

BA (Hons) English Literature

- [Exemptions](#)
- [Programme Overview](#)
- [Programme Intended Learning Outcomes \(ILOs\)](#)
- [Programme Content](#)
- [Assessment methods](#)
- [Work experience and placement opportunities](#)
- [Graduate Attributes](#)
- [Modifications](#)
- [Appendix 1: Programme Structure Diagram - BA \(Hons\) English Literature](#)
- [Appendix 2: Map of Intended Learning Outcomes](#)
- [Appendix 3: Map of Summative Assessment Tasks by Module](#)
- [Appendix 4: Module Descriptors](#)

| | |
|--|--|
| Awarding institution | Bath Spa University |
| Teaching institution | Bath Spa University |
| School | School of Humanities |
| Main campus | Newton Park |
| Other sites of delivery | N/A |
| Other Schools involved in delivery | N/A |
| | |
| Name of award(s) | English Literature |
| Qualification (final award) | BA (Hons) |
| Intermediate awards available | CertHE, DipHE, BA |
| Routes available | Single/Joint/Major/Minor |
| Professional Placement Year | Optional |
| Duration of award | 3 years full-time (4 years with Professional Placement Year) |
| Modes of delivery offered | Campus-based |
| Regulatory Scheme[1] | Undergraduate Academic Framework |
| Exemptions from regulations/framework[2] | N/A |
| | |

| | |
|---|-----------------------------------|
| Professional, Statutory and Regulatory Body accreditation | N/A |
| Date of most recent PSRB approval (month and year) | N/A |
| Renewal of PSRB approval due (month and year) | N/A |
| | |
| UCAS code | Q300 |
| Route code (SITS) | ENSIN |
| Relevant QAA Subject Benchmark Statements (including date of publication) | English Literature, February 2015 |
| Date of most recent approval | May 2018 |
| Date specification last updated | April 2018 |

[1] This should also be read in conjunction with the University's Qualifications Framework

[2] See section on 'Exemptions'

Exemptions

There are no exemptions

[Back to top](#)

Programme Overview

This programme provides a broad-based education in English Literature that offers you a wide curriculum across historical periods, literary genres, and across disciplines. Under the general rubric of introducing you to 'English Literature in the World', the curriculum is defined by interdisciplinarity, internationality, and a literary engagement with worldly issues such as environmental crisis and digital technologies. Studying English at Bath Spa you will encounter not only familiar, 'classic' writers and texts – Shakespeare, Austen, Joyce – but also the less familiar, such as postcolonial writing, European literatures in translation and modern experimental poetry as well as 'popular' genres such as the Gothic and crime fiction.

The variety of modules offered reflects the capaciousness and openness of the discipline, which allows you to choose modules that will develop your own interests and passions whilst encouraging you to find and explore the connections between the different texts, periods, theories and approaches that you will encounter. This interdisciplinary breadth as well as disciplinary depth of the curriculum encourages you to see English Literature as an encompassing rather than an exclusive discipline, and in turn prepare you for a more expansive and inclusive view of the world around you.

These interdisciplinary, transnational and digital foci draw on staff expertise in key collaborative areas of research within the College of Liberal Arts. Our established specialisms in Environmental Humanities, Medical Humanities, Material Cultures and Book History directly inform our offering across all three levels.

You can study English Literature in a variety of ways:

- Study English Literature as a Single Honours award
- Combine English Literature with another subject as part of a Joint or Major / Minor award

Whichever you choose you will find the English Literature faculty to be enthusiastic, passionate teachers, with a strong commitment to your personal development as a learner, researcher and writer through detailed feedback at every stage of your studies.

[Back to top](#)

Programme Aims

1. To provide you with a broad variety of educational attainments an education in literary studies to degree level;
2. To equip you with the knowledge and skills to understand, appreciate and evaluate critically the literary culture(s) of the English-speaking world, including those translated into English;
3. To provide a basis of knowledge and skills which enable you to undertake further self-directed study or to follow a further programme of study within an HE context;
4. To equip you with skills that will be useful and rewarding both personally and professionally beyond the field of English Literature: in particular the skills to analyse and develop ideas and arguments cogently and self-critically, and to express you persuasively in written and oral form;
5. To equip you with the skills to define, research and write (in accordance with the appropriate conventions of presentation) a research project or its equivalent in your chosen professional fields;
6. To encourage a flexible, sceptical and enquiring mode of thought that is self-reliant but works creatively in co-operation and debate with others.

[Back to top](#)

Programme Intended Learning Outcomes (ILOs)

A Subject-Specific Skills and Knowledge

| | Programme Intended Learning Outcomes (ILOs) On Achieving Level 6 | On Achieving Level 5 | On Achieving Level 4 |
|----|--|--|--|
| A1 | The ability to generate independent close readings of texts that engage critically with an existing body of scholarship | Exercise of critical judgements through close readings that demonstrate a recognition of the main elements of the English literary canon | Knowledge of how to approach literary texts through close reading |
| A2 | Critical and systematic evaluation of differing approaches to texts, selecting appropriate methodologies | The ability to identify and evaluate differing critical approaches and methodologies | Awareness of different possible critical approaches to texts |
| A3 | Systematic identification and integration of literary and/or related theories in the analysis and interpretation of complex problems | The ability to carry out theoretically informed analysis and interpretation of key literary texts | Knowledge of a range of literary and/or related theories in the analysis and interpretation of texts |
| A4 | Critical and systematic evaluation of the ways in which readers' affective and analytical responses can shape literary texts | The ability to explore the affective dimension of literary texts in combination with an analytical understanding | The ability to formulate affective as well as analytical responses to literary texts |
| A5 | Critical and systematic understanding of how historical, cultural, technological, and economic factors affect the production and reception of texts, including your own | Critically informed understanding of the effects of a range of cultural and contextual factors in the production and reception of texts | Recognition of the ways that contextual factors affect the production and reception of texts |
| A6 | The ability to generate and explore a range of theoretically informed, independent and imaginative interpretations of texts, including creative practice | Ability to deploy a range of independent and imaginative interpretations of texts, including the option of creative practice | The ability to explore individual, imaginative and creative interpretations of texts |
| A7 | Coherent and detailed knowledge of different genres, texts of different levels of difficulty, and texts that may be orthodox or experimental and at the forefront of the discipline in form and/or content | Critical awareness of the challenges of writing about texts that vary in length, scope, level of complexity, including texts that are experimental in form and /or content | The ability to work with texts of different lengths and levels of complexity |
| A8 | The ability accurately to deploy detailed bibliographical and other citational material in line with current scholarship. | Clear and consistent use of bibliographical and other subject-specific citational skills | The ability to construct bibliographies and use subject-specific citation formats |

B Cognitive and Intellectual Skills

| | Programme Intended Learning Outcomes (ILOs) On Achieving Level 6 | On Achieving Level 5 | On Achieving Level 4 |
|----|---|---|--|
| B1 | The ability to deploy skills coherently in order to evaluate information from a diverse range of sources | The ability to identify and use effectively complex information from diverse sources | The ability to retrieve and examine information from diverse sources |
| B2 | Critical and independent interpretation and analysis of evidence in order to produce effective arguments | The ability to test, interpret and analyse evidence critically in order to produce effective arguments and sound judgements | The ability to use evidence-based reasoning to develop an argument |
| B3 | Creative, imaginative and systematic response to research tasks, and the ability initiate independent projects | The ability to respond critically, creatively and imaginatively to research tasks, and take the initiative in directing your own research | The ability to explore research tasks creatively and imaginatively |
| B4 | Detailed and systematic reflection on your own practices and theoretical assumptions through your writing, including an appreciation of ambiguity, uncertainty and the limits of knowledge. | The ability to develop your writing as a means to identify and examine the effects of own assumptions | Awareness of personal assumptions in encounters with texts |

C Skills for Life and Work

| | Programme Intended Learning Outcomes (ILOs) On Achieving Level 6 | On Achieving Level 5 | On Achieving Level 4 |
|----|---|--|---|
| C1 | Autonomous learning[3] (including time management) that shows the exercise of initiative and personal responsibility and enables decision-making in complex and unpredictable contexts. | Autonomous learning (including time management) as would be necessary for employment requiring the exercise of personal responsibility and decision-making such that significant responsibility within organisations could be assumed. | Autonomous learning (including time management) as would be necessary for employment requiring the exercise of personal responsibility. |

| | | | |
|----|---|--|---|
| C2 | Team working skills necessary to flourish in the global workplace with an ability both to work in and lead teams effectively. | Team work as would be necessary for employment requiring the exercise of personal responsibility and decision-making for effective work with others such that significant responsibility within organisations could be assumed. | Team work as would be necessary for employment requiring the exercise of personal responsibility for effective work with others. |
| C3 | Communication skills that ensure information, ideas, problems and solutions are communicated effectively and clearly to both specialist and non-specialist audiences. | Communication skills commensurate with the effective communication of information, arguments and analysis in a variety of forms to specialist and non-specialist audiences in which key techniques of the discipline are deployed effectively. | Communication skills that demonstrate an ability to communicate outcomes accurately and reliably and with structured and coherent arguments. |
| C4 | IT skills and digital literacy that demonstrate core competences and are commensurate with an ability to work at the interface of creativity and new technologies. | IT skills and digital literacy that demonstrate the development of existing skills and the acquisition of new competences. | IT skills and digital literacy that provide a platform from which further training can be undertaken to enable development of new skills within a structured and managed environment. |

[3] i.e. the ability to review, direct and manage one's own workload

[Back to top](#)

Programme Content

This programme comprises the following modules

Key:

Core = C

Required = R

Required* = R*

Optional = O

Not available for this status = N/A

If a particular status is greyed out, it is not offered for this programme.

Subject offered as single and/or combined award

| English Literature | | | | Status | | | |
|--------------------|------------|---|---------|--------|-------|-------|-------|
| Level | Code | Title | Credits | Single | Major | Joint | Minor |
| 4 | ENG4106-20 | Parallel Text | 20 | C | C | C | C |
| 4 | ENG4105-20 | Romance and Revolution | 20 | C | C | C | C |
| 4 | ENG4100-20 | Writing, Gender and Politics, 1500–1750 | 20 | O | O | O | O |
| 4 | ENG4101-20 | Scandal and Sobriety, 1750–1890 | 20 | O | O | O | O |
| 4 | ENG4104-20 | Make it New: From Modernism to the 21st Century | 20 | O | O | O | O |
| 4 | ENG4103-20 | Print, Book and Candle: making, selling, reading | 20 | O | O | O | O |
| 4 | ENG4107-20 | How to Think Together- Humanities in the 21st Century | 20 | O | O | O | O |
| 5 | ENG5112-20 | Structure and Subject | 20 | C | C | C | C |
| 5 | ENG5111-20 | Equivocal Matter | 20 | C | C | C | C |
| 5 | ENG5100-20 | Shakespeare and his Contemporaries | 20 | O | O | O | O |
| 5 | ENG5101-20 | Literature and Digital Culture | 20 | O | O | O | O |
| 5 | ENG5102-20 | Nature, Science and Self | 20 | O | O | O | O |
| 5 | ENG5104-20 | Gender and Fiction in the Long Eighteenth Century | 20 | O | O | O | O |
| 5 | ENG5105-20 | The Victorian Spectacular: producing the Modern | 20 | O | O | O | O |
| 5 | ENG5106-20 | Modern and Contemporary Poetry | 20 | O | O | O | O |
| 5 | ENG5107-20 | Crime Fiction | 20 | O | O | O | O |
| 5 | ENG5108-20 | Literature, Ethnicity and Belonging | 20 | O | O | O | O |

| | | | | | | | |
|---|-------------|--|-----|---|---|----|-----|
| 5 | ENG5109-20 | Gothic Origins and Innovations | 20 | O | O | O | O |
| 5 | PPY5100-120 | Professional Placement Year | 120 | O | O | O | O |
| 5 | EDU5111-20 | Teaching English to Speakers of Other Languages | 20 | O | O | O | N/A |
| 6 | ENG-6000-40 | English Project | 40 | R | R | O | N/A |
| 6 | ENG6101-20 | Modernist Networks | 20 | O | O | O | O |
| 6 | ENG6102-20 | Literature and Digital Culture | 20 | O | O | R* | R* |
| 6 | ENG6103-20 | Writing and the Environmental Crisis | 20 | O | O | R* | R* |
| 6 | ENG6105-20 | Literature and Psychology | 20 | O | O | O | O |
| 6 | ENG6107-20 | More than Muses: Literary Women, Work and the Arts | 20 | O | O | R* | R* |
| 6 | ENG6108-20 | Literature and Evil | 20 | O | O | O | O |
| 6 | ENG6109-20 | Nation and Race in Early Modernity | 20 | O | O | R* | R* |
| 6 | DRA6102-20 | Staging Gender | 20 | O | O | O | O |

Joint and Minor students must select at least one R* module at Level 6.

[Back to top](#)

Assessment methods

A range of summative assessment tasks will be used to test the Intended Learning Outcomes in each module. These are indicated in the attached assessment map which shows which tasks are used in which modules.

Students will be supported in their development towards summative assessment by appropriate formative exercises.

Please note: if you choose an optional module from outside this programme, you may be required to undertake a summative assessment task that does not appear in the assessment grid here in order to pass that module.

[Back to top](#)

Work experience and placement opportunities

The English Literature course does not offer its own work experience or placement based opportunities, but you are encouraged to opt for the **Work Placement open module** (offered by Business & Management) if you wish to pursue one. However, **employability training** is embedded throughout the Level 4 & 5 core modules, culminating in English-specific workshops (co-designed and delivered with BSU's Careers service) and a formative **Professional Development Plan (PDP)** in *Equivocal Matter* (Semester 2 of Year 2).

The PDP leads on to the non-dissertation project in the **Level 6 English Project module**. The project is a negotiated assessment that you design with the support of an academic supervisor, and allows you to develop an idea for an event, product, or service in any area of cultural and creative industries. You will be supported by your supervisor and the Careers team in designing your project at the end of your second year so that you can develop your ideas and contacts over the intervening summer break.

You can also opt for the one year **Professional Placement Year** module (YP5100-120), which you take between Levels 5 and 6. This alternative 'Sandwich' degree programme is studied over 4 years including a year-long work placement in a sector of your choice. During this time, you will be able to utilise knowledge gained as part of your studies in a real work environment to gain 'hands on' experience. The University's Careers and Employability team will assist you in finding and preparing for a placement. Following your placement year, you will return to University to complete your final year of study (Level 6).

[Back to top](#)

Graduate Attributes

| | Bath Spa Graduates... | In English Literature, we enable this... |
|---|--|--|
| 1 | Will be employable: equipped with the skills necessary to flourish in the global workplace, able to work in and lead teams | By helping you to become effective researchers, confident communicators, and contributors to the study of literature |
| 2 | Will be able to understand and manage complexity, diversity and change | By helping you to manage your own learning and respond to intellectual challenges |
| 3 | Will be creative: able to innovate and to solve problems by working across disciplines as professional or artistic practitioners | By giving you opportunities to develop your own research projects, independently and in groups |
| 4 | Will be digitally literate: able to work at the interface of creativity and technology | By teaching you to use a range of online resources and research tools, and to create your own digital work |
| 5 | Will be internationally networked: either by studying abroad for part of their programme, or studying alongside students from overseas | By guiding you through the wider world of literature in English and in translation, and offering you opportunities to undertake study exchanges, visits, and field trips |
| 6 | Will be creative thinkers, doers and makers | By encouraging you to exercise your imagination in your encounters with literary texts, and to explore creative expression of your ideas |
| 7 | Will be critical thinkers: able to express their ideas in written and oral form, and possessing information literacy | By working with you to analyse and understand even the most imposing texts, and to produce your own critical readings |
| 8 | Will be ethically aware: prepared for citizenship in a local, national and global context | By introducing you to the breadth and wealth of human life on the page |

[Back to top](#)

Modifications

Module-level modifications

| Code | Title | Nature of modification | Date(s) of approval and approving bodies | Date modification comes into effect |
|----------------|--|---------------------------------|---|-------------------------------------|
| DRA6 103-20 | Modern American Drama | Module deleted | CoLA Learning and Teaching Committee, 3 April 2019 | 2019/20 |
| ENG5 103-20 | Revolutions in Realism | Module deleted | 24 September, approved by the PVC Academic Planning | 2019/20 |
| ENG5 110-20 | Renaissance Worlds in Poetry and Prose | Module deleted | 24 September, approved by the PVC Academic Planning | 2019/20 |
| ENG6 106-20 | In Search of America | Module deleted | 24 September, approved by the PVC Academic Planning | 2019/20 |
| ENG6 100-20 | Texts in the City | Module deleted | 24 September, approved by the PVC Academic Planning | 2019/20 |
| EDU5 111-20 | Teaching English to Speakers of a Foreign Language | New module | Approved at Humanities SQMC, 15th November 2019 | 2020/21 |
| ENG5 105-20 | Victorian Spectacular: Producing the Modern | Assessment change | Approved at Humanities SQMC, 15th November 2019 | 2020/21 |
| ENG6 000-40 | English Project | Reinstate as a year long module | Approved at Humanities SQMC, 15th November 2019 | 2020/21 |
| ENG6 104-20 | Crime and Gothic Fiction | Module deleted | Approved at Humanities SQMC, 15th November 2019 | 2020/21 |
| ENG4 000-20 | Critical Reading 1 | Module deleted | Approved at Humanities SQMC, 15th November 2019 | 2020/21 |
| ENG4 001-20 | Critical Reading 2 | Module deleted | Approved at Humanities SQMC, 15th November 2019 | 2020/21 |
| ENG4 102-20 | Decadence to the Naughties, 1890-Now | Module deleted | Approved at Humanities SQMC, 15th November 2019 | 2020/21 |
| ENG5 000-20 | Critical Reading 3: Subject and Structure | Module deleted | Approved at Humanities SQMC, 15th November 2019 | 2020/21 |
| ENG5 001-20 | Critical Reading 4: Equivocal Matter | Module deleted | Approved at Humanities SQMC, 15th November 2019 | 2020/21 |
| ENG4 104-20 | Make it New: From Modernism to the 21st Century | New module | Approved at Humanities SQMC, 15th November 2019 | 2020/21 |
| ENG4 105-20 | Romance and Revolution | New module | Approved at Humanities SQMC, 15th November 2019 | 2020/21 |

| | | | | |
|--------------------|--|------------|--|---------|
| ENG5 111- 20 | Equivocal Matter | New module | Approved at Humanities SQMC, 15th November 2019 | 2020/21 |
| ENG5 112-20 | Structure and Subject | New module | Approved at Humanities SQMC, 15th November 2019 | 2020/21 |
| ENG4 106-20 | Parallel Texts | New module | Approved at Humanities SQMC, 15th November 2019 | 2020/21 |
| ENG4 107-20 | How to Think Together- Humanities in the 21st Century | New module | Approved at Humanities SQMC, extended deadline Feb 2020 | 2020/21 |

Programme-level modifications

| Nature of modification | Date(s) of approval and approving bodies | Date modification comes into effect |
|------------------------|--|-------------------------------------|
| | | |
| | | |
| | | |
| | | |

[Back to top](#)

Attached as appendices:

1. Programme structure diagram
2. Map of module outcomes to level/programme outcomes
3. Assessment map
4. Module descriptors

[Back to top](#)

Appendix 1: Programme Structure Diagram - BA (Hons) English Literature

Please note all modules are 20 credits except the Professional Placement year, which is 120 credits, and the English Project at Level 6, which is 40 credits

Single Honours

| Year 1 (Level 4) | |
|--|--|
| <i>Semester 1</i> | <i>Semester 2</i> |
| Parallel Texts (Core) 20 credits | Romance and Revolution (Core) 20 credits |
| Plus either 40 further optional EN credits from list below, or 20 credits from the list below and 20 credits outside English | Plus either 40 further optional EN credits from list below, or 20 credits from the list below and 20 credits outside English |
| Writing, Gender and Politics, 1500–1750 | Make it New: From Modernism to the 21st Century |
| Scandal and Sobriety, 1750–1890 | Print, Book and Candle: making, selling, reading (OM) |
| | How to Think Together - Humanities in the 21st Century |
| Year 2 (Level 5) | |
| <i>Semester 1</i> | <i>Semester 2</i> |
| Structure and Subject (Core) 20 credits | Equivocal Matter (Core) 20 credits |
| PLUS two English Optional modules from the list below* | PLUS two English Optional modules from the list below* |
| Crime Fiction | The Victorian Spectacular: producing the Modern |
| Literature and Digital Culture [L5/6 module] | Modern and Contemporary Poetry |
| Nature, Science and Self | Shakespeare and his Contemporaries |
| Gender and Fiction in the Long Eighteenth Century | Literature, Ethnicity & Belonging |
| | Gothic Origins and Innovations |
| | Teaching English to Speakers of Other Languages |
| *YOU CAN (BUT ARE NOT OBLIGED) TO TAKE 20 CREDITS OUTSIDE ENGLISH AT LEVEL 5 | |

| | |
|--|--|
| Year 3 alternative: Professional Placement Year (Level 5) | |
| Professional Placement Year (120 credits) | |
| Year 3 (Level 6) / Year 4 (PPY only) | |
| <i>Semester 1</i> | <i>Semester 2</i> |
| English Project [40 credits] | |
| Two Optional modules from the list below* | Two Optional module from the list below* |
| Modernist Networks | Literature and Psychology |
| Literature and Digital Culture [vertically integrated L5 /L6 module] | More than Muses: Literary Women, Work and the Arts |
| Writing and the Environmental Crisis | Literature and Evil |
| Staging Gender | Nation and Race in Early Modernity |
| | |
| *YOU CAN (BUT ARE NOT OBLIGED) TO TAKE 20 CREDITS OUTSIDE ENGLISH AT LEVEL 6 | |

Combined Award (Major, Joint, Minor)

| | |
|---|---|
| Year 1 (Level 4) | |
| <i>Semester 1</i> | <i>Semester 2</i> |
| Parallel Texts (Core) 20 credits | Romance and Revolution (Core) 20 credits |
| PLUS Core module from other subject + one English Option from list below; | PLUS Core module from other subject + one English Option from list below; |
| OR Core module from other subject and other Option outside English | OR Core module from other subject and other Option outside English |
| Writing, Gender and Politics, 1500–1750 | Make it New: From Modernism to the 21st Century |
| Scandal and Sobriety, 1750–1890 | Print, Book and Candle: making, selling, reading (OM) |
| | How to Think Together - Humanities in the 21st Century |
| | |

| | |
|--|---|
| Year 2 (Level 5) | |
| <i>Semester 1</i> | <i>Semester 2</i> |
| Structure and Subject (Core) 20 credits | Equivocal Matter (Core) 20 credits |
| PLUS Core module from other subject + one English Option from list below; | PLUS Core module from other subject + one English Option from list below; |
| OR Core module from other subject and other Option outside English | OR Core module from other subject and other Option outside English |
| Crime Fiction | The Victorian Spectacular: producing the Modern |
| Literature and Digital Culture [L5/6 module] | Modern and Contemporary Poetry |
| Nature, Science and Self | Shakespeare and his Contemporaries |
| Gender and Fiction in the Long Eighteenth Century | Literature, Ethnicity & Belonging |
| | Gothic Origins and Innovations |
| | Teaching English to Speakers of Other Languages |
| Year 3 alternative: Professional Placement Year (Level 5) | |
| Professional Placement Year (120 credits) | |
| Year 3 (Level 6) / Year 4 (PPY only) | |
| EN Major: English Project PLUS Core/Required module in other subject PLUS English Optional Module | EN Major: English Project PLUS Core/Required module in other subject PLUS English Optional Module |
| EN Joint: SELECT Required 20 credits for other subject, plus 40 credits including at least 20 in English (including at least one R* module across the year); | EN Joint: SELECT one or two English Options (including at least one R* module across the year) PLUS 20/40 credits in the other subject (including Required) |
| OR English Project PLUS Required 20 credits for other subject PLUS at least one R* module across the year | OR English Project PLUS Required 20 credits for other subject PLUS at least one R* module across the year |
| EN Minor: SELECT one English Option (including at least one R* across the year) plus 40 credits in other subject (including Required) | EN Minor: SELECT one English Option (including at least one R* across the year) plus 40 credits in other subject (including Required) |

| <i>Semester 1</i> | <i>Semester 2</i> |
|--|---|
| English Project [40 credits] | |
| Modernist Networks | Literature and Psychology |
| Literature and Digital Culture [vertically integrated L5 /L6 module] (R*) | More than Muses: Literary Women, Work and the Arts (R*) |
| Writing and the Environmental Crisis (R*) | Literature and Evil |
| Staging Gender | Nation and Race in Early Modernity (R*) |
| MAJOR STUDENTS MUST TAKE THE ENGLISH PROJECT, JOINT AND MINOR STUDENTS MUST TAKE AT LEAST ONE R* MODULE AT LEVEL 6 | |

[Back to top](#)

Appendix 2: Map of Intended Learning Outcomes

| Level | Module Code | Module Title | Status (C,R,R*,O)[4] | Intended Learning Outcomes | | | | | | | | | | | | | | | |
|-------|-------------|---|----------------------|---------------------------------------|----|----|----|----|----|----|----|-----------------------------------|----|----|----|--------------------------|----|----|----|
| | | | | Subject-specific Skills and Knowledge | | | | | | | | Cognitive and Intellectual Skills | | | | Skills for Life and Work | | | |
| | | | | A1 | A2 | A3 | A4 | A5 | A6 | A7 | A8 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| 4 | ENG4106-20 | Parallel Texts | C | x | x | | x | x | x | | x | x | | | x | | x | x | |
| 4 | ENG4105-20 | Romance and Revolution | C | x | x | x | | x | x | x | x | x | x | x | x | x | x | x | |
| 4 | ENG4100-20 | Writing, Gender and Politics, 1500-1750 | O | x | x | x | | x | x | | x | x | x | x | x | | x | x | |
| 4 | ENG4101-20 | Scandal and Sobriety, 1750–1890 | O | x | x | | x | x | | x | x | x | x | x | x | | x | | |
| 4 | ENG4104-20 | Make it New: From Modernism to the 21st Century | O | x | x | x | | x | | x | x | x | x | x | x | x | x | | |
| 4 | ENG4103-20 | Print, Book and Candle: making, selling, reading (OM) | O | | x | | | x | x | x | x | x | x | x | x | x | x | x | |
| 4 | ENG4107-20 | How to Think Together -Humanities in the 21st Century | O | | x | x | | x | x | | | x | | x | x | x | x | x | |
| 5 | ENG5112-20 | Structure and Subject | C | x | x | x | x | x | x | | x | x | x | | x | x | x | x | |
| 5 | ENG5111-20 | Equivocal Matter | C | x | x | x | | x | x | x | x | x | x | x | x | x | x | x | |
| 5 | ENG5100-20 | Shakespeare and his Contemporaries | O | x | x | x | | x | x | | x | x | x | x | x | x | x | x | |
| 5 | ENG5101-20 | Literature and Digital Culture | O | | x | | | x | x | x | x | x | x | x | x | x | x | x | |
| 5 | ENG5102-20 | Nature, Science and Self | O | x | x | x | x | x | | x | x | x | x | | x | x | x | x | |
| 5 | ENG5104-20 | Gender and Fiction in the Long Eighteenth Century | O | x | x | x | | | x | x | x | x | x | | x | | x | x | |
| 5 | ENG5105-20 | The Victorian Spectacular: producing the Modern | O | x | | x | x | x | | x | x | x | | x | | x | x | x | |
| 5 | ENG5106-20 | Modern and Contemporary Poetry | O | x | x | | x | x | x | | x | x | | x | x | x | x | x | |
| 5 | ENG5107-20 | Crime Fiction | O | x | x | x | | | x | x | x | x | x | | x | | x | x | |
| 5 | ENG5108-20 | Literature, Ethnicity and Belonging | O | x | x | x | | | x | x | x | | | x | x | x | | | |
| 5 | ENG5109-20 | Gothic Origins and Innovations | O | x | x | x | | | x | x | x | x | x | | x | | x | x | |
| 5 | PPY5100-120 | Professional Placement Year | O | | | | | | | | | | | | x | x | x | x | |
| 5 | EDU5111-20 | Teaching English to Speakers of Other Languages | O | | x | | | x | | | x | x | x | | x | x | x | x | |
| 6 | ENG-6000-40 | English Project | R/O | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | |
| 6 | ENG6101-20 | Modernist Networks | O | x | x | x | | x | x | x | x | x | x | | x | | x | x | |
| 6 | ENG6102-20 | Literature and Digital Culture | O/R* | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | |

| | | | | | | | | | | | | | | | | | | | |
|---|------------|--|------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 6 | ENG6103-20 | Writing and the Environmental Crisis | O/R* | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| 6 | ENG6105-20 | Literature and Psychology | O | x | x | x | x | x | x | | x | x | x | x | x | x | x | x | x |
| 6 | ENG6107-20 | More than Muses: Literary Women, Work and the Arts | O/R* | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| 6 | ENG6108-20 | Literature and Evil | O | x | x | x | x | x | x | x | x | x | x | x | x | | | x | x |
| 6 | ENG6109-20 | Nation and Race in Early Modernity | O/R* | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| 6 | DRA6102-20 | Staging Gender | O | | x | x | x | | x | x | x | x | x | x | x | x | x | x | x |

[4] C = Core; R = Required; R* = Required*; O = Optional

[Back to top](#)

Appendix 3: Map of Summative Assessment Tasks by Module

| Level | Module Code | Module Title | Status (C, R,R*,O)[5] | Assessment method | | | | | | | | | | | | | | | |
|-------|-------------|--|-----------------------|-------------------|---------------|-------|----------------------|--------------|-----------|----------------|-------------|-----------|------------------|--------------|---------------|-----------------------|---------------------|------------------------|--|
| | | | | Coursework | | | | | | | Practical | | | | | Written Examination | | | |
| | | | | Research exercise | Dissemination | Essay | Journal / Commentary | Project Plan | Portfolio | Project Report | Performance | Practical | Practical skills | Presentation | Set exercises | Written Exam (unseen) | Written Exam (seen) | In-class test (unseen) | |
| 4 | ENG4 106-20 | Parallel Texts | C | | | 2x | | | | | | | | | | | | | |
| 4 | ENG4 105-20 | Romance and Revolution | C | | | 1x | | | | | | | | | | | 1x | | |
| 4 | ENG4 100-20 | Writing, Gender and Politics, 1500–1750 | O | 1x | | 1x | | | | | | | | | | | | | |
| 4 | ENG4 101-20 | Scandal and Sobriety, 1750–1890 | O | | | 1x | | | | | | | | | | | 1x | | |
| 4 | ENG4 104-20 | Make it New: From Modernism to the 21st Century | O | | | 2x | | | | | | | | | | | | | |
| 4 | ENG4 103-20 | Print, Book and Candle: making, selling, reading (OM) | O | | | | | | | | 1x | | | | | | | | |
| 4 | ENG4 107-20 | How to Think Together - Humanities in the 21st Century | O | | | | | | | | 1x (Group) | 1x | | | | | | | |
| 5 | ENG5 112-20 | Structure and Subject | C | | | 1x | | | | 1x | | | | | | | | | |
| 5 | ENG5 111-20 | Equivocal Matter | C | | | 1x | | | | 1x | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | |
|---|---------------------|--|-----|----|-----|----|--|----|----|----|--|--|--|--|----|--|--|----|
| 5 | ENG5 100- 20 | Shakespeare and his Contemporaries | O | | | | | | | 1x | | | | | 1x | | | |
| 5 | ENG5 101- 20 | Literature and Digital Culture [L5/6 module] | O | | | 1x | | | | 1x | | | | | | | | |
| 5 | ENG5 102- 20 | Nature, Science and Self | O | | | 1x | | | | 1x | | | | | | | | |
| 5 | ENG5 104- 20 | Gender and Fiction in the Long Eighteenth Century | O | | | 2x | | | | | | | | | | | | |
| 5 | ENG5 105- 20 | The Victorian Spectacular: producing the Modern | O | | | | | 1x | | 1x | | | | | | | | |
| 5 | ENG5 106- 20 | Modern and Contemporary Poetry | O | | | | | | | 1x | | | | | 1x | | | |
| 5 | ENG5 107- 20 | Crime Fiction | O | | | 2x | | | | | | | | | | | | |
| 5 | ENG5 108- 20 | Literature, Ethnicity and Belonging | O | | | 1x | | | 1x | | | | | | | | | |
| 5 | ENG5 109- 20 | Gothic Origins and Innovations | O | | | 1x | | | | | | | | | | | | 1x |
| 5 | PPY5 100- 120 | Professional Placement Year | O | | | | | 1x | 1x | | | | | | | | | |
| 5 | EDU5 111- 20 | Teaching English to Speakers of Other Languages | O | | | 2x | | | | | | | | | | | | |
| 6 | ENG6 000- 40 | English Project | R/O | 1x | 1x. | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | |
|---|--------------------|--|------|--|--|----|----|--|--|----|--|--|----|--|--|--|--|
| 6 | ENG6 101- 20 | Modernist Networks | O | | | | | | | 1x | | | | | | | |
| 6 | ENG6 102- 20 | Literature and Digital Culture [vertically integrated L5/L6 module] | O/R* | | | 1x | | | | 1x | | | | | | | |
| 6 | ENG6 103- 20 | Writing and the Environmental Crisis | O/R* | | | 1x | 1x | | | | | | | | | | |
| 6 | ENG6 105- 20 | Literature and Psychology | O | | | 1x | 1x | | | | | | | | | | |
| 6 | ENG6 107- 20 | More than Muses: Literary Women, Work and the Arts | O/R* | | | 1x | | | | | | | 1x | | | | |
| 6 | ENG6 108- 20 | Literature and Evil | O | | | 1x | | | | 1x | | | | | | | |
| 6 | ENG6 109- 20 | Nation and Race in Early Modernity | O/R* | | | 1x | | | | 1x | | | | | | | |
| 6 | DRA6 102- 20 | Staging Gender | O | | | 1x | | | | | | | 1x | | | | |

[5] C = Core; R = Required; R* = Required*; O = Optional

[Back to top](#)