

THE PROGRAMME SPECIFICATION

1. Programme title and designation		English		
		Single honours <input checked="" type="checkbox"/>	Joint <input type="checkbox"/>	Major/minor <input type="checkbox"/>
2. Final award				
Award	Title	Credit Value	ECTS equivalent	Any special criteria
BA (Hons)	English	360	180	N/A
3. Nested awards				
Award	Title	Credit Value	ECTS equivalent	Any special criteria
N/A	N/A	N/A	N/A	N/A
4. Exit awards				
Award	Title	Credit Value	ECTS equivalent	Any special criteria
Ordinary Degree	English	300	150	<i>Students need to take a minimum of 60 credits at Level 6</i>
5. Level in the qualifications framework			H	
6. Attendance				
	Full-time	Part-time	Distance learning	
Mode of attendance	Yes	No	No	
Minimum length of programme	3 years	N/A	N/A	
Maximum length of programme	10 years	N/A	N/A	

7. Awarding institution/body	King's College London,
8. Teaching institution	King's College London,
9. Proposing department	Department of English Language & Literature
10. Programme organiser and contact details	Professor Mark Turner Mark.2.turner@kcl.ac.uk
11. UCAS code (if appropriate)	Q300
12. Relevant QAA subject benchmark/ professional and statutory body guidelines	English; the benchmark statement for Linguistics was also consulted

PAF Originally Approved by QA&AA: 26 June 2007
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13. Date of production of specification	January 2003; updated to Credit Framework May 2006
14. Date of programme review	2015/16

16. Educational aims of the programme

The programme aims to develop students' interest in and knowledge, understanding and enjoyment of English language and literature by providing a teaching environment based in a research culture which values scholarly inquiry and independence of thought. By offering high levels of staff contact and flexible programme structures, the programme aims to encourage free and open discussion and a wide range of student module choices in which students will examine the nature, history and potential of the English language and the production, reception and interpretation of written texts, both literary and non-literary. Students are encouraged to engage with apparently marginal as well as mainstream, canonical texts and to examine geographically and temporally distant cultures through their distinctive forms of representation.

17. Educational objectives of the programme/programme outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding and skills in the following areas:

Knowledge and understanding

The programme provides a **knowledge and understanding** of the following:

1. a broad knowledge of the history and structure of the English language;
2. a broad knowledge of the history of literatures in English in their cultural contexts;
3. an awareness of the political, social and historical contexts in which texts are produced and received;
4. key methods and contexts for linguistics analysis;
5. specialised knowledge of the history of literary theory and its application, and of the range of genres and modes and formal strategies of literary expression;
6. the effective and appropriate use of personal judgement and reflection, of critical analysis, and of the research and arguments of others;
7. appropriate personal and professional conduct in the context of the discipline.

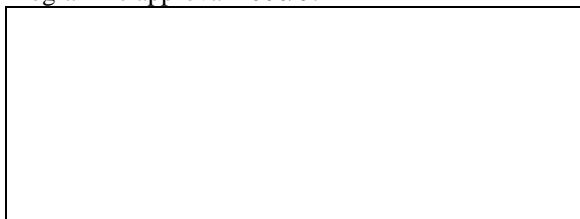
These are achieved through the following **teaching/learning methods and strategies**:

These are acquired in small-group lectures, seminars and tutorials in each of years 1, 2 and 3. Students are made aware that class contact time is the departure point for their learning, the greater part of which must be self-motivated. Tutors advise on secondary reading and on locating resources. Thus the importance of independent reading is stressed at all levels. Work is largely text-based, with prior preparation working alongside close reading, explication and analysis in class. Learning is enhanced by effective preparation, in terms of background reading.

Assessment:

Learning outcomes are tested through a combination of:

- assessed coursework;
- assessed oral presentations and participation;
- prior disclosure and unseen, examination;
- assessed project work.



Assessed coursework is principally in the form of essays, but may include an element for oral presentations. Class presentations develop oral communication and a continuous part of the teaching process but are not formally assessed.

Skills and other attributes

Intellectual skills:

1. Can analyse more abstract texts, evidence, etc without guidance, using a range of approaches and techniques appropriate to the subject;
2. With minimum guidance can critically assesses secondary literature and important ideas to develop an argument;
3. Can critically evaluate material to support conclusions, reviewing its reliability, validity and significance. Can investigate contradictory information/identify reasons for contradictions;
4. Is confident and flexible in identifying and defining complex issues within the discipline and can apply appropriate knowledge and skills in addressing them.

These are achieved through the following **teaching/learning methods and strategies:**

The teaching and learning programme outlined above. The modules all, through both teaching and private study, develop skills 1-4

Assessment:

The range of assessment methods requires students to demonstrate skills 1-4 through the production of coherent written responses to the questions or problems set.

Class presentations develop oral communication and are a continuous part of the teaching process but are not always formally assessed.

Practical skills:

1. Can operate in complex and unpredictable contexts, requiring selection and application from a wide range of methods and activities;
2. Able to act autonomously, with minimal supervision or direction, within agreed guidelines.

These are achieved through the following **teaching/learning methods and strategies:**

These skills are developed through tutorials, seminars and preparation for seminars, lectures and private study.

Assessment:

The range of assessment methods requires students to demonstrate these skills through the production of coherent written responses to the questions or problems set.

Class presentations develop oral communication and are a continuous part of the teaching process but are not always formally assessed.

Generic/transferable skills:

1. Can interact effectively within a team/learning group, recognise, support or be proactive in leadership, negotiate and manage conflict;
2. With minimum guidance can manage own learning using full range of resources for the discipline(s);

These are achieved through the following **teaching/learning methods and strategies:**

Tutorials and seminars develop skills 1-7; private study develops skills 2-5 and 7.

Assessment:

3. Is confident in application of own criteria of judgement and can challenge received opinion. Can seek and make use of feedback;
4. Can select and manage information, competently undertaking reasonably straight-forward research tasks with minimum guidance;
5. Can take responsibility for own work and can criticise it;
6. Can engage effectively in debate in a professional manner and give detailed and coherent presentations;
7. Is confident and flexible in identifying and defining complex issues and can apply appropriate knowledge and skills in addressing them.

The range of assessment methods requires students to demonstrate skills 2-5 and 7 through the production of coherent written responses to the questions or problems set

Class presentations develop oral communication and are a continuous part of the teaching process but are not always formally assessed.

18. Statement of how the programme has been informed by the relevant subject benchmark statement(s)/professional and statutory body guidelines

The English benchmark statement was used as a key reference point in producing this document. The statement highlights the range of textual engagements that can be expected in an English degree, including knowledge of a substantial number of authors and texts from different periods of literary history, of the principal literary genres, of 'the role of critical traditions in shaping literary history,' of 'the linguistic, literary, cultural and socio-historical contexts in which literature is written and read,' and of appropriate critical terminology. These are key elements of our provision in the study of English literature.

Since the degree involves not only the study of literature in English but also of the English language, we also made reference to the Linguistics benchmark statement, which emphasises 'the systematic study of language and both its theoretical and applied aspects' and notes 'the range of viewpoints on language from formal, sociological and psychological aspects.' These are key elements of our provision in English language study.

19. Programme structure and award requirements (where relevant the information should also differentiate the particular requirements of pathways within a programme or linked/exit awards)

(a) numbers of compulsory and optional units to be taken in each year of the programme

Year 1: 120 credits earned through 7 x 15 credits compulsory (total 105 credits) and 15 credits of optional modules at Level 4 from outside the Programme but within the School of Arts & Humanities or the Department of Education and Professional Studies. All modules at level 4, with the exception of Modern Language centre modules, which may be taken at level 4, 5, or 6, with the approval of the Assessment Sub-Board.

Year 2: 120 credits earned through 1 x 15 credit module from Band 1 (Medieval) list, a minimum of 45 credits from other modules in Band 1 list and a maximum of 60 credits from Level 5 optional list (see below for Level 5 'Banding' requirements). All modules at level 5, with the exception of Modern Language centre modules, which may be taken at level 5, or 6, with the approval of the Assessment Sub-Board.

Year 3: 120 credits earned through 120 credits of optional modules at Level 6.

(b) range of credit levels permitted within the programme

Levels 4, 5 and 6

(c) maximum number of credits permitted at the lowest level

120 credits

(d) minimum number of credits required at the highest level

120 credits

(e) progression and award requirements (if different from the standard)

Standard

(f) maximum number of credits permitted with a condoned fail (core modules excluded)

45 credits

(g) are students permitted to take a substitute module, as per regulation A3, 5.10?

Yes

(h) other relevant information to explain the programme structure

In Year 1, one 15 credit Level 4 optional module must be taken outside the Department but within the Faculty of Arts and Humanities or within the Department of Education and Professional Studies.

Over levels 5 and 6 students are entitled to replace a total of 30 credits of optional modules with 30 credits from elsewhere in the School. This provides students with more flexibility to study a language options during their degree and also allows them to take a 30 credit module in their 2nd year. Students can take 15 credits of MLC language modules each year. Elective modules can count towards the Band 1 requirements (see below) as long as they have substantial pre-1800 literary or cultural content and students seek approval from the DTC Chair. Modules offered in Comparative Literature by staff working jointly in English and Comp Lit do not count as electives and will be listed alongside English Department modules.

At level 5, student module choices are subject to a 'banding' procedure which requires them to take at least four 15 credit modules in Band 1, at least one of which must be a module classified as being in the subject area 'medieval'. Please see module table below.

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Programme Structure

See Programme Handbook for modules to be taken.

20. Marking criteria

All modules will be marked in accordance with the School's marking criteria where such exists, or else in accordance with the College's generic marking criteria.

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