

## Course Specification

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|------------------------|--|
| <b>Published Date:</b> | 13-Jun-2023                              |
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| <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)<br>Bachelor of Arts English with Secondary Education (QTS)<br>Bachelor of Arts with Honours English with Secondary Education Studies<br>Bachelor of Arts English with Secondary Education Studies<br>Diploma of Higher Education English with Secondary Education Studies<br>Certificate of Higher Education English with Secondary Education Studies |                             |           |         |
| <b>Language of Study:</b>               | English  |                             |           |         |
| <b>Date of DAG approval:</b>            | 08/Jun/2018  |                             |           |         |
| <b>Last Review:</b>                     | 2021/2   |                             |           |         |
| <b>Course Specification valid from:</b> | 2017/8   |                             |           |         |
| <b>Course Specification valid to:</b>   | 2027/8   |                             |           |         |

## Academic Staff

|                            |                 |
|----------------------------|-----------------|
| <b>Course Leader:</b>      | HELEN DAVIES    |
| <b>Head of Department:</b> | Dr David Hussey |

# Course Information

|                          |   |
|--------------------------|---|
| 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. |

## 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)

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- GSCE 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 Admissions for further advice before applying.

International entry requirements and application guidance can be found here:

<https://www.wlv.ac.uk/international/your-country/>

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

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 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 DfW 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 ground to degree level in a core discipline.

This award is the only one of its kind in the local area; 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.

In the English subject area, you will have the opportunity to explore a wide range of literatures, from the canonical to the popular, from diverse authors. The modules you study have a strong emphasis on the way in

which literatures and language shape social and cultural identities. You will focus on the politics, ethics, and ideologies of cultural representation, and issues of equality and diversity in literatures, language and culture. You will work with friendly, welcoming staff, who are dedicated to working with you to enable you to achieve your full potential. You will have the opportunity to attend sessions with internationally renowned literary critics, award-winning novels and poets. You will be able to participate in our Literatures@Wolves Culture Programme, including visits to sites of regional, national and international interest, with regular events on campus, theatre performances, visits to museums, galleries and events. You will have embedded opportunities for assessment and work experience that plays to your strengths, and that will support your skills for employment on graduation. You will be supported to complete a Student Record of Achievement, a record of skills and experiences to present to prospective employers.

#### 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, this award will provide you with excellent subject knowledge. This includes core modules in Year 1 which concentrate on literary genre and literacy skills, and on Shakespeare and critical theory in Year 2, along with continuous support in study skills throughout the programme. 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 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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Department for Education

#### 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    |
|--------|----------|----------------------|-----------|
| 2020/1 | H        | Full Time / Sandwich | £9250.00  |
| 2020/1 | Overseas | Full Time / Sandwich | £12250.00 |
| 2021/2 | H        | Full Time / Sandwich | £9250.00  |
| 2021/2 | Overseas | Full Time / Sandwich | £12950.00 |
| 2022/3 | H        | Full Time / Sandwich | £9250.00  |
| 2022/3 | Overseas | Full Time / Sandwich | £13450.00 |
| 2023/4 | H        | Full Time / Sandwich | £9250.00  |
| 2023/4 | Overseas | Full Time / Sandwich | £14450.00 |

#### PSRB:

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None

## September (Full-time)

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

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

| Module | Title  | Credits | Period | Type |
|--------|--|---------|--------|------|
| 4EN011 | Written with Intent: Crime and Ideology in Fiction           | 20      | SEM1   | Core |
| 4EN003 | How English Works  | 20      | SEM1   | Core |
| 4EN002 | The Story of English   | 20      | SEM2   | Core |
| 4EN009 | Reading and Writing Poetry                                   | 20      | SEM2   | Core |
| 4SE001 | Subject-specific Pedagogy: Justifying the Specialist Subject | 20      | SEM2   | Core |
| 4EN010 | Fantastic Beasts: Writing the Medieval Animal                | 20      | SEM1   | Core |

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

| Module | Title  | Credits | Period | Type |
|--------|--|---------|--------|------|
| 5EN001 | Theorising Literatures and Identities                      | 20      | SEM1   | Core |
| 5EN004 | Shakespeare and the English Renaissance                    | 20      | SEM2   | Core |
| 5SE001 | Subject-specific Pedagogy: Teaching the Specialist Subject | 20      | YEAR   | Core |

**Group 01 | Min Value: 0 | Max Value: 20**

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 |  |
|--------|--|----|------|--|

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

**\* Group 01 | Min Value: 0 | Max Value: 20**

Select either 5EN007 (Sem 1) or 5SE002 (INJR)

|        |   |    |      |  |
|--------|---|----|------|--|
| 5SE002 | Professional Development: The Beginning Teacher | 20 | INJR |  |
|--------|---|----|------|--|

**\* Group 01 | Min Value: 0 | Max Value: 20**

Select either 5EN007 (Sem 1) or 5SE002 (INJR)

|        |                       |    |      |  |
|--------|-----------------------|----|------|--|
| 5EN007 | Children's Literature | 20 | SEM1 |  |
|--------|-----------------------|----|------|--|

|        |                      |    |      |      |
|--------|----------------------|----|------|------|
| 5LN001 | Language and Society | 20 | SEM1 | Core |
|--------|----------------------|----|------|------|

Continuing students will follow the programme indicated below:

## September (Full-time)

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

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

| 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      | YEAR   | Core |

Group 01 | Min Value: 20 | Max Value: 20

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

## September (Full-time)

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

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

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

Group 01 | Min Value: 20 | Max Value: 20

|        |  |    |      |  |
|--------|--|----|------|--|
| 6EN022 | The Centre Cannot Hold: Postcolonial Texts and Intersectionality | 20 | SEM1 |  |
| 6EN023 | Queer Medieval   | 20 | SEM1 |  |

Group 01 | Min Value: 20 | Max Value: 20

|        |                       |    |      |  |
|--------|-----------------------|----|------|--|
| 6LN005 | Language and the Mind | 20 | SEM1 |  |
| 6LN007 | Multilingualism       | 20 | SEM1 |  |

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

# Learning, Teaching and Assessment

## Academic Regulations Exemption:

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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 4.3.3 Resit opportunities - Exemption in accordance with Professional Body requirements Qualified Teacher Status (QTS). There will be no automatic right to a resit/retake for any failed practice. This will be at the discretion of the Fitness to Practice panel.

Section 4.4.3 Compensation of marginal failures -

Exemption in accordance with Professional Body requirements Qualified Teacher Status (QTS). 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

Section 4.5.1 Progression requirements - Students are normally required to gain a minimum of 120 credits before commencing the next level of study.

Effective date: Academic Year 2022/23.

## Reference Points:

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[UK Quality Code for Higher Education](#)

[Qualifications and Credit Frameworks](#)

[Subject Benchmark Statements](#)

[University Policies and Regulations](#)

Equality Act (2010)

QAA English Subject Benchmark Statement 2019

Initial Teacher Training Criteria and Supporting Advice (DfE, June 2020):

<https://www.gov.uk/government/publications/initial-teacher-training-criteria>

The recommendation of Qualified Teacher Status (QTS) is subject to meeting the Teachers' Standards. These standards set the minimum requirements for teachers' practice and conduct.

Teachers' Standards (DfE, 2011): <https://www.gov.uk/government/publications/teachers-standards>

Initial Teacher Training Courses are subject to inspection by the Office for Standards in Education (OFSTED).

Ofsted Handbook (Ofsted, June 2020): <https://www.gov.uk/government/publications/initial-teacher-education-ite-inspection-framework-and-handbook>

## Overview of Assessment:

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As part of the course approval process, the course learning outcomes were mapped to each of the modules

forming the diet of the programme of study. This process confirmed that all course learning outcomes can be met through successful completion of the modules. This mapping applies to the final award as well as to all of the intermediate awards.

| Learning Outcomes  | Modules |
|--|---------|
| <b>CERTHE01</b> Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study, and an ability to evaluate and interpret these within the context of that area of study.  |         |
| <b>CERTHE02</b> Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study.   |         |
| <b>CERTHE03</b> Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work.   |         |
| <b>CERTHE04</b> Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments.  |         |
| <b>CERTHE05</b> Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.   |         |
| <b>DIPHE01</b> Demonstrate knowledge and critical understanding of the well-established principles of your area(s) of study, and of the way in which those principles have developed with an understanding of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge.                |         |
| <b>DIPHE02</b> Demonstrate the ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context.   |         |
| <b>DIPHE03</b> Demonstrate knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study.   |         |
| <b>DIPHE04</b> Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.  |         |
| <b>DIPHE05</b> Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.  |         |
| <b>DIPHE06</b> Demonstrate the qualities and transferable skills necessary for employment, requiring the exercise of personal responsibility and decision-making and undertake further training, developing existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. |         |
| <b>BHONSN01</b> Demonstrate clearly the range of skills required to comprehend, analyse and interpret literary and non-literary texts.   |         |
| <b>BHONSN02</b> Demonstrate superior language skills through written and oral expression, including competence in using standard written English.  |         |



| BHONS03 Attain an advanced knowledge of literary and linguistic history and the contextual approaches to the production and reception of texts.                                    | Modules |
|--|---------|
| <b>BHONS04</b> Develop critical and ethical self-awareness, and intellectual and political curiosity, about literature and language in a multi-cultural and international context. |         |
| <b>BHONS01</b> Demonstrate clearly the range of skills required to comprehend, analyse and interpret literary and non-literary texts.  |         |
| <b>BHONS02</b> Demonstrate superior language skills through written and oral expression, including a complete command of standard written English.                                 |         |
| <b>BHONS03</b> Attain an advanced knowledge of literary and linguistic history and contextual approaches to the production and reception of texts.                                 |         |
| <b>BHONS04</b> Develop critical and ethical self-awareness, and intellectual and political curiosity, about literature and language in a multi-cultural and international context. |         |
| <b>BHONS05</b> Display the technical pedagogical and English competence to meet the standards required to be recommended for QTS and to teach English in secondary schools.        |         |
| <b>BHONS06</b> Act independently, exercise initiative and act as a positive role model in a range of complex teaching and learning situations.                                     |         |

## 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; the use of digital resources for both assignments and in-class activities; online forums; online portfolios and blogs; teaching practice; teaching practice observations; coursework based on learning via teaching practice.

On English modules, formative (draft) assessment is built into modules at every level to enable you to achieve your full potential in summative (graded) assessment, and practice crucial skills for academic success.

You receive feedback on your assessment within 4 weeks of submission via the University's VLE. Types of feedback can include feedback grids, comments on the submission portal, audio feedback. A sample of work is moderated by a member of the subject team, and you will have the opportunity to discuss your feedback in one-to-one tutorials by appointment.

Students are at the heart of our assessment design; you will have opportunities to select and develop assessment that suits your strengths, and that develop new skills and abilities.

In the final year of your undergraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

## Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)  
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)  
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

## Student Support:

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General University support:

[University Learning Centres](#) are the key source of academic information for students. Learning Centres 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. Learning Centres also provide access to wide range of online information sources, including eBooks, e-Journals and subject databases.

Learning Centres 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.

If you have any questions, need help or advice then ASK@WLV is there for you: [www.wlv.ac.uk/currentstudents/askwlv/](http://www.wlv.ac.uk/currentstudents/askwlv/)

## Course Specific Support

You will be assigned an academic coach when you join our course, who will act as your personal tutor at levels 3 and 4. Your academic coach will provide academic support and pastoral care, to improve engagement and facilitate learning whilst enabling students to gain transferable skills for future employment. This role will transfer to a member of the academic staff in levels 5 and 6 of your course. Your programme leader will also be available throughout the entirety of your degree to offer academic and pastoral support, and sign-post to other student services.

## 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: essential attributes 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.

