

Section 1: BASIC INFORMATION

1.1	Awarding Institution:	University of St Mark & St John
1.2	Teaching Institution:	University of St Mark & St John
1.3	Locus of Delivery:	University of St Mark & St John
1.4	Final Award Title:	Bachelor of Arts (Hons)
1.5	FHEQ Level:	4, 5, 6
1.6	Programme Title:	English
1.7	Mode and Duration of Study:	Full time – 3 years Part time – in line with University regulations
1.8	UCAS Code(s):	Q3W8
1.9	Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent
1.10	Accrediting Professional Body/ PSRB:	Not applicable
1.11	QAA Subject Benchmarking Group(s):	English Linguistics Dance, Drama and Performance
1.12	Other External Points of Reference:	Creative Writing National Association of Writers in Education Benchmark Statements FHEQ

1.13	Language of Study (<i>for learning, teaching and assessment</i>):	English
1.14	Work-Based Learning Arrangements:	Work-based learning is incorporated into the second year
1.15	Foundation Degree Progression Routes:	N/A
1.16	Arrangements for Distance Learning:	N/A
1.17	Original Date of Production:	March 2015
1.18	Date of Commencement:	September 2015
1.19	Review Date:	31 August 2021

2. Programme Outline

2.1 Integrating Sustainability into the Curriculum

The acquisition of skills that will enable students to live and work sustainably in the future is fundamental to the English degree programme. All modules successfully completed endow students with a wide range of attributes that transfer to many working environments. The ability to work independently and as part of a team; a diverse range of writing and interpretative competencies, and research capabilities towards the timely production of investigative outcomes are but a few of these. Issues of environmental and cultural sustainability are addressed directly through ecocritical approaches to literature and creative writing in elements of the first year module, ECRC03 'Intertextuality: Creative Reading and Writing', and in the second year module ECRD03 'Language and Ideology'.

3. Distinctive Features

The key distinctive feature of the programme is its vocational emphasis. With an eye firmly on employability, the rigorous study of English equips students with the generic English and writing and communication skills so valued by employers. A work-based learning module

offers the chance to experience the subject in a work-related environment, while gaining academic credit towards the degree qualification. The inherent transferability of English skills are thus consolidated to practical effect. (Please see section 9 for more details about work-based learning.) Digital literacy skills, so necessary to many current-day work environments, are embedded across the programme and students are able to tailor uptake of training according to their needs.

Students are encouraged to identify their own subject emphasis and can choose to focus mainly on Creative Writing, or English Literature, or maintain a broader English-based study. Involving engagement with texts as writer and reader, the programme enables students to work with a variety of forms including fiction, memoir, poetry, travel journalism, screenplay, stage play, and writing for new media. Literature from across the centuries to the present day is included, and the way in which English language functions is studied. The Creative Writing focus encourages students to identify their own unique voice and writing styles and involves students in the publication of their original writing and the chance to see their stage writing put into performance by those on our Acting programme.

Increasing levels of sophistication are an important part of the programme design, enabling a deeper and more detailed engagement with the subject matter as the student progresses, thus ensuring academic coherence and rigor across the curriculum that is, nonetheless, accessible and adaptable to individual student needs.

A series of Visiting Writers has run successfully for a number of years and brings published writers, or other professionals involved with writing-related industries into the University to take classes with students and to deliver evening presentations for students, staff and members of the public. (Please see section 6.1 for more information about the Visiting Writer series.)

The programme offers the opportunity to study abroad with partner institutions in the USA. Students join an equivalent programme in America for the second semester of the second year, so that academic experience coheres with that at the University of St Mark and St John. Involvement with Camp America is also a possibility (please see section 9 for more details about Camp America).

Field trip opportunities include a residential Writers' Retreat.

4. Programme Aims

The English programme aims are those that seek to:

1. Provide a unique and diverse approach to the study of English through Creative Writing, English Literature and English Language modules.
2. Enable students to place their own subject emphasis on Creative Writing, or English Literature, or on a broad-based English degree.
3. Enable insight into the literary forms of poetry, fiction, drama and creative non-fiction, whilst also offering engagement with digital forms of new media.
4. Provide experience of the subject through engagement with a series of Visiting Writers: those working as professional writers beyond the institution, or in writing-related fields. Eg: novelists, poets, literary agents, travel journalists, broadcast producers, etc.
5. Enable awareness of global, contemporary and historical contexts of English language, and literature from a range of periods, including pre-1800.
6. Enable development of high-level writing, analytic, communication and digital literacy skills, tailored to individual need and desire, including skills that transfer to many work places.
7. Provide experience of the subject in a work-based environment, so increasing work proficiency while simultaneously gaining academic credit.

5. Programme Learning Outcomes

The Learning Outcomes for the English BA Honours Programme outlined here have been drawn up with reference to the USMSJ Strategy, USMSJ academic expertise, and benchmark statements from the QAA *Subject Benchmark Statement English 2007*; the QAA *Subject Benchmark Statement English: Draft for Consultation September 2014*; the National Association for Writers in Education (NAWE) *Creative Writing Subject Benchmark Statement (2008)*, and the QAA Subject Benchmark Statement, *Linguistics 2007*.

Knowledge & understanding:

By the end of this programme students should be able to demonstrate:-

- 1 knowledge of a range of authors and texts in English from different periods of literary history in regional and global varieties.
- 2 knowledge of a wide variety of forms, genres and contexts for creative writing, literature, and language use, including poetry, prose fiction, dramatic writing, journalistic writing, and other forms of non-fiction;
- 3 knowledge of principles of literary and linguistic analysis, and the use of these as a tool for creative and intellectual development;
- 4 knowledge of the contexts in which creative writers and English graduates work in the public arts and professional sectors;
- 5 an awareness of the ways in which literature produces and reflects cultural change and difference, including the role of critical traditions in literary history;
- 6 an ability to analyse language, spoken and written, in a broad range of contexts and genres;

Intellectual skills:

By the end of this programme students should be able to demonstrate:-

- 7 an understanding of good practice in critical and creative writing, including a sense of the value of reflective literary analysis, group critique, reflective planning and the redrafting process;
- 8 critical skills in the close reading, description, analysis, or production of literary texts;
- 9 the ability to articulate knowledge and understanding of texts, concepts and theories relating to English studies while employing a broad range of vocabulary and appropriate critical terminology;
- 10 bibliographic skills appropriate to the discipline, including accurate citation of sources and consistent use of conventions in the presentation of scholarly work;
- 11 an ability to analyse standard and non-standard language and the processes of standardisation in written and spoken interaction.

Practical and transferable skills:

By the end of this programme students should be able to demonstrate:-

- 12 Experience of their subject in a work-based context including the ability to prepare

- for and reflect upon that experience.
- 13 high level skills in the writing, reading, and analysis of written and verbal English;
 - 14 a highly developed capacity for independent thought and judgement including skills of creative thinking, critical reasoning and rhetorical style;
 - 15 competence in the planning and execution of both creative and critical projects over both the short and long term;
 - 16 skills in information technology, including those involving word-processing- desktop publishing-, blog-writing-, presentation- and screen-writing-software, and the retrieval of electronic data;
 - 17 high-order communication skills and the ability to apply these in appropriate contexts, including the ability to present sustained and persuasive written arguments cogently and coherently, and the ability to communicate effectively in group situations, some of which are highly emotive.

6. Learning and Teaching Methods

The variety of Learning and Teaching Methods includes the lecture, seminar, tutorial, workshop, work placement, student symposium, access to video and audio recordings, presentations, the study of texts, the production of texts, participation in and/or analysis of performance, and the retrieval and utilisation of information from a variety of digital and hard-copy sources.

Glossary of Learning and Teaching terms:

Directed Study: Specific reading task set by the lecturer for students to undertake.

Lecture: Subject introduced and delivered by the lecturer at a specific time in order to give an overview of a topic or text.

Seminar: A group of up to 25 people discussing a topic that may well have been introduced in a lecture; seminars facilitate and encourage student-led discussion. The group may work upon a text in detail, and it may also involve the reading of a paper by one member followed by discussion.

Symposium: A formal, conference-like meeting in which panels of students make presentations on a particular topic for discussion and assessment.

Text: Any artifact, written, audio, visual, filmic, or performed, that is

capable of being read.

Tutorial: One-to-one teaching (student to lecturer) usually for counselling purposes based on the student's work.

Work Placement: Work experience opportunity in a professional, subject-related context beyond the university. Preparation for, completion of and reflection upon the work placement takes place and is formally assessed in the second year and contributes to the degree outcome.

Workshop: A meeting engaged in intensive study or work normally in a creative field. The focus is upon specific pieces of writing, often that of the students themselves. Suggestions for the development and improvement of a particular piece of writing are made from within the group.

6.1 Learning Enhancement

The Visiting Writer series enhances learning through the introduction onto the programme of professional, published writers from diverse backgrounds. The series has run since 2009 and has included novelists, poets, short-story writers, writers of screenplay, writers of stage-play, literary agents, lyricists, radio and TV writers and producers, travel journalists, branding copy writers and those working in other writing-related contexts. Visiting Writers hold writing classes with students and make evening presentations in relation to their writing specialisms and career progression to students, staff and members of the public.

The residential Writers' Retreat has also run for a number of years, enhancing learning through the opportunities it offers in terms of clearly demarked time for writing away from other pressures and distractions. The venue – always relatively remote – sees students involved in self-directed time in which to write and read and share writing across the year groups. A dramatic setting, fresh air, cosy accommodation, good food and a willingness to support one another's writing process all contribute to the success of this popular field trip.

Visits to the theatre are included in the proposed programme and students are invited to an on-going series of productions by students on the Acting programme.

A Shakespeare Summer School offers an additional chance to study Shakespeare intensively and includes a visit to London's Globe Theatre.

Other field trips are incorporated into the programme as opportunities present themselves, for example book launches and literary festivals.

Information to literary and arts events beyond the institution are promoted through 'Learning Space' (please see next section for more information regarding Learning Space).

6.2 e-Learning

All modules will involve the use of e-Learning. Essentials include the use of Learning Space, the University's Virtual Learning Environment. Learning Space (LS) provides lecture and seminar resources on a week by week basis, the opportunity to put forward writing for peer-group feedback, and a point via which to submit assignments and access marked work. Induction into the use of Learning Space (and, for those who need it, into the use of University email) is provided during induction week.

Access to electronic library resources will be addressed on ECRC90. Awareness of 'digital footprint' and 'digital reputation' is also considered in ECRC01 where students have the opportunity to act upon the 'electronic reputation' they would like to establish on the internet: something increasingly investigated by the majority of prospective employers.

Personal Development Planning (PDP) includes the opportunity to develop an electronic profile using Mahara, a fully featured web application, where students can create journals, upload files, embed social media resources from the web and collaborate with other student users. Mahara provides students with an easy way of keeping an online portfolio as part of their Personal Development Planning.

MARGen is the University's Academic Referencing Generator, designed to help students at the University of St Mark and St John correctly format references in academic pieces of work.

Available to assist with IT queries and training needs throughout the degree programme is the IT Training and Support centre. Located next to the 24 hour Computer Lab, the IT team provide support and training for ICT skills, from basic to advanced level. In addition the IT Training and Support team can help students work towards and gain additional IT vocational qualifications, such as:

- BCS: ECDL & ECDL Advanced
- OCR: Clait & Clait Plus

- OCR: Text Processing qualifications from levels 1 to 3
- BCS: e-Type touch typing certificate

These qualifications will enhance career prospects, as they are recognised by employers. Training for these accredited awards is free for students on the University's programmes. An exam fee is payable for each modular exam undertaken. The full list of additional qualifications and modules available can be found on the website at:

<http://www.marjon.ac.uk/partners/ittraining/>

In addition, modules on the English programme will engage students with software usage as follows:

Module Code	Title	Software
ECRC90	Engaging with Learning: English	Word; Powerpoint.
ECRC01	The Craft of Writing	Celtx Screenplay-writing WordPress blog-writing
ACTC05	20th Century Text in Performance	Celtx Stage play-writing
ECRD04	Work-based Learning	electronic profile; use of partner electronic systems.
ECRH01	Screen Writing and Filmic Language	Celtx screenplay writing

7. Modes of Assessment

Modes of assessment include portfolios of creative writing and critical commentaries; literary critical essays; seminar presentations; critical analysis; practical projects; case studies; profile; lay-out and pitch.

- Case study:** A written report on a single person the student has worked with, perhaps in a clinical or educational environment.
- Creative writing:** Imaginative written interpretations and representations of the world and beyond in various forms and genres that invite the complex participation of the audience or reader.
- Critical analysis:** The consideration of a text in a manner which explores its literary and cultural or linguistic elements, supporting that investigation through the application of theoretical frameworks.
- Critical commentary:** Reflective writing which accompanies creative pieces and which is expressed in a formal, academic language register as it explores issues of literary and cultural context, content and influence; issues of crafting process and theory, and literary critical perspectives.
- Dissertation:** An extended piece of writing undertaken in the third year of study. Equivalent to two 20 credit modules, this single writing assignment (around 10,000 words including, where appropriate, a critical commentary) is based upon a topic of the student's choice, which has been approved by a dissertation supervisor.
- Essay:** A sustained response to essay question or title (anything from 1500 to 5000 words may be required) in which an exploration is made of the issues arising from the question or title, in terms of a critical analysis and interpretation of the text or texts under consideration.
- Layout:** The use of industry software such as Adobe InDesign or Photoshop to create full magazines or individual pages using text and image.
- Practical Project:** An assessment point requiring the production of an artefact or performance.
- Portfolios:** collated pieces of work in a specified form or forms.
- Presentation:** Student-led, spoken delivery of pre-prepared material on a specific topic.

Profile: A short journalistic piece of writing about a specific individual.

8. Exemptions to University Regulations

N/A

9. Work-Based Learning / Placement Learning

The work-based learning module provides students with the opportunity to experience the subject in a work-related environment, while gaining academic credit towards the degree qualification. Many of our graduates continue into teaching training and therefore will want to undertake work-based learning in schools. Other work-based/placement learning on the programme will include the following indicative opportunities:

Other proposed opportunities include experience in magazine and book publishing contexts, and in-house placements in the University's Library and Archive.

Placement	Engagement	Support	Mentoring	Assessment
Ways with Words Literary Festival	2 week office placement work experience (press release writing and programming; customer contact, etc) and/or festival internship (bookings and event managing).	Placement briefing and analysis; skill matching; application and CV writing.	Site visits	Application portfolio. Reflective portfolio.
Camp America	9 week visit from May or June.	Support application and interview process.	Devise suitable creative writing workshop material.	Application portfolio. Reflective

				portfolio.
Derriford Hospital Radio	Writing and recording short stories to brief.	Workshop writing and assess suitability.	Site visits	Application portfolio. Reflective portfolio.
Storybook Dads HM Prison Dartmoor	Half day a week for a year. Adobe Premier, Adobe Audition and Photoshop training given in situ. Working with creative writing; assessment of prisoners' work; editing of DVDs and CDs; production of comic books; story-writing classes.	Support application and interview process.	Site visits	Application portfolio. Reflective portfolio.

10. Programme Structure

	Module Code ¹	Module Title	Credits	Assessment			Semester/ Term [^]	C/O**	Non- condonable#
				%age Course work	%age Written exam	%age Practical exam			
Level 4	ECRC90	Engaging with Learning: English	20	100%			X	C	
	ECRC04	Writing, Place and Well-Being	20	100%			X	C	
	ECRC01	The Craft of Writing	20	100%			A	C	
	ECRC03	Intertextuality: Creative Reading and Writing	20	100%			A	C	
	PAEC02	Children's Literature and Drama in Education	20	100%			B	C	
	ACTC05	20 th Century Text in Performance	20	100% or 50%		50%	B	C	
Level 5	ECRD03 (UMJD01)	Language and Ideology	20	100%			X	C	
	ECRD04 (UMJD02)	Work-based Learning	20	100%			X	C	
	ECRD02	Shakespeare in Context	20				A	C	
	ECRD01	The Language of Modern Fiction	20	100%			A	C	
	ECRD05	From Gothic to Sci-Fi	20	100%			B	C	
	JAMD03	Journalism: Written 2	20	100%			B	C	
L	LCSH57	Poetics and Stylistics	20	100%			A	C	
	ECRH01	Screen Writing and Filmic Language	20	100%			A	C	
	ECRHD1	Dissertation Part One – English Literature	20	100%			A	C*	

ECRHD3	Dissertation Part One – Creative Writing	20	100%			A	C*	
ECRH03	Writing and Therapy: Theory and Practice	20	100%			B	C	
ECRH04	Romanticism and Landscape	20	100%			B	C	
ECRHD2	Dissertation Part Two – English Literature	20	100%			B	C*	
ECRHD4	Dissertation Part Two – Creative Writing	20	100%			B	C*	

***Students will take 2 x 20 credit dissertation modules in the respective discipline.**

Key: (delete any of the following not used in table)

^ For modules delivered by semester:

- A or B = Semester A or B
- X = modules delivered across Semesters A and B

** C = compulsory; O = optional

A √ indicates that the module is non-condonable on this programme.

¹ a definitive module descriptor is required for each module

11. Accrediting Professional Body / Professional Regulatory and Statutory Body (PSRB)

N/A

12. Professional Advisory Group

The University of St Mark and St John holds institutional membership of the National Association of Writers in Education (NAWE) – a subject association for Creative Writing whose publications *Bench Mark Statements* (2008) and *Beyond the Benchmark Statements* (2012) have informed the design of the programme. Programme Leader, Hayden Gabriel, has served a four-year term on the HE Committee for NAWE and has peer-reviewed articles for NAWE's new free-access, academic journal *Writing in Practice*.

13. Academic Progression Opportunities

MA Professional Studies (English Lit) at the University of St Mark and St John is one route available to graduates of the University of St Mark and St John, as is Teacher Training. Masters level study in Creative Writing, or English Literature, or Professional Writing and Teacher Training at other institutions, are further progression opportunities.

14. Employability and Career Progression Opportunities

The highly developed writing, communication and analytic skills acquired on the programme are valued by a range of employers including in the Arts and Publishing industries. Graduates from the English programme are able to undertake teacher training for either primary or secondary level.

15. Support for Students and for Student Learning

The University recognises the value of the whole student experience within Higher Education and students have full access to University facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service in the following areas:

- Academic Advice
- Disability and Inclusion Advice Service
- Funding Advice
- Student Counselling and Well-being
- Out of hours welfare

In addition, the University provides support with:

- Academic Skills
- Accommodation
- Employability and Career development

Student support and guidance is further promoted by the following:

- Personal development tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is used for social gathering, quiet reflection or prayer.
- On-campus Nursery provision.

16. Student Feedback Mechanisms

Module Evaluation Forms: (MEFs) are given to students for completion at the end of each module asking them to evaluate all elements of the module. The forms are processed by administrative staff, following which, the Modules Leaders and Programme Leader review the data and all comments, taking any necessary action which arises from the MEFs. A summary of the MEF feedback and any necessary action is included in the annual Programme Report which is passed to line managers and senior management.

Staff Student Liaison Committee: meet twice every semester and include at least one (and usually more) student representative from each year. The SSLC offers an

opportunity to celebrate positive aspects of the programme and discuss any problems which may have arisen and so these meetings play an important role in ensuring that students have a voice in decisions made in relation to their subject. Each first year cohort elects a student representative for their year and – at second and third year levels – it is usual for a student representative to be elected for each module. Training is given to student representatives regarding the procedural demands of the role.

SSLC meetings also offer opportunities for students to engage with the reports made by the External Examiner.

Following SSLC meetings, it is common practice for ‘You Said – We Did’ feedback to be promulgated via Learning Space outlining responses to points raised.

The Student Experience Council offers a further opportunity for reflective communication regarding the course.

Student feedback from all sources – formal and informal – is taken very seriously and utilised by staff on the English Programme in an on-going process to further enhance, develop and refine the programme and its delivery.

17. Other Stakeholder Feedback (ie graduates and employers)

In line with feedback from students, the design of the English programme allows students to decide their own subject-emphasis through student-led assessment choice on ECR prefixed modules which offer a choice of Creative Writing or Literary Critical assessment tasks – or both – in the second and third years. The choice of either a Creative Writing or English Literature dissertation in the final year further consolidates emphasis.

Also influenced by student feedback is the fact that the programme is exam-free.

18. Quality and Enhancement Mechanisms

Quality and Enhancement mechanisms in place at the University of St Mark and St John include routine module evaluation, and annual report writing at Programme Leader, Head of Department, and Dean of Faculty levels. Department reviews have recently been introduced and are due to become annual events. Programmes are required to revalidate every four years.

External examiners are engaged on a four-year rota. Reports are formally responded to and promulgated among staff and students. Reports for both English Literature and Creative Writing have been extremely positive for many years and a high proportion of graduates attain the 2.1 or first class degree outcome valued by employers and prerequisite to study at Masters Level and for most Teacher Training.

Appendix 1 – Mapping

matrix Certificate Level 1

Level 4	Knowledge and Understanding						Intellectual Skills					Practical and Transferable Skills					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
ECRC90	x	x	x		x	x		x	x	x		x		x	x	x	x
ECRC04	x	x		x	x	x	x	x	x	x			x	x	x	x	x
ECRC01	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x
ECRC03	x	x	x		x	x	x	x	x	x		x	x	x	x	x	x
ACTC05	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x
PAEC02	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Diploma Level

Level 5	Knowledge and Understanding						Intellectual Skills					Practical and Transferable Skills					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
ECRD01	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x
ECRD02	x	x	x		x	x	x	x	x	x		x	x	x	x	x	x
ECRD03	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x
ECRD04		x	x	x	x	x		x	x	x		x	x	x	x	x	x
ECRD05	x	x	x	x	x	x	x	x	x	x			x	x	x	x	
JAMDO 3	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x

Honours Level

Level 6	Knowledge and Understanding						Intellectual Skills					Practical and Transferable Skills					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
ECRH01	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
LCSH57	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x
ECRHD1	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x

ECRHD3	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x
ECRH03	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x
ECRH04	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x
ECRHD2	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x
ECRHD4	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x

Appendix 2 – Programme level descriptors

Credit Level 4 – Certificate	Students awarded a qualification at this level will have demonstrated:
Knowledge and Understanding	<ul style="list-style-type: none"> - factual and/or conceptual knowledge and understanding of key generic features of prose, poetry, drama and film and of key concepts and principles associated with creative writing practice in those, and other, forms. - awareness of critical and crafting theory; - awareness of ethical issues in creative writing with an ability to discuss these in relation to personal beliefs and values. - close reading skills and understanding of terminology used in discussing and analysing texts; - understanding of relevant historical, social and political contexts.
Intellectual Skills	<ul style="list-style-type: none"> - the ability to analyse published and student writing, using given classifications/principles; - the ability to synthesise ideas and information in imaginative ways; - the ability to apply tools/methods accurately and carefully to a well defined problem and begin to appreciate the complexity of issues; - - the ability to identify conventions of given written forms. - the ability to assimilate academic criticism; - the ability to present work according to scholarly conventions; - analytical skills and critical judgement; - the ability to construct informed arguments.
Practical Skills	<ul style="list-style-type: none"> - the ability to write creatively using certain conventions of form using a range of specified creative writing techniques; - the ability to act with limited autonomy, under direction or supervision, within defined guidelines; - the ability to communicate a constructive critique of student work. - the ability to plan work effectively;

Transferable Skills	<ul style="list-style-type: none"> - the ability to work effectively with others as a member of a group and meet obligations to others (e.g. tutors and peers); - ability to manage limited time and meet deadlines; - the ability to work within an appropriate ethos, using and accessing a range of learning resources; - the ability to evaluate personal strengths and weaknesses within criteria largely set by others; - responsibility for their own learning with appropriate support; - the ability to communicate effectively in a variety of creative and critical formats and analyse written material in a clear and concise manner; - the ability to apply tools/methods accurately and carefully to a well defined problem and begin to appreciate the complexity of the issues of the discipline. - ability to write clearly, effectively and appropriately; - ability to adopt different approaches in tackling a well-defined problem and to begin to understand the complexity of literary texts and their contexts.
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Credit Level 5 – Diploma	Students awarded a qualification at this level will have demonstrated:
Knowledge and Understanding	<ul style="list-style-type: none"> - detailed knowledge of crafting theories and awareness of a variety of ideas, literary contexts and frameworks; - detailed knowledge of particular authors and periods of literature; - an awareness of wider social and environmental implications of area(s) of study; - an ability to debate issues in relation to general ethical perspectives. - awareness of different theoretical approaches governing interpretation; - broad understanding of relevant historical, social, political and cultural contexts.
Intellectual Skills	<ul style="list-style-type: none"> - the ability to analyse published- and student writing with minimum guidance using given classifications/principles; - the ability to synthesise ideas and information independently and in imaginative ways; - the ability to evaluate alternative methods and techniques for obtaining data/information; - the ability to accommodate, reformat and evaluate a range of ideas and perspectives towards a given creative and critical outcome; - the ability to select appropriate crafting techniques and evaluate the writing produced; - the ability to identify key elements of problems and choose appropriate methods for their resolution in a considered manner. - ability to construct coherent arguments informed by relevant research; - ability to debate issues arising from texts in relation to class, gender and sexuality; - ability to recognise complexity and to cope with the problematic.

<p>Practical Skills</p>	<ul style="list-style-type: none"> - the ability to write creatively using complex conventions of form; - the ability to write in defined contexts drawing upon a range of specified – and independently researched - creative writing techniques; the ability to operate in situations of varying complexity and predictability requiring the application of a wide range of techniques; - the ability to act with increasing autonomy, with minimal supervision, within defined guidelines; - the ability to communicate a constructive critique of student work and be a self-reflective practitioner. - effective planning, especially in undertaking larger-scale tasks.
<p>Transferable Skills</p>	<ul style="list-style-type: none"> - the ability to interact effectively within a team, giving and receiving information and ideas and modifying responses where appropriate; - the ability to manage learning using resources relevant to the discipline and particular task; - the ability to develop a professional working relationships with others;

- | | |
|--|--|
| | <ul style="list-style-type: none">- the ability to evaluate the strengths and weaknesses of their own output within specified contexts;- the ability to challenge received opinion and develop own criteria and judgement;- the ability to manage information; select appropriate data from a range of sources and develop appropriate research strategies;- responsibility for own learning, with minimum direction;- the ability to communicate effectively and in a variety of formats appropriate to the discipline(s), in a clear, concise manner;- the ability to identify key areas of problems and select appropriate tools/methods accurately for their resolution in a considered way.- ability to manage information; select appropriate information from a range of sources and develop appropriate research strategies;- ability to communicate effectively and persuasively in writing. |
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Credit Level 6 – Honours	Students awarded a qualification at this level will have demonstrated:
Knowledge and Understanding	<ul style="list-style-type: none"> - comprehensive/detailed knowledge of crafting theory and the conventions of a variety of forms with areas of specialisation in depth; - comprehensive knowledge of particular authors and periods of literature; - depth and breadth in the treatment of relevant, historical, social, political and cultural contexts; - the ability to critically evaluate different interpretive approaches. - an awareness of the provisional nature of knowledge; - an awareness of personal responsibility and professional codes of conduct; <p>the ability to incorporate a critical, ethical dimension into a major piece of work.</p>
Intellectual Skills	<ul style="list-style-type: none"> - the ability to analyse in depth and detail published- and student writing and new and/or abstract data and situations with minimum guidance using a range of theoretical frameworks and principles; - the ability to generate ideas and confidently synthesise information independently and in imaginative ways; - the ability to analyse new and/or abstract ideas without guidance, using a wide range of crafting and critical techniques and different theoretical approaches appropriate to English; - the ability to transform highly imaginative ideas independently towards a given purpose, designing assured, creative solutions, with minimal supervision; - the ability to critically evaluate own and others' work in an illuminating manner; - the ability to investigate contradictory information/ identify reasons for contradictions; - confidence and flexibility in identifying and defining complex problems, applying appropriate knowledge and skills to their solution.

	<ul style="list-style-type: none"> - ability to critically evaluate evidence according to its reliability, validity and significance; - ability to explore a well-defined topic in depth and detail.
<p>Practical Skills</p>	<ul style="list-style-type: none"> - the ability to write creatively building upon, and challenging, highly complex conventions of form; - employing with confidence accepted and innovative techniques and autonomous action, with minimal direction or supervision, within agreed guidelines; - the ability to communicate and lead constructive critiques of student work and be an insightful self-reflective practitioner. - the ability to plan and research a particular topic in a major piece of work; within agreed guidelines.

Transferable Skills	<ul style="list-style-type: none"> - the ability to interact effectively within a team, recognising, supporting and being proactive in leadership, negotiating in a professional context and managing conflict; - the ability to manage own learning using full range of resources relevant to the discipline; - the ability to work professionally within the discipline; - confidence in the application of own criteria of judgement and the ability to challenge received opinion and reflect on action; - the ability to seek and make use of feedback; - the ability to select and manage information, competently undertaking reasonably straight-forward research tasks with minimal guidance; - the ability to take responsibility for own work, to seek and make use of feedback, and be self-critical; - the ability to engage effectively in debate in a professional manner and produce detailed and coherent project reports; - confidence and flexibility in identifying and defining complex problems and applying appropriate knowledge, tools/methods for their solution. - the ability to manage learning using the full range of resources available; - the ability to identify underlying assumptions in writing; - the ability to construct a cogent, coherent and persuasive argument in a lengthy piece of work;
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