Programme Information & PLOs

Title of the new programme – including any year abroad/ in industry variants

BA English

Level of qualification

Please select:	Level 6 (H)	

| **Please indicate if the programme is offered with any year abroad / in industry variants** | Year in Industry Please select Y/N | |
| | Year AbroadPlease select Y/N | |

Department(s): Where more than one department is involved, indicate the lead department

Lead Department	English and Related Literature	
Other contributing Departments:		

Programme Leader

Nicola McDonald

Purpose and learning outcomes of the programme

Statement of purpose for applicants to the programme

In a complex and changing world, the ability to express and interpret complex ideas is more valuable than ever. Understanding the movement of language and concepts across time and space is at the heart of the BA in English at York. Our innovative and diverse degree programme combines historical depth with geographical breadth, exploring literature from across the globe and in a range of forms from every period – from prose, poetry, and drama to new media, and from classical to contemporary. Supported by world-leading researchers, you will take an active role in determining your course of study, refining your own areas of specialism, managing exciting projects, and developing a sophisticated critical practice. Along the way, you will develop invaluable skills in communication, creativity, leadership, and collaboration, while building expertise in analysis, research, and project management that will serve you in any number of careers. During your degree you will have opportunities to work with partners in industry, including museums and heritage, civic and social campaigns, schools and local enterprise. Our graduates are highly sought after in a range of fields, including journalism, education, arts management, writing and publishing, media, marketing, and business. Studying English at York will challenge you, inspire you, and immerse you in multicultural and multidisciplinary approaches, driven by the role of literature in all lives, and by the ways in which literary production becomes the production of knowledge itself.

Programme Learning OutcomesPlease provide six to eight statements of what a graduate of the programme can be expected to do.

Taken together, these outcomes should capture the distinctive features of the programme. They should also be outcomes for which progressive achievement through the course of the programme can be articulated, and which will therefore be reflected in the design of the whole programme.

PLO	On successful completion of the programme, graduates will be able to:
1	Read diverse texts closely and critically and interpret them with reference to the period and tradition in which they were produced.

2	
	Analyse the affective power of language and narrative, and their cultural and political impact, and use this awareness to better understand the world and influence others.
3	
	Operate in complex multicultural contexts and display an informed awareness of cultural diversity, gained through situating English literature in relation to different varieties of English and/or texts written in other European and world languages.
4	
	Exercise independent thought and judgement and develop well-structured, evidence-based arguments by interrogating their own assumptions and those of others, through self-reflection, peer review, and advice and feedback.
5	
	Initiate, manage and complete original projects of their own, producing both individually formulated essay topics and a dissertation and researching materials from a range of sources, primary and secondary, archival and digital.
6	
	Write clearly, accurately, and persuasively to a deadline and to a professional standard, conveying complex ideas in an accessible way to expert and lay audiences.
7	
	Engage in critical discussion and debate and demonstrate advanced oral communication skills, developed in small-group seminars and collaborative group projects.

Programme Learning Outcome for year in industry (where applicable)

For programmes which lead to the title 'with a Year in Industry' – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year in industry b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year in industry by alteration of the standard PLOs.

n/a

Programme Learning Outcome for year abroad programmes (where applicable)

For programmes which lead to the title 'with a Year Abroad' – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year abroad or b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year abroad by alteration of the standard PLOs.

n/a

Explanation of the choice of Programme Learning OutcomesPlease explain your rationale for choosing these PLOs in a statement that can be used for students (such as in a student handbook). Please include brief reference to:

i) Why the PLOs are considered ambitious or stretching?

The PLOs define the key attributes that will benefit our graduates in employment or further study beyond their degree. The PLOs signal an ambition that our graduates will distinguish themselves by their ability to interpret and express complex ideas, in relation to diverse cultural contexts and in effective language. The range of skills captured in the PLOs reflect a multi-disciplinary approach to literary study and the expectation that our graduates will feel confident in their ability to devise, manage, and complete projects independently and collaboratively. Having met the PLOs will identify our graduates by the sophistication of their analysis of cultural texts and objects, and their capacity for independent thought.

ii) The ways in which these outcomes are distinctive or particularly advantageous to the student:

The PLOs refer to a wide-ranging and robust set of skills and knowledge with which our graduates will be equipped. They capture the distinctive character of the English degree at York and its emphasis on students' critical and analytical engagement with texts of a wide historical scope and linguistic range. Students' highly-developed research, analytical and communication skills will be particularly advantageous as they move forward to a diverse range of careers.

iii) How the programme learning outcomes develop students' digital literacy and will make appropriate use of technology-enhanced learning (such as lecture recordings, online resources, simulations, online assessment, 'flipped classrooms' etc)?

The PLOs emphasise a strong focus on research, communication and critical enquiry. In order to achieve these outcomes students make use of a range of digital tools, developing increasing digital literacy over the course of their degree. In their essay research they use databases of critical scholarship, digitised historical texts and cultural artefacts; in their development of presentations and projects they make use of digital recording and editing tools; and in their time and resource management they utilise referencing software and apps. Students engage with technology-enhanced learning through the VLE, making use of lecture recordings, course blogs, discussion groups and online assessment.

iv) How the PLOs support and enhance the students' employability (for example, opportunities for students to apply their learning in a real world setting)?
The programme's employablity objectives should be informed by the University's Employability Strategy:
http://www.york.ac.uk/about/departments/support-and-admin/careers/staff/

The PLOs make explicit the skills that will prepare graduates for a range of employment and further study. In addition to traditional knowledge acquisition, the revised PLOs also emphasise the management and dissemination of information, to the benefit of students joining the workforce within a changing knowledge economy. PLOs 4 and 5, for instance, are linked in their focus on autonomy and self-direction in relation to projects requiring independent thought and initiative. PLOs 2 and 6, on the other hand, highlight the importance of clear and effective communication, both written and oral. Across the PLOs, this reframing of concrete attributes will help graduates articulate and account for their transferrable skills, while promoting opportunities for work-related learning and ensuring alignment of professional skills development across the curriculum.

vi) How will students who need additional support for academic and transferable skills be identified and supported by the Department?

All students are allocated a personal supervisor before they arrive for their first term at York. Students meet with their supervisor at least once a term to discuss marks and feedback. Supervisors are thus able to note any problems and direct the student to support services on campus, for instance disability services or library and information services. Attendance at teaching is centrally monitored by the department, which allows the department to identify students who for various reasons are struggling. Student thus identified are invited to meet with the Chair or Deputy Chair of the Board of Studies who in conjunction with supervisors and university services can offer support.

vii) How is teaching informed and led by research in the department/ centre/ University?

All of the staff teaching on the BA in English are research active and deliver research-led teaching in their area of specialism. This is delivered from year 1 of the degree onward. Year 2 modules are innovative in terms of both content and pedagogy, led by cutting-edge research from the department's distinctive research schools. In year 3 all modules are ambitious engagements with the research of the module tutor(s). The department's teaching committee has oversight and scrutiny of teaching in the department and responds to guidance and directives from the university.

Stage-level progression

Please complete the table below, to summarise students' progressive development towards the achievement of PLOs, in terms of the characteristics that you expect students to demonstrate at the end of each year. This summary may be particularly helpful to students and the programme team where there is a high proportion of option modules.

Note: it is not expected that a position statement is written for each PLO, but this can be done if preferred (please add information in the 'individual statement' boxes). For a statement that applies across all PLOs in the stage fill in the 'Global statement' box.

Stage 0 (if your programme has a Foundation year, use the toggles to the left to show the hidden rows)

Stage 1

On progression from the first year (Stage 1), students will be able to:	*Students will have acquired a broad understanding of literary history, key concepts, cultural contexts, and critical and theoretical approaches across their core modules in Stage 1. They will also have begun developing critical enquiry skills, in relation to their research and writing, through reading, classroom discussion, and assessment tasks. They will begin to exercise independent thought and judgement in the management of research projects, developing greater confidence in the communication of ideas, both written and orally. Writing skills are a particular focus of Stage 1, where students follow a dedicated year-long writing 'strand' which aims to provide them with the groundwork for writing across the degree. Stage 1 will also provide foundational experience in working with texts and ideas, upon which Stages 2 and 3 will build.*

PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Individual statements							

Stage 2

On progression from the second year (Stage 2), students will be able to:				*By the end of Stage 2, students will have reinforced their critical skills and understanding of literature, in the application of concepts and foundational knowledge from Stage 1 to more specific historical periods and non-English language contexts. Students will have developed their capacity for examining relevant critical and cultural contexts within these periods, while having acquired a deeper sense of historical or periodised approaches that will be taken further in Stage 3. They will also have engaged with a wider range of writing tasks, for both specialist and general audiences, building on the formal writing skills gained in Stage 1 and in relation to language study in Stage 2. Finally, students will begin to consolidate the independent research skills that will be the focus of Stage 3.*			
PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Individual statements							
Stage 3							
(For Integrated Masters) On progression from the third year (Stage 3), students will be able to:			*Global statement*				
PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Read diverse texts closely and critically and interpret them with reference to the period and tradition in which they were produced.	Analyse the affective power of language and narrative, and their cultural and political impact, and use this awareness to better understand the world and influence others.	Operate in complex multicultural contexts and display an informed awareness of cultural diversity, gained through situating English literature in relation to different varieties of English and/or texts written in other European and world languages.	Exercise independent thought and judgement and develop well-structured, evidence-based arguments by interrogating their own assumptions and those of others, through self-reflection, peer review, and advice and feedback.	Initiate, manage and complete original projects of their own, producing both individually formulated essay topics and a dissertation and researching materials from a range of sources, primary and secondary, archival and digital.	Write clearly, accurately, and persuasively to a deadline and to a professional standard, conveying complex ideas in an accessible way to expert and lay audiences.	Engage in critical discussion and debate and demonstrate advanced oral communication skills, developed in small-group seminars and collaborative group projects.	
Programme Structure							

Module Structure and Summative Assessment Map

Please complete the summary table below which shows the module structure and the pattern of summative assessment through the programme.

'Option module' can be used in place of a specific named option. If the programme requires students to select option modules from specific lists these lists should be provided in the next section.

From the drop-down select 'S' to indicate the start of the module, 'A' to indicate the timing of each distinct summative assessment point (eg. essay submission/ exam), and 'E' to indicate the end of the module (if the end of the module coincides with the summative assessment select 'EA') . It is not expected that each summative task will be listed where an overall module might be assessed cumulatively (for example weekly problem sheets).

If summative assessment by exams will be scheduled in the summer Common Assessment period (weeks 5-7) a single 'A' can be used within the shaded cells as it is understood that you will not know in which week of the CAP the examination will take place.

Stage 0 (if you have modules for Stage 0, use the toggles to the left to show the hidden rows)

Stage 1

Credits	Code	Title	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	Sp1	Sp2	Sp3	Sp4	Sp5	Sp6	Sp7	Sp8	Sp9	Sp10	Su1	Su2	Su3	Su4	Su5	Su6	Su7	Su8	Su9	Su10
			1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
20		Approaches to Literature I	S					A				EA																				
20		A World of Literature I	S				A					EA																				
20		Key Concepts	S																				A				EA					
20		Approaches to Literature II											S			A						EA										
20		A World of Literature II											S		A							EA										
10		Optional 1st year Topic module																					S		E					A		
10		Optional 1st year Topic module																					S		E					A		

Stage 2

Credits	Code	Title	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	Sp1	Sp2	Sp3	Sp4	Sp5	Sp6	Sp7	Sp8	Sp9	Sp10	Su1	Su2	Su3	Su4	Su5	Su6	Su7	Su8	Su9	Su10
			1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
20		Intermediate Option	S				A					EA																				

Credits	Code	Title	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	Su1	Su2	Su3	Su4	Su5	Su6	Su7	Su8	Su9	Su10
20		Intermediate Option	S			A						EA																				
20		Intermediate Option											S			A						EA										
20		Critical Practice	S																							E		A				
30		World Literature Option											S													E	A		A			
10		Optional 2nd year topic module																					S			E				A		

Stage 3

Credits	Code	Title	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
					Autumn Term										Spring Term										Summer Term						
20		Advanced Options	S									E	A																			
20		Advanced Options	S									E	A																			
20		Advanced Options											S									E	A										
20		Advanced Options											S									E	A										
40	ENG00059H	Dissertation	S																							E	A					

Stage 4

Credits	Code	Title	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
					Autumn Term										Spring Term										Summer Term						

Optional module listsIf the programme requires students to select option modules from specific lists these lists should be provided below. If you need more space, use the toggles on the left to reveal ten further hidden rows.

Option List A	Option List B	Option List C	Option List D	Option List E	Option List F	Option List G	Option List H
Stage 1 topic modules	**Intermediate Options**	**Stage 2 Topic modules**	**World Literature Modules**	**Advanced Options**			
TBC but indicative list can be found https://www.york.ac.uk/english/students/module-catalogue/introductory/first-year-topic-modules/	The Age of Extremes: Twentieth Century British and Irish Literature	TBC but indicative list can be found https://www.york.ac.uk/english/students/module-catalogue/topic-modules/second-year-topic-modules/	TBC but indicative modules include:	TBC but indicative list can be found: https://www.york.ac.uk/english/students/module-catalogue/special-modules/			
	American Literature from the First World War to the End of Empire		The Anglo-Saxon World Image				
	Victorians: British Literature 1832 - 1901		Camus				
	The Shock of the New: Medieval Literature		Dante				
			Eros - The Literature and Philosophy of Love				
	The Renaissance Inventing Britain, 1700 - 1830		The European Avant-Garde				
			Garcia Lorca				
			Introduction to Greek and Latin Literature				
			Muslim Translations of Britain				
			Old Norse Literature				

Management and Admissions Information	
This document applies to students who commenced the programme(s) in:	2017/18

Interim awards available Interim awards available on undergraduate programmes (subject to programme regulations) will normally be: Certificate of Higher Education (Level 4/Certificate), Diploma of Higher Education (Level 5/Intermediate), Ordinary Degree and in the case of Integrated Masters the Bachelors with honours. Please specify any proposed exceptions to this norm.

Certificate of Higher Education (Level 4/Certificate)Generic
Diploma of Higher Education (Level 5/Intermediate)Generic

Admissions Criteria

TYPICAL OFFERS A levels AAA or A*AB with minimum A in English for Q300 AAA for QV31 AAB for QV33, QV35, QL32 and QQ31 IB Diploma Programme 36 points including 6 in all Higher level su

Length and status of the programme(s) and mode(s) of study

Programme	Length (years)	Status (full-time/part-time) Please select	Start dates/months (if applicable – for programmes that have multiple intakes or start dates that differ from the usual academic year)	Mode				
				Face-to-face, campus-based		**Distance learning**		**Other**
B.A. (Hons) in English and Related Literature	3	Full-time		Please select Y/N	Yes	Please select Y/N	No	n/a

Language(s) of study

English.

Language(s) of assessment

English.

Programme accreditation by Professional, Statutory or Regulatory Bodies (PSRB)

Is the programme recognised or accredited by a PSRB

Please Select Y/N:		if No move to next Section
		if Yes complete the following questions

Name of PSRB

n/a

Are there any conditions on the approval/ accreditation of the programme(s)/ graduates (for example accreditation only for the full award and not any interim award)

Additional Professional or Vocational Standards		
Are there any additional requirements of accrediting bodies or PSRB or pre-requisite professional experience needed to study this programme?		
Please Select Y/N:		if Yes, provide details

(max 200 words)

University award regulations

The University's award and assessment regulations apply to all programmes: any exceptions that relate to this programme are approved by University Teaching Committee and are recorded at the end of this document.

Are students on the programme permitted to take elective modules?

(See: https://www.york.ac.uk/media/staffhome/learningandteaching/documents/policies/Framework%20for%20Programme%20Design%20-%20UG.pdf)

Please Select Y/N:	Yes	

Careers & Placements - 'With Placement Year' programmes

Students on all undergraduate and integrated masters programmes may apply to spend their third year on a work-based placement facilitated by Careers & Placements. Such students would return to their studies at Stage 3 in the following year, thus lengthening their programme by a year. Successful completion of the placement year and associated assessment allows this to be recognised in programme title, which is amended to include 'with Placement Year' (e.g. BA in XYZ with Placement Year'). The Placement Year also adds a Programme Learning Outcome, concerning employability. (See Careers & Placements for details).

In exceptional circumstances, UTC may approve an exemption from the 'Placement Year' initiative. This is usually granted only for compelling reasons concerning accreditation; if the Department already has a Year in Industry with criteria sufficiently generic so as to allow the same range of placements; or if the programme is less than three years in length.

Programme excluded from Placement Year?	No	If yes, what are the reasons for this exemption:

Study Abroad (including Year Abroad as an additional year and replacement year)

Students on all programmes may apply to spend Stage 2 on the University-wide North America/ Asia/ Australia student exchange programme. Acceptance onto the programme is on a competitive basis. Marks from modules taken on replacement years count toward progression and classification.

Does the programme include the opportunity to undertake other formally agreed study abroad activities? All such programmes must comply with the Policy on Study Abroad

https://www.york.ac.uk/staff/teaching/procedure/programmes/design/

Please Select Y/N:	Yes	

Additional information

Transfers out of or into the programme

ii) Transfers into the programme will be possible? (please select Y/N)	Yes	

Additional details:

Students may transfer in to or out of the programme in accordance with University regulations. Transfers will be dependent upon student numbers and available places.

ii) Transfers out of the programme will be possible? (please select Y/N)	Yes	

Additional details:

Students may transfer in to or out of the programme in accordance with University regulations. Transfers will be dependent upon student numbers and available places.

Exceptions to University Award Regulations approved by University Teaching Committee

| Exception
Please detail any exceptions to University Award Regulations approved by UTC	Date approved

Date on which this programme information was updated:

30/01/2017

Please note:

The information above provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

Detailed information on the learning outcomes, content, delivery and assessment of modules can be found in the module descriptions.

The University reserves the right to modify this overview in unforeseen circumstances, or where the process of academic development, based on feedback from staff, students, external examiners or professional bodies, requires a change to be made. Students will be notified of any substantive changes at the first available opportunity.

Programme Map

Please note: the programme map below is in interim format pending the development of a University Programme Catalogue.

Programme Map: Module Contribution to Programme Learning Outcomes

This table maps the contribution to programme learning outcomes made by each module, in terms of the advance in understanding/ expertise acquired or reinforced in the module, the work by which students achieve this advance and the assessments that test it. This enables the programme rationale to be understood:

· Reading the table vertically illustrates how the programme has been designed to deepen knowledge, concepts and skills progressively. It shows how the progressive achievement of PLOs is supported by formative work and evaluated by summative assessment. In turn this should help students to understand and articulate their development of transferable skills and to relate this to other resources, such as the Employability Tutorial and York Award;

· Reading the table horizontally explains how the experience of a student at a particular time includes a balance of activities appropriate to that stage, through the design of modules.

Stage	Module		Programme Learning Outcomes						
			PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
			Read diverse texts closely and critically and interpret them with reference to the period and tradition in which they were produced.	Analyse the affective power of language and narrative, and their cultural and political impact, and use this awareness to better understand the world and influence others.	Operate in complex multicultural contexts and display an informed awareness of cultural diversity, gained through situating English literature in relation to different varieties of English and/or texts written in other European and world languages.	Exercise independent thought and judgement and develop well-structured, evidence-based arguments by interrogating their own assumptions and those of others, through self-reflection, peer review, and advice and feedback.	Initiate, manage and complete original projects of their own, producing both individually formulated essay topics and a dissertation and researching materials from a range of sources, primary and secondary, archival and digital.	Write clearly, accurately, and persuasively to a deadline and to a professional standard, conveying complex ideas in an accessible way to expert and lay audiences.	Engage in critical discussion and debate and demonstrate advanced oral communication skills, developed in small-group seminars and collaborative group projects.

1	Approaches to Literature I	Progress towards PLO	Students are introduced to key primary texts from the eighteenth century to the modern period, and selected secondary sources.	Students are introduced to a range of historical and cultural contexts.	Students are introduced to different cultural perspectives and historical varieties of English through a range of texts.	Students begin to develop independent critical thought, judgement, and evidence-based arguments.	Students will begin to work independently, in order to produce their own responses to texts.	Students will begin to develop their writing skills.	Students will be begin to develop the oral skills required for critical discussion and debate in response to their reading.
		By working on (and if applicable, assessed through)	Work: Students follow a directed programme of reading, supported by lectures and group discussion. Assessment: Students critique and interpret these texts in 2 short (1500-word) essays.	Work: Students analyse a core set of primary texts, supported by selected secondary reading and lectures. Assessment: Students apply analysis to topics for 2 short (1500-word) essays.	Work: Students engage with historical varieties of English and culture (C18 - modern) through reading, lectures, and workshop activities. Assessment: 2 short (1500-word) essays ask students to respond to these varieties of English, and to consider the relationship between text and context.	Work: Students engage in self-reflection, peer-review, and workshop feedback. Assessment: Students devise their own essay topics, plan essays, and construct arguments which respond to their reading.	Work: Students begin to work with digital sources and to manage small independent research tasks. Assessment: Students devise their own essay topics and work with a range of print and digital sources.	Work: Students respond to tutor and peer feedback, and pursue guided independent study. Assessment: Students develop their writing and time management skills in order to produce 2 short (1500-word) essays.	Work: Students participate in group discussion and activities. Assessment: Group discussion informs essay ideas and helps develop oral skills, which are summatively assessed in term 3.

1	Approaches to Literature II	Progress towards PLO	Students are introduced to key primary texts from the medieval and early modern periods, and selected secondary sources.	Students are introduced to a range of more remote historical and cultural contexts.	Students are introduced to more chronologically distant cultural perspectives and historical varieties of English through a range of texts.	Students begin to develop independent critical thought, judgement, and evidence-based arguments.	Students will begin to work independently, in order to produce their own responses to texts.	Students will begin to develop their writing skills.	Students will be begin to develop the oral skills required for critical discussion and debate in response to their reading.

			By working on (and if applicable, assessed through)	Work: Students follow a directed programme of reading, supported by lectures and group discussion. Assessment: Students critique and interpret these texts in 2 written tasks, the first of which is a 1000-word close analysis of a medieval primary text, followed by a longer (2000-word) essay, which builds on the close-reading task and critical skills developed in term 1.	Work: Students analyse a core set of primary texts, supported by selected secondary reading and lectures. Assessment: Students closely analyse the affective power of language in their 1000-word writing task, then develop these analytical skills in an argument for the 2000-word essay.	Work: Students engage with historical varieties of English and culture (medieval to early modern) through reading, lectures, and workshop activities. Assessment: 2 written tasks ask students to respond to these varieties of English, and the 2000-word essay requires them to consider the relationship between text and context.	Work: Students engage in self-reflection, peer-review, and workshop feedback. Assessment: Students devise their own essay topic, plan an essay, and construct an argument which responds to their reading.	Work: Students begin to work with digital sources and manage small independent research tasks. Assessment: Students devise their own topic for the 2000-word essay, working with a range of print and digital sources.	Work: Students respond to tutor and peer feedback, and pursue guided independent study. Assessment: Students develop their writing and time management skills in order to complete the 2 summative writing tasks.	Work: Students participate in group discussion and activities. Assessment: Group discussion informs essay ideas and helps develop oral skills, which are summatively assessed in term 3.

1	A World of Literature I	Progress towards PLO	Students are introduced to key texts of classical literature and a selection of their post-classical intertexts, as well as selected secondary sources.	Students are introduced to texts from classical literature, and to their literary impact.	Students are introduced to literature from classical languages and cultures, to their impact on English and European literature, and to issues in translation.	Students begin to develop independent critical thought, judgement, and evidence-based arguments.	Students will begin to work independently, in order to produce their own responses to texts.	Students will begin to develop their writing skills.	Students will be begin to develop the oral skills required for critical discussion and debate in response to their reading.
		By working on (and if applicable, assessed through)	Work: Students follow a directed programme of reading, supported by lectures and group discussion. Assessment: Students critique and interpret these texts in 2 short (1500-word) essays.	Work: Students analyse a core set of primary texts, supported by selected secondary reading and lectures. Assessment: Students apply analysis to topics for 2 short (1500-word) essays.	Work: Students engage with classical literature and post-classical responses to it, through directed reading, lectures, and workshop activities. Assessment: 2 short (1500-word) essays ask students to respond to these classical and post-classical texts.	Work: Students engage in self-reflection, peer-review, and workshop feedback. Assessment: Students devise their own essay topics, plan essays, and construct arguments which respond to their reading.	Work: Students begin to work with digital sources and to manage small independent research tasks. Assessment: Students devise their own essay topics and work with a range of print and digital sources.	Work: Students respond to tutor and peer feedback, and pursue guided independent study. Assessment: Students develop their writing and time management skills in order to produce 2 short (1500-word) essays.	Work: Students participate in group discussion and activities. Assessment: Group discussion informs essay ideas and helps develop oral skills, which are summatively assessed in term 3.

1	A World of Literature II	Progress towards PLO	Students are introduced to the literature of empire and selected secondary sources.	Students are introduced to the literature of empire, and to its social and political contexts.	Students are introduced to literatures from a variety of world languages and cultures, historical and modern.	Students begin to develop independent critical thought, judgement, and evidence-based arguments.	Students will begin to work independently, in order to produce their own responses to texts.	Students will begin to develop their writing skills.	Students will be begin to develop the oral skills required for critical discussion and debate in response to their reading.

	By working on (and if applicable, assessed through)	Work: Students follow a directed programme of reading, supported by lectures and group discussion. Assessment: Students critique and interpret these texts in 2 written tasks, the first of which is a 1000-word close analysis, followed by a longer (2000-word) essay, which builds on the close-reading task and critical skills developed in term 1.	Work: Students analyse a core set of primary texts, supported by selected secondary reading and lectures. Assessment: Students closely analyse the affective power of language in their 1000-word writing task, then develop these analytical skills in an argument for the 2000-word essay.	Work: Students engage with a variety of world literature and languages through reading, lectures, and workshop activities. Assessment: 2 written tasks ask students to respond to these varieties of English, and the 2000-word essay requires them to consider the relationship between text and context.	Work: Students engage in self-reflection, peer-review, and workshop feedback. Assessment: Students devise their own essay topic, plan an essay, and construct an argument which responds to their reading.	Work: Students begin to work with digital sources and manage small independent research tasks. Assessment: Students devise their own topic for the 2000-word essay, working with a range of print and digital sources.	Work: Students respond to tutor and peer feedback, and pursue guided independent study. Assessment: Students develop their writing and time management skills in order to complete the 2 summative writing tasks.	Work: Students participate in group discussion and activities. Assessment: Group discussion informs essay ideas and helps develop oral skills, which are summatively assessed in term 3.

1	Key Concepts	Progress towards PLO	Students are introduced to a range of key literary terms, concepts and theoretical approaches, as well as a range of literary genres.	Students are introduced to the ways in which critical tools can help them to understand language's social and political impact.	Students will be introduced to theories of multiculturalism and cultural diversity.	Students are introduced to the process of writing and revision for university-level essays, and will begin to develop their own critical voice.	Students are introduced to strategies and digital tools for devising and managing essays and other research projects, and to the tools of academic research (primary, secondary, archival, and digital).	Students are trained to apply principles of effective writing practice, and to the demands of academic essays and other forms.	Students are introduced to the practice of peer review and feedback, and will begin to develop a vocabulary of critiquing their own and others' writing.

		By working on (and if applicable, assessed through)	Work: Students read foundational theoretical texts, supported by lectures. Assessment: Students respond to and interpret these texts in a written portfolio and 2-hour closed exam.	Work: Students analyse and discuss literature's cultural and political impact, in relation to theoretical concepts, and refine the effectiveness of their own language in a variety of writing tasks. Assessment: Students apply this analysis and awareness in a written portfolio and 2-hour closed exam.	Work: Students engage with theories of diversity through primary reading and lectures. Assessment: Students will apply an awareness of diversity in their written portfolio and a 2-hour closed exam.	Work: Students will engage in fortnightly writing workshops and guided independent practice. Assessment: Students will draw on self-reflection, peer and tutor feedback, and revision skills, in order to develop a portfolio which reflects the writing and revision process.	Work: Students will develop writing across the year, which maps the process of initiating, managing, and completing an original project of their own in fortnightly writing workshops and guided independent practice. Assessment: Students will document this process in a portfolio of writing and revision.	Work: Students will practice clear and accurate writing for regular deadlines in fortnightly writing workshops. Assessment: Students will demonstrate writing skills, both through a portfolio of writing and revision and in a 2-hour closed exam.	Work: Students will engage in the peer review process, and begin to develop oral skills in fortnightly writing workshops. Assessment: Revision and peer-review informs essay ideas and helps develop oral skills, which are summatively assessed in term 3.
1	Introductory Topic Module	Progress towards PLO	Students are introduced to a specific topic of study, focused on a range of primary texts and secondary sources.	Students are introduced to relevant historical and cultural contexts.		Students will collaborate to produce well-developed evidence-based arguments, especially through peer review, alongside self-reflection and tutor feedback.	Students will work collaboratively to initiate, manage, and complete and original research project, making use of new digital tools and skills.	Students will develop their writing process, working collaboratively to deadlines and to address both lay and expert audiences.	Students will develop oral and written communication, presentation, and collaboration skills.

		By working on (and if applicable, assessed through)	Work: Students follow a directed programme of reading, supported by lectures and group discussion. Assessment: Students critique and interpret texts for a collaborative research presentation.	Work: Students analyse a core set of primary texts, supported by selected secondary reading and lectures. Assessment: Students will demonstrate an awareness of language and narrative's impact, both in their textual analysis and their performance in a collaborative research presentation.		Work and assessment: Students will devise and manage an original, argument-based, collaborative research project and presentation.	Work and assessment: Students will make use of digital research and presentation tools, in order to initiate, manage and complete an original collaborative research project.	Work and assessment: Students will manage a team research schedule in order to write and deliver a collaborative research presentation addressed to both lay and expert audiences.	Work and assessment: Students will manage communication for a group research process, working collaboratively on a project which showcases their oral, digital, and presentation skills.
2	Intermediate Option Module	Progress towards PLO	Students will build on knowledge of historical contexts and critical skills gained in Year 1 Approaches modules, focussing on texts from a particular historical period.	Students will build on knowledge and critical skills gained in Year 1 Approaches modules, focussing on cultural and political contexts of a particular historical period.	Students will develop their understanding of cultural diversity by engaging with a diverse range of texts and perspectives from different historical periods.	Students will further develop independent thought, well-structured and evidence-based arguments, through self-reflection, peer review, and feedback.	Students will build on their ability to manage independent research, further developing their use of digital and archival tools.	Students will further develop their writing skills.	Students will further develop the oral skills required for critical discussion and debate, in response to their reading.

		By working on (and if applicable, assessed through)	Work: Students explore texts from a particular historical period, supported by lectures and small-group discussion. Assessment: Students critique and interpret these texts, with reference to the historical period and tradition in which they were produced, both in a 1000-word research/textual analysis and substantial (2500-word) essay.	Work: Students analyse a core set of historical texts, supported by broad secondary reading and lectures. Assessment: Students closely analyse texts' historical specificity and cultural impact in a short (1000-word) research/textual analysis, which will inform work for a substantial (2500-word) essay.	Work: Students build their awareness of historical cultural diversity and varieties of English. Assessment: Students demonstrate this awareness in a short (1000-word) research/textual analysis and a substantial (2500-word) essay.	Work and assessment: Students devise their own essay topics, planning essays, and constructing arguments which respond to their reading for a short (1000-word) research/textual analysis and substantial (2500-word) essay.	Work and assessment: Students devise their own topics and work with a wide range of print, digital, and archival primary and secondary sources, in order to produce a short (1000-word) research/textual analysis and substantial (2500-word) essay.	Work and assessment: Students continue to develop their writing and time management skills, conveying increasingly complex ideas and responding to feedback in a short (1000-word) research/textual analysis and a substantial (2500-word) essay.	Work: Students participate in critical discussion and debate in small-group and seminar-wide discussions and short presentations. Assessment: Oral communication skills will be assessment through a seminar participation mark (10%).
2	World Literature Module	Progress towards PLO	Students will build on knowledge of non-Anglophone literatures gained in Year 1 World of Literature modules, focussing on texts from a specific language and/or culture.	Students will build on their understanding of approaches to translation gained in Year 1 World of Literature modules, as well as developing (where relevant) skills in a language other than English.	Students will develop their understanding of non-Anglophone literatures and cultures.	Students will further develop independent thought, well-structured and evidence-based arguments, through self-reflection, peer review, and feedback.	Students will build on their ability to manage independent research, further developing their use of digital and archival tools.	Students will further develop their writing skills.	Students will further develop the oral skills required for critical discussion and debate, in response to their reading.

			By working on (and if applicable, assessed through)	Work: Students explore a set of core texts originally written in languages other than Modern English, trialling ideas in a formative essay (1000 words). Assessment: Students will critique and interpret these texts in a substantial (2500-word) essay and 2-hour exam, which includes a specific question on language issues.	Work: Students analyse a core set of texts from a language other than Modern English, trialling ideas in a formative essay (1000 words). Assessment: Students closely analyse texts' linguistic specificity and cultural impact in a substantial (2500-word) essay and 2-hour exam.	Work: Students build their awareness of cultural and linguistic diversity, trialling ideas in a formative essay (1000 words). Assessment: Students demonstrate this awareness in a substantial (2500-word) essay and 2-hour exam.	Work: Students produce a short (1000-word) exploratory formative essay, in which they begin to develop well-structured, evidence-based arguments. Assessment: Students build on feedback and formative work for a substantial (2500-word) essay and 2-hour exam.	Work: Students produce a short (1000-word) exploratory formative essay, working with a wide range of print, digital, and archival primary and secondary sources, Assessment: Students build on feedback and formative work for a substantial (2500-word) essay and 2-hour exam.	Work: Students develop their writing and time management skills, conveying increasingly complex ideas to produce a short (1000-word) exploratory formative essay. Assessment: Students build on feedback and formative work for a substantial (2500-word) essay and 2-hour exam.	Work: Students participate in critical discussion and debate in small-group and seminar-wide discussions and short presentations.

2	Critical Practice	Progress towards PLO	Students will build on their understanding of theoretical approaches and concepts gained in the Year 1 Key Concepts module.	Students will build on their understanding of the way in which critical tools can help them to assess language's social and political impact.	Students will build on their understanding of theories of multiculturalism and cultural diversity.	Students will further develop their writing skills and critical voice.	Students will further develop their strategies for devising and managing essays and other research projects, and the tools of academic research (primary, secondary, archival, and digital).	Students will develop their writing skills, with an emphasis on writing for both academic and non-academic audiences.	Students will further develop the oral skills required for critical discussion and debate.

			By working on (and if applicable, assessed through)	Work: Students read more advanced theoretical texts, supported by lectures and workshops. Assessment: Students respond to and interpret these texts in a written portfolio for academic and non-academic audiences.	Work: Students analyse and discuss literature's cultural and political impact, in relation to more advanced theoretical concepts, and refine the effectiveness of their own language in a variety of writing tasks. Assessment: Students apply this analysis and awareness in a written portfolio for academic and non-academic audiences.	Work: Students engage with more advanced theories of diversity through primary reading and lectures and workshops. Assessment: Students will apply an awareness of diversity in their written portfolio for academic and non-academic audiences.	Work: Students will engage in workshops and guided independent practice. Assessment: Students will draw on self-reflection, peer and tutor feedback, and revision skills, in order to develop a writing portfolio for academic and non-academic audiences.	Work: Students will develop writing across the year, initiating, managing, and completing an original and diverse set of writing tasks in workshops and guided independent practice. Assessment: Students will produce a portfolio of writing for academic and non-academic audiences.	Work: Students will practice clear and accurate writing for regular deadlines across the year, with a focus on writing for different (lay and expert) audiences. Assessment: Students will further develop their writing skills, producing a portfolio of writing for academic and non-academic audiences.	Work: Students will engage in peer review and continue to develop oral skills in workshops. Assessment: Workshop discussion helps develop oral skills, which are summatively assessed in term 3.
2	Intermediate Topic Module	Progress towards PLO	Students will pursue to a specific topic of study, focused on a range of primary texts and secondary sources.	Students will examine relevant historical and cultural contexts.		Students will devise and manage a collaborative research project and presentation.	Students will devise and manage a collaborative research presentation, demonstrating written and digital proficiency.	Students will prepare and deliver a collaborate research presentation, demonstrating written and digital proficienc.	Students will prepare and deliver a collaborate research presentation, demonstrating written and digital proficienc.	

			By working on (and if applicable, assessed through)	Work: Students explore texts related to a complex topic, supported by lectures and group discussion. Assessment: Students critique and interpret texts for a collaborative research presentation.	Work: Students analyse a wide range of primary texts, supported by selected secondary reading and lectures. Assessment: Students will demonstrate an informed understanding of language and narrative's impact, both in their textual analysis and their performance in a collaborative research presentation.		Work and assessment: Students will devise and manage an original, argument-based, collaborative research project and presentation.	Work and assessment: Students will make use of more advanced digital research and presentation tools, in order to initiate, manage and complete an original collaborative research project.	Work and assessment: Students will manage a team research schedule in order to write and deliver a collaborative research presentation addressed to both lay and expert audiences.	Work and assessment: Students will manage communication for a group research process, working collaboratively on a project which showcases more advanced oral, digital, and presentation skills.

| 3 | Advanced Option Module | Progress towards PLO | Students will consolidate the knowledge gained from previous modules, and apply this to a specialist research-led subject. | Students will consolidate the knowledge and critical skills gained from previous modules, toward an advanced understanding of language's social and political impact. | Students will consolidate the understanding of cultural diversity gained from previous modules, by engaging with a diverse range of texts and perspectives around a specialist research-led subject. | Students will develop advanced independent thought, well-structured and evidence-based arguments, through self-reflection, peer review, and feedback. | Students will develop advanced abilities in managing independent research, and developing their use of advanced digital and archival tools. | Students will develop advanced writing skills. | Students will develop the advanced oral skills required for critical discussion and debate, in response to their reading and research. |

			By working on (and if applicable, assessed through)	Work: Students will explore texts relating to a specialist research-led subject, trialling ideas in a formative essay (1000 words). Assessment: Students critique and interpret these texts in a long (3500-word) essay.	Work: Students will analyse a core set of texts relating to a specialist subject, trialling ideas in a formative essay (1000 words). Assessment: Students closely analyse texts in a long (3500-word) essay.	Work: Students will consolidate their understanding of cultural diversity in relation to a specialist subject. Assessment: Students demonstrate this awareness in a long (3500-word) essay.	Work: Students produce a short (1000-word) exploratory formative essay, in which they develop well-structured, evidence-based arguments. Assessment: Students build on feedback and formative work for a long (3500-word) essay.	Work: Students produce a short (1000-word) exploratory formative essay, working with a wide range of print, digital, and archival primary and secondary sources. Assessment: Students build on feedback and formative work for a long (3500-word) essay.	Work: Students will exercise writing and time management skills, conveying sophisticated ideas to produce a short (1000-word) exploratory formative essay. Assessment: Students build on feedback and formative work for a long (3500-word) essay.	Work: Students participate in critical discussion and debate in small-group and seminar-wide discussions and short presentations.

3	Dissertation	Progress towards PLO	Students will consolidate the knowledge gained from previous modules, and apply this to an original research topic.	Students will consolidate the knowledge and critical skills gained from previous modules, toward an advanced understanding of language's social and political impact.	Where relevant, students will consolidate the understanding of cultural diversity gained from previous modules.	Students will develop advanced independent thought, well-structured and evidence-based arguments, through self-reflection, written and oral feedback, and regular discussions with a supervisor.	Students will develop advanced abilities in managing independent research, and developing their use of advanced digital and archival tools.	Students will develop advanced writing skills.	Students will develop the advanced oral skills required by discussion with supervisors.
		By working on (and if applicable, assessed through)	Work: Students will explore texts relating to their own specialist research subject, supported by lectures on the research process and project management, trialling ideas in a series of formative writing tasks. Assessment: Students critique and interpret their chosen texts in an 8000-word dissertation.	Work: Students will analyse texts relating to their own specialist subject, trialling ideas in a series of formative tasks. Assessment: Students closely analyse these chosen texts in an 8000-word dissertation.	Work: Students will consolidate their understanding of cultural diversity in relation to their own specialist subject. Assessment: Students demonstrate this awareness in an 8000-word dissertation.	Work: Students will develop well-structured, evidence-based arguments, trialling these in a series of formative writing tasks. Assessment: Students will build on feedback from supervisory discussions for an 8000-word dissertation.	Work: Students will work with a wide range of print, digital, and archival primary and secondary sources to intiate and manage independent research. Assessment: Students build on feedback and formative work for an 8000-word dissertation.	Work: Students will exercise advanced writing and time management skills, conveying sophisticated ideas in a series of formative writing tasks. Assessment: Students build on feedback from supervisory discussions for an 8000-word dissertation.	Work: Students will engage in advanced critical discussion and debate for supervision meetings.