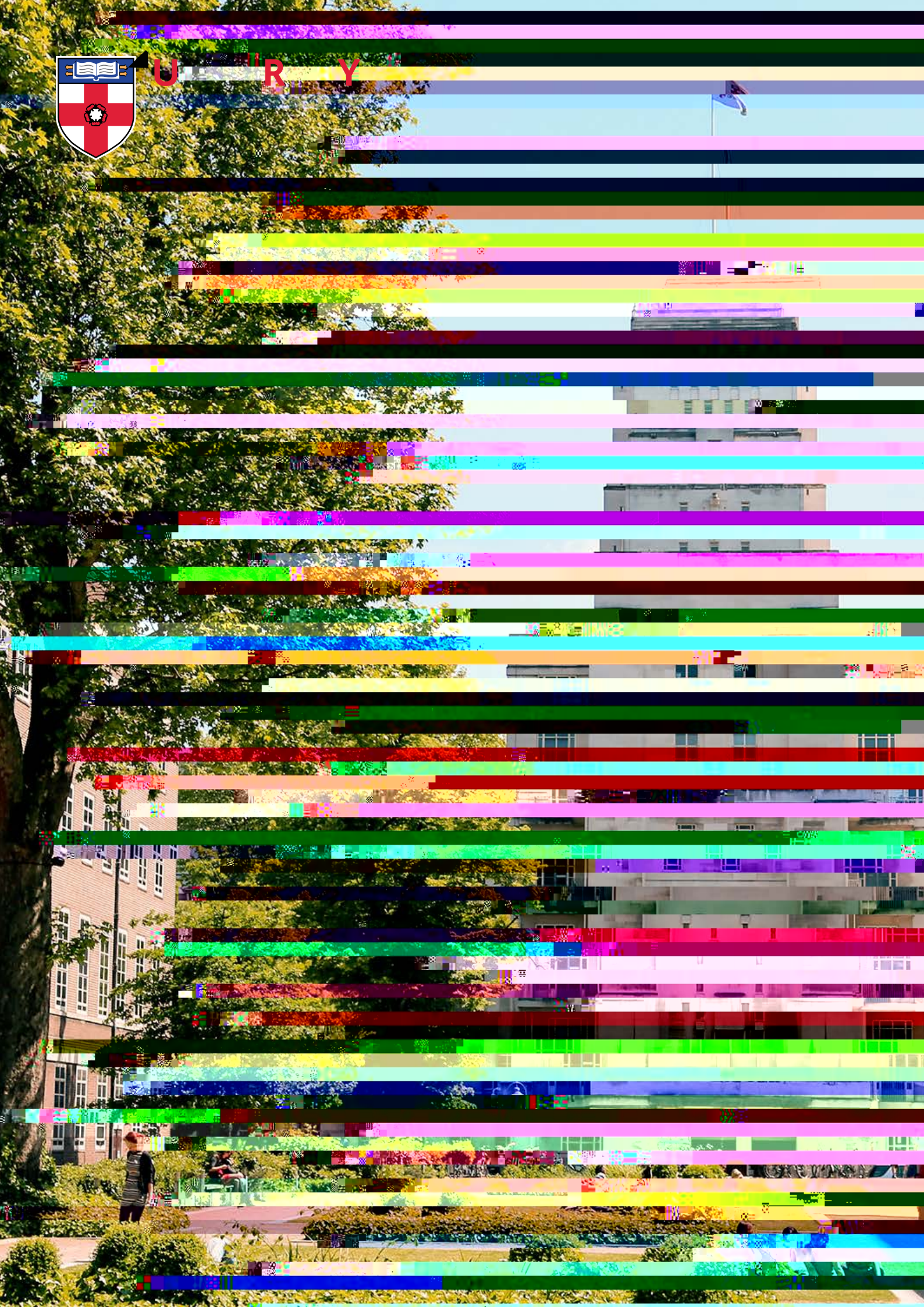

1 Structure of the programmes

[Appendix A] gives the syllabuses and course outlines.

Qualifications

1.1

The following qualifications are offered under the English programme:

BA English

Diploma of Higher Education in English (DipHE)

Certificate of Higher Education in English (CertHE)

Qualification structure

1.2

The **BA English** consists of twelve full courses as follows:

Four FHEQ Level 4 courses plus

Four FHEQ Level 5 courses plus

Four FHEQ Level 6 courses

The **DipHE English** consists of eight full courses as follows:

Four FHEQ Level 4 courses plus

Four FHEQ Level 5 courses

The **CertHE English** programme consists of four FHEQ Level 4 courses

LEVEL 4 (120 credits)	*Explorations in Literature* 30 credits (compulsory course)	*Approaches to Text* 30 credits (compulsory course)	60 credits (two courses) from: *Renaissance Comedy: Shakespeare and Jonson*, 30 credits *Introduction to Creative and Life Writing*, 30 credits *Introduction to English Language*, 30 credits

LEVEL 5 (120 credits)	60 credits (two courses) from the following list (designated by the Member Institution as encompassing pre-1800 literature): *Literature of the Later Middle Ages*, 30 credits *Renaissance and Restoration*, 30 credits *Augustans and Romantics*, 30 credits	60 credits (two courses) from: *Victorians*, 30 credits *Moderns,* 30 credits *Varieties of English*, 30 credits *Creative and Life Writing***, 30 credits

2 Registration

Effective date of registration

2.1

4 Assessment for the programme

4.1

An examination is defined as an element of assessment that takes place in a controlled environment. You will be given details of how the courses on your programme are assessed, the specific environment or location that is permitted and the time allowed for the assessment. You will be contacted at least 5 months prior to the assessment session with these details. All examinations are scheduled using an online delivery method. You must ensure that your device is kept up to date and complies with University Computer Requirements. Wherever they are held, all examinations take place on the same dates and at specific times in line with the published timetables.

4.2

With the exception of *Introduction to Creative and Life Writing Creative and Life Writing and Advanced Creative and Life Writing*(which are normally assessed by coursework), each course of the BA English, DipHE English and CertHE

5 Number of attempts permitted at an assessment

5.1

The maximum number of attempts permitted at any assessment of the BA English, DipHE English or CertHE English is **three**.

5.2

If your effective date of registration is 30 November 2016 or later and you fail the assessment for a course, you may

6 Progression within the programme

6.1

Within the limits given below, and the minimum and maximum periods of registration, you may decide when you are assessed, the number of courses you attempt each year and the order in which courses are examined. You do not have to enter to be examined every year.

6.2

If you choose to be assessed, you may attempt examinations or the final assessment in a minimum of one course and a maximum of four courses, excluding re-sits.

6.3

If you are registered for the **BA English** and:

You have attempted **three** Level 4, 30 credit courses (that is attempted 90 credits at Level 4) and passed or been awarded credit (through RPL or credit transfer) for all three, you will be permitted to commence up to two Level 5 courses. You must attempt the fourth Level 4 course before attempting further Level 5 courses.

or

If you have attempted **four** Level 4, 30 credit courses (that is attempted 120 credits at Level 4) but have only passed or been awarded credit (through credit transfer or RPL) for three Level 4 courses (e.g. gained 90 credits), you will be allowed to take four Level 5 courses, alongside the resit for the failed Level 4 course.

6.4

If you are registered for the **BA English** and:

You have attempted **three** Level 5, 30 credit courses (that is attempted 90 credits at Level 5) and passed or been awarded credit (through credit transfer or RPL) for all three, you will be permitted to commence up to two Level 6 courses. You must attempt the fourth Level 5 course before attempting further Level 6 courses.

or

If you have attempted **four** Level 5, 30 credit courses (that is attempted 120 credits at Level 4) but have only passed or been awarded credit (through credit transfer or RPL) for three Level 5 courses (that is gained 90 credits), you will be allowed to take four Level 6 courses, alongside the resit for the failed Level 5 course.

6.5

If you are registered for the **DipHE English** and

You have attempted **three** Level 4, 30 credit courses (that is attempted 90 credits at Level 4) and passed or been awarded credit (through credit transfer or RPL) for all three, you will be permitted to commence up to two Level 5 courses. You must attempt the fourth Level 4 course before attempting further Level 5 courses.

or

If you have attempted **four** Level 4, 30 credit courses (that is attempted 120 credits at Level 4) but have only passed or been awarded credit (through credit transfer or RPL) for three Level 4 courses, you will be allowed to take four Level 5 courses, alongside the resit for the failed Level 4 course.

7 Schemes of award

BA English

7.1

Courses are marked according to the following scale:

Mark range (%)	Class equivalent

8 Transfer of registration

Transfer between the CertHE English, DipHE English and the BA English

8.1

You may progress from the CertHE English to the DipHE English or the BA English *or* from the DipHE English to the BA English by transferring your registration.

8.2

If you are registered on the BA English or the DipHE English and are unable to complete your studies you may be eligible for an exit qualification. If you are registered on the BA English, you may be offered a DipHE English or a CertHE English, and if you are registered for the DipHE English, you may be eligible for a CertHE providing you have not been awarded RPL for any Level 4 courses.

9 Individual courses offered under this programme

9.1

The following credit bearing courses are available for study on a stand-alone basis:

Explorations in Literature [EN1021]

Approaches to Text [EN1010]

Renaissance Comedy: Shakespeare and Jonson [EN1020]

Introduction to Creative and Life Writing [EN1022]

Introduction to English Language [EN1023]

9.2

You may take a maximum of three full courses on a stand-alone basis without being registered for a qualification at FHEQ Level 4, 5 or 6.

9.3

With the exception of *Introduction to Creative and Life Writing, Creative and Life Writing* and in the case of resits for *Introduction to Creative Writing* (which are assessed by coursework), each Individual course will normally be examined by one three-hour unseen written examination.

Some examinations have 15 minutes' reading time; please check the examination timetable on our website for further information.

9.4

The maximum number of attempts permitted at any assessment for an Individual course is **two** provided your registration has not expired.

9.5

If you successfully complete the assessment for one or more of the Individual courses available, you may be considered, at our discretion, for progression to the following related qualifications:

Bach89.904 12746permitted at any

9.6

Credit for an Individual course(s) may be considered provided that an application is made within three years of the completion of the relevant course or courses.

Receiving related qualifications

9.7

If you successfully complete the formal assessment of the relevant credit-bearing Individual course, you may apply to receive any related qualifications provided you satisfy the requirements for the qualification, and the application is made within three years of the completion of the relevant courses.

Samuel Taylor Coleridge, *The Rime of the Ancient Mariner*

Jane Austen, *Emma*

Charles Dickens, *Great Expectations*

August Strindberg, *Miss Julie*

Thomas Hardy, *Jude the Obscure*

James Joyce, *A Portrait of the Artist as a Young Man*

T.S. Eliot, *Prufrock and Other Observations*

Virginia Woolf, *Mrs Dalloway*

Samuel Beckett, *Waiting for Godot*

Leonora Carrington, *The Hearing Trumpet*

Margaret Atwood, *The Penelopiad*

Approaches to Text [EN1010] 30 credits

This course introduces you to essential concepts in modern literary study, enabling you to become a more observant, perceptive and analytical reader and critic in your own right. You are introduced to the history and nature of literary studies, and to contemporary critical debates. You learn a vocabulary in which to discuss literary language, ideas of literary convention and genre, poetic rhythm and form, and the nature of narrative voice and narrative structures. You are introduced to debates about the relation of texts on the page to texts in performance, and to wider questions about the interpretation of texts.

Mode of assessment: One three-hour exam (with 15 minutes additional reading time)

Students may draw on reading completed for Explorations in Literature answers to questions but must not present substantially the same material in more than one answer in this or in any other part of the Level 4 c0.00000887(s4T1)14(s0.0001(r)-3(5(n7)19 Tm:f1 0fx0.0001(r)-3(r)-3(m)-3sen)3(t)6(0 g0 G[(S)4

Renaissance Comedy: Shakespeare and Jonson [EN1020] 30 credits

This course provides students with an introduction to the works of Shakespeare and Jonson within

these plays to be seen as forming a group. Starting with the hypothesis that the plays themselves may problematize such formulations, the course will examine the cultural specificity of the term

drama in Elizabethan/Jacobean society. The plays will be treated primarily as literary texts but

critical approach produces. The plays will be placed in the context of a new dramatic practice which arose within a London of competing commercial and political interests, and students will be required to grasp an overview of the forces shaping the creative production of Shakespeare and Jonson. The demands of the market for which the dramatists were producing, the operation of patronage, the expectations of theatre audiences, and the role of censorship will be considered, and the course will

Mode of assessment: One three-hour exam (with 15 minutes additional reading time)

Essential critical texts

(Note: These texts will serve as core texts in Level 4, and will also be utilised and referred to in Level 5; as such, students should be advised to keep these titles for further usage in Level 5)

Writing Fiction (Abingdon: Routledge, 2009) [ISBN 9780415461559]

Bell, Jo and Paul Magrs, *The Creative Writing Coursebook: Forty Authors Share Advice and Exercises for Fiction and Poetry* (London: Macmillan, 2001) [ISBN 9780333782255].

The Arvon Book of Life Writing: Writing Biography, Autobiography and Memoir (London: Methuen Drama, 2010) [eISBN 9781408122716]

Wainwright, Jeffrey, *Poetry: The Basics* (New York: Routledge, 2004) [ISBN 978041528763]

Introduction to English Language [EN1023] 30 credits

This course introduces students to basic terminology and concepts in the study of the English language. Students get a general introduction to English linguistics, including phonetics and phonology (the study of speech sounds), morphology (the study of words), syntax (the structure of sentences), and semantics (the study of word and sentence meaning). The aim of the course is to give students a basic critical understanding of the theoretical notions used in these disciplines, as well as of the range and variety of approaches to them. The terms and concepts introduced in this course are of relevance to the study of literary texts in any of the English Literature courses. Students who complete this course may also wish to take Varieties of English at Level 5, Language and Gender and/or Language and Media at Level 6.

Mode of assessment: One three-hour exam (with 15 minutes additional reading time)

Prescribed reading includes:

D. Crystal, (2003). *The Cambridge Encyclopedia of Language.* Cambridge University Press, Cambridge, 2nd edition

K. Börjars, and K. Burridge, K. (2010). *Introducing English Grammar.* Hodder Education, London, 2nd edition.

R. Huddleston, and G.K. Pullum. (2005). Cambridge University Press, Cambridge.

I. Plag, M. Braun, S. Lappe, and M. Schramm, (2007). *Introduction to English Linguistics.* Mouton de Gruyter, Berlin and New York.

G. Yule, (2010). *The Study of Language.* Cambridge University Press, Cambridge, 4th edition.

DipHE English and BA English Level 5 courses

Students must offer courses to the value of **120 credits** (four courses) from the following choices. A minimum of **60 credits** (two courses) must be selected from courses designated by the college as encompassing pre-1800 literature (marked below by *****):

*Literature of the Later Middle Ages [EN2025] 30 credits

This course offers an introduction to English literature of the later Middle Ages, placed within a broad historical and cultural context. A diversity of genres, styles, dialects and literary traditions may be explored.

Among topics which students may study are: social satire; the Arthurian tradition and uses of the Arthurian myth; shifts in literary technique, genre and attitudes toward women; myths of social and literary decadence; ideas of society and the individual; high and low culture, spirituality and

secularity; chivalry and the figure of the knight; literacy and education; art and architecture; magic and the supernatural; medieval Scotland and the Scottish Chaucerians.

Mode of assessment: One three-hour exam (with 15 minutes additional reading time)

Among text and authors which students may choose to study are:

Chaucer, Malory, Henryson, the Breton lai, selected lyrics.

Programme Regulations 2024–2025 English (BA/DipHE/CertHE/Individual courses)

BA English Level 6 courses

Students must attempt courses to the value of **120 credits** (four courses) from the following choices:

American Literature [EN3116] 30 credits

This course introduces students to the diverse literatures and literary trends of the United States of America, from its early inception as a colonial project through to the present day, ranging across the 17th/18th/19th/20th and 21st centuries, and exploring the main concepts and contestations which have underpinned the evolution - and various re-shapings - literature. The main areas that will be covered in this course which proceeds thematically rather than strictly chronologically include: colonial visions of America; postcolonial/revolutionary and republican inventions of the nation, including Transcendentalism; Native American literature, culture

use of imagery, narrative voice, scene-making - the strategies of fiction whereby novelists develop individual structures that enable them to say something new in fictional terms.

Mode of assessment: One three-hour exam

Among the texts which may be studied for this course (these are suggested texts, not prescribed texts):

> *Defoe, Moll Flanders; Laclos, Les Liaisons Dangereuses; Zola, Germinal; Tolstoy, Anna Karenina; Dostoyevsky, Crime and Punishment; James, The Turn of the Screw; Woolf, To the Lighthouse; Nabokov, Lolita; Robbe-*

questions searching for knowledge of, comparison between, assessment of, and sensitivity to, a wide range of Shakespeare's works; demonstrate close reading and interpretative skills responsive to specified aspects of 'set play' passages.

Mode of assessment: One three-hour exam (with 15 minutes additional reading time)

Among texts to be studied are (from which six extracts will be drawn for Section A of the examination):

Titus Andronicus, *Richard III*, *King John*, *Henry V*, *Troilus and Cressida*, *Measure for Measure*, *King Lear*, *Antony and Cleopatra*, *Pericles* and *The Winter's Tale*.

Students may refer to both the above list and Shakespeare's other plays and his poems in their examination answers for Sections B and C. However, **no answers are allowed on the plays listed**

Bad fail – 10-24%

A mark in this range represents a significant overall failure to achieve the appropriate course and programme outcomes. Written work shows no evidence of an attempt to address the question. It shall be deemed a valid attempt and must be re-sat unless all three permitted attempts have been used.

Very bad fail – 1-9%

A submission that does not even attempt to address the appropriate course and programme outcomes. Work shall be deemed a non-valid attempt and course must be re-sat.

0%

This is a categorical mark for work representing either the failure to write answers within an exam, submit an assessment, a wholly illegible script, or a mark assigned for a plagiarised assessment.

Assessment criteria for the DipHE English

70-100% – Pass with merit

0-39% – Fail

A failed piece of written work is marked by recurrent lack of relevance to the question/task and/or insufficient evidence of the student having studied the work set for the course. Written work that is obviously incomplete may also be classed in this category.

Assessment criteria for the CertHE English

70-100% – Pass with merit

Written work should be outstanding in most respects. It should show a mature, accurate grasp of the issues raised by the question/task and should conduct a sustained, coherent argument in a style that is fluent. It should demonstrate an excellent knowledge and understanding of the primary texts, and where appropriate exhibit familiarity with secondary criticism. Written work in this category will also display some creative and independent thought.

51-69% – Pass with credit

To obtain marks at the higher end of the scale, written work should contain little or no irrelevant material and should be generally well constructed. The range of the discussion could compensate for some weakness in style or some flaws within the argument. Alternatively, well-written, thoughtful and well-researched work could compensate for some limitations in the range of issues addressed.

To obtain marks at the lower end of the scale, written work should show some evidence that the main thrust of the question has been recognised. However, recognition of issues may be incomplete, analysis and discussion could be restricted and there might also be a tendency to paraphrase. Evidence may be unbalanced or of dubious relevance with a tendency to excessive generalisation or unsupported assertions of a subjective nature. The lower end of the scale may also appropriate where much of the content seems worthy of a higher grade but where poor organisation, syntax, etc., obscures the discussion.

40-50% – Pass

Marks will be awarded at the higher end of the scale for written work which makes an attempt to address the question/task but without fully understanding its implications. It may be characterised by insufficient evidence of familiarity with, or understanding of, the text(s) and/or issues under consideration. Such attempts as there are to develop an argument might only endorse or repeat a point rather than supporting or extending it. The answer may also be descriptive with excessive generalisation, incoherent arguments and serious errors of expression.

Marks at the lower end of the scale are awarded where written work fails to address the question/task convincingly and relies on a minimal range of detail and analysis. It may be poorly structured and planned, and might fail to provide sufficient evidence that the concerns of the course have been understood.

0-39% – Fail

A failed piece of written work is marked by recurrent lack of relevance to the question/task and/or insufficient evidence of the student having studied the work set for the course. Written work that is obviously incomplete may also be classed in this category.