

## Programme specification

### BA (Hons) Education Studies and English Literature

Est.  
1841

YORK  
ST JOHN  
UNIVERSITY

<i>School:</i>	School of Education		
<i>Entry from:</i>	2019	<i>in:</i>	September
<i>Awarding institution:</i>	York St John University		
<i>Teaching institution:</i>	York St John University		
<i>Delivery location:</i>	York St John University		
<i>Programme/s accredited by:</i>			
<i>Exit awards:</i>	BA (Ord) Education Studies and English Literature Diploma of Higher Education Education Studies and English Literature Certificate of Higher Education Education Studies and English Literature		
<i>UCAS code / GTTR / other:</i>			
<i>Joint Honours combinations:</i>			
<i>QAA benchmark group(s):</i>			
<i>Mode/s of study:</i>	<a href="#">Full-time</a> <a href="#">Undergraduate periods of study for 3 years</a>		
<i>Language of study:</i>	English		
<i>Study abroad opportunities:</i>	Yes		

---

### Introduction and special features

Joint Honours programmes give students the opportunity to combine two subjects from a range of areas in a structured way. The selected pairings are designed to complement one another and allow students to have a significant amount of choice and flexibility in relation to their learning experience. In addition, the Joint Honours pairings involve students engaging in a range of learning and teaching experiences and assessment opportunities.

The Education Studies and English Literature programme is built around a number of key dispositions that the team wishes to develop with our students. Change is a constant, in that all students need to be prepared for change, and that change will happen no matter what. The important thing is to be able to understand this. Critique enables students to deal with change; it allows them to question why things are as they are, who is driving change, and to engage with their own responses to this. Creativity allows students to look at their world in a number of ways, not just accepting it as it is, and also looking for different ways to respond to it. Curiosity is about wanting to find out more, and to understand themselves and others, and to know how to find out in a coherent and ethical manner. Through change, critique, creativity and curiosity, it is hoped that Education Studies and English Literature students will care about themselves, others and the environment, and to challenge both themselves and others in their ongoing quest to understand themselves and the world as it is, as it could be, and as it should be.

Education Studies is concerned with understanding how people develop and learn throughout their lives, and the nature of knowledge and critical engagement with ways of knowing and understanding. It offers intellectually rigorous analysis of educational processes, systems and approaches, and their cultural, societal, political, historical, and economic contexts.

Graduates are able to participate in and contest changing discourses exemplified by reference to debate about values, personal and social engagement, and how these relate to communities and societies. Students have opportunities to develop their critical capabilities through the selection, analysis and synthesis of relevant perspectives, and to be able to justify different positions on educational matters. They will engage in a critique of current policies and practice and challenge assumptions. An education studies course provides the knowledge, understanding and critical analysis to inform current and future professionals.

Transferable skills:

Education Studies graduates will be able to:

- Construct and communicate oral and written arguments
- Use information and communication technology (ICT), including word processing, databases, internet communication, information retrieval and online searches
- Interpret and present relevant numerical information
- Work with others, as a result of the development of interpersonal skills, to demonstrate the capacity to plan, to share goals, and work as a member of a team
- Improve their own learning and performance, including the development of study and research skills, information retrieval, and a capacity to plan and manage learning, and to reflect on their own learning
- Analyse, synthesise, evaluate, and identify problems and solutions.

Students will engage in a work placement at Level 5, and will also have the opportunity to study abroad.

English Literature is a rich and vibrant area of study. At YSJU, we are a dynamic, engaged, and research-active team who are committed to providing our students with a cutting-edge education. By studying English Literature, you will have the opportunity to learn about a range of different genres, historical periods, and literary forms. Our philosophy is simple: *words matter*. Words shape the world we live in (books can and have changed the world) and the connections between the written page and the concerns of the 'real' world are a crucial part of the programme. Overall, the degree will enable you to develop your expertise as a reader and critic of a range of literary materials, whilst also supporting you in the development of a portfolio of professional skills which will aid you in the wider job market. As you become adept at independent learning, you will become a more sophisticated reader of texts, and you will find that your confidence as a writer and as a critic will increase as your degree progresses.

Through the course of a wide-ranging suite of modules, you will develop an extensive knowledge of both classic and contemporary texts, and will have the opportunity to gain some professional experience on our dedicated employability module, 'Literature at Work'. The choice of modules on offer will help you to develop your own interests and allow you to shape your degree accordingly. For example, students can choose to follow an historical pathway that might include modules such as 'Revolution and Response', which examines writing from the late eighteenth century and early nineteenth century, or 'The Victorian Novel', which focuses on nineteenth-century fiction. In addition, students can focus on other specialised areas represented by modules including 'Mapping America', 'Sick Novels: Literature and Disease', 'Science Fiction for Survival', and 'Gothic Origins'. We pride ourselves on a diverse and stimulating syllabus, and you might find yourself studying Native American writing, prison narratives, radical poetry, avant-garde writing, political polemics, Civil Rights literature, speculative fiction, LGBT rights literature, experimental writing, and literature of the Caribbean, as well as canonical writers such as Shakespeare, Dickens, and Austen, all as part of your English Literature degree.

A team of research-active academics who are all recognised in their respective specialisms will facilitate and guide your learning. We use a variety of assessment methods to help you develop different types of learning. You will not sit any traditional exams as part of your degree in

English Literature, and instead you will be encouraged to try new forms of writing. In addition to more traditional assessments such as the essay, you might be asked to write a blog post, to compile a research portfolio, or even to curate an online exhibition. Field trips are an integral part of the programme, and students in recent years have had the opportunity to visit London, Stratford-upon-Avon, and Whitby, as well as local sites including Castle Howard and York Theatre Royal.

During your degree, you will develop a range of subject-specific and transferable skills. As well as having the opportunity to become an adept reader, critic, writer, and researcher, you will also become highly skilled in critical thinking, problem solving, constructing and developing an argument, time-management, public speaking, and project management. These skills are all valued highly by employers, and you have the chance to develop more professional skills on our bespoke employability module 'Literature at Work'. On this module, you will be able to experience an external work placement, or choose to work on a team project (such as designing a publication or curating a small exhibition). Students regularly contribute to our popular Literature blog, *Point Zero*, which is an excellent way to gain relevant professional experience and exposure for your critical and creative perspectives.

### **Admissions criteria**

You must meet the University's general entry criteria for [undergraduate](#) study.

If your first language is not English, you need to take an IELTS test or an equivalent qualification accepted by the University (see <https://www.yorks.ac.uk/international/how-to-apply/english-language-requirements/>).

If you do not have traditional qualifications, you may be eligible for entry on the basis of [Accredited Prior \(Experiential\) Learning \(APL/APEL\)](#). We also consider applications for entry with advanced standing.

### **Programme aims**

1. To encourage students to develop an informed and critical understanding of key themes and debates within English Literature;
2. To enhance students' development as independent learners and literary critics;
3. To support students in developing a range of transferable skills to equip them for employment and lifelong learning;
4. Encourage students to engage with fundamental questions concerning the aims and values of education its relationship to society;
5. Provide opportunities for students to appreciate the problematic nature of educational theory, policy, and practice;
6. Encourage the interrogation of educational processes in a wide variety of contexts;
7. To develop an ability to reflect critically on the process of researching, writing, analysing, and forming an academic argument;
8. To provide a supportive learning environment that meets the needs of a diverse set of learners;
9. To enhance students' development of appropriate skills in communication, analysis, collaboration, research, and self-management.

### **Programme learning outcomes**

Upon successful completion of the programme students will be able to:

#### **Level 4**

- 1.1 Demonstrate awareness of key concepts in English Literature, including historical and theoretical perspectives.
- 1.2 Appropriately apply perspectives, skills and knowledge gained across the subject areas studied.
- 1.3 Demonstrate awareness of formal and generic conventions.
- 1.4 Demonstrate competence in the analysis of a variety of texts.
- 1.5 Communicate effectively using a range of basic skills appropriate for the audience and purpose.
- 1.6 Demonstrate a range of basic key transferable skills (including those for lifelong learning) appropriate for further study and future employment.
- 1.7 Demonstrate competence in applying critical and theoretical approaches to literary texts.
- 1.8 Evaluate their research, analysis, and writing process.

## Level 5

- 2.1 Demonstrate a critical understanding and knowledge of English Literature, including an enhanced appreciation of historical and theoretical perspectives.
- 2.2 Apply theoretical perspectives and concepts to a range of situations and issues relevant to the subject areas studied (including those associated with work-based settings).
- 2.3 Demonstrate critical awareness of research strategies particular to the subjects studied.
- 2.4 Apply theoretical perspectives and concepts to a range of different texts.
- 2.5 Critically analyse data and information relevant to study in the subject areas.
- 2.6 Effectively communicate information, ideas, arguments, and interpretations in a manner appropriate to the task and audience.
- 2.7 Demonstrate an ability to apply knowledge and skills effectively in decision making in the context of growing maturity as an independent learner.
- 2.8 Demonstrate transferable skills including organisation, time-management, decision-making, and the ability to construct a coherent argument.

## Level 6

- 3.1 Demonstrate a systemic understanding of English Literature, underpinned by a detailed awareness of historical and theoretical perspectives.
- 3.2 Synthesise and apply relevant critical and theoretical perspectives to their own research practice.
- 3.3 An ability to deploy an advanced conceptual understanding of the application of research skills and theoretical approaches to English Literature.
- 3.4 Work autonomously within a structured environment.
- 3.5 Manage and reflect critically upon individual learning.
- 3.6 Demonstrate transferable skills to an advanced level that prepares them for employment or further study.
- 3.7 Demonstrate an ability to reach reasoned judgements about arguments and evidence based upon sound critical analysis and an understanding of different value positions.
- 3.8 Exercise initiative and personal responsibility in a range of decision-making contexts related to their studies.
- 3.9 Design and undertake a piece of extended independent research that demonstrates an in-depth knowledge of a specific area of English Literature or Education Studies.

**Please note:** 3.9 is compulsory for the award of BA (Hons) Education Studies and English Literature. Students enrolled on a Joint Honours degree may choose to write their dissertation in either subject.

## Programme Structure

Code	Level	Semester	Title	Credits	Status of Module*
1ED200	4	1	Key Changes in Modern Schooling	20	C
1ED201	4	1	Learning as a student	20	O
1EN600	4	1	Introduction to Literary Studies I	20	C
1EN601	4	1	Writing, Research and Literature	20	O
1ED206	4	1	Representations of Education	20	O
1ED203	4	2	Questioning the purpose of education: philosophical perspectives	20	C
1ED204	4	2	Global development and education	20	O
1ED205	4	2	What is inclusive learning?	20	O
1EN602	4	2	Introduction to Literary Studies II	20	C
1EN603	4	2	Theorising Literature: Power and Identity	20	O
1EN604	4	2	Canonicity	20	O
2ED200	5	2	Learning as a researcher	20	O
2ED201	5	1	Education and Social Justice	20	O
2ED202	5	1	Life chances and education	20	O
2ED203	5	1	Media and dis/ability	20	O
2ED204	5	1	The globalisation of education policy	20	O
2EN450	5	1 or 2	Literary Theory	20	O
2EN600	5	1 or 2	Civil War to Civil Society: British Literature, 1640-1740	20	O
2EN470	5	1	Adaptations	20	O
2EN601	5	1 or 2	Science Fiction for Survival	20	O
2EN602	5	1	Mapping America	20	O
2EN510	5	2	Literature at Work	20	O
2EN511	5	2	Conflicting Words	20	O
2EN603	5	1 or 2	Revolution and Response: British Literature, 1740-1840	20	O
2EN604	5	1 or 2	Sick Novels: Literature and Disease	20	O
2EN605	5	1 or 2	From Harlem to Hip-Hop: African American Literature and Culture	20	O
2EN606	5	1 or 2	Shakespeare: Perspectives	20	O
2CW201	5	1	Writing Fiction	20	O
2CW202	5	1	Writing Reality: Creative Nonfiction	20	O
2ED205	5	1	Knowledge and the curriculum	20	C
2ED206	5	2	Reflecting on learning	20	O
2CW203	5	2	Writing Poetry	20	O
2CW204	5	2	Scriptwriting	20	O
3ED200	6	1 and 2	Researching in an educational context	40	O/CA
3EN996	6	1 and 2	English Literature Dissertation	40	O/CA
3CW204	6	1 & 2	Creative Writing Dissertation	40	O/CA
3ED201	6	1	Investigating Learning	20	O
3ED202	6	1	Education and contemporary ethical issues	20	O
3ED203	6	1	Digital learning - The future of education?	20	O
3ED204	6	1	Critical perspectives in SEN and Inclusion	20	O
3EN600	6	1 or 2	The Victorian Novel: Realism, Sensation, Naturalism	20	O

3EN601	6	1 or 2	The Experimental Century: Cultural Change in the Twentieth Century	20	O
3EN602	6	1 or 2	Gothic Origins	20	O
3EN603	6	1 or 2	The Making of Modern Drama	20	O
3EN608	6	1	Research Now 1	20	O
3EN605	6	1 or 2	American Radicals: Outside the Canon	20	O
3EN270	6	1 or 2	Writing the Caribbean	20	O
3EN606	6	1 or 2	Cultures of the Now: Contemporary Writing	20	O
3EN290	6	2	Gender and Sexualities	20	O
3EN609	6	2	Research Now 2	20	O
3ED205	6	2	Education, health and well-being	20	O
3ED206	6	2	Autobiography and narrative – writing educational journeys	20	O
3ED207	6	2	Education and the environment	20	O
3ED208	6	2	Teaching and the role of the teacher	20	O
3CW201	6	1	Writing Genres	20	O
3CW202	6	1	Contemporary Writing 1: Innovation and Experimentation	20	O

\***C**: Compulsory, **CA**: Compulsory for award, **O**: option or **E**: elective.

**All optional modules are subject to staffing and timetable availability each year.**

**Please note:** all modules are subject to staffing and timetable availability each year, in accordance with CMA regulations.

#### Level 4 choices

Students must choose 20 credits from either 1EN600: Writing, Research and Literature or 1ED201: Learning as a student.

Students must select 6 modules, with a minimum of 40 credits and a maximum of 80 credits in each subject.

#### Level 5 choices

**Work-related learning:** students must select one of the employability modules, either 2EN510: Literature at Work or 2ED206: Reflecting on learning.

Students can choose a maximum of 20 credits from 2CW100: Writing Fiction, 2CW101: Writing Reality: Creative Non-Fiction, 2CW104: Scriptwriting and 2CW103: Writing Poetry.

Students must select 6 modules, with a minimum of 40 credits and a maximum of 80 credits in each subject.

#### Level 6 choices

Students must choose either 3EN996: English Literature Dissertation or 3ED200: Researching in an Educational Context. Students can take 3CW103: Creative Writing Dissertation if they have taken/will take a Creative Writing module at Level 5 or 6.

Students can choose a maximum of 20 credits from 3CW100: Writing Genres or 3CW101: Experimental Writing: Theory and Practice.

Students must select 5 modules, including a dissertation module, with a minimum of 40 credits and a maximum of 80 credits in each subject.

### Learning, teaching and assessment

To maximise the full potential of all students studying on BA (Hons) English Literature and Education Studies, the programme will focus on:

- The process of transition to ensure that you are able to benefit from a full and rewarding undergraduate experience.
- The development of lifelong learning skills, particularly in relation to developing your ability to be able to reflect upon your own learning.
- The development of skills that will help to effectively involve you in critical reflection and analysis of research, policy and practice.
- Prioritising teaching that will support learning experiences that are stimulating, appropriate and effective.
- Fostering partnerships which will help to ensure inclusive and appropriate assessment, learning & teaching practices.

## **Education Studies**

Our intention is to provide a secure foundation upon which you can build, explore and conceptualise the broader implications of the discipline, thus challenging you to develop your critical thinking skills and engagement in analytical discussion. We aim to foster a strong and supportive relationship with our students in remaining aware of each individual's learning needs across the programme. Beyond the classroom environment, we will provide you with individual academic support both via email and in face-to-face tutorials.

Teaching and learning strategies will be tailored towards the context of each module. Learning and teaching methods are designed to enable you to attain and demonstrate achievement of the specified outcomes contained in the module specifications. The BA (Hons) English Literature and Education Studies programme will use a diverse range of teaching and learning strategies which will focus on equipping you with the skills and knowledge required to be effective and successful students. English Literature and Education Studies is designed so that there is a progressive shift in the overall balance of time you spend in independent compared to tutor-supported learning. Level 4 has increased contact time to ensure that you have a sound grounding in the subject area, which is then gradually reduced through Levels 5 and 6 in order to develop student autonomy, whilst still providing a supportive environment. Work at Level 5 is characterised by more contexts where students determine the direction of their work. This may be, for example, where tutors ask them to find their own data to explore, or set up their own research direction within material.

Research skills are embedded within modules, for example, work on ethics, project design and argumentation skills. Skills and subject knowledge introduced at Level 4 and enhanced at Level 5 are consolidated at Level 6. Students are expected to be maximally self-reliant and to learn how to use their tutors as one resource among many. In terms of subject knowledge, they are expected to be able to see some of the limitations of theoretical approaches, while also using knowledge gained over the previous two years to problem-solve and critically evaluate different literature and educational phenomena. Research skills are embedded in modules as students are introduced to library skills, academic writing, data analysis and using web tools for analysis. Students are encouraged to use each other as a resource, as well as using the expertise of staff. The programme website supports the culture of a learning community, and students are introduced at the outset to its functionality.

The teaching and learning strategy includes lectures, seminars, case studies, group work, report writing and aims to be accessible to a mixture of learning styles and interactive activities. A series of key lectures for each module will provide you with an introduction to the main themes, theoretical concepts and debates. Seminars aim to provide you with the opportunity to debate and discuss the themes raised by lectures and self-directed study. This will provide you with opportunities to have a deeper understanding of the issues covered in the modules and encourages an environment in which you can communicate and discuss the subject matter with other students. You will also be encouraged to take the initiative and work towards a self-directed approach under the negotiation, facilitation and observation of the module leader. Guest speakers from appropriate organisations also enhance the lecture sessions.

There is an appropriate blend of formative feedback and summative assessments across the individual modules. This is emphasised at Level 4 whereby the word count of 3,000 per module is for the summative assessment, but in order to ease the transition into academic study within Higher Education there will also be formative feedback, which may be written or verbal. This will be particularly apparent in semester 1, as the modules support each other in developing the skills you need to succeed in Higher Education. In this respect, formative feedback will be provided prior to submission of the final summative assessment, which maximises the potential for you to engage in productive dialogue throughout the module. Formal and informal feedback including reviews and discussion will also be used to inform you of your progress and facilitate learning and personal development planning. Assessment criteria are directly related to the specified learning outcomes for the programme of study. Academic Tutorials will also support the feedback process, as your academic tutor discusses your feedback with you and suggests support as necessary.

We believe that self-motivation has a crucial role to play in learning. What motivates us and how other people can influence our self-motivation is a very complex area, but one in which our understanding is growing. We now know that success itself does not necessarily motivate. It depends to a great extent on why we think we have been successful in our learning. Even the performance of very able students can plateau or even diminish if they believe that they have reached what they consider to be the limits of their intelligence i.e. that their level of intelligence is fixed and they are powerless to increase their capacity to learn.

Ultimately, being wrong, making mistakes and struggling to understand or to do something is a necessary and formative part of learning. Formative tasks are also an integral part of the Level 5 and 6 modules so that you can receive informal feedback on both your academic work and the development of critical thinking around the subjects under discussion. Here, feedback is seen as a key tool that can support you in refining your understandings and/or knowledge as well as enabling you to build more powerful ideas and capabilities.

We believe that good feedback practice:

1. Facilitates the development of self-assessment (reflection) in learning.
2. Encourages dialogue around learning.
3. Helps clarify what good performance is (goals, criteria, expected standards).
4. Provides opportunities to close the gap between current and desired performance.
5. Delivers high quality information to students about their learning.
6. Encourages positive motivational beliefs and self-esteem.
7. Provides information to the teaching team that can be used to help shape the delivery and content of the programme.

Nicol, D. J. and MacFarlane-Dick, D. (2005) Formative assessment and self-regulated learning: A model and seven principles of good feedback practice online  
<http://www.psy.gla.ac.uk/~steve/rap/docs/nicol.dmd.pdf>

## **English Literature:**

The aims of all our teaching is to help you to become a better writer and literary critic, to challenge you to consider new ideas and concepts, and to support you in understanding the complex connections between literature and contemporary society. Literature is a dialogic discipline: that is, informed discussions and debates are a crucial part of the learning process. We do not want students to be passive learners, but instead expect you all to be actively engaged and involved with your degree subject.

We use a range of teaching styles and settings to help support you during your time at University. You will attend lectures, seminars (groups of students with a tutor), tutorials (one-to-one meetings with a tutor), workshops, and experience collaborative learning (working with your



fellow students), events, field trips, as well as independent study sessions, and times when you will need to use online resources through the University's Virtual Learning Environment.

Your first year with us is about supporting you in making the transition to university-level study. You will be assigned your own Academic Tutor, a member of staff who will meet with you and other students on a weekly basis during your first semester at YSJU. Modules such as 'Writing, Research and Literature' have been specially designed to help you adapt to the University environment and the requirements of the subject. As you progress to your second and third year, you will be able to shape your degree according to your own research interests. You can choose to specialise in a certain genre, historical period, or literary form. We have a diverse range of modules for you to choose from, and you will have lots of opportunities to study types of literature that you might not have experienced previously (such as, for example, Caribbean literature, utopian writing, and creative non-fiction).

There are no exams, and your English Literature degree will be assessed through coursework. As well as writing essays, however, there are other assessment opportunities designed to help you develop new skills and prepare for graduate employment. You will encounter a wide range of assessment, including portfolios, close-reading exercises, and opportunities for reflective writing. Some modules are assessed by one piece of coursework (usually a portfolio) and you will have the chance to work on this throughout the semester. The feedback you will receive focuses on how you can improve your work for future assessment, and we encourage all students to keep a feedback folder to help keep track of their academic development. You will have the chance to work with published and professional writers, as our resident Royal Literary Fellow is available for additional tutorials and writing support.

In your final year, you will be ready to take on a bigger role in the management of your learning. You might find yourself leading a class discussion, or doing a non-assessed presentation in a seminar. You will write a dissertation (an extended project that runs for the whole academic year) on the subject of your choice, and with the support of an academic supervisor. In many ways, this is in the intellectual culmination of your degree, as you become an independent researcher and are required to manage your own academic project. Many of our students note that this is one of the most enjoyable sections of their degree, as they are specialising in a literary topic that they are passionate about, and are putting into practice the skills they have accrued during their time at York St John University.

### **Progression and graduation requirements**

The University's [general regulations for](#) choose an item: awards apply to this programme.

Any modules that must be passed for progression or award are indicated in the Programme Structure section.

### **Internal and external reference points**

This programme specification was formulated with reference to:

- [University Mission Statement](#) [see page two]
- [Strategic Plan 2015-20](#) [see page four]
- [QAA subject benchmark statement](#)
- [Framework for Higher Education Qualifications](#)