



# UNIVERSITY OF LINCOLN

## Programme Specification

Title:

### English

Final Award: **Bachelor of Arts with Honours (BA (Hons))**

With Exit Awards at:

**Certificate of Higher Education (CertHE)**

**Diploma of Higher Education (DipHE)**

**Bachelor of Arts with Honours (BA (Hons))**

To be delivered from:

<b>Level</b>	<b>Date</b>
Level 1 or Certificate of Higher Education (CertHE)	2019-20
Level 2 or Diploma of Higher Education (DipHE)	2020-21
Level 3 or Bachelor of Arts with Honours (BA (Hons))	2021-22

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## **1. Introduction**

This document describes one of the University of Lincoln's programmes using the protocols required by the UK National Qualifications Framework as defined in the publication *QAA guidelines for preparing programme specifications*.

This programme operates under the policy and regulatory frameworks of the University of Lincoln.

## 2. Basic Programme Data

<b>Final Award:</b>	Bachelor of Arts with Honours (BA (Hons))
<b>Programme Title:</b>	English
<b>Exit Awards and Titles</b>	Certificate of Higher Education (CertHE) Diploma of Higher Education (DipHE) Bachelor of Arts with Honours (BA (Hons))
<b>Subject(s)</b>	English
<b>Mode(s) of delivery</b>	Full Time Part Time
<b>Is there a Placement or Exchange?</b>	No
<b>UCAS code</b>	Q300
<b>Awarding Body</b>	University of Lincoln
<b>Campus(es)</b>	Lincoln Campus
<b>School(s)</b>	School of English and Journalism
<b>Programme Leader</b>	Amy Culley (aculley)
<b>Relevant Subject Benchmark Statements</b>	
<b>Professional, Statutory or Regulatory Body Accreditation</b>	
<b>Programme Start Date</b>	2019-20

## 3. Programme Description

### 3.1 Overview

### 3.2 Aims and Objectives

The intellectual, economic and political life of our society depends upon a use of language which is both critical and creative. Students of English have the opportunity to acquire powers of analysis and communication that help them to develop as individuals, as responsible contributors to organisations, and as articulate members of a democratic society. English first became a university subject about a century ago; the course team believes that it continues to be of relevance to succeeding generations of students. In 20th century intellectual history such terms and issues as language, narrative, and identity, all major themes in English, have become central to the humanities and social studies in general. In some ways English has become a paradigm of human studies. Secondly, a great deal of the collective memory of humanity is stored in the literature we read. These are the stories and other texts that have formed our culture and the way we think. We read them to know who we are, sometimes to interrogate their effects on our humanity, and sometimes to explore how other people in other times and other places have answered the challenge of making meaning in their lives. Thirdly, English is not just a national but a world literature, and we need more than ever to ponder the implications of this, both for others, and for ourselves, whoever 'we' may be. Finally, the revolution in communications has made the study of English not less but more important. Writing is still the basis of the modern mass media whether in print, film, television or computer mediated communication. The skills and insights learned in literary studies will aim to help students to understand not just literature but all forms of communication in which stories are told and words are used. English studies are fundamentally concerned with thinking about how we make sense of the world and each other. That self-knowledge is as vital and valuable in the 21st century as it has ever been.

#### QAA Subject Benchmark Statement(s):

The BA (Hons) English programme responds to the United Kingdom QAA benchmark statement(s) for the subject of English. Benchmarking Analysis provides a detailed specification of the relationship between this programme's curriculum and the relevant QAA benchmark.

#### Internal contexts:

The BA (Hons) English degree programme is located within the School of English and Journalism, part of the College of Arts. English has been taught as an undergraduate subject at the University and its predecessor institutions for many years, at first as part of a joint honours Humanities-related undergraduate course. English is currently delivered as a single as well as a joint honours programme. Undergraduate numbers have grown significantly since the degree was first offered in 1999, when a cohort of approximately 36 single honours students began the course. In 2014-15, some 85 single honours English students enrolled on the first year of the undergraduate programme. The English course at Lincoln has always enjoyed healthy communication and a happy relationship with its students, and student feedback, along with the invaluable advice of our external examiners, has been a significant factor in the revision of the programme. Our popularity with students has been marked by our success in the 2014 NSS results, where we placed in the top 20%. The success of the English programme has enabled a steady expansion of the academic staff base, with a consequent growth of the range of the undergraduate syllabus, and the depth in which specialist areas can be taught. The undergraduate English programme is central to English provision at Lincoln. In 2006, the English portfolio was extended with the delivery of an MA in English Studies, and in 2010 we

introduced an MA in Twenty-First Century Literature, currently the only one in the country based on 21st century writing. An MA in Creative Writing was established in the following academic year and an interdisciplinary MA in Nineteenth Century Studies, featuring significant contributions from English colleagues commenced in September 2015. Each of these programmes has recruited well from amongst our graduates and further afield. In addition, in 2016 there are eleven PhD students in English, working on literature ranging from the Eighteenth to the Twenty-First centuries.

Our English programmes are delivered in a research-informed environment. The undergraduate programme itself has been developed so as to allow students to benefit as much as possible from the research interests of the academic staff, notably in terms of the optional modules based on staff specialisms, but also from an active and ambitious research culture. This includes the provision of regular research papers and talks organised by the English and Journalism Research Seminar, The Twenty-First Century Research Group and the Nineteenth Century Research Group. The high standard of our published research has been reflected in our REF2014 result, the first for English at Lincoln, in which 51.5% of our outputs were rated as 3\* (internationally excellent) or 4\*(world-leading)

#### External contexts:

The current version of the BA (Hons) English programme has been developed in response to the changing nature of English, which, as a dynamic, self-reflexive and self-critical subject, is continually evolving. The reconfiguration of the existing English degree has enabled us to include new or expanded delivery of research-informed teaching in fields such as world literature, class in performance and American literature, and 20th century Irish literature, and to develop new approaches to established areas such as Victorian literature, creative writing, post-colonial literature and postmodernism.

In recent years recruitment to UK English degree programmes has decreased due to a range of factors, including the introduction of the £9000 fee cap. Data produced by HESA suggests that the number of first degree entrants to English Studies programmes dropped by 5% between 2007-08 and 2013-14. While student numbers on the BA (Hons) English programme at Lincoln fell a little in line with the national trend, recruitment is significantly increased for 2016-17 and the subject remains one of the most popular in the College of Arts.

Graduates with an English degree are to be found in a wide range of professions. In particular, the critical, imaginative and communication skills of English graduates are valued in the fields of advertising, broadcasting, journalism, publishing, teaching, arts management, public relations and personnel management. In an employability guide produced by the HEA and the English Subject Centre in 2004, the employment skills delivered by studying English as outlined in the QAA Subject Benchmark Statement are as follows:

- Advanced literacy and communication skills and the ability to apply these skills in appropriate contexts including the ability to present sustained and persuasive written and oral arguments cogently and coherently.
- The capacity to analyse and critically examine diverse forms of discourse.
- The ability to adapt and transfer the critical methods of the discipline to a variety of working environments.
- The ability to acquire substantial quantities of complex information of diverse kinds in a structured and systematic way involving the use of the distinctive interpretive skills of the subject.
- Competence in planning and executing essays, reports and project work.
- The capacity for independent thought and judgement, and skills in critical reasoning.

- The ability to comprehend and develop intricate concepts in an open ended way which involves an understanding of aims and consequences.
- The ability to work with and in relation to others through the presentation of ideas and information and the collective negotiation of solutions.
- The ability to understand, interrogate and apply a variety of theoretical positions and weigh the importance of alternative perspectives.
- The ability to handle information and argument in a critical and self-reflective manner.

A similar set of competencies is listed on After English, a website established by the English Subject Centre in 2009 to promote the employability of English graduates [<http://www.afterenglish.ac.uk/welcome/index.htm> , accessed 8 June 2015]. The English programme at Lincoln is designed to cultivate these skills through varied teaching and assessment methods, including interviews, presentations, editing tasks, and group work, as well as written essays and examinations. Student employability is further enhanced by the close links we enjoy with our alumni and the University Careers and Employability service. These links are fully expressed in our biannual Careers evenings, at which alumni and careers staff give advice and information to our current students.

### **3.3 Variations to Standard Regulations and Guidance**

None

## 4. Programme Outcomes

Programme-level learning outcomes are identified below.

Refer to *Appendix I – Curriculum Map* for details of how outcomes are deployed across the programme.

### 4.1 Knowledge and Understanding

On successful completion of this programme a student will have knowledge and understanding of:

- 1 Demonstrate knowledge of literature and language, including a substantial number of authors and texts from different periods of literary history.
- 2 Demonstrate knowledge and understanding of the distinctive character of texts written in the principal literary genres (fiction, poetry and drama) and of other kinds of writing and communication.
- 3 Have experience of the range of literatures in English and of regional and global varieties of the English language.
- 4 Have an appreciation of the power of imagination in literary creation.
- 5 Have an awareness of the role of critical traditions in shaping literary history.
- 6 Have knowledge of linguistic, literary, cultural and socio-historical contexts in which literature is written and read.
- 7 Have knowledge of the relationship between literature and other media including, where appropriate, film, or other forms of cultural production.
- 8 Have knowledge of useful and precise critical terminology and, where appropriate, linguistic and stylistic terminology.
- 9 Have an awareness of the range and variety of approaches to literary study, including creative practice, performance, and critical and/or linguistic theory.
- 10 Have an awareness of how literature and language produce and reflect cultural change and difference.
- 11 Recognize the multi-faceted nature of the discipline, and of its complex relationship to other disciplines and forms of knowledge.

### 4.2 Subject Specific Intellectual Skills

On successful completion of this programme a student will be able to:

- 12 Able to articulate knowledge and understanding of texts, concepts and theories relating to English studies.
- 13 Demonstrate sensitivity to generic conventions and to the shaping effects upon communication of circumstances, authorship, textual production and intended audience.
- 14 Demonstrate responsiveness to the central role of language in the creation of meaning and a sensitivity to the affective power of language.
- 15 Have command of a broad range of vocabulary and an appropriate critical terminology.
- 16 Have an awareness of how different social and cultural contexts affect the nature of language



and meaning.

- 17 Have an understanding of how cultural norms and assumptions influence questions of judgement.
- 18 Able to comprehend the complex nature of literary languages, and be aware of the relevant research by which they may be better understood.

### **4.3 Subject Specific Practical Skills**

On successful completion of this programme a student will be able to:

- 19 Demonstrate critical skills in the close reading and analysis of texts.
- 20 Demonstrate rhetorical skills of effective communication and argument, both oral and written.
- 21 Have bibliographic skills appropriate to the discipline, including accurate citation of sources and consistent use of conventions in the presentation of scholarly work.

### **4.4 Transferable Skills and Attributes**

On successful completion of this programme a student will be able to:

- 22 Demonstrates advanced literacy and communication skills and the ability to apply these in appropriate contexts, including the ability to present sustained and persuasive written and oral arguments cogently and coherently.
- 23 Demonstrates the capacity to analyse and critically examine diverse forms of discourse.
- 24 Demonstrates the ability to engage in processes of drafting and redrafting texts to achieve clarity of expression and an appropriate style.
- 25 Demonstrates the capacity to adapt and transfer the critical methods of the discipline to a variety of working environments
- 26 Demonstrates the ability to acquire substantial quantities of complex information of diverse kinds in a structured and systematic way involving the use of the distinctive interpretative skills of the subject.
- 27 Demonstrates competence in the planning and execution of essays and project-work.
- 28 Demonstrates the capacity for independent thought and judgement.
- 29 Demonstrates skills in critical reasoning.
- 30 Demonstrates the ability to comprehend and develop intricate concepts in an open-ended way which involves an understanding of purpose and consequences.
- 31 Demonstrates the ability to work with and in relation to others through the presentation of ideas and information and the collective negotiation of solutions.
- 32 Demonstrates the ability to understand, interrogate and apply a variety of theoretical positions and weigh the importance of alternative perspectives.
- 33 Demonstrates the ability to handle information and argument in a critical and self-reflective manner.
- 34 Demonstrates research skills, including scholarly information retrieval skills, involving the ability to gather, sift and organise material independently and critically, and evaluate its significance.

- 35 Demonstrates information-technology skills such as word-processing, and the ability to access electronic data.
- 36 Demonstrates time-management and organisational skills, as shown by the ability to plan and present conclusions effectively.

For details of each module contributing to the programme, please consult the module specification document.

## **5. Learning, Teaching and Assessment Strategies**

### **5.1. Learning and Teaching Strategy**

The learning and teaching strategy adopted within the BA (Hons) English programme is set out below.

Intellectual independence is one of the most important qualities of mind of the English student. By the time students graduate, they will be expected to think of themselves as independent learners. English modules aim to encourage and support them to achieve this by using flexible and varied means of teaching, learning and assessment. Students will have the opportunity to learn to work in groups and individually, to produce reports, essays, literature reviews and projects, to assess themselves and their peers and to give presentations. They will be encouraged to learn to find and use a wide variety of primary and secondary reading, books, journals and online sources and to employ a range of different critical approaches for different purposes in different contexts. Sources may include visual culture, historical and biographical writing, films, television, multimedia and oral material as well as more traditional definitions of literature. Students reading English at Lincoln will also have the opportunity to work extensively with new technologies and digital sources in pursuing their studies.

English modules incorporate a wide range of teaching, learning and assessment methods, reflecting the broad nature of the learning outcomes for the subject. At all levels, lectures and seminars are the norm in most modules, though there are some seminar-only optional modules (where seminars last for 1.5 or 2 hours) and workshops for more practical, skills-based work. The seminar is the core teaching and learning activity, as it is seen as the most effective way of encouraging active debate rather than the passive acquisition of information. Although a good deal of work is tutor-led at first, student independence is encouraged. Student choice is one of the ways in which this is achieved: choice within modules, and, in years two and three, choice between modules. The Independent Study at level three is taught through individual tutorials, a teaching method not employed at earlier levels. At this stage, students are expected to be able to manage the process of setting up a research topic, and negotiating the management and completion of the project with the tutor.

Student progression is encouraged through a developing set of learning outcomes at each level.

At Level 1, students are expected to:

- develop a grasp of key critical concepts and terms, and some proficiency in the analysis and discussion of poetry, drama, and narrative
- develop an understanding of the practices and skills required for literary studies
- develop proficiency in the identification, sourcing, and use of books and electronic texts
- develop skills of academic writing, including presentation of essays and referencing
- show some awareness of the conceptual role of ideology in the study of literary texts
- have a good working knowledge of representative texts from the period 1832 to 1910, and be able to relate them to their cultural context
- develop an understanding of key concepts and themes in American culture.
- develop an understanding of key concepts and themes in popular culture.

In addition, they will be expected to make some progress in personal communications skills, group work, presentations, research practice and written work of various kinds.

At Level 2, students are expected to:

- develop their ability to manage and successfully carry out more complex research projects
- demonstrate capacity for independent learning and reflection

- extend the process of assessing group formation, practice and process
- demonstrate enhanced skills in group work, presentation, IT , and written work
- develop an understanding of the history of critical theory and use critical theory in their own work
- develop an understanding of modernist writing and why and how it differs from the established ways of writing it disrupted
- develop an understanding of how post-colonial discourses function, and be able to recognise and analyse the ideas, forms and contexts of British Literature 1950-2000, OR
- have chosen from a range of optional modules, and have produced detailed analyses of chosen topics, demonstrating in-depth knowledge and understanding of both the literary qualities and the cultural production of texts.

In addition, students are expected to make further progress in personal communications skills, group work, presentations, research practice and written work of various kinds, and should continue the process of development towards independent study

At Level 3, students are expected to:

- engage in independent research using a wide variety of sources and methods
- develop cogent arguments of their own in relation to issues and debates, and support such arguments thoroughly
- be able to organize and utilize large amounts of information and, if necessary, groups of people and associates
- appreciate and critically evaluate current and past debates within critical and cultural theory
- be aware of different research methodologies, and choose and use them appropriately
- show a high level of critical reflection upon their own work
- evaluate and apply theoretical frameworks
- show high levels of communication skills in writing and presentation
- work as a highly effective and independent group member
- have a good working knowledge of a representative selection of texts from the period 1710 to 1832, and be able to relate these to their historical and cultural contexts
- have chosen from a range of optional modules, and have produced detailed analyses of chosen topics, demonstrating in-depth knowledge and understanding of both the literary qualities and the cultural production of texts
- produce a substantial study demonstrating their ability to work as independent learners and to produce writing which is thorough, detailed, well researched, cogently argued, and appropriately referenced.

The learning outcomes for individual modules encompass these points, as well as outcomes of subject knowledge.

### Personal Tutors

All new English students are allocated to a personal tutor group led by a member of a academic staff who is designated as the personal tutor for the student over their full period of study.

A Writing Centre has been established in order to aid English students with writing challenges, which may have been identified by academic staff in feedback. The Writing Centre is currently staffed by Michael Blackburn, a poet, publisher and former- Royal Literary Fellow who is attached to the School. This facility operates in addition to the Library support for academic writing and the University's Wellbeing Centre which inter alia provides support for students with learning differences.

## **5.2. Assessment Strategy**

Assessment is designed to allow students to demonstrate their achievement of the above learning outcomes, and therefore incorporates a variety of methods. Different skills are called for in in-class tests, examinations, presentations, projects, portfolios and essays. Each level offers a range of these assessment methods. Throughout the programme there is increasing emphasis on self-direction and self-responsibility by the student culminating in the Independent Study at Level 3, but the aim has been to allow students to experience a range of different assessments throughout the programme. A table of assessment in all modules at all 3 levels forms Appendix 3 of this document. Assessment Map gives a top-level indication of the scheduling and distribution of assessment modes within the programme. Details of module assessment strategy are included with each module specification.

## 6. Programme Structure

The total number of credit points required for the achievement of Certificate of Higher Education (CertHE) is 120.

The total number of credit points required for the achievement of Diploma of Higher Education (DipHE) is 240.

The total number of credit points required for the achievement of Bachelor of Arts with Honours (BA (Hons)) is 360.

### Level 1

<b>Title</b>	<b>Credit Rating</b>	<b>Core / Optional</b>
Making Americans 2019-20	15	Core
Introduction to Literary Studies 2019-20	15	Core
Introduction to Poetry 2019-20	15	Core
Introduction to Narrative 2019-20	15	Core
Introduction to Popular Culture 2019-20	15	Core
Early Victorian Literature: Rebellion and Reform 2019-20	15	Core
Late Victorian to Edwardian Literature: Decadence, Degeneration and the Long Edwardian Summer 2019-20	15	Core
Drama Theatre Performance 2019-20	15	Core

### Level 2

<b>Title</b>	<b>Credit Rating</b>	<b>Core / Optional</b>
American Literature II 2020-21	15	Optional
American Literature I 2020-21	15	Optional
Writing Portfolio 2020-21	15	Optional
Restoration Literature 2020-21	15	Optional
The Creative Process 2020-21	15	Optional
Renaissance Literature 2020-21	15	Optional
Theory Wars 2020-21	15	Core
Making It New: An Introduction to Literary Modernism 2020-21	15	Core
Modern Drama (Level 2) 2020-21	15	Optional
Postcolonialism 2020-21	15	Core
Dis-Locations: the Literature of Late Capitalism 2020-21	15	Core
Study Period Abroad - English 2020-21	60	Optional
Class, Power and Performance on Stage and Screen 2020-21	15	Optional
After The End: Reading the Apocalypse 2020-21	15	Optional
Arthur and His Court 2020-21	15	Optional
British Medieval Literature 2020-21	15	Optional

### Level 3

<b>Title</b>	<b>Credit Rating</b>	<b>Core / Optional</b>
Genre and Popular Culture 2021-22	30	Optional
Independent Study: Creative Writing 2021-22	30	Optional
Southern Accents 2021-22	15	Optional
Independent Study: English 2021-22	30	Optional
Gothic in Literature and Film 2021-22	15	Optional

Contemporary Drama 2021-22	15	Optional
Postmodernism: Apocalypse and Genesis 1967-2000 2021-22	15	Optional
Life Writing 2021-22	15	Optional
Literature and the Environment 2021-22	15	Optional
Literature, Film and Gender 2021-22	15	Optional
Women's Writing and Feminist Theory 2021-22	15	Optional
The Making of English Literature: Georgian Literature, 1710-1832 2021-22	30	Core
Sex, Texts and Politics: Geoffrey Chaucer's Canterbury Tales 2021-22	15	Optional
Science Fiction 2021-22	15	Optional
Lost in the Funhouse: Experimental American Literary Fiction Since the Sixties 2021-22	15	Optional
The Literature of Childhood 2021-22	15	Optional
Madness, The Body, Literature 2021-22	15	Optional
Moving Home: Literatures of American Migration 2021-22	15	Optional
Irish Writing since 1900 2021-22	15	Optional
A Dream Deferred: Class in American Literature 2021-22	15	Optional
Shakespeare I 2021-22	15	Optional
Shakespeare II 2021-22	15	Optional
Monsters and Violence in Middle English Romance 2021-22	15	Optional
Twenty-First Century British Fiction 2021-22	15	Optional
Growing Up and Growing Old: Youth and Age across the Nineteenth Century 2021-22	15	Optional
American Detective Fiction and Film: 1930 to the Present Day 2021-22	15	Optional
Single Author Study A 2021-22	15	Optional
Single Author Study B 2021-22	15	Optional

## Appendix I - Curriculum Map

This table indicates which modules assume responsibility for delivering and ordering particular programme learning outcomes.

**Key:**  Delivered and Assessed     Delivered     Assessed

### Level 1

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Drama Theatre Performance 2019-20		✓				✓			✓			
Early Victorian Literature: Rebellion and Reform 2019-20	✓	✓	✓			✓				✓	✓	
Introduction to Literary Studies 2019-20		✓		✓			✓		✓	✓	✓	
Introduction to Narrative 2019-20		✓					✓					
Introduction to Poetry 2019-20		✓		✓			✓		✓			
Introduction to Popular Culture 2019-20	✓		✓		✓	✓				✓		
Late Victorian to Edwardian Literature: Decadence, Degeneration and the Long Edwardian Summer 2019-20	✓	✓	✓			✓				✓	✓	
Making Americans 2019-20					✓	✓			✓	✓	✓	

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24
Drama Theatre Performance 2019-20	✓					✓				✓		
Early Victorian Literature: Rebellion and Reform 2019-20	✓	✓			✓					✓	✓	
Introduction to Literary Studies 2019-20			✓		✓	✓	✓	✓		✓	✓	✓
Introduction to Narrative 2019-20	✓		✓			✓	✓	✓		✓	✓	
Introduction to Poetry 2019-20	✓		✓			✓	✓	✓		✓	✓	
Introduction to Popular Culture 2019-20	✓				✓	✓	✓			✓		
Late Victorian to Edwardian Literature: Decadence, Degeneration and the Long Edwardian Summer 2019-20	✓	✓			✓					✓	✓	



	PO25	PO26	PO27	PO28	PO29	PO30	PO31	PO32	PO33	PO34	PO35	PO36
Making Americans 2019-20		✓			✓				✓			
Drama Theatre Performance 2019-20		✓			✓				✓	✓	✓	✓
Early Victorian Literature: Rebellion and Reform 2019-20		✓							✓	✓	✓	✓
Introduction to Literary Studies 2019-20		✓			✓				✓	✓	✓	✓
Introduction to Narrative 2019-20		✓			✓	✓			✓	✓		✓
Introduction to Poetry 2019-20		✓			✓	✓			✓	✓		✓
Introduction to Popular Culture 2019-20			✓	✓	✓							✓
Late Victorian to Edwardian Literature: Decadence, Degeneration and the Long Edwardian Summer 2019-20		✓							✓	✓	✓	✓
Making Americans 2019-20		✓			✓				✓	✓	✓	✓

## Level 2

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
After The End: Reading the Apocalypse 2020-21	✓	✓	✓		✓	✓	✓					✓
American Literature I 2020-21	✓	✓	✓		✓	✓	✓		✓		✓	
American Literature II 2020-21	✓	✓	✓		✓	✓	✓		✓			
Arthur and His Court 2020-21												
British Medieval Literature 2020-21												
Class, Power and Performance on Stage and Screen 2020-21	✓	✓	✓			✓	✓		✓		✓	
Dis-Locations: the Literature of Late Capitalism 2020-21	✓	✓	✓			✓	✓	✓	✓		✓	✓
Making It New: An Introduction to Literary Modernism 2020-21	✓	✓	✓	✓		✓	✓		✓		✓	
Modern Drama (Level 2) 2020-21		✓	✓	✓		✓	✓	✓	✓	✓	✓	

Postcolonialism 2020-21	✓	✓	✓			✓	✓	✓	✓		✓	✓
Renaissance Literature 2020-21	✓	✓	✓			✓	✓		✓	✓		
Restoration Literature 2020-21	✓	✓	✓			✓	✓		✓			
Study Period Abroad - English 2020-21	✓	✓										✓
The Creative Process 2020-21				✓						✓		
Theory Wars 2020-21					✓	✓	✓	✓	✓	✓	✓	✓
Writing Portfolio 2020-21				✓						✓		

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24
After The End: Reading the Apocalypse 2020-21	✓	✓	✓		✓	✓	✓	✓		✓	✓	
American Literature I 2020-21	✓	✓					✓	✓		✓	✓	
American Literature II 2020-21	✓	✓					✓	✓		✓	✓	✓
Arthur and His Court 2020-21												
British Medieval Literature 2020-21												
Class, Power and Performance on Stage and Screen 2020-21	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	
Dis-Locations: the Literature of Late Capitalism 2020-21	✓	✓	✓	✓		✓	✓	✓		✓	✓	
Making It New: An Introduction to Literary Modernism 2020-21	✓	✓			✓	✓	✓	✓		✓	✓	
Modern Drama (Level 2) 2020-21	✓	✓	✓				✓	✓		✓	✓	
Postcolonialism 2020-21	✓	✓	✓	✓		✓	✓	✓		✓	✓	
Renaissance Literature 2020-21	✓	✓			✓	✓	✓	✓		✓	✓	
Restoration Literature 2020-21	✓	✓			✓		✓	✓		✓	✓	
Study Period Abroad - English 2020-21	✓	✓	✓				✓	✓	✓	✓	✓	
The Creative Process 2020-21	✓	✓	✓					✓		✓	✓	✓
Theory Wars 2020-21	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Writing Portfolio 2020-21	✓	✓	✓					✓		✓	✓	✓

	PO25	PO26	PO27	PO28	PO29	PO30	PO31	PO32	PO33	PO34	PO35	PO36
After The End: Reading the Apocalypse 2020-21	✓	✓		✓	✓			✓	✓	✓	✓	✓

American Literature I 2020-21	✓	✓					✓	✓	✓	✓	✓	✓
American Literature II 2020-21	✓	✓					✓	✓	✓	✓	✓	✓
Arthur and His Court 2020-21												
British Medieval Literature 2020-21												
Class, Power and Performance on Stage and Screen 2020-21	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓
Dis-Locations: the Literature of Late Capitalism 2020-21	✓	✓		✓	✓			✓	✓	✓	✓	✓
Making It New: An Introduction to Literary Modernism 2020-21	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓
Modern Drama (Level 2) 2020-21	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Postcolonialism 2020-21	✓	✓		✓	✓			✓	✓	✓	✓	✓
Renaissance Literature 2020-21	✓	✓		✓				✓		✓		✓
Restoration Literature 2020-21	✓	✓		✓			✓	✓		✓		✓
Study Period Abroad - English 2020-21		✓	✓	✓	✓			✓	✓			
The Creative Process 2020-21						✓		✓	✓	✓	✓	✓
Theory Wars 2020-21		✓		✓	✓			✓	✓	✓	✓	✓
Writing Portfolio 2020-21						✓		✓	✓	✓	✓	✓

### Level 3

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
A Dream Deferred: Class in American Literature 2021-22		✓					✓	✓		✓		✓
American Detective Fiction and Film: 1930 to the Present Day 2021-22												
Contemporary Drama 2021-22		✓	✓	✓			✓	✓	✓	✓	✓	✓
Genre and Popular Culture 2021-22		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Gothic in Literature and Film 2021-22	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
Growing Up and Growing Old: Youth and Age across the Nineteenth Century 2021-22												

Independent Study: Creative Writing 2021-22		✓		✓	✓	✓	✓	✓	✓	✓	✓	
Independent Study: English 2021-22	✓	✓	✓	✓			✓	✓	✓		✓	✓
Irish Writing since 1900 2021-22	✓	✓			✓	✓		✓	✓	✓	✓	✓
Life Writing 2021-22			✓			✓	✓	✓	✓	✓	✓	✓
Literature and the Environment 2021-22	✓				✓		✓	✓	✓	✓	✓	✓
Literature, Film and Gender 2021-22	✓	✓				✓	✓	✓	✓	✓	✓	✓
Lost in the Funhouse: Experimental American Literary Fiction Since the Sixties 2021-22												
Madness, The Body, Literature 2021-22	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
Monsters and Violence in Middle English Romance 2021-22												
Moving Home: Literatures of American Migration 2021-22												
Postmodernism: Apocalypse and Genesis 1967-2000 2021-22	✓			✓		✓	✓	✓	✓	✓	✓	✓
Science Fiction 2021-22	✓			✓		✓	✓	✓		✓	✓	✓
Sex, Texts and Politics: Geoffrey Chaucer's Canterbury Tales 2021-22												
Shakespeare I 2021-22		✓			✓	✓		✓	✓	✓		✓
Shakespeare II 2021-22		✓			✓	✓		✓	✓	✓		✓
Single Author Study A 2021-22												
Single Author Study B 2021-22												
Southern Accents 2021-22	✓					✓	✓	✓	✓	✓	✓	✓
The Literature of Childhood 2021-22	✓	✓			✓	✓		✓		✓		✓
The Making of English Literature: Georgian Literature, 1710-1832 2021-22	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
Twenty-First Century British Fiction 2021-22												
Women's Writing and Feminist Theory 2021-22	✓				✓	✓	✓	✓	✓	✓	✓	✓
	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24
A Dream Deferred: Class in American Literature 2021-22		✓	✓	✓	✓	✓	✓	✓		✓	✓	

American Detective Fiction and Film: 1930 to the Present Day 2021-22												
Contemporary Drama 2021-22		✓	✓	✓	✓					✓	✓	
Genre and Popular Culture 2021-22		✓	✓	✓	✓			✓	✓	✓		
Gothic in Literature and Film 2021-22		✓	✓	✓	✓			✓	✓	✓		
Growing Up and Growing Old: Youth and Age across the Nineteenth Century 2021-22												
Independent Study: Creative Writing 2021-22	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
Independent Study: English 2021-22	✓	✓	✓	✓	✓				✓	✓	✓	✓
Irish Writing since 1900 2021-22		✓	✓	✓	✓		✓	✓	✓	✓		
Life Writing 2021-22		✓	✓	✓	✓				✓	✓		
Literature and the Environment 2021-22		✓	✓	✓	✓				✓	✓		
Literature, Film and Gender 2021-22		✓	✓	✓	✓			✓	✓	✓		
Lost in the Funhouse: Experimental American Literary Fiction Since the Sixties 2021-22												
Madness, The Body, Literature 2021-22		✓	✓	✓	✓		✓	✓	✓	✓		
Monsters and Violence in Middle English Romance 2021-22												
Moving Home: Literatures of American Migration 2021-22												
Postmodernism: Apocalypse and Genesis 1967-2000 2021-22		✓	✓	✓	✓				✓	✓		
Science Fiction 2021-22												
Sex, Texts and Politics: Geoffrey Chaucer's Canterbury Tales 2021-22												
Shakespeare I 2021-22	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	
Shakespeare II 2021-22	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	
Single Author Study A 2021-22												
Single Author Study B 2021-22												
Southern Accents 2021-22		✓	✓	✓	✓				✓	✓		
The Literature of Childhood 2021-22	✓	✓	✓	✓	✓			✓	✓	✓		
The Making of English Literature: Georgian Literature, 1710-1832 2021-22		✓	✓	✓	✓		✓	✓	✓	✓		

Twenty-First Century British Fiction 2021-22												
Women's Writing and Feminist Theory 2021-22		✓	✓	✓	✓					✓	✓	
	PO25	PO26	PO27	PO28	PO29	PO30	PO31	PO32	PO33	PO34	PO35	PO36
A Dream Deferred: Class in American Literature 2021-22												
American Detective Fiction and Film: 1930 to the Present Day 2021-22												
Contemporary Drama 2021-22	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Genre and Popular Culture 2021-22	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Gothic in Literature and Film 2021-22	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Growing Up and Growing Old: Youth and Age across the Nineteenth Century 2021-22												
Independent Study: Creative Writing 2021-22	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
Independent Study: English 2021-22	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
Irish Writing since 1900 2021-22	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Life Writing 2021-22	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Literature and the Environment 2021-22	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Literature, Film and Gender 2021-22	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Lost in the Funhouse: Experimental American Literary Fiction Since the Sixties 2021-22												
Madness, The Body, Literature 2021-22	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Monsters and Violence in Middle English Romance 2021-22												
Moving Home: Literatures of American Migration 2021-22												
Postmodernism: Apocalypse and Genesis 1967-2000 2021-22	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Science Fiction 2021-22	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Sex, Texts and Politics: Geoffrey Chaucer's Canterbury Tales 2021-22												
Shakespeare I 2021-22	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓

Shakespeare II 2021-22	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Single Author Study A 2021-22												
Single Author Study B 2021-22												
Southern Accents 2021-22	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
The Literature of Childhood 2021-22	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
The Making of English Literature: Georgian Literature, 1710-1832 2021-22	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓
Twenty-First Century British Fiction 2021-22												
Women's Writing and Feminist Theory 2021-22	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓

## Appendix II - Assessment Map

This table indicates the spread of assessment activity across the programme. Percentages indicate assessment weighting.

### Level 1

	01	02	03	04	05	06	07	08	09	10	11	12
Drama Theatre Performance 2019-20											50	50
Early Victorian Literature: Rebellion and Reform 2019-20												100
Introduction to Literary Studies 2019-20				30								70
Introduction to Narrative 2019-20												
Introduction to Poetry 2019-20						35						
Introduction to Popular Culture 2019-20												
Late Victorian to Edwardian Literature: Decadence, Degeneration and the Long Edwardian Summer 2019-20												
Making Americans 2019-20												

	13	14	15	16	17	18	19	20	21	22	23	24
Drama Theatre Performance 2019-20												
Early Victorian Literature: Rebellion and Reform 2019-20												
Introduction to Literary Studies 2019-20												
Introduction to Narrative 2019-20												
Introduction to Poetry 2019-20	65											
Introduction to Popular Culture 2019-20												
Late Victorian to Edwardian Literature: Decadence, Degeneration and the Long Edwardian Summer 2019-20												30
Making Americans 2019-20												



	25	26	27	28	29	30	31	32	33	34	35	36
Drama Theatre Performance 2019-20												
Early Victorian Literature: Rebellion and Reform 2019-20												
Introduction to Literary Studies 2019-20												
Introduction to Narrative 2019-20			100									
Introduction to Poetry 2019-20												
Introduction to Popular Culture 2019-20		100										
Late Victorian to Edwardian Literature: Decadence, Degeneration and the Long Edwardian Summer 2019-20			70									
Making Americans 2019-20			100									

	37	38	39	40	41	42	43	44	45	46	47	48
Drama Theatre Performance 2019-20												
Early Victorian Literature: Rebellion and Reform 2019-20												
Introduction to Literary Studies 2019-20												
Introduction to Narrative 2019-20												
Introduction to Poetry 2019-20												
Introduction to Popular Culture 2019-20												
Late Victorian to Edwardian Literature: Decadence, Degeneration and the Long Edwardian Summer 2019-20												
Making Americans 2019-20												

	49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33, 34, 35)
Drama Theatre Performance 2019-20						
Early Victorian Literature: Rebellion and Reform 2019-20						

Introduction to Literary Studies 2019-20												
Introduction to Narrative 2019-20												
Introduction to Poetry 2019-20												
Introduction to Popular Culture 2019-20												
Late Victorian to Edwardian Literature: Decadence, Degeneration and the Long Edwardian Summer 2019-20												
Making Americans 2019-20												

## Level 2

	01	02	03	04	05	06	07	08	09	10	11	12
After The End: Reading the Apocalypse 2020-21	100											
American Literature I 2020-21												100
American Literature II 2020-21												
Arthur and His Court 2020-21												100
British Medieval Literature 2020-21												100
Class, Power and Performance on Stage and Screen 2020-21												
Dis-Locations: the Literature of Late Capitalism 2020-21												
Making It New: An Introduction to Literary Modernism 2020-21										35		
Modern Drama (Level 2) 2020-21												
Postcolonialism 2020-21												100
Renaissance Literature 2020-21												
Restoration Literature 2020-21												
Study Period Abroad - English 2020-21												
The Creative Process 2020-21					15				15			
Theory Wars 2020-21												
Writing Portfolio 2020-21												

	13	14	15	16	17	18	19	20	21	22	23	24
After The End: Reading the Apocalypse 2020-21												
American Literature I 2020-21												
American Literature II 2020-21												
Arthur and His Court 2020-21												
British Medieval Literature 2020-21												
Class, Power and Performance on Stage and Screen 2020-21												
Dis-Locations: the Literature of Late Capitalism 2020-21												
Making It New: An Introduction to Literary Modernism 2020-21		65										
Modern Drama (Level 2) 2020-21												
Postcolonialism 2020-21												
Renaissance Literature 2020-21	100											
Restoration Literature 2020-21												
Study Period Abroad - English 2020-21												
The Creative Process 2020-21	70											
Theory Wars 2020-21												
Writing Portfolio 2020-21												
	25	26	27	28	29	30	31	32	33	34	35	36
After The End: Reading the Apocalypse 2020-21												
American Literature I 2020-21												
American Literature II 2020-21				100								
Arthur and His Court 2020-21												
British Medieval Literature 2020-21												
Class, Power and Performance on Stage and Screen 2020-21						50		50				
Dis-Locations: the Literature of Late	50		50									

Capitalism 2020-21												
Making It New: An Introduction to Literary Modernism 2020-21												
Modern Drama (Level 2) 2020-21	50		50									
Postcolonialism 2020-21												
Renaissance Literature 2020-21												
Restoration Literature 2020-21				100								
Study Period Abroad - English 2020-21										100		
The Creative Process 2020-21												
Theory Wars 2020-21				100								
Writing Portfolio 2020-21			100									

	37	38	39	40	41	42	43	44	45	46	47	48
After The End: Reading the Apocalypse 2020-21												
American Literature I 2020-21												
American Literature II 2020-21												
Arthur and His Court 2020-21												
British Medieval Literature 2020-21												
Class, Power and Performance on Stage and Screen 2020-21												
Dis-Locations: the Literature of Late Capitalism 2020-21												
Making It New: An Introduction to Literary Modernism 2020-21												
Modern Drama (Level 2) 2020-21												
Postcolonialism 2020-21												
Renaissance Literature 2020-21												
Restoration Literature 2020-21												
Study Period Abroad - English 2020-21												
The Creative Process 2020-21												
Theory Wars 2020-21												
Writing Portfolio 2020-21												

	49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33, 34, 35)
After The End: Reading the Apocalypse 2020-21						
American Literature I 2020-21						
American Literature II 2020-21						
Arthur and His Court 2020-21						
British Medieval Literature 2020-21						
Class, Power and Performance on Stage and Screen 2020-21						
Dis-Locations: the Literature of Late Capitalism 2020-21						
Making It New: An Introduction to Literary Modernism 2020-21						
Modern Drama (Level 2) 2020-21						
Postcolonialism 2020-21						
Renaissance Literature 2020-21						
Restoration Literature 2020-21						
Study Period Abroad - English 2020-21						
The Creative Process 2020-21						
Theory Wars 2020-21						
Writing Portfolio 2020-21						

### Level 3

	01	02	03	04	05	06	07	08	09	10	11	12
A Dream Deferred: Class in American Literature 2021-22												
American Detective Fiction and Film: 1930 to the Present Day 2021-22											15	
Contemporary Drama 2021-22												



	13	14	15	16	17	18	19	20	21	22	23	24
A Dream Deferred: Class in American Literature 2021-22	100											
American Detective Fiction and Film: 1930 to the Present Day 2021-22	85											
Contemporary Drama 2021-22												
Genre and Popular Culture 2021-22												
Gothic in Literature and Film 2021-22												
Growing Up and Growing Old: Youth and Age across the Nineteenth Century 2021-22												
Independent Study: Creative Writing 2021-22											100	
Independent Study: English 2021-22											100	
Irish Writing since 1900 2021-22												
Life Writing 2021-22	100											
Literature and the Environment 2021-22												
Literature, Film and Gender 2021-22												
Lost in the Funhouse: Experimental American Literary Fiction Since the Sixties 2021-22		100										
Madness, The Body, Literature 2021-22												
Monsters and Violence in Middle English Romance 2021-22												
Moving Home: Literatures of American Migration 2021-22	100											
Postmodernism: Apocalypse and Genesis 1967-2000 2021-22												
Science Fiction 2021-22	100											
Sex, Texts and Politics: Geoffrey Chaucer's Canterbury Tales 2021-22												
Shakespeare I 2021-22	100											
Shakespeare II 2021-22		100										
Single Author Study A 2021-22					100							
Single Author Study B 2021-22												

Southern Accents 2021-22	100												
The Literature of Childhood 2021-22	100												
The Making of English Literature: Georgian Literature, 1710-1832 2021-22		30											
Twenty-First Century British Fiction 2021-22	100												
Women's Writing and Feminist Theory 2021-22	100												
	25	26	27	28	29	30	31	32	33	34	35	36	
A Dream Deferred: Class in American Literature 2021-22													
American Detective Fiction and Film: 1930 to the Present Day 2021-22													
Contemporary Drama 2021-22	50		50										
Genre and Popular Culture 2021-22			60										
Gothic in Literature and Film 2021-22			100										
Growing Up and Growing Old: Youth and Age across the Nineteenth Century 2021-22													
Independent Study: Creative Writing 2021-22													
Independent Study: English 2021-22													
Irish Writing since 1900 2021-22				100									
Life Writing 2021-22													
Literature and the Environment 2021-22		100											
Literature, Film and Gender 2021-22								100					
Lost in the Funhouse: Experimental American Literary Fiction Since the Sixties 2021-22													
Madness, The Body, Literature 2021-22													
Monsters and Violence in Middle English Romance 2021-22													
Moving Home: Literatures of American Migration 2021-22													
Postmodernism: Apocalypse and Genesis 1967-2000 2021-22													



Science Fiction 2021-22												
Sex, Texts and Politics: Geoffrey Chaucer's Canterbury Tales 2021-22												
Shakespeare I 2021-22												
Shakespeare II 2021-22												
Single Author Study A 2021-22												
Single Author Study B 2021-22								100				
Southern Accents 2021-22												
The Literature of Childhood 2021-22												
The Making of English Literature: Georgian Literature, 1710-1832 2021-22		30		40								
Twenty-First Century British Fiction 2021-22												
Women's Writing and Feminist Theory 2021-22												
	37	38	39	40	41	42	43	44	45	46	47	48
A Dream Deferred: Class in American Literature 2021-22												
American Detective Fiction and Film: 1930 to the Present Day 2021-22												
Contemporary Drama 2021-22												
Genre and Popular Culture 2021-22												
Gothic in Literature and Film 2021-22												
Growing Up and Growing Old: Youth and Age across the Nineteenth Century 2021-22												
Independent Study: Creative Writing 2021-22												
Independent Study: English 2021-22												
Irish Writing since 1900 2021-22												
Life Writing 2021-22												
Literature and the Environment 2021-22												
Literature, Film and Gender 2021-22												
Lost in the Funhouse: Experimental American Literary Fiction Since the Sixties 2021-22												

Madness, The Body, Literature 2021-22												
Monsters and Violence in Middle English Romance 2021-22												
Moving Home: Literatures of American Migration 2021-22												
Postmodernism: Apocalypse and Genesis 1967-2000 2021-22												
Science Fiction 2021-22												
Sex, Texts and Politics: Geoffrey Chaucer's Canterbury Tales 2021-22												
Shakespeare I 2021-22												
Shakespeare II 2021-22												
Single Author Study A 2021-22												
Single Author Study B 2021-22												
Southern Accents 2021-22												
The Literature of Childhood 2021-22												
The Making of English Literature: Georgian Literature, 1710-1832 2021-22												
Twenty-First Century British Fiction 2021-22												
Women's Writing and Feminist Theory 2021-22												
							49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33, 34, 35)
A Dream Deferred: Class in American Literature 2021-22												
American Detective Fiction and Film: 1930 to the Present Day 2021-22												
Contemporary Drama 2021-22												
Genre and Popular Culture 2021-22												
Gothic in Literature and Film 2021-22												
Growing Up and Growing Old: Youth and Age across the Nineteenth Century 2021-22												

Independent Study: Creative Writing 2021-22						
Independent Study: English 2021-22						
Irish Writing since 1900 2021-22						
Life Writing 2021-22						
Literature and the Environment 2021-22						
Literature, Film and Gender 2021-22						
Lost in the Funhouse: Experimental American Literary Fiction Since the Sixties 2021-22						
Madness, The Body, Literature 2021-22						
Monsters and Violence in Middle English Romance 2021-22						
Moving Home: Literatures of American Migration 2021-22						
Postmodernism: Apocalypse and Genesis 1967-2000 2021-22						
Science Fiction 2021-22						
Sex, Texts and Politics: Geoffrey Chaucer's Canterbury Tales 2021-22						
Shakespeare I 2021-22						
Shakespeare II 2021-22						
Single Author Study A 2021-22						
Single Author Study B 2021-22						
Southern Accents 2021-22						
The Literature of Childhood 2021-22						
The Making of English Literature: Georgian Literature, 1710-1832 2021-22						
Twenty-First Century British Fiction 2021-22						
Women's Writing and Feminist Theory 2021-22						

## Appendix III - Benchmark Analysis

This table maps programme learning outcomes to relevant QAA subject benchmark statements or PSRB guidelines.

### Knowledge and Understanding

	Eng01	Eng02	Eng03	Eng04	Eng05	Eng06	Eng07	Eng08	Eng09
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									
PO8									
PO9									
PO10									
PO11									
				Eng10	Eng11	Eng12	Eng13	Eng14	Eng15
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									
PO8									
PO9									
PO10									
PO11									

## Subject Specific Intellectual Skills

	Eng01	Eng02	Eng03	Eng04	Eng05	Eng06	Eng07	Eng08	Eng09
PO12									
PO13									
PO14									
PO15									
PO16									
PO17									
PO18									

	Eng10	Eng11	Eng12	Eng13	Eng14	Eng15
PO12						
PO13						
PO14						
PO15						
PO16						
PO17						
PO18						

## Subject Specific Practical Skills

	Eng01	Eng02	Eng03	Eng04	Eng05	Eng06	Eng07	Eng08	Eng09
PO19									
PO20									
PO21									

	Eng10	Eng11	Eng12	Eng13	Eng14	Eng15
PO19						
PO20						
PO21						

## Transferable Skills and Attributes

	Eng01	Eng02	Eng03	Eng04	Eng05	Eng06	Eng07	Eng08	Eng09
PO22									
PO23									
PO24									
PO25									
PO26									
PO27									
PO28									
PO29									
PO30									
PO31									
PO32									
PO33									
PO34									
PO35									
PO36									

	Eng10	Eng11	Eng12	Eng13	Eng14	Eng15
PO22						
PO23						
PO24						
PO25						
PO26						
PO27						
PO28						
PO29						
PO30						
PO31						

PO32						
PO33						
PO34						
PO35						
PO36						

## **Appendix IV: Benchmark Benchmark Statement(s)**



**Eng01** - *This is the minimum requirement that should be reached by honours graduates.*

**Eng02** - *Graduates who have studied English as a significant component of their degree will be able to demonstrate their knowledge of the subject as defined by the breadth of the curriculum indicated in section 3 above.*

**Eng03** - *Their knowledge will include awareness of the different ideas and values represented in and through literature and language and of how different critical and creative approaches to them are themselves productive of knowledge.*

**Eng04** - *Graduates in English will be able to demonstrate powers of textual analysis and critical argument and will display competence in written English, and in oral expression...*

**Eng05** - *They will be able to consider views other than their own and exercise a degree of independent critical judgement in the close reading of texts.*

**Eng06** - *They will be able to conduct research through self-formulated questions and tasks, supported by the gathering of relevant information and organised lines of enquiry, resulting in a sustained piece or pieces of work.*

**Eng07** - *This is the level of attainment reached by the typical student whose results fall into the main cluster.*

**Eng08** - *Typical honours graduates who have studied English as a significant component of their degree will be able to demonstrate a wide knowledge of the subject as defined by the breadth of the curriculum indicated in section 3 above and an ability to...*

**Eng09** - *Their knowledge will incorporate the ability to interpret different ideas and values represented in and through language and literature. They will be able to recognise and articulate the ways in which these different approaches generate knowledge.*

**Eng10** - *They will be able to demonstrate confident analytic skills together with powers of textual analysis and fluent critical argument. They will have developed an effective command of written English together with a wide-ranging and accurate vocabulary.*

**Eng11** - *They will show an informed awareness of historical and cultural differences and of the affective power of language to shape meaning.*

**Eng12** - *They will be able to engage in critical debate with views other than their own, show independence of thought, and exercise a degree of critical judgement of their own and others' work.*

**Eng13** - *They will be able to read and/or produce texts with care and precision, paying attention to the importance of verbal detail, structure and form, and of the role of the reader in the process of communication and interpretation.*

**Eng14** - *They will be able to conduct research through self-formulated tasks and questions, supported by the gathering of relevant information and materials and organised lines of enquiry resulting in a piece or pieces of work of sustained imaginative and/or...*

**Eng15** - *They will achieve scholarly standards of presentation and of writing accurately, clearly and effectively.*