

Programme Title: BA (Hons) English



## Programme Specification (UG)

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 year
QMUL programme code / UCAS code(s):	Q300
QAA Benchmark Group:	English
FHEQ Level of Award :	Level 6
Programme accredited by:	
Date Programme Specification approved:	
Responsible School / Institute:	School of English & Drama

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

Institution(s) other than QMUL that will provide some teaching for the programme:

### 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;

Programme Title: BA (Hons) English

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?**

Students completing this programme of study will be able to:

## QMUL Model

The QMUL Model is an innovative teaching and learning initiative that will broaden opportunities for Queen Mary undergraduates within and beyond higher education, supporting them to plan and manage their ongoing professional development. The Model is firmly grounded in the core QMUL values of respect for, and engagement with, the local area and communities, with a distinctive focus on enabling students to make a positive societal impact through leadership in their chosen field. The Model is organised around the key themes of:

- networking
- multi- and inter-disciplinarity
- international perspectives
- enterprising perspectives.

Students are required to study QMUL Model modules to the value of at least 10 credits at each year of undergraduate study. Model modules may be 5, 10 or 15 credits. Model modules are indicated within this programme specification.

In your first year of study, the Model module will be core or compulsory and will be situated within your home School or Institute. In subsequent years, students will be strongly encouraged to study at least one Model module beyond their home discipline(s), which could, for example, be in another School / Institute or area of QMUL or undertaken as a module outside of QMUL.

If Model module information is not provided on this programme specification for all subsequent years of study, this will be identified as your studies continue.

Where a Model module elective can be selected from an approved group of Model modules, no guarantee can be provided that your first choice of Model module will be available.

### Academic Content:

A1	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.
A2	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.
A3	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.
A4	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.
A5	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.
B 3	

Attributes:	
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

QMUL Model Learning Outcomes - Level 4:	
D 1	Demonstrate connections between different theoretical perspectives within your discipline
D 2	Discuss socio-cultural values and practices with others
D 3	Consider the role of their discipline in diverse cultural and global contexts

QMUL Model Learning Outcomes - Level 5:	
E 1	Evaluate perspectives from different disciplines
E 2	Demonstrate how discipline specific problem solving techniques or approaches may be generalised or applied in a broader context
E 3	Analyse the impact of diverse cultural and global contexts upon aspects of their discipline
E 4	Reflect on socio-cultural values and skills within diverse cultural and global contexts
E 5	Evaluate and demonstrate evidence of their skills to support networking and how these have influenced their practice

QMUL Model Learning Outcomes - Level 6:	
E 1	Apply a critically analytical approach to an appropriate range of multi-disciplinary and/or inter-disciplinary approaches
E 2	Model a holistic approach to knowledge which draws on a range of appropriate disciplines
E 3	Critically evaluate how they have enhanced their knowledge, understanding and self-awareness of an enterprising person
E 4	Demonstrate evidence of a personal ethic which is informed by a critical awareness of diverse cultural and global contexts

QMUL Model Learning Outcomes - Level 7:	
G 1	
G 2	
G 3	

### 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?

Please specify the full time and part time programme diets (if applicable). Please also outline the QMUL Model arrangements for each year of study. The description should be sufficiently detailed to fully define the structure of the diet.

Students take a total of 120 credits in each year.

#### Year 1 (all compulsory)

In the first year of study students are provided with a linguistic, historical and critical framework for the study of English. Students take the following modules:

ESH102 Reading, Theory and Interpretation: approaches to the study of English Literature (30 credits) (QMUL Model Module);

ESH101 Shakespeare (30 credits);

ESH110 Literatures in Time: Texts and Contexts from the Eighth to the Sixteenth Century (30 credits);

ESH124 Poetry (15 credits);

ESH123 Narrative (15 credits);

ESH125 English in Practice (0 credits) which introduces students to the disciplinary skills of the university-level study of English and to the Department's procedures and sources of support.

During their first year students will meet with their Personal Adviser regularly and will discuss their choice of second year modules, including QMUL Model modules.

#### Progression requirements to Year 2

To successfully progress from Year 1 to Year 2 students must meet the overall credit requirements for progression under the Academic Regulations which apply to them.

#### Year 2

Students take 120 credits (minimum 90 credits at level 5, maximum 30 credits at level 6), normally 60 credits in each semester. Students select modules from four lists of modules, three of these correspond to the Subject Area Groups (SAGs); the fourth contains special options from all SAGs.

Students will be required to take one 30 credit module from each of Lists 1, 2 and 3.

List 1: students choose one 30 credit module from a list of up to three modules in the Medieval and Early Modern Subject Area;

List 2: students choose one 30 credit module from a list of up to three modules in the Eighteenth Century, Romantic, and Nineteenth Century Subject Area;

List 3: students choose one 30 credit module from a list of up to three modules in the Modern, Contemporary and Postcolonial Studies Subject Area.

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.

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

Each list includes ESH-prefixed modules identified as QMUL Model modules.

Minimum 0 credits/ Maximum 30 credits optional modules to be chosen from all modules offered in the Faculty of Humanities and Social Sciences, subject to space available on modules and with the guidance of the student's adviser, which may include QMUL Model modules.

Up to 30 credits may be taken at level 6 with the adviser's agreement.

Selection must include a minimum of 15 credits of QMUL Model modules, which may include ESH-prefixed modules (up to 120 credits), BA/LLM/BSc modules in the Faculty of Humanities and Social Sciences (maximum 30 credits).

Programme Title: BA (Hons) English

Normally Year 2 students may not take any modules at level 4 with the exception of level 4 language modules in the School of Languages, Linguistics and Film (30 credits maximum) and level 4 BSc/LMM modules (15 credits maximum), where these fulfil the QMUL Model module requirement.

Students may not take more than 30 credits outside ESH-prefixed modules.

Progression requirements to the Final Year

To successfully progress from Year 2 to Year F students must meet the overall credit requirements for progression under the Academic Regulations which apply to them.

Final Year

Students take 120 credits (minimum of 90 credits at level 6, maximum 30 credits at level 5) and normally 60 credits in each semester; to include minimum of 15 credits of QMUL Model modules. Final Year students may not take credits at level 4.

Students are required to develop their independent research skills by taking the compulsory 30 credit ESH6000 English Research Dissertation (level 6). They may take the remaining 90 credits from a list of ESH-prefixed 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.

Minimum 0 credits/ Maximum 30 credits optional modules to be chosen from all modules at level 5 or 6 offered in the Faculty of Humanities and Social Sciences, subject to space available on modules and with the guidance of the student's adviser, which may include QMUL Model modules.

Selection must include a minimum of 15 credits of QMUL Model modules, which may include ESH-prefixed modules (up to 120 credits), BA/LLM/BSc modules in the Faculty of Humanities and Social Sciences (maximum 30 credits).

Students may not take more than 30 credits outside ESH-prefixed modules.

Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
							<input type="checkbox"/>

**What are the entry requirements?**

The entry requirements are as stated in the Queen Mary prospectus for current entry, and on the Queen Mary website <http://www.qmul.ac.uk/undergraduate/coursefinder/index.html>

**How will the quality of the programme be managed and enhanced?**

Each School operates a Learning and Teaching Committee, or equivalent, which advises the School 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.

### **How do we listen to 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 together with appropriate representation from staff within the School. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Student-Staff Liaison Committees meet regularly throughout the year.

Students are given the opportunity to provide feedback through the Module Evaluation system, and through Queen Mary and national surveys.

### **What academic support is available?**

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 drop-in 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.

## Programme Specification Approval

**Person completing Programme Specification:**

Matthew Rubery, Director of Teaching and Learning

**Person responsible for management of programme:**

David Colclough, Head of English Department

**Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:**

2 Feb 2018

**Date Programme Specification approved by Taught Programmes Board:**