



LEEDS
BECKETT
UNIVERSITY

Course Specification

**BA (Hons) English
Literature**

Course Code: ENLIT

2019/20

leedsbeckett.ac.uk

BA (Hons) English Literature

Material Information Summary for 2019/20 Entrants

Confirmed at 5th October 2018

General Information

Award	Bachelor of Arts (with Honours) English Literature
Contained Awards	Bachelor of Arts English Literature Diploma of Higher Education English Literature Certificate of Higher Education English Literature
Awarding Body	Leeds Beckett University
Level of Qualification & Credits	Level 6 of the Framework for Higher Education Qualifications, with 120 credit points at each of Levels 4, 5 and 6 of the UK Credit Framework for Higher Education (360 credits in total)

Course Lengths & Standard Timescales

The standard start date for Leeds Beckett University induction week is reproduced below and relates to the majority of students starting a course in September 2019. A proportion of courses have alternate start dates which are displayed on the online prospectus and additionally will be notified to the students concerned via the offer letter. Non-September starters will also have their start dates confirmed in their offer letters.

- 3 years (full time, campus based)
Starts 23rd September 2019/ Ends June 2022
- 6 years (part time, campus based)
Starts 23rd September 2019/ Ends June 2025

Part Time Study	PT delivery is usually at half the intensity of the FT equivalent course, although there may be flexibility to increase your pace of study to shorten the overall course duration. Some modules may be delivered in a different sequence to that advertised within this Course Specification but the modules offered within each level are as advertised. Please note that the work placement option is not available to PT students.
Location(s) of Delivery	City Campus, Leeds (plus location of work placement, if applicable)
Entry Requirements	Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: http://www.leedsbeckett.ac.uk/studenthub/recognition-of-prior-learning/
Course Fees	Course fees and additional course costs are confirmed in your offer letter.

Timetable Information

Timetables will be made available to students during induction week via:

- i) The Student Outlook Calendar
- ii) The Student Portal
- iii) The Leeds Beckett app

Any difficulties relating to timetabled sessions can be discussed with your Course Administrator.

Policies, Standards and Regulations

<http://www.leedsbeckett.ac.uk/public-information/>

There are no additional or non-standard regulations which relate to your course

Key Contacts

Your Course Director Dr Emily Zobel Marshall

Your Academic Advisor

An academic advisor drawn from the Course Team will be allocated to you at induction. Your Academic Advisor will be there to guide you through any academic and pastoral issues you may face and to support you on your academic journey through your degree course.

Your Course Administrator Chris Calvert

Placement Information N/A

Professional Accreditation or Recognition Associated with the Course

Professional Body N/A

How is Accreditation/ Recognition Achieved? N/A

Course Accreditation/ Recognition Period N/A

Course Overview

Aims

- At level 4 we help students make the transition to advanced level study, focussing on the development of critical and analytical skills. We engage students in the close reading of a variety of texts including novels, poems, and plays, and encourage discussion and debate over the different ways they can be interpreted.

At this level, as outlined in the English Subject Benchmarks (2015) students 'interpret and articulate ideas and values as represented in the subject of English'.

- At Level 4, to aid transition to HE study, during Induction Week students have around ten hours of contact time spread across five days of bespoke workshops, seminars, lectures and events designed to introduce and enable their new experiences of study in higher education. These course-specific induction experiences are uniquely designed to foster memberships, support networks and offer students opportunities to work with us, ask questions about their course and transition to university life.
- At level 5 we take students on a journey around diverse literary landscapes, covering a range of historical and geographical contexts, from the literatures of Romanticism and the Victorian period through to the contemporary, from British and American Literature of the twentieth century to the postcolonial literatures of the Caribbean, India, Pakistan, South Africa, and Australia. We study literary texts in relation to their historical contexts, and introduce students to a range of theoretical approaches and debates within the subject of literary studies, including feminism, cultural materialism and postcolonial theory.

At level 5 the process of positioning students to make informed choices on the dissertation topic begins with a meeting of all Level 5 students at which staff discuss their expertise and approaches to framing a research question. The process is completed with the submission by each student of a formal application to be supervised by a particular member of staff. Students can also take advantage of optionality to enhance their employability skills by choosing to take a skills targeted employability module.

- At level 6 students choose specialist modules informed by the research interests of our widely published staff, as well as working on a guided research topic of their own choosing for the English Dissertation.
- At level 6 students will be able to use techniques of textual, theoretical, and contextual interpretation of literary texts in order to devise and sustain their own arguments, drawing on a range of approaches. Students reflect on the complexity of contextual knowledge and cultural value, and consider the wider social and ethical implications of reading and interpreting literary texts. At this level, as defined in the English Subject Benchmarks (2015) students will be able to demonstrate a 'wide knowledge of the subject and an ability to deploy a conceptual grasp of its central concerns'.
- At level 6, students will be able to demonstrate an ability to manage their own learning, and to make use of a wide range of learning resources in the planning, researching, and writing of a dissertation. Students will have reflected on their particular values and interests, and on how the skills they have acquired equip them for particular career paths.

In line with the University's Education Strategy 2016-21, the English Literature course clearly follows the Learning Pathway, moving from Engagement at level 4, a year in which students study a range of modules which develop their critical and analytical skills. At this level students are also engaged in debates, through class discussions and a variety of assessments including presentations, which help them analyse the world around them and their contemporary moment.

For example, this is delivered through the Contemporary literary studies module that engages students in cutting edge literary analysis and challenging and stimulating twenty-first century writing. We move on to Contextualisation at level 5, where students become well versed in examining texts in relation to their historical contexts and applying a range of key theoretical ideas. Enhanced optionality and the opportunity to further develop employability skills ensures student engagement as well as showing students how to contextualise the texts they read. At this level, students are encouraged to further scrutinise their social, historical, racial and economic positioning in the contemporary world.

Finally, at L6 the students embrace Independence by being given the opportunity to shape their own curriculum and learning diet through optionality and the opportunity to engage in a 10,000 words dissertation on a topic of their choice. As outlined in the English Subject Benchmarks (2015), through the dissertation students at the end of level 6 will be able to 'conduct independent research through self-formulated questions and tasks'.

The English dissertation is a challenging piece of work that allows students to apply the skills they have developed at level four and level five and, alongside the guidance of dedicated dissertation supervisors, develop independence in their thinking and confidence in their skills of literary analysis. It also allows them greater depth in their understanding of the field and their work in relation to it.

The more lengthy and challenging forms of assessment at this level, including student-led discussions, assignment questions and presentations, also ensure that students are able to 'organize relevant information to establish an appropriate written argument or response and achieve scholarly standards of presentation' as outlined in the English Subject Benchmarks (2015).

Course Learning Outcomes

At the end of the course, students will be able to:

1	Identify and evaluate the range and diversity of texts, both canonical and non- canonical, in their contexts – from local to global and from the present to the past (diversity might include gender, class, ethnicity, sexuality, disability and age).
2	Demonstrate critical thinking and analysis across the range of theoretical and contextual modes of English.
3	Produce sophisticated interpretations of literary and other texts (including self- generated ones) using coherent argument, and backed by appropriate evidence and research.
4	Identify and use the enterprise skills of evaluation, self-reflection, initiative, creativity, independent thought, collaborative working and effective communication, and marshal these skills for future use in employment and elsewhere.
5	Write critically and/or creatively across a range of genres, forms and styles, and engage and communicate confidently in writing and orally to a diverse range of audiences.
6	Evaluate literary materials in relation to theoretical and interdisciplinary approaches at the leading edge of the discipline of English Literature.

Teaching and Learning Activities

Summary

Teaching and Learning

The course offers a mixture of modes of delivery and a variety of assessment tasks. Students will benefit from lectures as well as seminar sessions, while some of their independent study will lead to presentations in seminars and group discussions.

Teaching and learning methods used to reflect a diversity of approaches include:

- Tutor-led lectures which introduce subject specific knowledge, underpinned with a range of materials in class and virtually;
- Seminar and workshop sessions that give students an opportunity to engage with the subject matter in greater depth, analyse aspects of English Literature by combining theory and practice and engage in discussions that may be facilitated by the students themselves or the tutor;

- Action learning sets, learning diaries and formative assessments to enable students to develop skills in reflection, editing and redrafting;
- Individual tutorials that will give further opportunities for students to seek information, clarify issues, and discuss in detail any controversial areas of study within their subject discipline;
- Virtual Learning Environment MyBeckett to provide students with additional materials that can be used for further individual study, or during seminar sessions (e.g. discussion boards, blogs and online journals);
- Reading materials, particularly journal articles that will enable students to engage with the wider literary communities and equip them with tools of how to present their own ideas, research questions and arguments.

The learning and teaching strategy is underpinned by students' commitment to and engagement with the course. Clear guidelines on expected workloads, assessment deadlines, contact time through lectures, seminars and tutorials will be provided for students through in their course handbook. Once enrolled on the course, students study three 20-credit modules per semester.

Each module will involve a combination of lectures and seminars, with further tutorial contact hours with module instructors. Outside class, students are expected to do guided independent reading, research and preparation related to the modules they are studying. The course is delivered primarily through weekly lectures and seminars, although there is considerable variation in the ways in which individual modules may deploy these formats.

Lectures introduce students to key concepts and topics, provide analysis of critical approaches and historical contexts, and suggest ways of interpreting texts, framing issues and intervening in debates. Lecturers make use of PowerPoint slides, images, maps, video clips and other visual material and provide detailed module guides which allow students to identify the learning activity for each week and provide suggestions for seminar preparation and secondary reading. Lecture notes and other learning materials are made available to students via My Beckett.

Seminars may involve: close reading and discussion of prepared passages; small group discussion of selected passages, topics, or secondary sources; a plenary or "feedback" sessions with reports from small groups; student-led discussion through the presentation of short papers or the setting of learning tasks; and assessed student presentations.

Guided independent learning may involve the close reading of primary sources and suggested secondary sources; reading from the learning resources suggested by the module tutor; independent research using books, YouTube, journals, websites, and electronic databases; completing seminar preparation tasks; keeping a reflective learning journal; collaborative work with other students on prepared topics; and both assessed and informal presentations.

Coursework may involve a short analysis of a text; the preparation of an essay plan; a literature search; the compilation of a bibliography; the compilation of an anthology of sources; an essay written in response to a question set by the tutor; an essay written in response to a question or topic devised by the student; a piece of creative writing. Other less frequently used assessments include formal examinations and seen exams.

As part of a strategy driving continuous improvement for the course, we have developed a suite of new modules that directly respond to student feedback, graduate needs, staff research specialisms, and evolving fields of interest within the subject discipline. The course team are committed to enhancing the interdisciplinary potential of teaching and learning through the provision of research-informed teaching at every level.

At level four, our new Contemporary Literary Studies and Narrative modules frame student engagement with the subject in the twenty-first century, informed by a wider canon of established cultural texts and theories. Our new level five option modules enhance opportunity for student choice, promote variety and enable cross-School learning encounters. At level six, new option modules are underpinned by staff research expertise, positioning students at the cutting-edge of learning as co-creators of knowledge in the field. There is also an opportunity at Level 6 to choose an option module based upon a minimum of 80 hours placement activity or work-related learning, which is combined with online distance learning to help students map future career paths

based upon the discipline knowledge and graduate skills they bring to potential employers.

Your Modules

(Correct for students progressing through the programme within standard timescales. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable).

Level 4 Core Modules (2019/20 for FT students and 2019/20 and 2020/21 for standard PT students)

Early Modern Comedy

18th-Century Fictions

Contemporary Literary Studies

Texts & Theories

Narrative: A Short Introduction

Poetry

Level 5 Core Modules (2020/21 for FT students and 2021/22 and 2022/23 for standard PT students)

Literatures of Romanticism

Theory into Practice

Writing America

Postcolonial Writing

Level 5 Option Modules (delivery years as per Level 5 core modules above)

The following option modules are indicative of a typical year. There may be some variance in the availability of option modules. Students take two of:

19th-Century Contexts

20th-Century Literature: Alienation & Dystopia

Applied Humanities: Life Brief Learning

Creative Writing

Level 6 Core Modules (2021/22 for FT students and 2023/24 and 2024/25 for standard PT students)

English Literature Dissertation (40 credits)

Level 6 Option Modules (delivery years as per Level 6 core modules above)

The following option modules are indicative of a typical year. There may be some variance in the

availability of option modules. Students take four of:

The Gothic: Literature, Culture, Theory

20th-Century Women Novelists: Gender & Genre

Modern American Drama

Masculinity & the Long 18th Century

Writing in a Time of Violence: Literature & Politics in Northern Ireland

Postcolonial Cities

Cultural Crossings: Race, Writing & Resistance

Contemporary Genres

Literature & Disability

Travel Writing

Experimental Writing

Dusk of Nations: the Fin de Siecle

Wild Justice: Power, Violence & Identity in Revenge Tragedy

20th-Century Women Novelists: Genre & Gender

Life Writing

'Career Cartographies': work-integrated learning in Humanities

Assessment Balance and Scheduled Learning and Teaching Activities by Level

The assessment balance and overall workload associated with this course are calculated from core modules and a sample of option module choices undertaken by a typical student. They have been reviewed and confirmed as representative by the Course Director.

A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, placement activities and independent study. Sandwich placement years spent out of the University are not included in the calculation unless they are credit bearing and attributed to a level of the course. Modules may have more than 1 component of assessment.

Assessment Balance	Level 4	Level 5	Level 6
Examination	20%	-	33%
Coursework	75%	95%	59%
Practical	5%	5%	8%
Overall Workload			
Teaching, Learning and Assessment	270 hours	280 hours	158 hours
Independent Study	986 hours	977 hours	1098 hours
Placement	-	-	-

Learning Support

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students' Union Advice team for additional support with course-related questions.

If you have any questions about life at our University in general, call into or contact the Student Hub on either campus to speak to our Student Experience Team. This team, consisting of recent graduates and permanent staff, are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. There is a Student Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team in the Gateway in the Leslie Silver Building at City Campus. The telephone number is 0113 812 3000, and the e-mail address is StudentHub@leedsbeckett.ac.uk.

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The **Support** tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The **Opportunities** tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.

No.	Detail of modification (Provide a brief description of the modification and where the Course Specification has been updated)	Date Effective (Indicate the academic year of entry and course level(s) to which the modification will apply)
2	Introduction of new Level 6 option module, 'Career Cartographies'.	September 2018/19 onwards (delivery of L6 2020/21 onwards)

Version Control

For completion by Quality Assurance Services only	
Next Re-validation date	By 31 st July 2024
Version Control	
Version number and date effective	V2 Effective from September 2018

Target award, course title and programme code:

BA (Hons) English Literature (ENLIT)

Level of qualification:

6

Course Rationale and Philosophy:

We offer a modern and accessible English Literature course, underpinned by research-informed teaching that reflects the range and diversity of English as a global literature. Across three years of study, we illuminate and then problematize the literary canon, examining the emergence of 'literature from below' through a range of non-canonical texts. We have always had a strong focus on class, gender, race and non-normative identities and we are one of the few English Literature degrees to offer postcolonial literature as a core module at level 5. Teaching students about the way that literature can be political and can be used to challenge forms of oppressive power has always been at the heart of what we do on the course.

We also have a clear learning pathway through our course, as defined in the Leeds Beckett University Education Strategy 2016-21. We offer our students a solid grounding in the subject of English Literature, deepening their knowledge and understanding and expanding their intellectual and personal horizons. The course encourages students to identify and develop the skills of independent and critical thought, research, self-reflection, evaluation, presentation collaborative working and effective communication that will make them more employable and help them become self-aware, analytical and thoughtful global citizens.

The course is aligned with the principles of the Education Strategy 2016-21, which prioritises an excellent education and experience for our students through a learning pathway. This pathway is a scaffold for implementing a coherent course of study that engages our students academically and professionally, building confidence and expertise in the subject. It ensures a movement from transition and engagement at Level 4, through contextualisation at Level 5 to growing independence as a learner at Level 6.

An integral part of the course is the range of extra-curricular experiences we create for our students, such as publishing workshops with major international houses such as Picador, local literary festivals (including with our partners Ilkley Literature Festival), theatre trips (including local partners West Yorkshire Playhouse) and guest speakers (recent guests include Caryl Philips, Paul Mason and Joanne Harris). These events enrich the learning experience and create opportunities for engagement beyond the confines of the classroom

Course Learning Outcomes

1	Identify and evaluate the range and diversity of texts, both canonical and non-canonical, in their contexts – from local to global and from the present to the past (diversity might include gender, class, ethnicity, sexuality, disability and age).
2	Demonstrate critical thinking and analysis across the range of theoretical and contextual modes of English.
3	Produce sophisticated interpretations of literary and other texts (including self-generated ones) using coherent argument, and backed by appropriate evidence and research.
4	Identify and use the enterprise skills of evaluation, self-reflection, initiative, creativity, independent thought, collaborative working and effective communication, and marshal these skills for future use in employment and elsewhere.
5	Write critically and/or creatively across a range of genres, forms and styles, and engage and communicate confidently in writing and orally to a diverse range of audiences.
6	Evaluate literary materials in relation to theoretical and interdisciplinary approaches at the leading edge of the discipline of English Literature.

Level Learning Outcomes (UG level 4 and 5 only)

Level	No.	Learning Outcome
4		<p>At Level 4 you will:</p> <p>LO1 Demonstrate developing critical and analytical skills across a range literary genres, forms and styles.</p> <p>LO2 Have an awareness of the role of literary periods and movements to create and enhance interpretations of literary texts.</p> <p>LO3 Produce critical and/or creative close readings, interpretations and critical analyses of a range of contemporary texts.</p> <p>LO4 Utilise appropriate secondary sources in the analysis of texts.</p> <p>LO5 Demonstrate foundational skills of problem-solving, creativity, independent thought, collaborative working and effective communication in both written and oral work.</p> <p>LO6 Consider literary materials in relation to theoretical and interdisciplinary approaches within the evolving field of English Literature.</p>

5		<p>At Level 5 you will:</p> <p>LO1 Demonstrate a theoretically informed appreciation of the relation between text and context.</p> <p>LO2 Engage with and analyse the conventions of genres, periods, literary movements and theoretical literary concepts and approaches.</p> <p>LO3 Identify, analyse and craft critical analysis, creative intervention and argument in relation to external issues and debates in the subject area.</p> <p>LO4 Recognise and construct wider arguments about how literary texts engage with political questions of equality, diversity, and opportunity.</p> <p>LO5 Consolidate skills of problem-solving, creativity, independent thought, collaborative working and effective communication, and begin to apply these skills to stimulate critical inquiry and independent research.</p> <p>LO6 Analyse and begin to evaluate literary materials in relation to theoretical and interdisciplinary approaches.</p>

Course Structure

Level 4			
<p>The focus at level 4 is on developing students' critical and analytical skills across literary genres (narrative; drama; poetry; short story), and on helping them to make the transition to study at a more advanced level. Students are given instruction and guidance on key academic skills: using Library resources, the conventions of academic writing, organization and motivation, working collaboratively, and making presentations. As outlined in the Leeds Beckett Education Strategy 2016- 2018 our emphasis at this level is Engagement through enabling our students to understand and meet the challenges of learning and supporting transition to level 5. By the end of level 4, we expect our students to be oriented and integrated into the course and prepared for the remainder of their time with us. As outlined in the English Subject Benchmarks (2015), by the end of level 4 students will be able to 'apply their understanding of critical, analytic and creative approaches to produce knowledge'. This will be measured through a range of assessments and continual support aimed at honing these approaches</p> <p>In addition to their modules, students are also offered opportunities to undertake study skills activities with our Writing Development Tutor.</p>			
Semester 1	Core (Y)	Semester 2	Core (Y)
Early Modern Comedy	Y	18 th Century Fictions	Y
Contemporary	Y	Text and Theories	Y

Literary Studies			
Narrative: A Short Introduction	Y	Poetry	Y

Indicative option modules

N/A

Level 5

The focus at level 5 is on developing students’ knowledge of historical context, theory, and of English as a global literature. In line with the Leeds Beckett Education strategy our focus at this level is Contextualization through consolidation. Our modules at this level allow students to be more immersed in their subject, to reflect critically on the field and their future professional and/or academic lives. At level 5 our students ‘deepen and extend their awareness of the academic, professional and personal opportunities’ through enhanced optionality and the opportunity to take part in an employability module and put their skills into practice through life briefs and employment-related contexts. As outlined in the English Subject Benchmarks (2015) students at the end of this level will be able to ‘exhibit an effective command of written English together with a wide-ranging and accurate vocabulary’. A range of longer essays and a number of class presentations, as well as continual seminar discussion, sometimes student led, allows students to establish these written and oral skills. Furthermore, at level 5 the curriculum becomes wider and more challenging, and students are required to examine literary texts alongside a range of intellectual, social, cultural, and political contexts, developing an awareness of the contingency and relativity of cultural ideas about race, gender, class, and sexuality. All modules require students to begin using a more advanced critical vocabulary and to develop confidence in using concepts derived from particular intellectual traditions and methodologies such as feminism, cultural materialism, and post colonialism. In addition to a range of core modules, students also enjoy optionality at L5, and may select from a range of option modules in semester two of their second year to help them shape and direct their studies. L5 semester two option modules include:

- Nineteenth Century Contexts
- Twenty and Twenty First Century Dystopias
- Applied Humanities: Live Brief Learning
- Creative Writing

At level 5, students also benefit from access to advanced writing skills workshops and drop in sessions with our Academic Writing Tutor.

At level 5

Semester 1	Core (Y)	Semester 2	Core (Y)
Literatures of Romanticism	Y	Theory into Practice	Y
Writing America	Y	Nineteenth Century Contexts (option)	N
Postcolonial Writing	Y	Twentieth Century Literature (option)	N
		L5 Applied Humanities: Live-Brief Learning (option)	N
		Creative Writing (option)	N

Level 6

In their final year, students are required to reflect on specialized topics they have encountered on the first two years of the course by choosing from a range of option modules modelled on the research specialisms of staff within the subject area. Students are also required to engage in an extended independent study of a topic of their choosing, working closely alongside an academic supervisor.

As outlined in the Leeds Beckett Education Strategy 2016-21 our focus at this level is on fostering Independence. We want our students to become 'critical thinkers, increasingly knowledgeable and reflective, both about their own academic development and about the research environment of their subject.' Students are able to do this through their dissertation, a sustained piece of work with the potential for interdisciplinary working, and through the shaping of their course through optionality. As outlined in the English Subject Benchmarks (2015) students will be able to demonstrate sophisticated skills in textual analysis and fluent critical argument as well as being able to critically analyse language, structure and form. They will also be able to examine the role of the reader in the creation of meaning and interpretation. Modules such as Postcolonial Cities, Cultural Crossings, Contemporary Genre and Twentieth Century Women Novelists enhance these skills through introducing students to a range of texts, which require close reading, and assignments which require them to analyse language, structure and form.

The English Literature Dissertation is a core module which develops students' abilities in the gathering, analysis, and assessing of information and ideas from a wide range of sources as well as the construction of a cogent and convincing argument. Students also develop a clear and fluent written presentation style that follows scholarly conventions accurately and consistently.

Students also choose 2 option modules in each semester, amounting to 4 in total during their final year of study. A suite of option modules is provided annually on

rotation and according to staff availability. An indicative list of options is outlined below.

Option modules require students to:

- Take a consistently analytical and critical approach to a specialized topic
- Engage with more recent theoretical approaches and scholarly debates
- Reflect on the complexity of contextual knowledge and cultural value
- Consider the wider social and ethical implications of reading and interpreting literary texts.

To support these advanced levels of learning, our Writing Development Tutor offers a series of tailored sessions for level 6 study, which includes: preparation for group and individual presentation; dissertation planning and writing; and development of skills in writing for different audiences.

Semester 1	Core (Y)	Semester 2	Core (Y)
Dissertation			Y
Option Module 1	N	Option Module 1	N
Option Module 2	N	Option Module 2	N

Indicative option modules

- ‘Career Cartographies’: work-integrated learning in the Humanities
- Contemporary Genres
- Literature and Disability
- Travel Writing
- Experimental Writing
- Dusk of Nations: the Fin de Siècle
- Wild Justice: Power, Violence and Identity in Revenge Tragedy
- Twentieth-Century Women Novelists: Genre and Gender
- Postcolonial Cities
- The Gothic: Literature, Culture, Theory
- Masculinity and the Long Eighteenth Century
- Writing in a Time of Violence: Literature and Politics in Northern Ireland
- Modern American Drama
- Cultural Crossings: Race, Writing and Resistance
- Life Writing

Contained awards available:

BA	English Literature	Level 6
DIPHE	English Literature	Level 5
CRTHE	English Literature	Level 4

Length and status of programme and mode of study:

Programme	Length (years) Status (FT/PT)	Mode (campus based/DL or other)
BA (Hons) English Literature	3 FT	Campus
BA (Hons) English Literature	6PT	Campus

Global Awareness

The course introduces students to the values and practices of a wide range of cultures through the study of English as a global literature. It develops an awareness of how bias, stereotypical thinking, and prejudicial opinion have both shaped literary expression and been challenged by it. As a core part of the strategic design of the course, teaching and learning provision encourages and enables students to consider how identities and practices are historically specific and culturally constructed.

At Level 4:

The modules Contemporary Literary Studies and Text and Theories develop students' global awareness by introducing them to texts from Britain, the Caribbean, and South Asia and understanding of contemporary politics and literary cultures. Early Modern Comedy requires students to engage with issues of homophobia, anti-Semitism, sexism, and religious intolerance, and to consider the historically contingent character of cultural ideas about race, class, gender, and sexuality. Students demonstrate an awareness of global contexts in Eighteenth-Century Fictions through engagement with questions of empire, slavery, and European politics.

At Level 5:

In Literatures of Romanticism, students are required to critically assess the construction of the literary canon and its exclusion of Black, working class, and women writers. Nineteenth Century Contexts requires students to engage with issues of class, gender, and empire, and to reflect on the impact of diverse cultural and global contexts on their discipline. Writing America provides an opportunity for students to examine examples of cultural interaction, syncretism, and hybridity in both popular and literary forms. Twentieth Century Literatures requires students to engage with the international origin and impact of key literary movements and ideas (modernism, utopia, and dystopia). Postcolonial Writing requires students to develop readings informed by an awareness of a wide range of historical and geographical locations including Kashmir and Pakistan. Optionality at this level allows students to shape their learning diet and gives them the choice of enhancing their employability skills. It also allows those students who want to hone their Creative Writing skills to focus their attention on this area.

At Level 6:

In The Gothic: Literature, Culture, Theory, students are required to theorize and

reflect on psychological accounts of identity and difference, and position the concepts of abjection and the uncanny in a range of national and global contexts. Travel Writing advances students' global outlook with a synoptic and comparative view of four centuries of Atlantic slavery, and requires them to reflect on how slavery has been memorialized in the present day. Twentieth-Century Women Novelists encourages students to consider their own subjective position in relation to issues of readership, authorship, and gender. Writing in a Time of Violence explores sectarian notions of national identity in Northern Ireland. Modern American Drama requires students to reflect critically on the key components of the national ideology of the United States. On Cultural Crossings: Race, Writing and Resistance students critically examine the global impact of slavery and the slave trade, European colonialism, plantation culture, and patterns and cultures of migration. The Postcolonial City requires students to engage critically with questions of multiculturalism and cultural diversity, the intersections of gender politics, race, ethnicity, and class in a range of global settings. 'Career Cartographies': work-integrated learning in the Humanities enables students to map career paths available to them as a result of the discipline knowledge they have acquired, along with attainment of skills the World Economic Forum has identified as crucial to global employment trends into the next decade, such as creativity, critical thinking and complex problem solving.

Digital Literacy

The course has a strong element of digital information retrieval and digital scholarship, and requires students to critically evaluate material from a range of on-line sources:

At Level 4:

In Texts and Theories students are given tutor-led Information Technology sessions in the library in searching on-line databases and accessing digital sources. Poetry requires students to critically evaluate web-based sources. Narratives: A Short Introduction requires students to keep a learning Log using the My Beckett VLE platform, and develops the following digital literacy capabilities (JISC, 2011):

- ICT/computer literacy (critical thinking, academic communication and presentation)
- Information literacy (independent retrieval of reliable and relevant information from WWW)
- Media literacy (use of X-Stream as a critical and reflective medium)
- Digital life-planning (reflection, and personal and professional development planning).

At Level 5:

Literatures of Romanticism develops media literacy by making use of a student-led discussion forum on the VLE. In Postcolonial Writing students access digital recordings of poetry performances online and reflect on the impact of digital media

on the dissemination of creative writing and their own discipline.

At Level 6:

Writing in a Time of Violence extends and consolidates students' media literacy, requiring them to conduct research on the Troubles in Northern Ireland using the Conflict Archive on the Internet (CAIN). Four options (Twentieth-Century Women Novelists; Postcolonial City; Cultural Crossings; and Modern American Drama) refine students' ICT skills by requiring presentations to a professional standard using PowerPoint. The Creative Writing option requires students to make a podcast and provides an opportunity to submit a blog and participate in an on-line discussion forum using the VLE.

Students taking the module 'Career Cartographies': work-integrated learning in the Humanities' will also develop digital skills through online distance learning that supports their involvement in, and evaluation of, work-based activities and the application of knowledge and skills gained on their degree course.

The Dissertation module consolidates media literacy by requiring students to make use of a wide range of databases in conducting a literature search, including JSTOR, Academic Search Complete, and the MLA International Bibliography. It also consolidates digital life planning by requiring students to use the online Careers Tools Prospects Planner and Target Careers Report, and the EROL CV-writing resource.

Enterprise

For the purposes of this course, enterprise refers to skills of initiative, independent thought, creative problem-solving, and knowledge exchange. The course develops analytical and investigatory skills, as well as an ability to work with others and to be critically reflective.

At Level 4:

Contemporary Literary Studies and Texts and Theories help students develop strategies for time management, motivation, and collaborative and self-directed learning in the making of small group seminar presentations. Eighteenth-Century Fictions requires students to lead seminar discussions, developing independence, initiative, teamwork, and resilience.

At Level 5:

In Literatures of Romanticism, students are required to choose their own topic for the first assignment and research it independently. Writing America develops and assesses skills of research, teamwork and organization in weekly seminar presentations. The creative writing task in Postcolonial Writing develops and assesses students' skills in using different linguistic registers and being aware of how the expectations of particular audiences shape expression. Theory into Practice encourages students to confront their own habits of reading and develops skills in

using different styles of interpretation. Twentieth Century Literature requires students to devise their own research question and generate their own arguments rather than responding to those already provided, fostering skills of independent thinking and project-management.

At Level 6:

The first assessment for The Gothic: Literature, Culture, Theory, requires students to demonstrate initiative, creativity, and independence in the editing of an anthology of sources relevant to a topic of their own choosing. Cultural Crossings, Modern American Drama, Twentieth-Century Women Novelists, and The Postcolonial City require students to work collaboratively and independently in generating arguments and interpretations. The English Literature Dissertation consolidates a range of enterprise skills of independent research, initiative, and creativity. Students are required to undertake a literature search and produce a plan of work; to attend and reflect on an employability day event on researching professional knowledge and practice in the workplace; and to construct a CV and skills profile adapted to identified career path(s).

The option module 'Career Cartographies': work-integrated learning in the Humanities' is designed to enable students to evaluate the skills and knowledge they have acquired in the context of work-based environments. Students taking this module are involved in a minimum of 80 hours placement activity or work-related learning, coupled with online distance learning, in order to develop their ability to evaluate what they bring to employment opportunities and to articulate pathways for professional work and development beyond completion of their degree.

Student Support:

Academic student support underpins the course structure in design and delivery. During Induction week, students are given general academic orientation to help them understand the aims, objectives, structure of the course and be supported in their transition and adaptation to higher level study. Students also have access to specific support sessions with our subject librarians to ensure they have skills to use a range of library features. Students with English as an additional language will be introduced to the University's advisory writing service and support classes on academic writing and research, which run throughout the academic year. This exemplifies the ways in which we respond to the Leeds Beckett Education Strategy 2016-21 'Student Support Framework' and build a creative and supportive learning and teaching environment nurtured through the Learning Pathway 'to ensure that all students have access to timely support, at the right place and at the right level.'

Pastoral student support is offered through an assigned personal tutor, and have regular meetings to address the wellbeing and needs of the student across the duration of their study. They also have access to the student union, the university counselling service and student support and guidance tutors. The nature of the delivery of the BA English Literature – in small groups and tutorials – also facilitates the development of staff-student relationships and opportunities for dialogue and reflection.

In addition, Module Leaders organise tutorials as part of the delivery of modules to provide guidance on coursework, feedback on assessments and other module related matters. Furthermore students are informed that they can contact the Course Director directly for any matter that may be impacting upon their overall student experience or performance at university. Additional help may also be obtained from the library, noticeably the Help and Information Desk that provides IT and subject information support and the academic librarian. Students can also access the Skills for Learning team via their website, workshops or book individual tutorials.

The option module 'Career Cartographies': work-integrated learning in the Humanities' focuses students on self-evaluation of their knowledge and skills, and is combined with online materials such as podcasts by employer partners, suggested readings and tasks for reflection, interactive tutorials, quizzes and discussion boards, along with links to external websites and other resources.

Students also have access to a Careers and Progression team which is a careers advisory service and employment agency combined into one. The team of experts can help students to make well-informed decisions about student and graduate employment or postgraduate study. Through their vacancy database, regular careers & jobs fairs and their employer links, students will be supported in accessing employment and postgraduate study opportunities. Practical help and resources are also available to assist in exploring and researching careers, job hunting and presenting oneself professionally in CVs, applications and interviews in an

increasingly competitive market.

The course team further aid student development by regularly working with Academic Librarians to ensure the Library meets student needs. Each Academic Librarian has a subject specialism and is responsible for evaluating electronic information sources, as well as providing training and tutorials. All new students are offered an induction session and follow up information skills teaching complemented by online guides, web pages and online tutorials to inform students of relevant resources and activities to support their programme of study. Academic Librarians provide tailored information and literature searching sessions to students as part of their courses and also offer one-to-one appointments for students and staff.

The course also works closely with Student Services offer our students any support necessary to succeed on the course, tailored to each student's particular disability need. It is strongly recommended that all students with an impairment, dyslexia, mental health or a health-related concern (e.g. epilepsy, diabetes) register with Disability Services as soon as possible so that their reasonable adjustments and support needs can be identified.

Student Support Network

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators works closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students' Union Advice team for additional support with course-related questions.

If you have any questions about life at our University in general, call into or contact the Student Hub on either campus to speak to our Student Experience Team. This team, consisting of recent graduates and permanent staff, are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. There is a Student Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team in the Gateway in the Leslie Silver Building at City Campus. The telephone number is 0113 812 3000, and the e-mail address is StudentHub@leedsbeckett.ac.uk.

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The **Support** tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online

appointments/registration.

The **Opportunities** tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.

Assessment Strategy:

Assessment on the course combines formative and summative assessment with a discipline-appropriate variety of assessment methods and new digital platforms and audiences to offer a suite of opportunities for students. We are proud of the fact that we can offer students a diverse and exciting range of assessment methods. The variety of assessment methods encountered by students on the course has been praised by successive external examiners and offer the chance to explore and experiment with a range of forms, write to a variety of audiences, and consider new interactions between writing and real-world scenarios.

The study of writing involves the development of a diverse range of skills and our range of assessment methods on the course is designed to not only reflect this spectrum, but to enable students to develop and demonstrate their abilities as they progress through each learning level. Assessment methods range from the traditional essay form and journals, to e-portfolios, blogs and creative interventions as outlined below. At each level, assessment methods and learning outcomes are underpinned by corresponding stages on the University's Learning Pathway:

- At Level 4, assessment methods including Texts and Theories, Contemporary Literary Studies and Poetry focus on student understanding of key concepts and knowledge.
- At Level 5, assessments including Postcolonial Writing, Theory into Practice and Literatures of Romanticism measure student consolidation and contextualisation, as well as the growing ability to reflect critically on their subject area/s and their place within professional practices.
- At Level 6, all final year students are offered the opportunity to demonstrate independent learning and to foster their critical thinking and research skills through a sustained piece of work, as well as a range of complementary assessment methods in their option modules including Cultural Crossings: Race Writing and Resistance, Writing Violence and Twentieth-Century Women Novelists. As outlined in the English Subject Benchmarks (2015) students will be able to students will be able to be develop 'independent and self-reflective critical judgment'.

Feedback on Assessed Coursework:

Feedback to students is central to the learning process and takes a variety of forms across the course including: guidance and direction in advance of assessments; generic feedback in lectures on areas where students were doing well or finding difficulty; comments and responses to students in seminar discussion or conversation; detailed comments and suggestions for improvement on the assignment assessment form; marginal comments, questions, and corrections in coursework submitted by students; individual tutorials in advance of an assessment to allow students to clarify ideas and receive guidance; individual tutorials involving review of submitted coursework and dialogue with the student.

At Level 4 the focus is on developing key skills of close reading and academic writing. Students complete three shorter assessments based on detailed textual analysis and three longer essays. There are two presentations that enable students to gain confidence in presenting their own arguments and in working collaboratively. Digital literacy and research skills are developed through a literature review, and skills of reflection through a VLE learning log.

At Level 5, students complete four longer essays that refine skills of research and argument, along with two critical analyses and a presentation. Research skills are consolidated in a literature review; an assessment that combines the framing of a research question, an essay plan, and bibliography; and a critical reflection on theoretical approaches. These three assessments contribute to the development of skills such as independent study, time-management and critical thinking that are required for the Level 6 dissertation.

At Level 6, students write longer essays based on extensive secondary reading, reflecting the more specialized, research-based content of the modules. Seven options require students to collaborate on small group seminar presentations that consolidate students' understanding of the module aims and the enhancing of their independent thinking and presentation skills in preparation for interviews in the workplace. The dissertation assessments, which include submitting a CV, allow students to both consolidate the subject-specific skills they have developed over the course, and to identify employability skills.

Module Assessment Methods: (core modules only)

Module Titles	<i>Written Examination</i>	<i>Written Assignment</i>	<i>Report</i>	<i>Dissertation</i>	<i>Portfolio</i>	<i>Project Output</i>	<i>Oral Assessment</i>	<i>practical Skills Assessment</i>	<i>Set Exercises</i>
Contemporary Literary Studies					x		x		
Early Modern Comedy		x							x
Writing America		x					x		
Texts and Theories		x							x
Poetry		x					x		
Narrative: A Short Introduction		x				x			
Literatures of Romanticism		x						x	
Postcolonial Writing		x				x			
Theory into Practice		x							x
Dissertation				x					
Texts and Theories		x							x
Eighteenth-Century Fictions	x								x

Employability and Professional Context:

The course team work closely with Student & Graduate Futures to tailor events that maximise the potential of students to achieve graduate employment. The team are QS Rated 5 Stars for Excellence in Careers Service Support and Employability and were shortlisted for the prestigious AGCAS Award for Excellence in Employer Engagement 2016 for their innovative Digital Speed Mentoring initiative that ran as part of our School's Creative & Digital Careers Week.

English Literature is supported by a dedicated School Careers Consultant who works with the course team to embed professional development in our modules, including implementing the online careers module and delivering employability sessions in the curriculum. Students of English Literature enjoy access to a wide range of initiatives focused upon supporting them to explore and refine their career options prior to graduation.

At university level, opportunities include the chance to undertake paid work and gain work experience via accessing opportunities on MyHub (the online careers and employability support system for students) and via the Job Shop Talent Pool. Students can also use MyHub to access a range of online careers and employability learning, resources and tools, in addition to being able to book one-to-one appointments with a career consultant during their time on the course and for up to five years after they graduate. The Student & Graduate Futures team also offer regular career and employment fairs throughout the year, including the Annual Graduate and Placements Fair, Get into Teaching Fair, Part-time Jobs Fair Spotlight On industry events and the Creative and Digital Careers Career Series. Many events are targeted at English Literature students and are carefully planned to meet the career aspirations of these students. These events emphasise the ways in which the course is engaged with institutional provision in this area and staff ensure that events align with knowledge, skills and ambitions of our students.

At course level, opportunities include:

- At Level 4, assessment methods such as presentations, reviews and e-portfolios offer students practical experience of presenting their achievements and applying their disciplinary knowledge with transferable skills. We continually help students understand, through detailed feedback and discussions, the significance of this application of their learning from Level 4 onwards.
- At Level 5, a School-wide Applied Humanities module offers students experience in working to a live brief as part of a team in conjunction with a local employer and this relationship will define the projects that the students engage with on the module. The module will be open to students across the school and there will be a cap on student numbers due to the nature of the module.
- Student may also take part in an online non-credit bearing employment module designed to develop their graduate skills and focus their work experience portfolio online. The online module consists of questions, reflections and e-learning assignments, as well as some practical elements requiring students to attend an employer/industry networking event on campus. The module covers identification and development of employability skills, self-awareness, identification of relevant career options, researching

opportunities, and effective applicant preparation and interview skills. Students will learn more about themselves and the kind of career opportunities available to them. The online module is designed to improve students' career awareness and job-hunting skills, giving them the strategies to make appropriate career choices and to increase their chances of getting a graduate level job.

- At Level 6, students have access to a specialist annual Humanities careers fair and a range of workshops with industry professionals. In addition, students can opt to take 'Career Cartographies': work-integrated learning in the Humanities', which enables them to reflect on the value of their combined disciplinary knowledge and graduate skills when mapping future career paths for employment and professional development after completion of the degree course. As part of the module, students undertake a minimum of 80 hours placement activity or work-related learning with a selected employer or partner.

The course team also works with regional and national partner organisations and employers including Festival Republic, Palgrave, The Tetley, Leeds Light Night Arts Festival and Ilkley Literature Festival to offer work experience placements and opportunities for students to enhance their employment experience alongside their undergraduate studies.

Reference Points used in course design and delivery

All courses leading to Leeds Beckett University awards have been designed and approved in accordance with UK and European quality standards. Our courses utilise the Frameworks for Higher Education Qualifications (FEHQ) and appropriate subject benchmarks.

We review our courses annually and periodically, responding to student feedback and a range of information to enhance our courses. Our University is also subject to external review by the Quality Assurance Agency. Our latest report can be found on the QAA web site at <http://www.qaa.ac.uk/reviews-and-reports>

We appoint external examiners to verify that our University sets and maintains standards for awards which adhere to relevant national subject benchmark statements and the Framework for Higher Education Qualifications (UK), ensure standards and student achievements are comparable with other Higher Education Institutions in the UK, with which they are familiar, and ensure that assessments measure achievement of course and module learning outcomes and reach the required standard. External examiners may also provide feedback on areas of good practice or potential enhancement.

<http://www.qaa.ac.uk/newsroom/publication-of-the-frameworks-for-higher-education-qualifications-of-uk-degree-awarding-bodies>

<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements>

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-English-15.pdf>

Staff Teaching on the Course:

A key principle in our School and university is research-informed teaching, and this underpins the design and delivery of all modules on the course. Our highly-qualified, permanent teaching staff all hold a PhD in a relevant subject and are active researchers and practitioners in their chosen field. The CVs of the staff who are involved in the teaching, research and administration associated with the course are appended to this document. Information is also available on our website: <http://www.leedsbeckett.ac.uk/school-of-cultural-studies-and-humanities/>

Regulatory Exemption details:

N/A

Admissions Criteria: (for information only)

UCAS Tariff Points: 112 points.

Additional Requirements:

GCSEs: GCSE English Language at grade C or above or equivalent. Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Literacy are accepted in place of GCSEs.

Access to HE Diploma: Pass Access to HE Diploma overall with 48 UCAS points.

International Baccalaureate: Pass IB Diploma with 24 points.

IELTS:

IELTS 6.0 with no skills below 5.5, or an equivalent qualification. The University provides excellent support for any applicant who may be required to undertake additional English language courses.

Mature Applicants

Our University welcomes applications from mature applicants who demonstrate academic potential. We usually require some evidence of recent academic study, for

example completion of an access course, however recent relevant work experience may also be considered. Please note that for some of our professional courses all applicants will need to meet the specified entry criteria and in these cases work experience cannot be considered in lieu. Applicants to this route should refer to the University Recognition of Prior Learning policy.

All applicants to our University are required to meet our Standard English language requirement of GCSE grade C or equivalent, variations to this will be listed on the individual course entry requirements.

Evidence of Student Engagement in design and development:

We have a range of **embedded quality enhancement procedures** and systems designed to gather feedback on all aspects of students’ learning experiences with the aim of continuing to improve student experience and achievement. As well as encouraging students to reflect on their learning, these feedback opportunities are designed to frame student participation as a core part of the teaching and learning process, as well as enabling staff to identify and share examples of good practice. Systems currently in place include personal tutor feedback, mid-module evaluations, end of module evaluations, staff-student forums, Course Representatives and Dean’s forums. Staff and students also work with the Leeds Beckett Student Union through student societies to engage in additional dialogue about student experiences on the course. Externally, the National Student Survey at Level 6 encourages our students to feedback as part of a nation-wide assessment of learning in HE. Students were involved in the revalidation process through consultations via questionnaires asking them about improvements they would like to see to the course. Students were also consulted regarding the changes made to the course through revalidation which were in turn made in direct response to their suggestions regarding improvements.

Course Learning Outcomes Mapping (UG level 4 and 5 only)

LLO and Level	Course LO1	Course LO2	Course LO3	Course LO4	Course LO5	Course LO6
Level 4 LO1	D	A	D	A	D	D
Level 4 LO2	A	A	A	A	A	A
Level 4 LO3	D	A	D	A	D	A
Level 4 LO4	A	D	A	A	A	A
Level 4 LO5	D	D	A	A	A	D
Level 4 LO6	D	A	A	A	D	A
Level 5 LO1	A	A	D	A	D	A
Level 5 LO2	A	A	A	A	D	A
Level 5 LO3	A	A	A	A	D	A
Level 5 LO4	D	D	A	A	A	D
Level 5 LO5	D	A	D	A	A	D

Level 5 LO6	A	A	A	A	D	A
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Level Learning Outcomes Mapping

Level and Module Title	Core (Y)	Level LO1	Level LO2	Level LO3	Level LO4	Level LO5	Level LO6
Level 4 Contemporary Literary Studies	Y	A	A	A	D	A	A
Level 4 Early Modern Comedy	Y	A	A	A	-	D	A
Level 4 Eighteenth Century Fictions	Y YY	A	D	A	D	A	D
Level 4 Texts and Theories	Y	A	A	A	-	D	A
Level 4: Narrative	Y	A	A	A	D	A	D
Level 4 Poetry	Y	A	A	A	D	A	A
Level 4 Texts and Theories	Y	A	A	A	A	A	D
Level 5 Literatures of Romanticism	Y	A	A	A	-	D	D
Level 5 Postcolonial Writing	Y	A	A	A	A	D	A
Level 5 Theory into Practice	Y	A	A	A	-	D	A
Level 5 Writing America	Y	A	A	A	A	D	D
Level 5 Nineteenth-Century Contexts	N	A	A	A	-	A	A
Level 5 Twentieth-Century Literature	N	A	A	A	-	A	A
Level 5 Creative Writing	N	D	D	A	A	A	D
Level 5 Applied Humanities: Live Brief Learning	N	D	-	-	A	-	-

Assessment Methods

	Core (Y/N)	Written Examination	Written Assignment	Report	Dissertation	Portfolio	Project Output	Oral Assessment	Practical Skills Assessment	Set Exercises
Module Titles										
Contemporary Literary Studies	Y					70		30		
Early Modern Comedy	Y		60							40
Eighteenth Century Fictions	Y	50								50
Texts and Theories	Y		40							60
Poetry	Y		70					30		
Narrative: A Short Introduction	Y		50				50			
Literatures of Romanticism	Y		50						50	
Postcolonial Writing	Y		50				50			
Theory into Practice	Y		70							30
Nineteenth-Century Contexts	N			75						25
Twentieth-Century Literature	N		70							30
L5 Applied Humanities: Live-Brief Learning	N			30				70		
Writing America	Y		70					30		
Dissertation	Y				100					
Life Writing	N						80	20		

Experimental Writing	N					100				
Cultural Crossings	N		70					30		
Twentieth-Century Women Novelists	N		60				40			
Writing Violence	N		70							30
Contemporary Genres	N		70					30		
Masculinity in the Long Eighteenth Century	N		60					40		
Dusk of Nations: The Fin de Siècle	N		50				50			
Literature and Disability	N		60	40						
Travel Writing	N		50					50		
Wild Justice	N		100							
Modern American Drama	N		70					30		
Creative Writing	N		25			75				
The Gothic	N		50							50
Postcolonial Cities	N		70					30		
Career Cartographies	N					80			20	

Scheduled Non-Modular Contact Hours (KIS requirement)

The scheduled non-modular contact hours associated with this course are largely spent in support of student experience, professional development and extended learning opportunities and encounters.

Students are offered a variety of scheduled **student support** opportunities across their students. Every student has access to scheduled **personal tutor** sessions each semester, and are able to book additional individual contact session with their named personal tutor or course director at any point throughout their studies. We aim to give each student one hour of personal tutorial per semester, and all teaching staff are available outside of formal teaching for at least one hour per week during announced **office hours**. All staff aim to respond to student **email enquires** within 48 hours, and further personal contact time can be arranged by mutual request.

Across their time on the course, students can **consolidate** their learning through access to scheduled support workshops with our **School Academic Writing tutor** that focus on key area of academic writing skills, and can book one to one tutorials to focus on

improving their own academic work. Uniquely, students can presently also schedule contact-time with our Man-Booker nominated School **Writer in Residence**, to workshop their writing and receive professional feedback on editing, pitching and producing work for publication. Additional Writer in Residence **salons** – each focusing on a specific area of writing skill - are also available for students to attend across the academic year.

Additional scheduled non-contact hours provided to students on the course offer **bespoke subject-related events**, talks and workshops, designed to enhance student experience and employability. Each year, these events include research seminars, the Leeds Beckett Cultural Conversations series, University Book Club, Rewriting Yorkshire seminar series, a School-specific jobs fair and student society events.

FINAL SIGN OFF

To be used for:

- Validation
- Re-validation


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This must be completed and returned to Quality Assurance Services with definitive validation documentation consisting of:

1. Course Information Form
2. Course Specification
3. Module Specification(s)

Approved by Validation Panel	Yes
Date	13/11/17
Conditions to Approval	Yes
Date conditions to be met	27/11/17
Conditions Approved	Yes
Date	12/12/17
If No, please specify action taken	N/A
Signed (Dean of School or nominee)	
Final sign off date	12/12/17