

Programme Title: BA English



## Programme Specification

Awarding Body/Institution	Queen Mary, University of London
Teaching Institution	Queen Mary, University of London
Name of Final Award and Programme Title	BA (Hons) English
Name of Interim Award(s)	
Duration of Study / Period of Registration	3 years
QM Programme Code / UCAS Code(s)	Q300
QAA Benchmark Group	n/a
FHEQ Level of Award	Level 6
Programme Accredited by	N/A
Date Programme Specification Approved	17 Feb 2014
Responsible School / Institute	School of English & Drama

Schools which will also be involved in teaching part of the programme

N/A

Institution(s) other than Queen Mary that will provide some teaching for the programme

N/A

### Programme Outline

The English degree at Queen Mary asks students to consider a series of challenging questions about what literature is (and why people write it), about how the processes of reading are shaped by factors within and beyond our individual control, and about how texts written in the past have meaning for us today. The programme's combination of structure and flexibility is designed to provide a solid grounding in reading, researching, and writing about English, while offering the freedom to develop individual interests. Modules are taught by an experienced body of academic staff, which has an international reputation for its teaching and research.

### Aims of the Programme

The programme aims to:

provide a coherent, wide-ranging and intellectually stimulating programme with a focus on literary and historical aspects of texts in English and related languages from a variety of historical periods;

provide a programme which offers knowledge and understanding of:

- The history of English as a literary language.
- The specific properties of key literary genres.
- The wider historical contexts of literary texts.
- Different approaches to the analysis of literary texts.
- Recent research in the field of English Studies;

develop advanced skills of literary and cultural analysis, with attention to genre and period;

encourage engagement with a wide variety of critical and theoretical modes of inquiry;

enable students to develop independent critical thinking and judgement and to undertake independent research tasks;

develop a range of skills necessary to the effective communication of ideas and arguments;

provide a basis for further study in English or related disciplines.

### What Will You Be Expected to Achieve?

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#### Academic Content:

A 1	To demonstrate a familiarity with the nature and the history of a range of literary genres. In addition, to reflect critically on the nature and the history of a range of literary genres.
A 2	To understand the social and historical contexts for the emergence and the development of a range of literary forms of writing. In addition, to develop a complex model of the relations between literary form and social and historical contexts.
A 3	To deploy accurately established techniques of analysis in relation to literary texts. In addition, to compare the effectiveness of different techniques of analysis of literary texts.
A 4	To have studied a substantial range of authors, texts and genres from different historical periods or cultures. In addition, to demonstrate an ability to make connections and comparisons across the range of reading.
A 5	To show awareness of the range and variety of approaches to literary study, and also of a range of theoretical writings relevant to English studies. In addition, to understand the critical and theoretical significance of such different approaches, and to understand their limited or partial nature.

#### Disciplinary Skills - able to:

B 1	To demonstrate familiarity with bibliographic skills relevant to English studies, including accurate citation of sources and consistent use of scholarly conventions. In addition, to follow such conventions consistently in all written work.
B 2	To demonstrate research skills including the identification and design of a viable research project and the gathering of relevant research materials. In addition, to show awareness of the significance of this research within the wider discipline and to evaluate the significance of research undertaken.

#### Attributes:

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C 1	To show evidence of effective communication skills, both orally and in written forms of work. In addition, to develop a mature and confident critical writing style and a clear and coherent style of oral presentation.
C 2	To participate effectively in group discussions and group assessments. In addition, to respond creatively to varieties of opinion and approach within a group.
C 3	To present written work clearly, drawing on information technology as appropriate. In addition, to handle word-processing and information-retrieval software confidently and effectively.
C 4	To work independently, demonstrating clarity, initiative, self-organisation and time management
C 5	To exercise critical judgement and self-reflection, and to use this to adapt to new situations in professional settings

### How Will You Learn?

Teaching takes a number of forms, including:

- o Lectures
- o Seminars, involving a variety of forms of group work
- o Small-group tutorials (normally with adviser)
- o Field trips
- o Individual guidance and feedback on written work
- o Group discussion of written work (particularly in 'writing intensive' modules)

Learning is supported by:

- o Coherently designed and effectively delivered modules
- o The provision of detailed guidance about reading for each module
- o The provision of key materials, either in libraries, in the bookshop, or as module-packs
- o The design of an appropriate range of assessment exercises and projects within each module
- o Encouraging active participation by all students in seminar discussions and other group work
- o Encouraging the use of learning journals and portfolios
- o Regular review of individual student progress by advisers, and detailed guidance in relation to this

### How Will You Be Assessed?

Assessment takes a number of forms within the programme. The nature of the assessment is closely connected to the desired learning outcomes and the mode of teaching within each module. Forms of assessment include:

- o Unseen examinations
- o Critical essays (from 1,500 words to 6,000 words)
- o Research projects
- o Close-reading exercises and critical commentaries
- o Translation exercises
- o Reviewing exercises
- o Bibliographical exercises
- o Posters
- o Log books and journals
- o Portfolios of essays and related written work
- o Seminar presentations

### How is the Programme Structured?

Year 1

In the first year of study students are provided with a linguistic, historical and critical framework for the study of English. All students take the 30 credit modules (level four) ESH102 Reading, Theory and Interpretation: approaches to the study of English Literature, ESH101 Shakespeare and ESH110 Literatures in Time: Texts and Contexts from the Eighth to the Sixteenth Century. In

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addition, they take the 15 credit (level 4) modules ESH124 Poetry and ESH123 Narrative.

### Progression requirements to Year 2

To successfully progress from Year 1 to Year 2 students must pass a minimum of 90 credits.

### Progression requirements to Final year

To successfully progress to the final year students must pass a minimum of 180 credits from their first and second years.

### Years 2 and 3

In the second and final years students develop a programme of study in consultation with their academic adviser.

Student pathways through the degree are structured in relation to the following Subject Area Groups (SAGs):

Medieval and Early Modern (SAG 1);

Eighteenth Century, Romantic, and Nineteenth Century (SAG 2);

Modern, Contemporary and Postcolonial Studies (SAG 3).

Students select a total of 120 credits in each year.

Students in Year 2 are required to take a minimum of 90 credits at level 5. Students will select modules from four lists of modules, three of these correspond to the three SAGs; the fourth contains special options from all SAGs.

Students will be required to take one 30 credit module from each of the Subject Area Groups as follows:

List 1: Either Chaucer or Renaissance Literary Culture or Renaissance Drama;

List 2: Either Representing London: the Eighteenth Century or Imagination and Knowledge or Victorian Fictions;

List 3: Either Architexts, or Modernism, or Post-colonial Literatures in English.

They will be encouraged to take their remaining 30 credits from List 4 (although they will be permitted to take an additional module from lists 1-3).

List 4: this list includes all level 5 modules not already included in Lists 1 to 3 above. List 4 provision is amended and expanded as modules are proposed, amended, withdrawn and approved through the Queen Mary Quality Assurance processes.

In the final year students are required to take a minimum of 90 credits at level 6. Students are required to develop their independent research skills by taking the 30 credit ESH365 English Dissertation (level 6). They may take the remaining 90 credits from a list of level 6 modules offered each year. This list is amended and expanded as modules are proposed, amended, withdrawn and approved through the Queen Mary Quality Assurance processes.

With the approval of their adviser, students in their second or final year may select modules up to the value of 30 credits from a programme offered by another School (excluding modules at level 4), or with the approval of the Head of School, modules up to the value of 30 credits, from another institution of the University of London.

## Academic Year of Study 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester

## What Are the Entry Requirements?

We typically require 320-340 UCAS points from three A2 Levels, with an A in English Literature / English Language and Literature. In addition, we welcome well-motivated candidates with non-standard qualifications who demonstrate achievement in literary study.

## How Do We Listen and Act on Your Feedback?

The Student-Staff Liaison Committee provides a formal means of communication and discussion between Schools and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

Each school operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee's work in a number of ways, such as through student membership, or consideration of student surveys.

All schools operate an Annual Programme Review of their taught undergraduate and postgraduate provision. The process is normally organised at a School-level basis with the Head of School, or equivalent, responsible for the completion of the school's Annual Programme Reviews. Schools/institutes are required to produce a separate Annual Programme Review for undergraduate programmes and for postgraduate taught programmes using the relevant Undergraduate or Postgraduate Annual Programme Review pro-forma. Students' views are considered in this process through analysis of the NSS and module evaluations.

## Academic Support

All students beginning study on the programme participate in a series of Welcome Week activities, which involve introductions to the programme and specific inductions in the use of the online learning environment. These events also include opportunities for social interaction, and scheduled small group and individual meetings with personal advisers.

Each student's academic progress and personal welfare is monitored by an adviser, with whom regular meetings are scheduled. Advisers are the designated members of staff with whom students can raise issues and problems, and from whom they can seek advice and guidance.

All teaching staff hold regular office hours in which students are actively encouraged to discuss their work and their progress.

There is a dedicated Teaching and Student Support Manager in the School of English and Drama, who works with academic staff to assist students in need of support.

Both the Teaching and Student Support Manager and all advisers are able to refer students, where appropriate to relevant professional service departments in the College, including Disability and Dyslexia, Welfare, and Counselling.

A dedicated post of E-Strategy Manager supports students in their use of the online learning environments used on all modules.

The School collaborates with the College's Thinking Writing team and Language Centre to support students in the development of their writing skills. Additional support is provided by the Royal Literary Fund Fellows.

## Programme-specific Rules and Facts

## Specific Support for Disabled Students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

In addition, the Department has a dedicated Disability Officer.

## Links With Employers, Placement Opportunities and Transferable Skills

A BA in English encourages students to develop a life-long love for learning and equips them with a set of rigorous analytical and communication skills. This gives English graduates some particularly sought-after qualities in the workplace. Whether they choose to go into the world of business, media, or journalism, to enter the public or not-for-profit sectors, or to pursue further academic study or professional training, graduates of the English programme can expect to have developed:

- o communication skills, as students are challenged to express themselves in both speech and writing.
- o presentation skills, as students are asked to introduce seminars, make points clearly and effectively, maintain discussion, and field questions.
- o reading skills, using a range of approaches to tackle different kinds of texts.
- o analytical abilities, as students respond to and assess their underlying agendas and meanings.
- o writing abilities, through preparing a range of assignments (including reports, learning journals, and research essays).
- o research skills, locating, sifting, and interpreting a range of sources (from printed books to electronic journals).
- o time-management skills and the ability to work under pressure, as students organise and fulfill extensive reading commitments and written assessments.
- o team-working skills, as students participate with peers in seminars and group research presentations.

English graduates are successful in the huge range of careers that seek out candidates with these attributes. Students are regularly notified of placement opportunities via our link with QProjects (part of QM Careers Service). Publishing, print journalism, and the broadcast media are all popular choices for English students who want to use their communication skills. Others use their ability to write critically and persuasively to go into public relations, marketing, and advertising. In addition, many of our graduates embark upon professional careers in finance, management, law, and teaching; whilst every year the Department sees a number of students progress to take higher degrees, both at Queen Mary and elsewhere.

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## Programme Specification Approval

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Person completing Programme Specification

Dr Christopher Reid

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**Person responsible for management of programme** Dr Christopher Reid

**Date Programme Specification produced/amended  
by School Learning and Teaching Committee** 7 Feb 2014

**Date Programme Specification approved by  
Taught Programmes Board** 17 Feb 2014