

## Course Specification

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<b>Produced By:</b>	Oliver Jones
<b>Status:</b>	Validated

## Core Information

<b>Awarding Body / Institution:</b>	University of Wolverhampton			
<b>School / Institute:</b>	School of Humanities			
<b>Course Code(s):</b>	SE108H01UV	University of Wolverhampton	Full-time	3 Years
<b>UCAS Code:</b>	XQ13			
<b>Hierarchy of Awards:</b>	Bachelor of Arts with Honours English with Secondary Education (QTS) Bachelor of Arts English with Secondary Education (QTS) Bachelor of Arts with Honours English with Secondary Education Studies Bachelor of Arts English with Secondary Education Studies Diploma of Higher Education English with Secondary Education Studies Certificate of Higher Education English with Secondary Education Studies University Statement of Credit University Statement of Credit			
<b>Language of Study:</b>	English			
<b>Date of DAG approval:</b>	08/Jun/2018			
<b>Last Review:</b>	2017/8			
<b>Course Specification valid from:</b>	2017/8			
<b>Course Specification valid to:</b>	2023/4			

## Academic Staff

<b>Course Leader:</b>	Dr Aidan Byrne
<b>Head of Department:</b>	Dr Frank Wilson

# Course Information

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Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

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## Entry Requirements:

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Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

- GCSE English and Maths grade C+/4 or above

AND

- BCC grades from A Levels .
- BTEC QCF Extended Diploma grade DMM, BTEC QCF Diploma grade D\*D
- If you've got other qualifications or relevant experience, please contact [The Gateway](#) for further advice before applying.
- International entry requirements and application guidance can be found [here](#)

Please note we do not accept GCSE Equivalent Tests from other institutions or organisations and be aware that not all equivalency tests are accepted.

### Pre-entry Professional Skills Tests

Applicants for initial teacher training (ITT) courses which begin in 2013/14 and beyond are required to have passed the skills tests before the start of the course, Further information is available via the following link:

<http://www.education.gov.uk/sta/professional/b00211200/registration>

You will not be eligible to register and take the tests until after you have submitted an application for an ITT programme.

An offer of a place will not be made until you have attended a formal interview. Those successful in the audits and at interview will be subsequently required to meet enhanced DBS checks, fitness to teach, medical check and prohibition order check requirements

If you have accepted a Conditional Offer made by the University of Wolverhampton you will receive correspondence asking you to complete an enhanced Disclosure and Barring Service (DBS) check. The charge for this will be a DBS fee of £44.00 and a £6.00 ID check service fee. You will also need an Occupational Health Check and a prohibition check prior to starting the course.

All applicants must meet the NCTL requirements for Initial Teacher Training.

Those who do not meet the entry requirements may be offered an alternative course.

## Distinctive Features of the Course:

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As a subject based at the heart of the national curriculum, you will receive the strongest of foundations for the development of an undergraduate route with a specific education focus. The course will provide you with a direct route to a recommendation for Qualified Teacher Status while you are acquiring a solid grounding to degree level in a core discipline. Although Wolverhampton has joined competitors like UWE Bristol in pioneering the BSc with QTS in subjects like Mathematics, Computer Science, Physics and Geography, no one

is offering BA (Hons.) English with Secondary Education (recommended QTS). So this award will be breaking new ground: uniquely offering you a BA qualification in English literature and language with a recommendation for QTS from the NCTL that you can take directly into the secondary English classroom and the launch of a rewarding career.

### Educational Aims of the Course:

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With its curriculum structure providing a weighting of 66% within English, drawing on both English literature and language provision at each of the degree's three Levels, the new award will provide you with excellent subject knowledge. This includes core modules in Year 1 which concentrate on the fundamentals of literary genre and literacy skills, and on Shakespeare and critical theory in Year 2, along with continuous support in study skills throughout the programme via Learning Labs and student conferences. You will continue in Year 3 on the English side of the award with a selection of optional modules that are informed by staff research interests. On the Secondary Education side, you will receive your theory foundation in Year 1, with the practical, teacher-training experience back-loaded within the course in Years 2 and 3, allowing you to contextualise and apply the knowledge you have gained on both sides of the degree as you develop your teaching techniques during supervised work placements.

### Intakes:

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September

### Major Source of Funding:

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National College for Teaching & Leadership (NCTL)

### Tuition Fees:

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Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2019/0	H	Full Time / Sandwich	£9250.00
2019/0	EU	Full Time / Sandwich	£9250.00

### PSRB:

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None

### Course Structure:

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## September (Full-Time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 1

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
4EN007	Brief Encounters: Narrative & Form in Short Fiction	20	SEM1	Core
4EN004	Literature and Identity	20	SEM1	Core
4EN002	The Story of English	20	SEM2	Core
4EN008	Making a Scene: an introduction to drama	20	SEM2	Core
4SE001	Subject-specific Pedagogy: Justifying the Specialist Subject	20	SEM2	Core

**For this option group you must choose a minimum of 20 credits and a maximum of 20 credits**

4EN010	Fantastic Beasts: Writing the Medieval Animal	20	SEM1
4HU003	From Student to Scholar	20	SEM1

## September (Full-Time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 2

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
5EN001	Critical Theory/Textual Practice	20	SEM1	Core
5EN004	Shakespeare and the English Renaissance	20	SEM2	Core
5SE001	Subject-specific Pedagogy: Teaching the Specialist Subject	20	SEM2	Core
5SE002	Professional Development: The Beginning Teacher	20	INJR	Core
5LN005	Language and Meaning	20	SEM1	Core

**Linked Option Group Rule:** Select a minimum of 20 credits and a maximum of 20 credits from the linked (\*) groups.

**\*For this option group you must choose a minimum of 0 credits and a maximum of 20 credits**

5SE003 is only required for students entering directly at level 5 who have not completed 4SE001.

5SE003	Subject Specific Pedagogy 1a: Exploring the Teaching of the Specialist Subject	20	SEM1	
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**\*For this option group you must choose a minimum of 0 credits and a maximum of 20 credits**

5EN010	18th-Century Literature and the Birth of the Modern	20	SEM1	
5HU002	Popular Texts	20	SEM1	

## September (Full-Time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 3

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
6EN013	Independent Study - English	20	SEM1	Core
6LN001	Language Variation and Change	20	SEM1	Core
6SE007	Professional Development: The Developing Teacher	40	SEM2	Core
6SE008	Subject-specific Pedagogy: Investigating Practice	20	SEM2	Core

**For this option group you must choose a minimum of 20 credits and a maximum of 20 credits**

6EN001	Modernisms	20	SEM1	
6EN004	Victorian Literature, Art and Culture	20	SEM1	

## Learning, Teaching and Assessment

### Academic Regulations Exemption:

Section 1.2.3 - Exemption for delivery outside of the standard University Academic Calendar in order to enable students to complete the required hours for two placement modules;

5SE002 Professional Development: The Beginning Teacher.

6SE007 Professional Development: The Developing Teacher.

Section 1.3.3 - Exemption to exclude the use of non-subject option modules at Level 4, Level 5 and Level 6 in order to meet QTS requirements.

Section 4.3.3 - Exemption in accordance with the standards required for Qualified Teacher Status (granted by the National College for Teaching and Leadership). There will be no automatic right to a second attempt for any failed practice components at the discretion of the Assessment Board (second attempts are permitted for theory components);

5SE002 Professional Development: The Beginning Teacher.

6SE007 Professional Development: The Developing Teacher.

Section 4.4.3 - Exemption in accordance with the standards required for Qualified Teacher Status (granted by the National College for Teaching and Leadership). Compensation will not be permitted for any core modules which are required in order to meet these standards;

4SE001 Subject-specific Pedagogy: Justifying the Specialist Subject

5SE001 Subject Specific Pedagogy: Teaching the Specialist Subject

5SE002 Professional Development: The Beginning Teacher

6SE007 Professional Development: The Developing Teacher

6SE008 Subject-specific Pedagogy: Investigating Practice.

APPROVED on 18/1/2018. Effective date: September 2018.

The BA (Hons) English with Secondary Education (QTS) course operates outside of the standard academic

calendar in years 2 and 3. This is to allow the required number of hours of placement to be completed in the modules 5SE002 and 6SE007 for the award of Qualified Teacher Status (QTS). The professional development modules (5SE002 and 6SE007) include the assessment of the Professional Standards for the recommendation of Qualified Teacher Status (QTS). It is a requirement that 5SE002 (Year 2) is passed for progression to 6SE007 (Year 3). A re-sit opportunity for modules 5SE002 and 6SE007 is not automatic and will be offered at the discretion of the progression board. It is essential that 6SE007 is passed to be recommended for QTS, together with the BA (Hons) English with Secondary Education (QTS). Again, any re-sit of the school placement will be at the discretion of the progression board. If 5SE002 is not passed then you will be unable to progress to 6SE007 but will be able to take alternative modules to complete BA (Hons) English without recommendation for QTS. If 6SE007 is not passed then you are unable to be recommended for QTS but may still be awarded BA (Hons) English with Secondary Education. These modules cannot be compensated for the recommendation for QTS.

The BA (Hons) English with Secondary Education (QTS) course also contains core option modules within the subject area at Levels 5 and 6. These have been included to allow students the ability to focus on specific areas of interest within the chosen subject of their degree. Students are restricted to core options from within the subject area in order to maximise opportunities for the student being able to gain professional body membership upon graduation if appropriate. Core options in other subject areas such as languages are not permitted as it would reduce the likelihood of professional body membership being obtained in the future.

#### Reference Points:

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National College for Teaching and Leadership (NCTL)

Quality Code - [Part A: Setting and Maintaining Academic Standards](#). Including:

[Qualifications Frameworks](#)

[Characteristics Statements](#)

[Credit Frameworks](#)

[Subject Benchmark Statements](#)

Quality Code - [Part B: Assuring and Enhancing Academic Quality](#)

[University Policies and Regulations](#)

Equality Act (2010)

#### Learning Outcomes:

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CertHE Course Learning Outcome 1 (CHECLO1)

Demonstrate knowledge of the underlying concepts and principles associated with literary study, and an ability to apply these within the context of specific topics within that discipline;

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CertHE Course Learning Outcome 2 (CHECLO2)

Demonstrate an ability to present, evaluate and interpret literary and non-literary texts, in order to develop an argument based on the evidence identified within those texts;

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CertHE Course Learning Outcome 3 (CHECLO3)

Evaluate the appropriateness of different approaches to solving problems in literary study;

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CertHE Course Learning Outcome 4 (CHECLO4)

Communicate ideas clearly and reliably, in accordance with the acknowledged conventions of scholarship in the Humanities;

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CertHE Course Learning Outcome 5 (CHECLO5)

Demonstrate the qualities and personal skills necessary for employment, including the exercise of some personal responsibility.

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DipHE Course Learning Outcome 1 (DHECLO1)

Demonstrate knowledge and critical understanding of the underlying concepts and principles associated with literary study, along with an awareness of how the limitations of this knowledge also influences interpretation;

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DipHE Course Learning Outcome 2 (DHECLO2)

Demonstrate the ability to apply abstract concepts and principles to the study of specific areas of literary history and cultural contexts;

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DipHE Course Learning Outcome 3 (DHECLO3)

Distinguish between different methodologies employed within literary and linguistic study, as well as to evaluate critically the appropriateness of different approaches to solving problems in this field of study;

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DipHE Course Learning Outcome 4 (DHECLO4)

Undertake the critical analysis of information, identify the key problems arising from that analysis, and propose creative solutions to those problems;

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DipHE Course Learning Outcome 5 (DHECLO5)

Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline;

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DipHE Course Learning Outcome 6 (DHECLO6)

Demonstrate the qualities and transferable skills necessary for employment, requiring the exercise of personal responsibility and decision-making.

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Ordinary Course Learning Outcome 1 (ORDCLO1)

Demonstrate clearly the range of skills required to comprehend, analyse and interpret literary texts;

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Ordinary Course Learning Outcome 2 (ORDCLO2)

Demonstrate superior language skills through written and oral expression, including competence in using standard written English;

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Ordinary Course Learning Outcome 3 (ORDCLO3)

Attain an advanced knowledge of literary history and the contextual approaches to the production and reception of texts;

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Ordinary Course Learning Outcome 4 (ORDCLO4)



Develop a critical self-awareness and intellectual curiosity about literature in a multi-cultural and international context;

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Honours Course Learning Outcome 1 (DEGCLO1)

Demonstrate clearly the range of skills required to comprehend, analyse and interpret literary texts;

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Honours Course Learning Outcome 2 (DEGCLO2)

Demonstrate superior language skills through written and oral expression, including a complete command of standard written English;

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Honours Course Learning Outcome 3 (DEGCLO3)

Attain an advanced knowledge of literary history and the contextual approaches to the production and reception of texts;

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Honours Course Learning Outcome 4 (DEGCLO4)

Develop a critical self-awareness and intellectual curiosity about literature in a multi-cultural and international context;

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Honours Course Learning Outcome 5 (DEGCLO5)

Display the technical pedagogical and English competence to meet the standards required to be recommended for QTS and to teach English in secondary schools.

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Honours Course Learning Outcome 6 (DEGCLO6)

Act independently, exercise initiative and act as a positive role model in a range of complex teaching and learning situations.

Overview of Assessment:

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<b>Module</b>	<b>Title</b>	<b>Course Learning Outcomes</b>
4EN002	The Story of English	CHECLO1, CHECLO2, CHECLO4, CHECLO5
4EN004	Literature and Identity	CHECLO1, CHECLO2, CHECLO3, CHECLO5
4EN007	Brief Encounters: Narrative & Form in Short Fiction	CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5
4EN008	Making a Scene: an introduction to drama	CHECLO1, CHECLO2, CHECLO3, CHECLO5
4EN010	Fantastic Beasts: Writing the Medieval Animal	CHECLO1, CHECLO2, CHECLO3, CHECLO4
4HU003	From Student to Scholar	CHECLO1, CHECLO2, CHECLO3, CHECLO5
4SE001	Subject-specific Pedagogy: Justifying the Specialist Subject	CHECLO1, CHECLO3, CHECLO4, CHECLO5
5EN001	Critical Theory/Textual Practice	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5EN004	Shakespeare and the English Renaissance	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5EN010	18th-Century Literature and the Birth of the Modern	DHECLO1, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5HU002	Popular Texts	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO6
5LN005	Language and Meaning	DHECLO1, DHECLO3, DHECLO4, DHECLO6
5SE001	Subject-specific Pedagogy: Teaching the Specialist Subject	DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5SE002	Professional Development: The Beginning Teacher	DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5SE003	Subject Specific Pedagogy 1a: Exploring the Teaching of the Specialist Subject	DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
6EN001	Modernisms	DEGCLO1, DEGCLO2, DEGCLO4, ORDCLO1, ORDCLO2, ORDCLO4
6EN004	Victorian Literature, Art and Culture	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4
6EN013	Independent Study - English	DEGCLO1, DEGCLO3, DEGCLO4, ORDCLO1, ORDCLO3, ORDCLO4
6LN001	Language Variation and Change	DEGCLO1, DEGCLO2, DEGCLO4, ORDCLO1, ORDCLO2, ORDCLO4
6SE007	Professional Development: The Developing Teacher	DEGCLO5, DEGCLO6
6SE008	Subject-specific Pedagogy: Investigating Practice	DEGCLO5, DEGCLO6

### Teaching, Learning and Assessment:

On this course students will encounter a variety of learning activities designed to equip them with both subject-specific knowledge and a range of subject-specific and transferable skills. These will include:

- Lectures
- Seminars
- Tutorials and supervisory meetings
- Interactive workshops
- Independent research
- Individual and group student presentations
- In-class quizzes and tests
- Formal examinations
- The use of digital resources for both assignments and in-class activities

- On-line forums
- On-line portfolios and blogs
- Teaching practice
- Teaching practice observations; coursework based on learning via teaching practice

## Student Support:

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### General University support:

University Libraries are the key source of academic information for students. Libraries provide physical library resources (books, journal, DVDs etc.) and offer a range of study areas to allow students to study in the environment that suit them best: Social areas, quiet and silent areas. Libraries also provide access to wide range of online information sources, including eBooks, e-Journals and subject databases.

Libraries also provide students with academic skills support via the [Skills for Learning programme](#). Students on campus can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. Students can access a range of online skills material at: [www.wlv.ac.uk/lib/skills](http://www.wlv.ac.uk/lib/skills)

The [University Student Support website](#) offers advice on a variety of matters (careers, counselling, student union advice, etc.) Students can also access these services by booking appointment with the SU, careers, counselling services, etc.

### Course Specific Support

At Level 4 you will be shown how to locate and access the University's 'Skills for Learning' pages, which also informs you where the Study Skills section in the Library is located. The Directorate of Academic Services (DAS) provides general academic skills support to everyone. You can attend a drop-in session for an individual, one-on-one discussion with a Learning and Skills Librarian for advice on areas such as academic writing, assignment planning, exam preparation and time management. In addition, there is a regular timetable of bookable workshops covering information and digital literacy skills, including academic referencing. You will be supported by a designated Liaison Librarian who is available to support research and project work. Further details on the DAS skills for learning page [http://www.wlv.ac.uk/lib/skills\\_for\\_learning.aspx](http://www.wlv.ac.uk/lib/skills_for_learning.aspx)

Students with demonstrable need of a level of support greater than what can be provided in office hours are referred to the School of Humanities Academic Skills Support Team, as well as the series of study skills workshops offered in the Library. CANVAS topics on the VLE include study skills-related materials such as stylebooks and shared URLs that link to various on-line study skills websites (e.g., Purdue OWL and Monash Academic Literacy sites), and the Faculty of Arts Online Writing Lab was launched in 2015/16 specifically to address the gaps in student attainment of literacy skills.

Most research on academic literacies and study skills development advocates embedding them in the subject rather than through bolted-on learning experiences and much of the Level 4 programme is geared towards developing your generic and subject-specific study skills. The Humanities' new Level 4 module *4HU003 From Student to Scholar* focuses on strengthening a range of academic skills. You will be taught basic techniques in coursework planning, structuring, drafting, researching and revision through small workshops and 1-2-1 tutorials. Level 4 in-class activities and workshops, which are done in timed situations, and on-line critique circles and weekly postings teach you to become better time managers. At least two core modules at Level 4 require you to be reading and writing every week, and research shows that the 'little and often approach' has considerable impact on improving skills via repeated practice.

You will continue to be supported outside your modules in Levels 5 and 6, through the School of Humanities academic skills programme, offering a mixture of walk-in surgeries and pre-booked appointments with tutors from the English team. Learning Cafés are held each semester, offering one-day student conferences which feature themed study-skills workshops, masterclasses in employability skills like interviewing and CV writing, and a programme of guest speakers from a wide range of professions.

Formative assignments and learning activities offer you opportunities to write and revise using feedback prior to submission for assessment. Formative feedback for revision encourages you to develop and hone problem-solving skills, writing, and critical thinking (selecting rhetorical strategies for more persuasive

argument/ exposition). Additionally, many modules will give you numerous opportunities to engage in peer feedback activities and writing workshops, both in class and on-line which promote both collaborative and independent learning. You will also receive timely and frequent feedback, providing personalised study skills support.

Subject specific research skills are embedded in module learning activities - both in-class and out-of-class - and require you to use electronic and Library resources (e.g., Summons, e-books, LION, online/print newspapers and various search engines, databases, and electronic archives) to regularly locate information about authors, newspaper demographics and theoretical/critical texts to engage in problem-based learning (most writing tasks engage students in PBL) and complete assessment tasks.

Students will receive continuous individualised supervision, advice and support throughout their teaching practice.

### Employability in the Curriculum:

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This degree prepares you for a career in teaching English at secondary level, providing you with a strong grounding of knowledge in a national curriculum core subject, and a recommendation for Qualified Teaching Status. You will emerge with the solid capabilities in critical thinking, evidence gathering and evaluation, argument or point-of-view construction and advocacy, and problem solving which are essential for a successful career in education at all levels. The Secondary Education component of the course guarantees a minimum of 120 hours of classroom experience in Years 2 and 3 under the close supervision of experts in the field, providing one-to-one support with all aspects of your development as a teaching professional. The core modules in the course will also satisfy the requirements of the Wolverhampton Employability Award.



THE UNIVERSITY OF OPPORTUNITY