

Programme Title:



## 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 years
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:

--

Collaborative institution(s) / organisation(s) involved in delivering the programme:

International Exchange Partners in cases where students spend a semester abroad.

### Programme outline

The English degree at Queen Mary is an exciting opportunity to study literature and writing across a variety of historical periods and cultures, in global and multicultural contexts, and across the full range of literary forms. It 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 allows you to study novels, plays, nonfiction, and poetry, but also asks you to engage with film, visual art, material culture, as well as libraries, museums, archives, theatres, and other cultural sites. 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, skills, and the capacity to work collaboratively with others. Modules are taught by an experienced body of academic staff, with an international reputation for its teaching and research. Teaching staff will work with you to make your learning challenging and engaging, and help you to develop as an informed critic, thinker and writer.

### Aims of the programme

The programme aims to:

Programme Title:

- 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 specific properties of key literary genres.
  - The wider historical contexts of literary texts.
  - The geographical, social and political contexts of literary texts.
  - Different approaches to the analysis of literary texts.
  - The history of English as a literary language.
  - 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;
- foster critical reflection on issues of diversity and difference that emerge from the study of and engagement with a range of forms, cultures and values;
- 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?**

Learning Outcomes (see below).

**Please note that the following information is only applicable to students who commenced their Level 4 studies in 2017/18, or 2018/19**

In each year of undergraduate study, students are required to study modules to the value of at least 10 credits, which align to one or more of the following themes:

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

These modules will be identified through the Module Directory, and / or by your School or Institute as your studies progress.

Academic Content:

A 1	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.
-----	--

Programme Title:

A2	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.
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.

<b>Disciplinary Skills - able to:</b>	
B1	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.
B2	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.
B3	Demonstrate mature and confident styles for writing and other forms of presentation, appropriate to the communication of ideas, arguments and critical thought.
B4	Make informed distinctions between different critical approaches and positions to identify the ideologies implicit in your own position.

<b>Attributes:</b>	
C1	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.
C2	To participate effectively in group discussions and group assessments. In addition, to respond creatively to varieties of opinion and approach within a group.
C3	To present written work clearly, drawing on information technology as appropriate. In addition, to handle word-processing and information-retrieval software confidently and effectively.
C4	To work independently, demonstrating clarity, initiative, self-organisation and time management.
C5	To exercise critical judgement and self-reflection, and to use this to adapt to new situations in professional settings.
C6	Demonstrate respect for the opinions of others and a willingness to act inclusively.

**How will you learn?**

Teaching takes a number of forms, including: <ul style="list-style-type: none"><li>• Lectures, including team-delivered lectures</li><li>• Seminars, involving a variety of forms of group work</li><li>• Small-group tutorials (normally with adviser)</li><li>• Field trips, performance and gallery visits;</li><li>• Individual guidance and feedback on written work</li><li>• Group discussion of written work</li><li>• Individual supervision of dissertations;</li><li>• Writing retreats, workshops and student-led review sessions.</li></ul>
--

## Programme Title:

Learning is supported by:

- Coherently designed and effectively delivered modules;
- The provision of detailed guidance about reading for each module;
- The provision of key materials, either in libraries, in the bookshop, through on-line resources including the Virtual Learning Environment, or as module-packs;
- Widespread availability of lecture recordings
- The design of an appropriate range of learning activities and assessment tasks within each module;
- Encouraging active participation by all students in seminar discussions and other group work;
- Encouraging the use of learning journals, and portfolios;
- Regular review of individual student progress by advisers, and detailed guidance in relation to this;
- the SED Writing and Reference Guide (an online learning resource);
- the work of the Royal Literary Fund Fellows.

## 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:

- Critical and research essays;
- Close-reading exercises and critical commentaries;
- Written exercises (e.g. blog posts, blurbs, walking journals, creative non-fiction, reviews, imitations, bibliographical exercises);
- Unseen examinations (open and closed book);
- Translation exercises;
- Presentations (group and individual);
- Portfolios (written and e-portfolios), log books and learning journals;
- Multi-media (e.g. podcasts, annotated videos, websites);
- Dissertation

## How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). 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 you are provided with a linguistic, historical and critical framework for the study of English. Students take the following compulsory modules:

- ESH102 Reading, Theory and Interpretation: approaches to the study of English Literature (30 credits);
- ESH101 Shakespeare (30 credits);
- ESH129 Literatures in Time: Epic and Romance in the Middle Ages (15 credits);
- ESH124 Poetry (15 credits);
- ESH126 London Global (30 credits)

During your first year, you will meet with your advisor regularly and will discuss their selection of second year modules.

### Progression requirements to Year 2

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

### Year 2 / Level 5

Students take 120 credits (minimum 90 credits at level 5, maximum 30 credits at level 6), normally 60 credits in each semester.

- Students normally do not take more than 3 modules in each semester.
- Students will be required to take one 30 credit module from each of Subject Area Lists 1, 2 and 3, and 30 credits from List 4 Special Options or a further module from List 1-3.
- List 1: students choose one 30 credit module from a list of modules in the Medieval and Early Modern subject area ('Early areas');
- List 2: students choose one 30 credit module from a list of modules in the Eighteenth Century, Romantic-period, and Nineteenth Century subject area;

**Programme Title:**

- List 3: students choose one 30 credit module from a list of modules in the Modern and Contemporary subject area.
- List 4 Special Options: this list includes all ESH-prefixed level 5 modules not already included in Lists 1 to 3 above.

List provision 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 offered in the Faculty of Humanities and Social Sciences, subject to space available on modules and with the guidance of your advisor.

Up to 30 credits may be taken at level 6 with your advisor's agreement.

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).

You 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.

**Level Six / 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. 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).

Students take the remaining 90 credits from the ESH-prefixed level 6 modules offered each year.

- Students must take two 30-credit modules.
- Students must take at least 30 credits from each of List A and B.

These lists are 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.

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

**Academic Year of Study**

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

Programme Title:

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

### 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? How do we listen to and act on your feedback?

The School operates an Education Committee, which considers and advises 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 consideration of student surveys.

English operates a programme review of its taught undergraduate and postgraduate provision. This review feeds into the School's Annual Programme Review for undergraduate programmes and for postgraduate taught programmes using the Annual Programme Review pro-forma. Students' views are considered in this process through analysis of the National Student Survey results and module evaluations, and consideration of Student-Staff Liaison Committee minutes. Student representatives (selected across all the School's taught programmes) are also invited to attend the Annual Programme Review meeting, and the APR document is shared with the SSLC.

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, formative module feedback, the SSLC, and through national surveys.

The School hosts a dedicated 'Your Voice' page on its online learning environment, designed to highlight the profiles of student representatives, bring together information about student representations and feedback on surveys etc., and forums for updates and consultations.

### 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, specific inductions in the use of the online learning environment and the library. These events also include opportunities for social interaction, and scheduled small group and individual meetings with advisors. Each student's academic progress and personal welfare is monitored by an advisor.

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

Both the Director of Student Support and all advisors are able to refer students, where appropriate, to relevant professional service departments in Queen Mary, including Disability and Dyslexia, Welfare, Counselling.

## Programme Title:

There are dedicated posts in the School of English and Drama Administrative team to support students: 1) The Teaching and Learning Manager and Student Support Officer work with academic staff to assist students in need of support; 2) The E-Strategy Manager supports students in the use of the online learning environments used on all modules.

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

The School hosts a dedicated site on its online learning environment with referencing and writing advice and support.

## How inclusive is the programme for all students, including those with disabilities?

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.

## Programme-specific rules and facts

N/A

## 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:

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

Publishing, digital media, communications, print journalism, and the broadcast media are all popular choices for English students

Programme Title:

who want to use their communication skills. Others use their ability to write critically and persuasively to go into public relations, marketing, and advertising, including in the charity sector. 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:**

Professor Michael McKinnie

**Person responsible for management of programme:**

Professor Suzanne Hobson

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

12 December 2022

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