literary texts);
  - B12. Demonstrate their ability to formulate questions about, plan and execute up-to-date research into, and reach conclusions about a particular literary topic relating to the discipline.
- D4. Demonstrate effective oral communication skills in the presentation of ideas and arguments;
  - D5. Work independently;
  - D6. Demonstrate good standards of presentation;
  - D7. Analyse and critically examine diverse forms of discourse

## Section 2

### Programme management

<b>Relevant QAA subject benchmarking statements</b>	English 2015
<b>Type of programme</b>	Undergraduate
<b>Date of validation/last periodic review</b>	November 18
<b>Date of production/ last revision of PS</b>	March 2020
<b>Relevant to level/cohort</b>	Level 4 entering 2020
<b>Administrative School</b>	School of Humanities

Table 3 Course structure

Course details		
Course code	Course description	HECoS
HUELN	BA (Hons) English Language	100318/101273
HUHIS	BA (Hons) History	100302/101273
HUPHL	BA (Hons) Philosophy	100337/101273