Arts, Humanities and Social Sciences

BA (Hons) English Literature and Teaching English to Speakers of Other Languages (TESOL)

Programme Specification

This document provides a concise summary of the main features of the course(s) & associated award(s) offered through this Programme Specification and includes the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. More detailed information on the learning outcomes, curriculum content, teaching/learning, assessment methods for each module and on the Programme's relationship to QAA Subject Benchmark Statements may be found in the dedicated student handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to review by the Quality Assurance Agency for Higher Education or by other national bodies.

Versioning of Programme Specification

This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications may be updated during the period of approval to include modifications approved through the University's quality assurance processes.

This version provides a description of the programme as approved for the academic session(s) indicated in section 3 of the following table.

1	**BGU approval – date and outcome of last approval**	Approved by Senate: 19 July 2023 Amended 10 June 2024
2	**Next Scheduled Review Date: [Month/Year]**	July 2028 **Foundation Year & Combined Honours** Curriculum specifically attached to this programme specification will be reviewed at the same time.
3	**Programme Specification - Effective date: [Day/Month/Year]**	1 September 2023
4	**Version Number**	v2.0

Modifications to Programme Specification

Modifications to the programme specification since approval/ last review, and the cohort(s) of students affected by the change, are listed in Section H (Log of Modifications) at the back of the document.

Cross Referencing of Programme/Module Specifications

Modifications to any elements of Module Specifications attached to this Programme will be updated and then changes made to this document to reflect that. On each Module Spec the Programmes it relates to are clearly indicated for cross referencing.

Part 1

PROGRAMME ADMINISTRATIVE AND REGULATORY INFORMATION

Programme Specification

The information in this document is organised into the following sections:
Section A – Administrative and Regulatory Information
Section B – Outcomes
Section C – Structure
Section D – Teaching, Learning and Assessment
Section E – Programme Management
Section F – Mapping
Section G – Graduate Attributes
Section H – Log of Modifications

SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

1	Programme Specification Title

BA (Hons) English Literature and Teaching English and Speaking for Other Languages (TESOL)

1a	Programme Code

BAELTE01F23

2	Brief Summary (for Marketing Purposes)

Foundation Year

The Foundation Year is an articulated, structured programme of access to Higher Education. It will provide a solid basis for future undergraduate study at Bishop Grosseteste University. It is not a stand-alone qualification but is designed to underpin specific degree programmes to which it is directly attached e.g., BA (Hons) English Literature with Foundation Year.

The Foundation Year offers an introductory grounding in what it means to be a university student. It will equip learners with the intellectual and interpersonal skills for effective undergraduate study. It provides a unique opportunity to develop core academic skills. In addition, students will begin to develop an impressive portfolio of transferable skills for employability in a range of careers.
Students will benefit from small class sizes, intensive teaching and bespoke pastoral care which will help them to get the most out of the programme and settle into university life.

This course is designed for students who do not have the usual academic qualifications or UCAS points for registration directly onto a degree course at Bishop Grosseteste University. On successful completion of the Foundation Year, students' progress directly to their chosen degree programme at Bishop Grosseteste University.

English Literature

The BA (Hons) in English Literature and TESOL (Teaching English to Speakers of Other Languages) is the perfect programme if you are fascinated by language and literature and wish to work in the numerous fields

that these subjects can inspire, from education, to marketing, advertising, creative industries and media, charities and social enterprises, publishing, librarianship, and more.

You will study a vibrant, wide-ranging, and innovative curriculum that will facilitate a deepening knowledge and engagement with literatures in English, the English language, and language teaching pedagogy. At the same time, you will be developing academic and vocational skills for a career in fields that require high levels of language awareness, excellent written and spoken communication skills, creativity, and analytical and critical skills.

You will study writers from Shakespeare to Bernadine Evaristo and Ali Smith and direct your literary passions through our diverse modules and forms of assessment from creative writing to detective and Gothic fiction, children's, world, and American literature, from film studies to musical lyrics, Romanticism to Victorian and contemporary literatures in English.

In your studies with an English Language Teaching focus, you will explore language in use, language teaching methods, and key theories of learning and language learning. You will also apply this knowledge by honing your language teaching skills with advice and support from experienced practitioners to prepare you for teaching or non-teaching roles in schools or language schools in national or international contexts.

3	**Awarding institution**	Bishop Grosseteste University (BGU)		
3a	**Programme Length**	**Full-Time** 4 years	**Part-Time** n/a	
3b	**Mode(s) of Study**	Full-time		
4	**Home Academic Programme Portfolio**	Arts, Humanities and Social Sciences		
5	**HECoS/UTT/UCAS code(s)** .	**HECoS/CAH2** HECoS **English**: 100319; CAH2: CAH19-01-03 = Literature in English 100302 HECoS **TESOL:** 100513 CAH22-01-02 (Teaching English as a Foreign Language)	**ITT** N/A	**UCAS code** X64F
6	**Framework for HE Qualifications position of final award(s)**	<u>Foundation Year</u>: Non-award bearing (Level 4) <u>BA (Hons) English Literature and Teaching English to Speakers of Other Languages (TESOL)</u>: Certificate (Level 4) Diploma (Level 5) Honours (Level 6)		
7	**Alignment with University Credit Framework**	Undergraduate		
8	**Compliance with University Assessment Regulations**	Academic Regulations Governing Taught Programmes		
9	**Progression routes with Foundation Degree (FdA) or Top-up**	n/a		

Awards

10	**Final Award title(s)**	BA (Hons) English Literature and Teaching English to Speakers of Other Languages (TESOL) with Foundation Year
10a	**Exit or Fall back Award title(s)**	CertHE in English Literature and Teaching English to Speakers of Other Languages (TESOL) with Foundation Year (120 credits) DipHE in English Literature and Teaching English to Speakers of Other Languages (TESOL) with Foundation Year (240 credits) Ordinary Degree in English Literature and Teaching English to Speakers of Other Languages (TESOL) with Foundation Year (300 credits)
10b	**Pathway**	n/a
11	**(i) Combined Honours Awards available e.g.:** • BSc/BA (Hons) XX • BSc/BA (Hons) XX and YY	BA (Hons) Education Studies and English/with Foundation Year BA (Hons) English and History/with Foundation Year BA (Hons) Psychology and English/with Foundation Year

Arrangements with Partners

12	**Approved Collaborative partner(s)**	Partner Name	Type of Collaborative Partnership
		n/a	
13	**Articulation Arrangements with Partners**	Partner Name	Details of Arrangements
		n/a	

Professional, Statutory and Regulatory Bodies

14	**PSRB(s) associated with final award of any route within the programme specification**	n/a
15	**Date and outcome of last PSRB approval/accreditation**	n/a
16	**Expiry Date of PSRB approval**	n/a

Part 2

PROGRAMME CONTENT

SECTION B1 (YEAR 1) FOUNDATION YEAR: OUTCOMES

17	QAA Benchmark Statement(s)

The programme has been written to correspond closely with the:

- *UK Quality Code for Higher Education* (QAA 2018)
- *Framework for Higher Education Qualifications in England, Wales and Northern Ireland* (FHEQ)
- specific reference to benchmark statements for *Education Studies* (2015)
- specific reference to relevant Bishop Grosseteste University codes of practice and guidance on programme specifications

18	Programme Aim

The Foundation Year aims to contribute to widening participation and lifelong learning by encouraging participation by learners who may not previously have considered studying for a higher-level qualification, or those who, for a variety of circumstances, are unable to immediately satisfy typical entry criteria for undergraduate degrees.

The programme aims to prepare learners for Level 4 undergraduate study at Bishop Grosseteste University. It will:

- Provide learners with knowledge and understanding of basic academic communication and problem-solving skills
- Develop learners as critical thinkers utilising enquiry, investigation and evidence-based analysis within interdisciplinary contexts
- Support learners to become self-directed learners in preparation for undergraduate study
- Enable learners to develop a range of transferable skills as a foundation for employment.

The Foundation Year provides an extended and intensive induction to Higher Education (HE) that feeds directly into learners' learning across the Foundation Year and beyond into their full degree programme. The Foundation Year is a direct articulation into existing and future undergraduate, non-QTS degree courses. Successful completion of this programme is required in order to follow the articulated degree programmes at Bishop Grosseteste University.

A number of degree programmes at Bishop Grosseteste University will benefit from the articulated Foundation Year, which will raise the number of appropriately prepared learners. It aims to reduce the level of additional academic support that might otherwise be necessary for some learners.

19	Programme Specific Outcomes

(a)   Final Award Learning Outcomes

Students successfully completing the Foundation Year will be able to:

K&U 1: Demonstrate foundational knowledge of the fundamental concepts, principles and techniques which underpin future study at Level 4 and higher.

SPS 1: Demonstrate emerging ability to construct and evidence critical arguments as part of academic development.
SPS 2: Develop and provide evidence of application of core academic study skills such as time management, study methods, research, interpreting evidence, academic writing, presentation skills and digital tools for learning.

IS 1: Demonstrate a basic understanding of different approaches to problem solving that underpin future study at Level 4 and higher.

TS 1: Be able to work independently and collaboratively as part of a wider team and communicate effectively
TS 2: To begin to demonstrate reflective evaluation and responsibility for their own learning and personal development.

Programme-based learning outcomes are necessarily generic to support the development of key study skills applicable across all potential undergraduate programmes of further study at Bishop Grosseteste University.

The Bishop Grosseteste University Graduate Attribute framework identifies further outcomes learners should acquire. These reflect a collective understanding of the essential skills of a Bishop Grosseteste University graduate. Those completing this one-year programme will therefore be further equipped with attributes suitable for a range of careers and lifelong learning.

These programme outcomes combine to provide a strong foundation for learners' future study and employability.

20	PGCE or Exit Award Learning Outcomes

There is no premature exit award for this one-year, non-award bearing programme.

SECTION B2 (YEARS 2-4) BA (HONS) ENGLISH LITERATURE AND TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES: OUTCOMES

17	QAA Benchmark Statement(s)

The BA (Hons) English Literature and TESOL joint programme fulfils the two QAA Benchmark statements that are applicable to it: the QAA English Subject Benchmark Statements for English (2019) and for Linguistics (2019).

The English Literature curriculum aligns with the QAA English Subject Benchmark Statement (2019) and is informed by the QAA Higher Education Credit Framework for England: Advice on Academic and Credit Arrangements (2021), and in accordance with BGU new Curriculum and Credit Framework (2021). The following is the link to the QAA 2019 English Subject Benchmark Statement https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-english.pdf

The TESOL component and its assessments, drawn from the undergraduate programme in English Language and Teaching, meet the *QAA Subject Benchmark Statement for Linguistics* (2019) and its *Benchmark Standards*, which indicates, in 1.1., that the benchmark statement is relevant for joint degrees combining linguistics with another discipline, and, in 1.2, that degrees or modules may focus on linguistics but may not necessarily have linguistics in the title. It is available at: https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-linguistics.pdf?sfvrsn=ecf3c881_4. Topics that may be included in degrees and modules with a focus on linguistics, according to section 3, which are relevant to the current modules offered as part of the TESOL component are the identified Levels of Linguistic Analysis, and certain Domains of Study (e.g., Language Acquisition).

The BA (Hons) English Literature with TESOL joint programme also fosters and enhances BGU's Graduate Attributes (https://www.bgu.ac.uk/student/careers-employability-and-enterprise/graduate-attributes) and employability for a range of professional careers and life-long learning, as well as subject-specific skills. By providing opportunities for knowledge and skills development and work-based placements, and through its assessment strategies, the joint programme encourages and support students' development of 5 of the 6 core attributes, namely: Academic Literacies; Global Citizenship; Information Literacy; Digital Fluency; and Employability. The programme enables the remaining attribute, Being Enterprising, to be developed through work-based placements, work-based observations, engagement with the BG Futures team, and time within the programme for students to benefit from enhancement opportunities.

18	Programme Aims

The QAA's subject benchmark statements for English and Linguistics (2019) inform the aims of the BA (Hons) English Literature and TESOL, together with the HEA's most recent edition of Pedagogy directly inform the overall aims of the programme for Employability (HEA, 2012), BGU's Five Year Strategy, BGU Graduate Attributes, in relation to learning, teaching and student engagement, participation, internationalisation and employability and enterprise, and BGU's Mission Statement.

The programme aims to:

- provide a focussed but responsive programme of study incorporating key aspects of English literature and the nature and use of English language;
- facilitate an independent, proactive, and reflective approach to learning and students' own teaching, which encourages the development of critical thinking and reasoning skills;
- equip student with the academic skills to analyse written and spoken discourse using relevant frameworks and intellectual debates for English literature and language teaching;
- provide thorough theoretical foundations related to how research can inform theory and practice;
- develop knowledge and understanding of theory and practice in English literature and language teaching with a view to fostering successful graduates and employees of the future;

- equip students with the skills to research skills, academic and digital literacies, and understanding of their potential impact as global citizens in line with the BGU Graduate attributes, and of the value of life-learning for their future personal and career development;
- foster students' ability to be enterprising, creative, and resilient, innovative and reliable;
- prepare students personally and professionally for further study and careers within the sectors related to English and language teaching, with the expectation that students will acquire and be able to apply a wide range of generic and transferable intellectual, practical and professional skills.

The overriding principals of the programme are inherent in the aims and outcomes of the programme itself. These are underpinned through the module content, philosophy of the portfolios and the English and TESOL teams, and the learning and teaching outcomes. Assessments are designed to challenge the students but also to help them perform to the highest of their ability. The philosophy and ethos of the degree programme provide a firm basis upon which the degree is created and taught, keeping students and learning at its heart. The strong reflective and evaluative practices are key to the overall quality of our students. The degree combines academic and professional study and will continue to support our students in preparing them for their future careers.

19	Programme Specific Outcomes

The learning outcomes of the BA (Hons) English Literature and TESOL foster and enhance Graduate Attributes and employability for a range of professional careers and life-long learning, as well as subject-specific skills including the ability to communicate accurately and effectively, analyse critically and respond to the affective power of language, evaluate, and apply scholarly bibliographical skills.

(a)   Final Award Learning Outcomes

On successful completion of BA (Hons) English Literature and TESOL, students will have demonstrated the following learning outcomes outlined under four categories: knowledge and understanding (KU), subject specific and professional skills (SP), intellectual skills (IS), and transferable skills (TS).

Knowledge and Understanding (KU)
On successful completion of a joint honours award in English Literature and TESOL, students will be able to demonstrate:

- **KU1** a sound knowledge and critical understanding of a substantial number of authors and literary texts, written in the principal literary genres of fiction, poetry, and drama, from periods of the English literary history including those before 1800, and an awareness of the ways in which literary, social, and cultural contexts might have influenced the production and reception of literary texts and periods;
- **KU2** a systematic critical, evidence-based, applied understanding of the relationship between theory and method in the disciplines of English literature and TESOL;
- **KU3** a sound knowledge of the concepts and techniques to analyse the structures and functions of English language;
- **KU4** a sound knowledge of the current concepts, practices, research findings and theories related to English Literature, teaching and learning English as a foreign language and the English language in use.

Subject-specific and professional skills (SPS)
On successful completion of the joint honours award in English Literature and TESOL, students will be able to:

- **SPS1** use critical thinking and methodological skills appropriately through critical learning and research on a range of literary and language contexts and texts;
- **SPS2** apply ideas and research from the TESOL field in evaluating, designing, and delivering teaching to a range of learners, and to reflect independently on their practice;

- **SPS3** apply appropriate scholarly methods and techniques to undertake independent research, whilst taking issues, debates, and ethical concerns into consideration, and evaluate primary and secondary sources, and use appropriate bibliographical sources;
- **SPS4** communicate critical approaches and research findings in accordance with appropriate academic standards, ethical rigour, and conventions of presentation in various *fora* and media.

Intellectual skills (IS)

On successful completion of the joint honours award in English Literature and TESOL, students will be able to:
- **IS1** appraise and articulate critical arguments on a range of specialist and complex subjects, adopting and defending an evidence-based position;
- **IS2** exercise independent thought and judgement while engaging with other opinions, theories and judgements;
- **IS3** identify, abstract, synthesise and analyse primary and secondary sources, and derive appropriate conclusions from them;
- **IS4** demonstrate an accurate use of appropriate critical skills to specific TESOL teaching issues or situations, and in analysing, interpreting, and evaluating literary and other texts.

Transferable skills (TS)

On successful completion of the joint honours award in English Literature and TESOL, students will be able to:
- **TS1** deploy a range of communication, research, and employability-related skills appropriate to the studies of English Literature and TESOL which ensure relevance, competence and confidence when entering the post-university world;
- **TS2** use effective oral, written, presentation and digital literacies, tailoring messages to specific audiences, both specialist and non-specialist, and purposes;
- **TS3** take initiative and be proactive in the improvement of their performance based on feedback and reflective learning;
- **TS4** plan and manage their time effectively, and take responsibility for achieving objectives and meeting deadlines, either independently or as part of a team.

20	Exit Award Learning Outcomes

Learning outcomes for Cert. HE (Level 4) (joint-honours students):

Certificate of Higher Education (Cert.HE) in English Literature and TESOL: a minimum total of 120 credits at level 4 or above in English Literature and TESOL.

Knowledge and Understanding (KU)

On successful completion of a minimum total of 120 credits at level 4 or above in English Literature and TESOL, students will be able to demonstrate:

- **KU1** some knowledge and understanding of a number of authors, texts, and literary forms, written from periods of the English literary history including those before 1800;
- **KU2** basic evidence-based, applied understanding of the relationship between theory and method in the disciplines of English literature and TESOL;
- **KU3** some ability to analyse the structures and functions of English language;
- **KU4** some knowledge of the current concepts and theories related to English Literature, teaching and learning English as a foreign language and the English language in use.

Subject-specific and professional skills (SPS)

On successful completion of a minimum total of 120 credits at level 4 or above in English Literature and TESOL, students will be able to demonstrate:

- **SPS1** make use of some critical thinking and methodological skills on some literary and language texts;
- **SPS3** apply some scholarly methods and techniques to undertake research, and evaluate and use suitable bibliographical sources;
- **SPS4** communicate in accordance with appropriate academic standards and conventions of presentation.

Intellectual skills (IS)

On successful completion of a minimum total of 120 credits at level 4 or above in English Literature and TESOL, students will be able to demonstrate:

- **IS1** appraise and articulate arguments on a range of subjects;
- **IS2** exercise some judgement while engaging with other opinions and theories;
- **IS3** identify and analyse primary and secondary sources;
- **IS4** use critical skills in interpreting and evaluating literary and other texts.

Transferable skills (TS)

On successful completion of a minimum total of 120 credits at level 4 or above in English Literature and TESOL, students will be able to demonstrate:

- **TS1** deploy communication skills suitable to the studies of English Literature and TESOL;
- **TS2** use oral and written presentation and digital literacy skills;
- **TS3** take initiative in the improvement of their performance based on feedback and reflective learning;
- **TS4** plan and manage their time and take responsibility for meeting deadlines.

Learning outcomes for a Dip. HE (Level 5) (joint-honours students)

Diploma of Higher Education (Dip.HE) in English Literature and TESOL: a minimum total of 240 credits of which 120 must be at level 5 or above in English Literature and TESOL.

Knowledge and Understanding (KU)

On successful completion of a minimum total of 240 credits of which 120 must be at level 5 or above in English Literature and TESOL, students will be able to demonstrate:

- **KU1** knowledge and understanding of a range of authors, literary texts and forms, from periods of the English literary history including those before 1800;
- **KU2** some critical, evidence-based, and applied understanding of the relationship between theory and method in the disciplines of English literature and TESOL;
- **KU3** some knowledge of the concepts and techniques to analyse a range of structures and functions of English language;
- **KU4** some knowledge of the concepts and practices related to English Literature, teaching and learning English as a foreign language and the English language in use.

Subject-specific and professional skills (SPS)

On successful completion of a minimum total of 240 credits of which 120 must be at level 5 or above in English Literature and TESOL, students will be able to demonstrate:

- **SPS1** use some critical thinking and methodological skills on a number of literary and language texts;
- **SPS2**   apply ideas from the TESOL field in designing and delivering teaching to a range of learners, and to reflect independently on their practice;
- **SPS3** apply scholarly methods and techniques to undertake research, evaluate primary and secondary sources, and use appropriate bibliographical sources;
- **SPS4** communicate research findings in accordance with academic standards and conventions of presentation.

Intellectual skills (IS)

On successful completion of a minimum total of 240 credits of which 120 must be at level 5 or above in English Literature and TESOL, students will be able to demonstrate:

- **IS1** appraise and articulate scholarship on a range of specialist subjects, adopting an evidence-based position;
- **IS2** exercise independent thought while engaging with other opinions and theories;
- **IS3** identify and analyse primary and secondary sources, and derive conclusions from them;
- **IS4** demonstrate use of appropriate critical skills to specific TESOL teaching issues or situations, and in analysing and interpreting literary and other texts.

Transferable skills (TS)

On successful completion of a minimum total of 240 credits of which 120 must be at level 5 or above in English Literature and TESOL, students will be able to demonstrate:

- **TS1** deploy a range of communication skills suitable to the studies of English Literature and TESOL to prepare for the post-university world;
- **TS2** use oral, written, presentation and digital literacies, tailoring messages to specific audiences and purposes;
- **TS3** take initiative in the improvement of their performance based on feedback and reflective learning;
- **TS4** plan and manage their time, and take responsibility for meeting deadlines, either independently or as part of a team.

SECTION C1 (YEAR 1) FOUNDATION YEAR: STRUCTURE

21a	Structures, modes of delivery (e.g., FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements

Level 4

September		January	
FDY00120 Self As Learner	FDY00220 Resourcing Learning	FDY00520 Effective Communication	FDY00620 The Digital Learner
FDY00320 Critical Thinking	FDY00420 Critical Engagement	FDY00720 Reflective Learning	FDY00820 Academic Writing

21b	Module Structure

Level 4

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
FDY00120	CORE	Self As Learner	1 (Autumn)	N/A
FDY00220	CORE	Resourcing Learning	1 (Autumn)	N/A
FDY00320	CORE	Critical Thinking	1 (Autumn)	N/A
FDY00420	CORE	Critical Engagement	1 (Autumn)	N/A
FDY00520	CORE	Effective Communication	2 (Spring)	N/A
FDY00620	CORE	The Digital Learner	2 (Spring)	N/A
FDY00720	CORE	Reflective Learning	2 (Spring)	N/A
FDY00820	CORE	Academic Writing	2 (Spring)	N/A

SECTION C2 (YEARS 2-4) BA (HONS) ENGLISH LITERATURE AND TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES: STRUCTURE

21a	Structures, modes of delivery (e.g., FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements

Level 4 – 120 credits

Level 4	Semester 1	ENG40122 Introduction to Literary Studies Credits: 15	ENG40222 The Gothic: Transgressive to Shock Credits: 15	TSL40222 Language & Communication Credits: 30
	Semester 2	ENG40522 Poetic License: Lines and Lyrics Credits: 15	ENG40622 Shakespearean Worlds Credits: 15	TSL40322 Second Language Acquisition Credits: 30

Level 5 – 120 credits

Level 5	Semester 1	ENG50122 Literature & Identity: Self or Subject? Credits: 15	ENG512_1.0 Reading the Popular Credits: 15 OR ENG50422 Literature & Childhood: Grimm Neverlands Credits: 15	TSL50122 TESOL Methodologies Credits: 15	
	Semester 2	ENG50522 Victorians Unbound Credits: 15	ENG50722 Becomings: Women & Writing OR ENG50622 Modern Drama OR GA Enhancement Module Credits: 15	TSL50622 Discourse Analysis Project Credits: 15 OR GA Enhancement Module 15	TSL50422 TESOL in Practice Credits: 30

Level 6 – 120 credits

Final-year project in English

Level 6	Semester 1	ENG60422 Romantic Horizons Credits: 15	ENG60122 Dissertation Credits: 45	TSL60122 Testing & Assessment in English Language Teaching Credits: 15	TSL60222 Material Design & Evaluation Credits: 15
	Semester 2	ENG60622 The Future Unwritten: Late 20th- and 21st-century Literature Credits: 15			TSL60322 English Language in Contexts OR TSL604 Innovations in ELT Credits: 15

Final-year project in TESOL

Level 6	Semester 1	TSL60222 Material Design & Evaluation Credits: 15	TSL60522 Dissertation Credits: 45	ENG60222 Modernism: Make It New! OR ENG61022 Writing the Environment Credits: 15	ENG60422 Romantic Horizons Credits: 15
	Semester 2	TSL60322 English Language in Contexts OR TSL60422 Innovations in ELT Credits: 15			ENG60622 The Future Unwritten: Late 20th- and 21st- century Literature Credits: 15

21b	Module Structure

BA (Hons) English Literature and TESOL

Level 4

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
ENG40122	Mandatory	Introduction to Literary Studies	1	15
ENG40222	Mandatory	The Gothic: Transgressive to Shock	1	15
TSL40222	Mandatory	Language & Communication	1	30
ENG40522	Mandatory	Poetic License: Lines and Lyrics	2	15
ENG40622	Mandatory	Shakespearean Worlds	2	15
TSL40322	Mandatory	Second Language Acquisition	2	30

Level 5

Core Modules				
Code	**Status**	**Module Title**	**Period (number)**	**No of credits**
ENG50122	Mandatory	Literature & Identity: Self or Subject?	1	15
ENG512_1.0 ENG50422	One of the two is Mandatory: Mandatory OR Mandatory	Reading the Popular OR Literature & Childhood: Grimm Neverlands	1	15
TSL50122	Mandatory	TESOL Methodologies	1	15
TSL50422	Mandatory	TESOL in Practice	4	30
ENG50522	Mandatory	Victorians Unbound	2	15
Option Modules				
Code	**Type**	**Module Title**	**Period (number)**	**No of credits**
ENG50722	Subject Enhancement	Becomings: Women & Writing	2	15
ENG50622	Subject Enhancement	Modern Drama	2	15
TSL50622	Subject Enhancement	Discourse Analysis Project	2	15

Level 6

Core Modules				
Code	**Status**	**Module Title**	**Period (number)**	**No of credits**
ENG60422	Mandatory	Romantic Horizons	1	15
TSL60222	Mandatory	Material Design & Evaluation	1	15
ENG60622	Mandatory	The Future Unwritten: Late 20th- and 21st-Century Literature	2	15
TSL60422 OR TSL60322	One of the two is mandatory: Mandatory OR Mandatory	Innovations in ELT OR English Language in Contexts	2	15
ENG60122 OR TSL60522	Mandatory OR Mandatory	Dissertation OR Dissertation	4 4	45 45
Option Modules				
Code	**Type**	**Module Title**	**Period (number)**	**No of credits**
ENG60222 OR ENG61022	Subject Enhancement OR Subject Enhancement (if dissertation is in English Literature)	Modernism: Make it New! OR Writing the Environment	1	15
TSL60122	Subject Enhancement if dissertation is in English Literature	Testing & Assessment in English Language Teaching	1	15

SECTION D1 (YEAR 1) FOUNDATION YEAR: TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design

The Bishop Grosseteste University Foundation Year programme is in line with national practice and resembles Foundation Year programmes successfully offered by a number of UK higher education institutions to provide supportive access into higher education (HE). The Bishop Grosseteste University Foundation Year aims to contribute to widening participation and lifelong learning by encouraging participation by learners who may not previously have considered studying for a higher-level qualification.

The Bishop Grosseteste University Foundation Year is therefore designed to support a wide range of learners from different backgrounds and with non-standard academic qualifications to enter HE. The programme provides an opportunity for learners to study at the University who are unable to evidence the usual level of entry qualifications / UCAS points required for entry to degree programmes at Bishop Grosseteste University.

The Bishop Grosseteste University Foundation Year programme is a complimentary internal programme of study to enable access to degree study at Bishop Grosseteste University. The Foundation Year programme is therefore designed to provide a common core of academic and generic study skills sufficient to build confidence and self-discipline to prepare learners for subsequent study and academic success at undergraduate level.

The Foundation Year programme is a pass-fail programme and is therefore non-award bearing.   There are 8 modules, equally distributed between two semesters. Modules are studied over a 7-week period and are paired so that learners engage with two aligned, yet separate, modules each week. The pairing of modules enables accumulative development of skills through a generic approach in which all learning is connected and builds incrementally throughout the year. It is anticipated that typically learners will attend face-to-face sessions for 6 hours weekly.

The programme has been designed to be delivered and assessed at Level 4 equivalence within the QAA FHEQ. This level indicates the intellectual demand and rigour of academic study required to successfully complete each module and provide a taster of the demands of degree level study.

A key design feature of the Foundation Year has been the commitment to providing a programme which is suitable for a potentially diverse mix of learners.   In recognition of the diversity of learner experiences and needs, this programme has been designed to balance the current needs of learners with the future demands that studying at degree level will place on them.   The purpose of the programme is not to fully mirror a full undergraduate degree programme but to provide a foundational experience and, moderately and gradually, build confidence and capability of the learners. As such, the indicative hours of study are less than what might normally be expected on a full degree programme, but the delivery is condensed and intensely delivered per week. This delivery pattern is proved to best support the needs of learners on Foundation Year programmes, who typically have other life-commitments outside university.

Learning and teaching approaches utilise a blended approach of face-to-face, directed, online and independent study. A key feature of delivery are the 'learner-led, tutor-facilitated' group tutorials. These take place weekly and encourage individual learners to re-engage with education, to 'deconstruct' what might have been previously, less than positive, engagements with education. The tutorials encourage learners to 'reconstruct' and to take personal responsibility and ownership of their learning during the Foundation Year and beyond. Peer support and dialogic approaches form a strong element of this process.

The Foundation Year programme offers incremental steps to foster a thirst for, and enjoyment of, learning and a gradual acculturation into university life. This approach will help ensure that individuals who successfully complete the Foundation Year programme are effective, successful undergraduate learners who reach their own potential within the next stages of their learner journey at full degree programme level.

Learners on the Foundation Year build a set of knowledge, skills and attributes associated with university study which they will be able to directly transfer into their degrees. The generic nature of the modules aims to ensure that learners are equipped with the necessary study skills, and written and verbal communication abilities to succeed, as well as gaining independence and confidence to progress. To avoid duplication of content at a later date, learners do not formally study their chosen degree subject during the Foundation Year. However, subject-specific learning is integrated as part of each module, allowing them to focus on their chosen subject route. Learners will have the opportunity to engage with subject-specific materials, which may, for example, include attending taster sessions or tutorials delivered by Faculty subject experts. Learners may also select topics for study that allow them to explore their personal interests and prepare for their future studies.

Throughout the Foundation Year programme, learners are encouraged to draw on their knowledge from across their learning in all module sessions, with the aim that they become active in their approach to learning. The final piece of work requires learners to demonstrate their consolidated learning and understanding and involves the application of research, critical thinking and academic writing.

23	**Learning and Teaching Strategies**

Learning and teaching strategies for the programme as a whole are balanced and comprehensive, underpinned by the need to provide a supportive and directed framework for learners entering at Level 4 with widely differing experience, familiarity and confidence with prior study, from diverse backgrounds and with a variety of entry qualifications.   The programme provides the foundation for consolidated skills development in the learner's future degree programme. The modules are designed to be stimulating, challenging, relevant and useful. The modules enable learners to experience, engage with, and develop a range of key skills necessary for independent learning and effective undergraduate study.

Learning and teaching is characterised by a combination of directive, structured, supportive and practical strategies, and opportunities. These strategies aim to ensure that learners are supported in their learning whilst also developing skills, knowledge and confidence as independent learners as appropriate for future HE study. Learning and teaching strategies aim to make effective use of social integration, group and project work to build confidence and support a community of learning.

Delivery is directed and guided, being designed to meet the needs and experience of learners who may not yet be ready to work with the full confidence and levels of autonomy normally expected at Level 4. Delivery of modules will therefore be through directive and interactive sessions, seminars and tutorials. Group work and workshop methods are also utilised. Learning will be additionally supported through the Virtual Learning Environment (VLE), and independent study.

The Foundation Year has a strong tutorial element, both group and personal tutoring. Typically, there are normally 6 scheduled learning hours per week, of which, 2-3 hours per week of 'learner-led, tutor-facilitated' sessions take place each week. Weekly study tutorials allow learners to discuss their formative tasks, assessed work, all feedback, key readings and issues raised in sessions with peers and tutors. Dialogic approaches enable learners to work on skills and areas of understanding in a supportive peer environment but also familiarises them with the processes of discussion and debate. The incorporation of group work also encourages learners to develop positive and supportive working relationships within the cohort.

Learning and teaching strategies have been selected to compliment the concepts being delivered, for example, digital skills workshops and library-based research tasks, discussion, debate, writing and speaking to a range of specialist and non-specialist audiences. The Foundation Year is intended to develop a strong learning community amongst the cohort but also to create a sense of institutional identity and a growing sense of subject community. The programme seeks to engender a sense of individual learner's 'belief in self' and also belief that they are academic, with a true entitlement to be members of a HE community of learners.

Throughout the year, learners work with their tutor to set and review personal targets so that they can clearly track their development across the year and avoid feeling overwhelmed by the level at which they will be required to work at on entry to their degree studies.

The programme team will work closely with the Foundation Year learners to ensure they are engendered as members of the Bishop Grosseteste University community.

The Foundation Year equips learners with the necessary skills to be autonomous and effective HE learners. Skills developed during the Foundation Year programme will be utilised and consolidated throughout undergraduate study and beyond, be that further study and/or employment. Collectively, the modules support all of Bishop Grosseteste University's Graduate Attributes and embed transferrable skills for employability.

24	Assessment Strategies

The Foundation Year programme offers learners opportunities to experience a range of formative and summative assessments. These include, short form writing, annotated bibliography, presentations, micro-teach, use of digital technologies, reflective journal and academic essay.

Assessment strategies are designed to be supportive, build confidence and also aim to ensure learners develop the core skills required for successful study in Higher Education (HE). Assessment strategies deployed across the Foundation Year are balanced, comprehensive, diverse and inclusive, ensuring that learners experience a range of assessment formats to assess attainment of intended learning outcomes but also to provide supportive preparation for undergraduate study.   All modules employ early, small and frequent formative, as well as summative assessment, to ensure that learners gain confidence in their knowledge and abilities as they progress through the Foundation Year. Learners will also have opportunity for self-evaluation and reflection on their own learning progress and development of skills.

Formative feedback is an integral part of the Foundation Year programme. Learners receive feedback on plans and draft materials before final summative assessment submission and have the opportunity to discuss the comments made in more detail with their tutor and peers to enable them to take responsibility for their learning and improvement. Feedback addresses key writing skills (including spelling, grammar and punctuation) as well as more advanced skills such as the structuring of arguments, summary of key concepts and demonstration of subject knowledge. There is also a focus on helping learners to gain an understanding of scholarly activity and the importance of accurate referencing, which will feed forward into their degree studies. Opportunities for verbal feedback and peer review are provided by interactive seminars and tutorials. Learners continue to reflect on their own performance and progression throughout the Foundation Year. Summative feedback is provided for all assessed pieces of work, and the comprehensive combination of formative and summative feedback allows learners to reflect on their progress, strengths and areas for improvement, and forms the basis for self-reflective and tutor-directed target setting.

The feedback cycle provides a strong sense of coherence and continuity of development within the course. Tutorial group sessions provide a focal point for learners to discuss their learning and track their acquisition

of knowledge and study skills. The final module culminates in an academic writing project which provides learners the opportunity to demonstrate all of their Foundation Year learning and to receive the final detailed summative feedback they can utilise as they progress on to their continuing programme of undergraduate degree study.

Learners are assessed predominantly through coursework. Each module has an assessment portfolio that contains two or three tasks. This will include extensive use of portfolio-based assessment, in which learners assemble evidence of key tasks, often including reflection and critical review of their progress, strengths and weaknesses.

There are no formal examinations in the Foundation Year. This is in order to build learner confidence and ensure that learners are provided with supportive entry at Level 4. In general, the undergraduate curriculum at Bishop Grosseteste University makes limited use of formal examinations, although they are more common in social science subjects such as Psychology. Appropriate exam preparation is included in the relevant degree programmes as needed once learners progress from the Foundation Year.

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
FDY00120	Self As Learner	N/A	1	-	-	100
FDY00220	Resourcing Learning	N/A	1			100
FDY00320	Critical Thinking	N/A	1			100
FDY00420	Critical Engagement	N/A	1			100
FDY00520	Effective Communication	N/A	1			100
FDY00620	The Digital Learner n	N/A	1			100
FDY00720	Reflective Learning	N/A	1			100
FDY00820	Academic Writing	N/A	1			100

The following table provides the indicative content of assessment tasks:

Module	Unistat	Task	Weighting	Indicative Word Counts	Indicative Content of Assessment Tasks
FDY00120 Self As Learner	Coursework	Portfolio	100%	1000	• SWOT analysis: Strengths, weakness, opportunities and threats • Discuss good and poor learning experience • Time management exercise e.g., Covey's '4-quadrant time management matrix'
FDY00220 Resourcing Learning	Coursework	Portfolio	100%	1000	• Exercise to demonstrate effective library searching • Peer review referencing

					• Annotating a bibliography
FDY00320 Critical Thinking	Coursework	Portfolio	100%	1000	• Explore approaches to, and models of, critical thinking e.g., Chatfield's 'Smart Study Model' • With peers, begin to deconstruct arguments in the literature in order to explore critical thinking • Create a personalised toolkit and action plan for critical thinking
FDY00420 Critical Engagement	Coursework	Portfolio	100%	1000	• Explore approaches to critical reading e.g., frame of reference • Read critically and annotate a text/source • Utilise techniques and tools to organise ideas e.g., visual organiser
FDY00520 Effective Communication	Coursework	Portfolio	100%	1500	• Deliver an effective spoken presentation of ideas • Create a written handout and annotated bibliography to support the presentation
FDY00620 The Digital Learner	Coursework	Portfolio	100%	1500	• Reflecting on workshop activities that have enabled the development of skills and appropriate uses of digital technologies to support learning e.g., use of VLE, collaborate online discussion, wikis, online safety, online profile

					• Self-evaluation of digital capabilities and confidence • Create an effective audio-visual presentation of ideas
FDY00720 Reflective Learning	Coursework	Portfolio	100%	2000	• Group collaboration to develop reflective template and action plan • Complete reflective journal of taster sessions • Micro-teach of something learnt from the taster sessions
FDY00820 Academic Writing	Coursework	Portfolio	100%	2000	• In consultation with tutor select a topic for study • Academic essay

25	Inclusive Practice and Personal Development Planning

Bishop Grosseteste University is committed to widening access and participation and adheres to a strict policy of non-discrimination. Learners will be supported for the duration of the Foundation Year through the range of services offered through the Centre for Enhancement in Learning and Teaching (CELT), Student Advice and Library Services.

The Foundation Year programme will support personal development planning through the use of the Bishop Grosseteste University Development and Career Plan (DCP) and the personal tutor system. Learners will also be aligned to a 'subject liaison tutor' who will be a subject-specific point of contact for individual learners. The subject liaison tutor will provide advice regards the subject taster-sessions and also provide subject-context and mentoring/tutorial support for learners as appropriate. Learners will be encouraged to access the wider services of BG Futures for professional career advice and opportunities.

All learners develop an e-portfolio, the Development and Career Plan (DCP). This is a detailed record of the development of skills, experience, and knowledge which:

- Supports reflection on academic and assessed work and ensures learners are able to respond effectively to feedback from tutors and improve their grades.
- Allows learners to collect evidence of the things that they achieve during their studies that promote their employability.
- Supports the development of a close and well-informed relationship with their Personal Tutor.

Tutorials will allow learners to identify their strengths and weaknesses and receive targeted support, and this process ensures that learners' individual progress is tracked across all modules and that any academic or pastoral concerns are addressed promptly.

26	Technology Enhanced Learning

Learners will be encouraged to apply skills that they already have and to develop new ones. A central tool for technology enhanced learning is through the use of Blackboard, Bishop Grosseteste University's Virtual Learning Environment (VLE). As part of the blended learning pedagogical approach for the programme, preparatory, directed, and follow-up tasks and activities will be provided to inform, engage, and reinforce the learning for each module. Learning materials for the Foundation Year programme will be accessed through the module areas on Blackboard and extensive use will be made of specific online resources that exist within the CELT areas of the VLE; especially Digital Learning and Learning Development resources, guides and self-reflection tools and materials.

Learners will have a range of opportunities for critical discussion and active engagement with VLE materials through a range of synchronous and asynchronous learning spaces including module blogs, wikis and discussion forums. In addition, learners will engage with research for relevant literature through online databases and electronic search engines as part of Bishop Grosseteste University's library provision. Included within the Library Systems are access to journals and specific subject related learning resources.

27	Work-related Learning and/or Placement

There is no direct connection to work-related learning or placement. However, the Foundation Year programme recognises the integral nature of core employability skills as part of undergraduate study.

28	Employability

All modules in the Foundation Year are organised around the development of transferable skills, such as presentation skills, successful time management, group work, critical thinking and problem solving. Collectively, the programme modules support all of Bishop Grosseteste University's Graduate Attributes and embed transferrable skills for employability. As such, Foundation Year learners will develop a range of relevant graduate attributes and skills including:

- problem-solving
- decision making
- locating resources
- analysis and evaluation of resources/evidence/data
- organisational skills, including time management, and project planning
- the ability to work in teams
- appropriate utilisation of digital technologies
- appropriate levels of communication – written, oral and visual

In addition to the development of a range of transferable skills, learners will engage with the Development and Career Plan (DCP) which encourages reflection on career aspiration and target setting to help achieve academic and career goals. The DCP e-portfolio allows learners to collect evidence of the things that they achieve during their studies that promote their employability

As Bishop Grosseteste University students, learners on the Foundation Year programme, will be eligible to engage with all workshops, sessions and extra-curricular activities as provided by BG Futures and Careers.

SECTION D2 (YEARS 2-4) BA (HONS) ENGLISH LITERATURE AND TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES: TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design

The BA (Hons) English Literature and TESOL is built on a student-centred approach to empower students to be engaged, proactive and autonomous learners. Aligned with the institution's ethos and vision, it values student engagement, life-long learning, widening participation, and a constructivist approach to learning. It builds a student-centred learning experience that enhances life skills and personal qualities that are essential to their employability and their contribution to society as responsible, ethical twenty-first-century citizens in a globalised and complex changing world.

The credit structure consists of 15-credit modules that last one semester, with some exceptions: level-four TESOL modules, a second-year module in TESOL, TSL507 TESOL in Practice, which is 30 credits and lasts two semesters, and the Dissertation module at level 6, in the final year, which is a year-long 45-credit module the students chooses to do their dissertation either in English literature (ENG60122) or TESOL (TSL602), meaning they will do one 45-credit module only. This structure is designed to offer a broad-based engagement with literary studies and TESOL through a structured combination of core and optional modules (optionality is operational at levels 5 & 6). The arrangement of levels and modules provides a structured introduction to the two subjects through the gradual extension of knowledge and complexity, the progressive development of key skills and competences, and the staged expansion of opportunities for both diversification and critical independence. It develops BGU Graduate Attributes through an emphasis on critical skills and creativity, frequent opportunities for seminar interaction and small-group work, and varied forms of assessment designed to enhance information and digital literacies, entrepreneurship, and the ability to work cross-culturally.

Aligning with BGU's Five Year Strategy and Mission Statement, BGU Graduate Attributes, and focus on student engagement, participation, internationalisation and employability and enterprise, the BA (Hons) English Literature and TESOL facilitates opportunities of learning and teaching that encourage them to become independent, reflective, critical thinkers and researchers with integrity, respectful and inclusive global citizens; to be enterprising, creative and resilient, innovative and digitally fluent, and lifelong learners as well as subjects' experts. It supports them to become professional, flexible, and willing to accept responsibility, and to be highly employable in national and international contexts.

The English literature element of curriculum is designed to provide a broad-based introduction to the undergraduate study of English Literature. It includes period-based modules, centred upon representative texts within a bounded chronology and cultural context (ENG50522, ENG60422, and ENG60622), modules that involve the multidirectional exploration of a specific concept (ENG50122, ENG50422) or genre (ENG40222, ENG40522, ENG512_1.0); and some are designed around the acquisition, development, and integration of specific academic and/or employability skills (ENG40122, ENG40522, ENG40622, ENG50522, and ENG60122). Three of the core English modules, ENG40222, ENG40522 and ENG40622, ensure that English Literature and TESOL students meet the QAA Subject benchmark Statement for English (2019) by including literature produced before 1800. Progression trajectories are developed through the building of key skills and approaches alongside their expanding exercise of choice and exploration of diversity. Level-6 module involves a significant progression in terms of literary knowledge and critical independence by engaging with relatively complex literary works, contexts, and theoretical frameworks. This progress is accompanied by assessments that encourage students to be intellectually independent whilst also giving them the opportunity to refine and integrate the skills acquired at levels 4 and 5. Independence of thought and practice is also demonstrated through an extended dissertation module (ENG60122 if in English Literature or TSL605 if in TESOL), which runs across the academic year.

To facilitate the management of optionality in the case of English modules, students will be required to confirm their module choices in writing during the second semester of the preceding academic year. Prior to selection, students will receive guidance about the process of optionality along with full details of the range of options available to them for the following year, and their number requirements. This

dissemination of information and opportunity for enquiry is designed to ensure informed student choice and instil confidence in the organisation of the process. Students will complete, sign, and submit a proforma that clearly outlines the choices available to different student cohorts. It will make clear that students are not guaranteed a place on any selected optional module in case it proves impossible or inadvisable to run any individual module. The English team will have a clear, transparent contingency plan in place, and available to all students, to provide accurate guidance in the unlikely event of modules falling beneath satisfactory minimum numbers. Students will be asked to express their choice with the assurance that the process will, wherever possible, fulfil their first-choice preferences. Students will be instructed that their selections at this stage are final, and changes will only be considered under extreme circumstances. This process enables the production of an authoritative student/module outline in advance of the necessary administrative planning for the following year. It also enables any adjustments to be made to staffing, timetabling, student record, and VLE administration.

The TESOL element of this programme's curriculum is designed to empower students and to ensure academic and social integration through three strands which develop core linguistics, TESOL, and research elements. In TESOL, subject knowledge is developed throughout the programme along with reflection on students' understanding of their own subject knowledge development. At level 4 in Semester 1 within the TESOL modules, students begin by learning how to identify, describe, and analyse different levels of language, with a focus on the grammar of English. At level 4 in Semester 2, students utilise their language analysis skills to understand learner language data in addition to studying ideas that seek to explain successful language learning from second language acquisition (SLA) theories to learner psychology research. Learning from level 4 supports content delivered at level 5 where students discover and experience how SLA theories translate to language teaching methodologies, identify language learner needs, and begin to develop their own language teaching, classroom management and materials development skills with scaffolded learning starting with language teaching observation to group and individual teaching preparation and practice. At level 6, students will extend their skills as language teaching professionals with modules that blend theory with practice and focus on testing and assessing language learners' proficiency and developing digital skills and technology for language teaching.

From Level 4, students prepare for the process of conducting their own research, with support for general academic skills such as searching for literature and support for academic writing or encouraging student engagement with and criticality of methods commonly used in the field of TESOL and language learning theories. At Level 4 also, students have the opportunity to present, evaluate and interpret data using recognised frameworks. Students will have the opportunity to begin to carry out their research projects in the Level 5 subject enhancement module focussing on discourse analysis (TSL506) and demonstrate their understanding of methodology before choosing to carry out an individual research project in Level 6.

At levels 5 and 6, students have the opportunity to undertake their own research project and develop new skills within structured and managed projects as well as independent research projects, conducted under the guidance of a supervisor, depending on their choice of optional modules.

Prior to conducting their dissertations on the programme, students are introduced to Ethics Policies, e.g., BERA and Bishop Grosseteste University, which provide them with a clear ethical framework for student research and to raise issues which should be fully considered by students when conducting their own research.

23	Learning and Teaching Strategies

This programme's learning and teaching is aligned with BGU's 'Learning, Teaching and Assessment Strategy' which supports the University's aim to 'embed enquiry-led and research-engaged programmes with students as active partners in learning' and 'provide a student-focused and enabling approach that focuses on individual needs' (BGU Five Year Strategy 2019-25). Teaching will be delivered through a range of styles and methods including interactive face-to-face lectures, workshops, seminars, tutorials, site visits and placement opportunities but also through the dynamic use of the university's VLE, which promotes engagement and independent learning with opportunities for cross-disciplinary learning aligned with the student's particular interests and aspirations.

This programme has a student-centred approach to learning, teaching, and assessment built on feedback to and from students. Its ethos places student engagement at the core of enhancing students' learning and staff's teaching, because a student-centred approach is mindful that 'student engagement is a process rather than a product' (McFadden and Munns, 2002: 362) and uses this awareness to empower learners to be engaged, proactive, and autonomous learners. The experiential learning approach (the Kolb learning cycle) is also key to the strategies on which the learning and teaching is envisaged for this award.

The delivery is developed on a variety of flexible and inclusive learning and teaching strategies that typically involve a combination of directed, face-to-face input by module tutors (via lectures or VLE tasks and resources) followed by associated workshops and seminar discussion. This pattern recognises the value the primacy of active learning through its emphasis upon participation, collaborative analysis, focussed discussion and critical debate. Module tutors can take advantage of relatively small cohorts at BGU and adapt their versatile teaching strategies to maximise the quality of student participation and learning. In addition, there are modules designed to facilitate student independence, either in terms of critical thought and argument, or through the encouragement of individual initiative, creativity, and practical engagement, which are supported and enhanced by technology platforms for learning. Across all modules, consistency and clarity of information are assured by equivalent VLE sites, and tutorial support is available throughout the academic years through our personal tutor programme (linked to the institution's Development and Career Plan, and our 'open door' commitment to staff-student interaction). The VLE also ensures accessibility of teaching material too.

Scheduled activities will include lectures, seminars, workshops, tutorials, and individual as well as group supervision. They will include structured online activities and tasks, and sessions outside the classroom, including performances and field trips. Module tutors' input and suggestions (via lectures, workshops, seminars, and tutorials, and/or VLE tasks and resources) are maximised through technology-enhanced platforms that facilitate preparatory learning, further reflection, and peer feedback. Students' independent study of primary and secondary material is developed, challenged, and broadened through group sessions, and workshops, as well as seminars where ideas, theories, frameworks, texts, discourse, teaching practice, and research methodology are discussed, exchanged, and communicated respectfully and effectively. These activities emphasise participation, collaborative analysis, focussed discussion, and critical debate. They foster independent research through further reading lists that encourage students to make effective, autonomous use of the library resources, from archival (BGU Archive, Teaching Resources Collection and Lincolnshire Collections) to digital specialist resources. Students are encouraged to deepen their subject knowledge by taking the lead in their own learning and the wide-ranging and diverse research expertise of the current team facilitates this challenging but highly rewarding teaching and learning practice.

Through institutional and external partners, the English and English Language Teaching (ELT) teams actively participate in organising events and employability opportunities for students to broaden their learning experience. Scheduled enhancement activities include workshops led by special guests - such as literature, language and TESOL guest speakers, children's literature authors and illustrators, poets, writers, and scholars - as well as external visits to collaborative partners, events, and employability opportunities (the Tennyson Research Centre, The Collection, The Lincolnshire Life Museum, Lincoln Cathedral, Lincoln Book Festival). These are significant learning activities that enrich student experience and foster students' participation in the life of the institution at a wider level than their subject. Hence, we regularly inform students about activities organised by CELT, the International Office, Chaplaincy, Library Services, Careers and BG Futures, as well as external partners such as the Tennyson Research Centre, The Tennyson Society, Lincoln Rotary Club, First Story, and the Lincoln Book Festival. Students also have the opportunity to engage in BGU's growing research culture through local, national and international projects and events organised by members of the teams: for example, National Poetry Day, Being Human Festival, Literature at the Venue Series, and guest lectures.

The learning and teaching strategies for this programme demonstrate the commitment to working in partnership with our students and to improve their overall teaching and learning experience. We value student voice and are always keen to hear what they have to say. The programme, teaching and learning strategy will include making full use of a number of effective teaching, learning and assessment practices

that predict learning gains, such as close contact with lectures, prompt feedback, clear and high expectations, collaborative learning and "time on task". Further new initiatives introduced in the institution to help give students a greater input and to enhance and further develop a culture of staff and students working in partnership across the university will also be used. Application of learning, and the link between theory and practice, is also a key feature of effective learning strategy. An active approach to practice will come through modules in each year where students are expected to engage in project-based work individually, as part of a team, and in work-based learning situations. The range of learning opportunities available to the students is supported holistically by tutors on the programme.

This programme is designed to continue to provide high quality training, which ensures graduates are highly employable, and places the development of the BGU Graduate Attributes (BGU, 2016) at the heart of its scope, structure, and delivery. This new provision aims to equip BGU graduates with the skills to evaluate and question, to think critically and appreciate different perspectives, to be creative and enterprising. Graduates will develop interpersonal skills, flexibility, initiative, and adaptability, as well as an ability to communicate effectively, analyse, evaluate, organise, manage and lead. They will develop professional skills including time and project management, which are skills an array of employers looks for.

This programme offers options to engage in a research project or work-based learning experience of some description, either in the UK or abroad, further enhancing students' employability prospects, and the work-based opportunities for the development of those graduate skills necessary for students entering the job market. They might include work-based experience in a UK based setting, locally, regionally, or nationally as part of the level 5 module TSL507, and the subject enhancement module TSL506. Those interested in carrying out a work experience placement abroad may have the opportunity to engage in this through an International Exchange network where available, in conjunction with the International Office, and/or other university exchange programmes.

24	Assessment Strategies

The assessment strategy for BA (Hons) English Literature and TESOL supports the overall demonstration of the programme learning outcomes and is designed to engage students in a range of assessments throughout the programme in both half subjects. It systematically builds knowledge and understanding to support the skills required. The assessment strategies specific to the half subjects are outlined below. It is designed to deepen the learning experience for students and to provide them with opportunities to integrate their academic 'know-what' with their practical, 'know-how'. Consideration has been given to the QAA guidance in relation to assessment practices (QAA, 467, 03/2012) for general programme creation as well as subject specific QAA's Benchmark Statements for English and Linguistics.

All programmes in the Faculty portfolio follow BGU's Code of Practice for the Assessment of Students, which offers clear guidance on the principles and practice of assessment in the institution. Using this framework, along with the expertise of the programme design team, each assignment will be developed to ensure that it tests the relevant learning outcomes in an appropriate and developmental way. The benchmark for length and duration of assignments provided indicates that 15 credits of study broadly equate to a 2,000 words essay-style piece of work or approximately 10 minutes of an oral presentation at Level 4; 2500 words and 15-minute oral assessment at Level 5; and 3000 words or a 20-minute oral assessment at Level 6. Summative assessments take place in each module for students to demonstrate their understanding of the objectives covered.

In this programme, a wide range of assessment methods is used to support students' learning, including portfolios, group presentations, group discussions, on-line discussions, individual presentations, assessed tutorials as well as written assignments and portfolios of tasks. Assessments are varied and are designed to enhance student's critical thinking and analysis skills as well as to help them perform to their highest ability in a range of contexts that are applicable to the field of study. We recognise that individuals come from a wide range of backgrounds and experiences, and accordingly use a wide range of assessment strategies. Students can be expected to be guided and supported carefully in their first year (level 4), gradually becoming more independent as the course progresses.

Following the QAA Subject Benchmark Statements for English and Linguistics (2019), the assessment strategies encourage students to pursue original thought and to question accepted opinions. They value independence of mind and choice and the diverse and interdisciplinary nature of the disciplines through a variety of assessment forms, which seek to foster social mobility and flexibility. Our forms of assessment are mindful of the University inclusive and widening participation ethos and proactively support the student learning experience, enabling all students to deliver to their full potential. They include innovative, varied, and technology-enhanced forms of assessment (such as posters, videos, hypertext analysis, e-resource packs, blogs and other technological tools). It is informed by BGU Graduate Attributes (Academic Literacies Global Citizenship, Digital Fluency, Information Literacy, Employability, and Being Enterprising. (Please see Section G for more information).

Assessment patterns are designed with inclusivity in mind, to enable access for the widest possible range of learning styles and educational backgrounds. Digital literacies and academic communication skills are developed throughout the curricula in a framework that enables students to take intellectual risks and engage with current scholarly research within a supportive, constructivist framework. An effective academic and pastoral support system is embedded through module and personal tutors who build a productive rapport with students through regular tutorials, and the Development and Career Plan (DCP) platform from the beginning of their studies at BGU.

In addition to feedback and assessment tutorials, there will be additional bespoke support sessions put in place which will address common areas of concern amongst students. It is important to note that, throughout taught modules on the TESOL element, there will be several opportunities for our students to submit formative assignments to assist with progression between levels and to ensure students can attain the best outcome for their final summative assignment.

According to the KIS categories for assessment, see table below, many of the chosen assessment components for the TESOL element of this programme fall under the Coursework category. This category appears to be high in the table below; however, the varied components listed below and the nature of the content of the modules and how they are structured and delivered, provide an appropriate spread. It is also important to highlight that many of the Portfolio and Project assessment components across the three years will also include elements of academic writing tasks to ensure our students have the opportunity to develop their critical analysis, reflection and writing skills. Teaching practice in the form of peer teaching and further opportunities for enrichment placements/experience will be encouraged in the TESOL-focus second-year element.

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
ENG40122	Introduction to Literary Studies	15	1			100
ENG40222	The Gothic: Transgressive to Shock	15	1			100
ENG40522	Poetic License: Lines and Lyrics	15	1		100	
ENG40622	Shakespearean Worlds	15	1			100
TSL40222	Language & Communication	30	1		50	50
TSL40322	Second Language Acquisition	30	1			100
ENG50122	Literature & Identity: Self or Subject?	15	2		100	
ENG512_1.0	Reading the Popular	15	2			100
ENG50422	Literature & Childhood: Grimm Neverlands	15	2			100
ENG50522	Victorians Unbound	15	2			100

Module Code	Module Title	Credits	Level			
ENG50622	Modern Drama: The Inconstant Stage	15	2		100	
ENG50722	Becomings: Women & Writing	15	2			100
TSL50122	TESOL Methodologies	15	2			100
TSL50422	TESOL in Practice	30	2		25	75
TSL50622	Discourse Analysis Project	15	2		100	
ENG60122	Dissertation	45	3			100 (10+90)
ENG60222	Modernism: Make It New!	15	3		100	
ENG60422	Romantic Horizons	15	3			100
ENG60622	The Future Unwritten: Late 20th-& 21st- century Literature	15	3			100
ENG61022	Writing the Environment	15	3			100
TSL60122	Testing & Assessment in English Language Teaching	15	3			100
TSL60222	Material Design & Evaluation	15	3			100
TSL60322	English Language in Contexts	15	3			100
TSL60422	Innovations in English Language Teaching	15	3			100
TSL60522	Dissertation	45	3			100 (15+85)

Indicative Assessment Strategy:

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Assessment Loading	Indicative submission
ENG40122	Introduction to Literary Studies	15	portfolio	2,000 words	100%
ENG40222	The Gothic: Transgressive to Shock	15	essay	2,000 words	100%
ENG40522	Poetic License: Lines and Lyrics	15	poster presentation	10 minutes	100%
ENG40622	Shakespearean Worlds	15	essay	2,000 words	100%
TSL40222	Language & Communication	30	Reflective Language Journal	2000 words	50%
			presentation	10 minutes	50%
TSL40322	Second Language Acquisition	30	portfolio	4000 words	100%
ENG50122	Literature & Identity: Self or Subject?	15	presentation	15 minutes	100%
ENG512_1.0	Reading the Popular	15	essay	2,500 words	100%
ENG50422	Literature & Childhood: Grimm Neverlands	15	portfolio	2,500 words	100%
ENG50522	Victorians Unbound	15	essay	2,500 words	100%
ENG50622	Modern Drama: The Inconstant Stage	15	video essay	15 minutes	100%
ENG50722	Becomings: Women & Writing	15	essay	2,500 words	100%
TSL501 22	TESOL Methodologies	15	portfolio	2500 words	100%

			Reflective Journal	2000 words	25%
TSL50422	TESOL in Practice	30	Learner Analysis Poster Presentation	5 minutes	25%
			Teaching Portfolio	2500 words	50%
TSL50622	Discourse Analysis Project	15	presentation	15 minutes	100%
ENG60122	Dissertation	45	proposal	1,000 words	10%
			dissertation	8,000 words	90%
ENG60222	Modernism: Make It New!	15	hypertext	3,000 words	100%
ENG60422	Romantic Horizons	15	essay	3,000 words	100%
ENG60622	The Future Unwritten: Late 20th-& 21st-century Literature	15	essay	3,000 words	100%
ENG61022	Writing the Environment	15	essay	3,000 words	100%
TSL60122	Testing & Assessment in English Language Teaching	15	portfolio	3,000 words	100%
TSL60222	Material Design & Evaluation	15	portfolio	3,000 words	100%
TSL60322	English Language in Contexts	15	Portfolio	3,000 words	100%
TSL60422	Innovations in English Language Teaching	15	Portfolio	3,000 words	100%
TSL60522	Dissertation	45	Project output (other than dissertation)	1,500 words	15%
			Dissertation	7,500 words	85%

25	Inclusive Practice and Personal Development Planning

The Faculty proactively facilitate inclusive modes of learning, teaching, and assessment across all of our programmes, and enhance student-learning experience, to enable all students to achieve their full potential. In accordance with BGU's Diversity and Equality Policy, this programme strives to reflect and value the diverse experiences which students bring to the course, and a flexible and inclusive curriculum. It endeavours to support students throughout their studies by ensuring they have 'a positive experience and are able to be involved in all aspects higher education.' (GuildHE Inclusive Teaching and Learning in Higher Education as a route to Excellence 2017, 2). This programme promotes flexible ways of learning and study resources. Our interactive taught sessions are enhanced by inventive and innovative ways to stimulate students to participate in debates and reflections and to engage with imaginative teaching tools. We provide 'reasonable adjustments' under the Equality Act 2010 and mitigate the ways in which social barriers restrict educational opportunities and life choices for students with disabilities, specific learning differences and other special needs. We aim to remove barriers so that all students can be independent and equal in society, 'with choice and control over their own lives' (2). Hence, we want to promote 'social mobility and enhance[e] individual life chances, by giving everyone, regardless of their background or circumstances, the chance to study at higher levels of education' (2). We have considered the forms and patterns of delivery and assessment so that they are diverse, flexible, and inclusive. They align to the inclusive and widening-participation conditions of BGU's Learning and Teaching Strategy and BGU's Assessment Strategy. Module tutors will offer relevant, helpful adjustments to learning styles and materials to facilitate access to knowledge and, where relevant, scaffolding to ensure access to knowledge, and alternative forms of assessment, which allow students to demonstrate knowledge and understanding

equitably but through adjusted assessment developed in collaboration with Student Advice and CELT and approved by Registry.

The BA (Hons) English Literature and TESOL supports BGU is committed to widening access and participation and adheres to a strict policy of non-discrimination. Students will be supported throughout their programme through the full access to the range of services offered through the Centre for Enhancement in Learning and Teaching (CELT), Student Advice and Library Services. It also promotes students' personal development planning through the use of the BGU Development and Career Plan (DCP). Students will be encouraged to access the wider services of BG Futures for professional career advice and opportunities. All students develop an e-portfolio, the DCP. This is a detailed record of the development of skills, experience and knowledge which supports reflection on academic and assessed work, and ensures students are able to respond effectively to feedback from tutors and improve their grades. It allows students to collect evidence of the things that they achieve during their studies that promote their employability. It also makes explicit links between students' work experience and professional standards and in both subject areas, supports the development of a close and well-informed relationship with their personal tutor.

Employability is an important issue to all students, and careers in graduate employment are particularly competitive. When our joint honours students graduate, they will find themselves competing with large numbers of graduates and need to distinguish themselves from them in their application and interview. The DCP ties in with the employability award plan and careers services and provides students with a means of gathering evidence of all the things they do that would be of interest to an employer. It enables them to frame their skills, knowledge, and work experience in such a way as to make explicit how these are relevant for the posts for which they are applying.

From their enrolment, students can be directed by the Programme Leaders, Module Tutors, and Student Advice to the range of support that is provided at Faculty level by Student Advice, CELT, Library Services and BG Futures. Their Personal Tutors (part of the University's Development and Career Plan, allocated at the beginning of students' studies, also advise them and direct them to the relevant support departments. The University Development and Career Plan (DCP) supports students pursuing their personal academic and professional development through reflective practice embedded in the DCP online facilities, as well as regular one-to-one tutorials. Each student is allocated a Personal Tutor that will meet them regularly, each semester, throughout their studies, becoming a reliable point of reference. Students are encouraged to take advantage of all the opportunities to further their academic and employability skills that are embedded within individual modules and offered in conjunction with CELT, Digital Learning and Learning Development, the Library Services, Careers and BG Futures.

Students are also encouraged to enhance their development by taking part in institutional extra-curricular activities organised by the International Office, CELT, Library Services, Chaplaincy, as well as programme-specific enhancement activities and events. Most importantly, they are advised to enrich their experience by achieving a BGU Graduate Award, an institutional programme that rewards engagement, being entrepreneurial, and extra-curricular activities.

26	Technology Enhanced Learning

Students will be encouraged to apply skills that they already have and to develop new ones. A central tool for technology enhanced learning is through the use of Blackboard, BGU's Virtual Learning Environment (VLE), as part of the augmented learning pedagogical approach for the programme. The learning materials will be accessed through the module areas on the VLE.

Students will have a range of opportunities for critical discussion and active engagement with VLE materials through a range of synchronous and asynchronous learning spaces including module blogs, wikis and discussion forums.

Students will be encouraged to engage in research within the Library Systems that provide access to journals and specific subject related learning resources. Module specific elements are laid down within individual modules.

Technology is a key component of English Literature and TESOL and of its learning, teaching, and assessment strategies. Mindful of the impact of digital literacies and communication skills more generally, it develops technology enhanced learning tasks to enrich the student learning experience via BGU's Virtual Learning Environment (VLE), currently supported by Blackboard, where independent learning, debates and discussions are facilitated, and teaching material and shared resources are accessed. A central tool for technology enhanced learning of this programme, Blackboard is also an area for assessment and feedback, together with Turnitin. Students would be expected to engage creatively with a range of presentation tools and software that enable the production of, for examples, digital presentations and hypertext analysis. Technology is also key in enabling flexible ways of learning, study resources, and forms of assessment.

Students will be encouraged to work creatively and proactively with the Digital Learning team to enhance their own digital confidence and capability autonomously, in order to engage creatively with the programme content and tools for assessment. The modules maximise some of those skills and experiences that are sought after by employers in twenty-first-century English graduates (being creative and enterprising, providing solutions and alternatives, and communicating effectively through a variety of media).

Students' face-to-face teaching sessions are enhanced through online digital learning and teaching methods, including preparation tasks and discussions. Teaching materials will be made available on the VLE, and resources will be accessed through the modules' individual VLE pages and TALIS reading lists. Included within the Library Systems are access to journals and specific subject related learning resources (module specific elements are laid down within individual modules). Together with the Library Service, English has supported a strategic investment in resources and electronic databases to assist research-inspired and research-led delivery, including the wealth of material kept in the University Archive, the Lincolnshire Collection, and the Teaching Resource Collection, where the children's literature collection is located. Together with access to multidisciplinary collections and databases, such as JSTOR and Project MUSE, since 2015, we have added the Cambridge, Wiley, SAGE and Taylor & Francis journal collections. Overall, BGU Library Services subscribes to twenty-four collections and databases that cater for English literature students.

Subject module areas are used to provide information on the schedule of teaching, instructions for individual sessions and activities, general announcements and an extensive volume of supporting materials. These include on-line digital resources (including historical/archival materials), sound recordings, and film and video (delivered through the Planet E-Stream platform). Instructional reading lists and materials are accessed through module specific 'My Reading' areas which are consistently presented and organised across all modules. The 'My Reading' area draws on the Library managed 'Talis Aspire' reading list platform to deliver content. Included within the Library Systems are access to journals and specific subject related learning resources. Module specific elements are laid down within individual modules.

27	Work-related Learning and/or Placement

Students on BA (Hons) English Literature and TESOL will have the opportunity to undertake a work-related placement as part of their programme at level 5 through the module TSL50422, which is embedded into the TESOL element of the curricula. They will develop a range of skills transferable to graduate careers, including communication, data managing, decision making and problem solving, organisational skills, information technology, the ability to work independently and as part of a team.

The purpose of placement within the course is to add value by deepening knowledge, understanding and application of key theories and principles through first-hand, real-world, and practical experiences; and by supporting students in the development of appropriate professional and transferable skills through their work in educational and education related settings, including schools. This will directly enhance their potential employability and selection of possible exit routes. The placement in TSL50422 will highlight the

importance of professionalism and the opportunities for leaving a positive legacy from practice, research or projects conducted in the local and international communities.

Students may be asked to undertake a Disclosure and Barring Service (DBS) check if required by their chosen placement organisation, to ensure the safeguarding of vulnerable groups that they may have contact with during placement activities (students may be required to meet the cost of this.

Placements in the University's partnership of schools or other education related settings are organised by the University's central Placement Team. All placements undertaken will comply with the Code of Practice for Work-based and Placement Learning. All students requiring them for their assessed studies, depending on the place are subject to Enhanced Disclosure Procedures on arrival at BGU, and before undertaking any placement, in order to comply with Safeguarding requirements. Teaching practice settings will comply with the Code of Practice for Work-based and Placement Learning and the QAA Quality Code for Higher Education: Part B: Assuring and Enhancing Academic Quality.

Employability is embedded in the delivery and assessment of this degree programme. From level 4 to level 6, students will engage with a variety of assessment forms that will develop and enhance their confidence with employability skills and build progression into the workplace. The degree programme develops an understanding of the application of English Studies through innovative and varied forms of assessment (such as the hypertext analysis, e-resource pack, and the practical production of texts) which will develop digital, oral and written communication skills.

This joint programme aims to provide opportunities to learn from school-based activities, visits, field trips, consolidating their learning working in closer partnership with schools and other ESOL settings, with reference to the Bishop Grosseteste University Partnership. They may offer local, regional, national, and international opportunities. Any such opportunity would be run in compliance with BGU's Code of Practice for Work-based and Placement Learning and its Code of Practice for Trips and Fieldwork.

The Faculty is committed to working in partnership with employers to create opportunities for work experience and project-based learning because they enable students to apply subject-specific knowledge and skills in work-based contexts and present themselves to employers or selectors upon graduation. Through the Development and Career Plan (DCP) and BGU Employability Award, students will be supported in pursuing such opportunities through work experiences, project learning, and teaching practice. They will be encouraged to take advantage of BGU facilities and explore further work-related learning opportunities. BGU has a strong history of placement and partnership work, managed by the Placement Services Office, and a strong network of local and regional cultural institutions and schools, supported by the work of BG Futures, to draw on. The students will become familiar with our collaborative partners throughout their studies and can choose to discover more about them through teaching practice, which will be facilitated by the programme teams.

28	Employability

The English Literature and TESOL degree programme offers a firm base for students hoping to enter many and varied career pathways: from education, to marketing, advertising, creative industries and media, charities and social enterprises, publishing, librarianship, and more. The ability to critically analyse a problem, formulate a considered response, develop an argument, and generate new ideas, planning and create resources are skills embedded in the programme which also lend themselves effectively to careers in the creative industries, the legal sector, government administration and education. Maintaining the focus on real-world application throughout the programme is vital for providing students with a sustained focus on employability and possible career routes.

BA (Hons) English Literature and TESOL graduates are likely to be more employable than the average graduate of the discipline. BGU has been a top university in England for employability. English remains a popular discipline with graduate employers thanks to the versatility and currency of the skills it develops. BGU English degree programme places the development of the BGU Graduate Attributes at the heart of its scope, structure, and delivery, especially being critical, creative, and enterprising. Our provision aims to equip graduates with the skills to evaluate and question, to think critically and appreciate different perspectives, to be creative and enterprising. Our graduates will develop interpersonal skills, flexibility,

initiative, and adaptability, as well as an ability to communicate effectively, analyse, evaluate, organise, manage, and lead. They will develop professional skills including time and project management. These are skills an array of employers looks for including publishers, marketing companies, PR and advertising agencies, HR, magazine and newspapers, government, banking and legal firms, theatres, the film industry, market researchers, charity, not-for-profit and voluntary sectors, and educational environments including schools, galleries, and museums. These are professional skills that our new digital, oral, and publishing-task forms of assessment will promote and enhance.

Graduates of English and TESOL nationally enter a diverse range of roles, with the most popular graduate level professions including marketing, arts, design and media, and education. 'Understanding employers' graduate recruitment and selection practices' (Department for Business, Innovation and Skills, 2015) reports a trend for graduate employers to seek transferable over discipline-specific skills. An English degree gives students the ability to develop versatile, transferable skills that are highly sought after by graduate employers. These are expanding in the world of social media communication. The particular skills valued by employers surveyed included 'analytical and problem-solving skills', creativity, the 'ability to work with others' and to understand others' perspectives and contexts and written and spoken communication skills.

The BGU Graduate Attributes embedded in this programme - through emphasis on critical skills and creativity, frequent opportunities for seminar interaction and small-group work, and varied forms of assessment - are highly relevant to the priorities of graduate recruiters. The Graduate Attributes of Information Literacy (communication), Being Enterprising (problem-solving, communication, creative thinking, and dissemination of knowledge through original and effective means and media), and Global Citizenship (ability to work with others, potentially across cultures) will benefit graduates of this degree programme in an increasingly competitive graduate market. The digital literacies students will develop through innovative forms of assessment such as hypertext analysis, production of e-resources and digital presentations will place them at a competitive advantage.

There are also an increasingly wide range of career options within education and related settings beyond frontline teaching in primary or secondary schools in England such as industry training, international teaching, teaching in Further Education, school careers advice, youth work, social work, Non-Governmental Organisations and the voluntary sector, higher level teaching assistants, or pupil mentors. Further to this, given the TESOL element of the programme, the career options above can include specific responsibilities for language learners and the creation of materials or policies for language learners, e.g., as pupil mentors for EAL pupils, or, in other careers as materials designers or language teachers in online contexts. The programme employs are variety of both established and innovative methods to prepare students for the challenges of the modern language classroom. These include, for instance, the study of an unknown language, developing an individual learner profile and accompanying study plan, and increasing linguistics awareness for the classroom setting. The practical skills and theoretical knowledge gained through these activities are then explored through observed teaching practice, and TSL50422 at Level 5 provides essential training in professional career management skills designed to assist students in actively planning and preparing for their future careers in English Language Teaching (ELT). Students will develop awareness of the ELT market through and the personal attributes and achievements that employers require in this industry, and explore various contexts they have opportunity for employment through a social, cultural, and educational analysis of these contexts.

This programme will augment and complement existing provision within the Faculty and provides a strong progression route to Primary or Secondary English teaching, or language teaching and positions within schools or colleges with specific responsibilities for ESOL and EAL e.g., as EAL co-ordinators. It creates a potentially rich pipeline for our MA programmes, and subsequently EdD or PhD students, including the following:
- MA English Literature
- MA Children's Literature and Literacies
- MA in Education with TESOL

SECTION E1 (YEAR 1) FOUNDATION YEAR: PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements

There is no formal requirement for UCAS points to join the Foundation Year although normally GCSE English or equivalent is desirable. The Foundation Year syllabus does not include any specific element of upskilling in English language. Entrants must be able to demonstrate a minimum level of competence in English language.

In addition to this, some programme pathways have specific entry requirements, either at point of entry to the Foundation Year, or as a requirement in order to progress to the articulated degree programme. Details of specific entry requirements for each programme pathway are outlined in Appendix 1.

There is no provision for Accreditation of Prior Learning in respect of the Foundation Year.

Applicants may be interviewed to ascertain their suitability for the Foundation Year. This may be undertaken by MS Teams or telephone where required.

Applicants will select, at the time of application, the articulated degree programme that they wish to follow. The suitability of the selected, articulated degree programme will be assessed separately.

You may be required to undertake an Enhanced DBS check prior to enrolment on one of our programmes. For further information regarding this including a list of relevant programmes please see the university's Code of Practice for DBS Checks for Applicants and Students.

30	Programme Specific Management Arrangements

The Foundation Year sits within the Secondary, FE and teacher Development portfolio as part of the academic Faculty and is led by the Programme Leader for Foundation Year. The programme will be taught by the dedicated Foundation Year team.

31	Staff Responsibilities

Leadership of modules will be undertaken by specified team members as Module Leaders. Staff on the programme will be allocated to learners as personal tutors. In addition, an academic 'subject liaison tutor', for each subject, will be a subject-specific point of contact for individual learners. The subject liaison tutor will provide advice regards the subject taster-sessions and also provide subject-context and mentoring support for learners as appropriate. Academic staff from subject discipline areas will engage with Foundation Year learners during their studies by welcoming them to attend subject-taster sessions of the existing, validated undergraduate degree programme at Level 4. This enables Foundation Year learners to experience subject-specific 'tasters', typically of 8 hours, as part of module FDY007: Reflective Learning.

32	Programme Specific Academic Student Support

Close engagement with the wider professional services as part of the learner experience will be embedded within each module of the Foundation Year programme. The CELT team, specifically Learning Development

and Digital Learning, will support academic literacies, digital capabilities, and work towards assessments. In addition, IT will lead sessions to ensure basic digital literacies and the Library Liaison Team will support information literacies. BG Futures will support career aspiration and development. The Student Advice team will support wellbeing and, alongside CELT, will seek to develop the resilience and growth mindset of the Foundation Year learners. Learners will have an allocated personal tutor as part of Bishop Grosseteste University's Personal Development Plan (PDP). The PDP is monitored via the Development and Career Plan (DCP) process including the development of the learner's e-portfolio. Learners will also be aligned to a 'subject liaison tutor' who will be a subject-specific point of contact for individual learners. The subject liaison tutor will provide advice regards the subject taster-sessions and also provide subject-context and mentoring support for learners as appropriate.

33	Programme Specific Student Evaluation

The Foundation Year programme complies with current institutional evaluation policies and annual monitoring.

The programme team are committed to ensuring a positive learner experience and working in partnership with learners to feed forward and enhance the learner experience at both modular and programme level. Learner engagement and evaluation is considered on all aspects of the programme both formally through University processes and informally through the personal tutor structures. The programme team will work closely with the Foundation Year learners to ensure they are engaged participants in the evaluation process.

In addition, student representatives will be invited to team meetings at regular intervals to provide opportunity for student voice, as well as feeding forward news and enhancements to the programme. Actions will be minuted and channeled through relevant boards, committees, and quality assurance processes.

SECTION E2 (YEARS 2-4) BA (HONS) ENGLISH LITERATURE AND TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES: PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements

Minimum admission points for entry to the University are reviewed on an annual basis. Currently typical entry requirements are 96-112 UCAS tariff points (from a maximum of four Advanced Level qualifications). We welcome a range of qualifications that meet this requirement, such as A/AS Levels, BTEC, Access Courses, International Baccalaureate (IB), Cambridge Pre-U, Extended Project etc (on the University website there are details of all qualifications in UCAS tariffs) There is no requirement for GCSE English. For entry requirements refer to the current University on-line prospectus.

The University is committed to widening participation in higher education. As such, we are supportive of a range of marketing and publicity initiatives that encourage a diverse student body. All students who are expected to achieve our entry requirements are offered an applicant day, interview and/or campus visit. In line with this aim, we encourage applications from mature students and recognise that their experience or qualifications are likely to be different. Candidates with other entry qualifications and experience are welcome. The Admissions Team advises on their equivalence to the standard entry qualifications. Formal reference should also be made to the Code of Practice for the Admission of Students.

BGU's Strategy (2019) document lists 'internationalisation' as a central aim as we move towards 2019. To internationalise the student experience (and to recruit from beyond the local community), this programme will therefore consider a wide range of other, non-A/AS level qualifications, including the BTEC Extended Diploma, Diploma and Subsidiary Diploma, the European and International Baccalaureate Diplomas, and Advanced Diplomas. Under the theme of 'participation', BGU's Strategy (2019) notes that one key aim will be to additionally encourage and support students from "non-traditional backgrounds".

The admissions requirements for international applicants will align to BGU's IELTS and English Language Requirements Policy. As for all Undergraduate programmes, a minimum of level 6 with a minimum of 5.5 across all sections. For example, reading, writing, speaking, and listening, will be required to study on this programme. Students with a score of Level 5.5 with a minimum of 5.5 across all sections will be required to take part in a programme of in-sessional support, which will be subject to a further fee. This will be reviewed on an annual basis for the duration of the programme.

30	Programme Specific Management Arrangements

The Programme Leader for both subject areas will each lead and manage their specific half programme. The programme will be taught by module leaders and tutors, who are research-active subject specialists.

General
- Programme Leader for English and Programme Leader for English Language and Teaching – responsible for overall management, planning, organisation, and running of the degree programme.
- Module Tutor – responsible at module level for the planning, administration, delivery, and other responsibilities related to the running of the degree programme.

Combined Honours
- Programme Leader for English and Programme Leader for English Language and Teaching – responsible for overall management, planning, organisation, and running of the degree programme.
- Module Tutor – responsible at module level for the planning, administration, delivery, and other responsibilities related to the running of the degree programme.

Foundation-Year
- Programme Leader for Foundation Degrees – responsible for overall management, planning, organisation, and running of the Foundation Year programme.

- Programme Leader for English and Programme Leader for History – responsible for overall management, planning, organisation, and running of the intersection between the Foundation-Year and the English degree programmes.
- Module Tutor with a focus on Foundation-Year students - responsible for planning and delivering English bespoke sessions, tutorials, and related activities for the Foundation-Year students.

Other
- Optionality

In collaboration with the relevant departments, the English team will facilitate the management of English optionality at levels 5 and level 6 by ensuring a clear process for recording students' choice of optional modules from selection through to progression and graduation.

Members of the English and the English Language and Teaching teams are either directly line-managed or instructed in their roles by the Programme Leaders for English and English Language and Teaching in collaboration with other relevant Programme Leaders where modules are shared between programmes and line management responsibility lies outside of the programme team.

An additional level of oversight and line-management is provided by the Dean of Faculty. The quality of the programme is overseen by the Academic Enhancement Committee, which institutionally reports to the University's Senate. Annual reviews of programme quality and delivery are conducted by Programme Leaders (in the form of Annual Monitoring Reports) which are informed by NSS, module evaluations, student and staff feedback, External Examiner's comments and the BGU Learning and Teaching strategy. Targets for year-on-year development are set and implemented to enhance programme delivery.

31	Staff Responsibilities

Staffing expertise within the respective subject teams closely matches the modules' content. Leadership of modules will be designated to those with interests and research-led understandings to support the varied modules. Staff on the programme will be allocated to students as personal tutors and at level 6, in the third year of the programme, as dissertation supervisors.

- General
  - Programme Leader for English and Programme Leader for English Language and Teaching – responsible for overall management, planning, organisation, and running of the degree programme;
  - Module Tutor – responsible at module level for the planning, administration, delivery, and other responsibilities related to the running of the degree programme;
  - Visiting Tutors – responsible for module delivery, marking and moderation in English Literature and English Language and Teaching.

- Combined Honours
  - Programme Leader for English and Programme Leader for English Language and Teaching – responsible for overall management, planning, organisation, and running of the degree programme;
  - Module Tutor – responsible at module level for the planning, administration, delivery, and other responsibilities related to the running of the degree programme;
  - Visiting Tutors – responsible for module delivery, marking and moderation.

32	Programme Specific Academic Student Support

Close engagement with the wider professional services as part of the student experience will be embedded within each module. Sessions led by the Library Services team and Centre for Enhancement in Learning and Teaching (CELT) staff, specifically from Digital Learning and Learning Development, will support academic literacies and work towards assessments. Each student will be allocated a designated research supervisor in the third year of study who will oversee, with the student, the development of the research design and ethics forms for submission to the Ethics committee, and the collection and analysis of data for the dissertation.

Students will also have an allocated tutor, who will act as personal tutor as part of the Development and Career Plan (DCP) process.

English's commitment to digital literacies and new modes of assessment will require additional technical and digital learning support for staff and students. We have been working in collaboration with CELT to organise and plan this support in two areas. Firstly, students and staff will require IT services to provide reliable electronic platforms and supported software for the satisfactory completion and submission of assessments. It should be noted that, at present, there is no ambition to employ any platforms or specialist software packages that are not already supported by the institution. Secondly, there will be a more general need for CELT, Digital Learning and Learning Development in particular, to support the management of these new assessments through the provision of training opportunities and guidance in the practices of digital literacy for both students and staff. Together with them, we will ensure scheduled, bespoke 'drop-in' sessions for modules that require an understanding of the digital learning capabilities of specific tools and platforms.

We are committed to helping our students throughout their study, meeting their expectations, and providing appropriate learning resources along the way. To assist with this, we work closely with The Centre for Enhancement in Learning and Teaching (CELT), which is dedicated to developing teaching and learning across Bishop Grosseteste University. We encourage our students to work closely with CELTs Learning Development team, who focus primarily on enhancing the student experience. Tutors within Learning Development can offer advice and guidance to students with their academic literacies and study skills. Students can choose to access this service through one-to-one appointments, group workshops or by downloading our bespoke study skills resources from Blackboard. Learning Development advice and guidance is also available to staff to enhance their skills supporting students' academic progress. However, the provision of compulsory academic support is gradually reduced during the course to encourage and allow for greater independence. For example, a formative essay at level 4 is completed before any credit bearing assignments, and the non-credit baring module in Y1 supports students to develop their academic skills and assist with the transition to HE.

33	Programme Specific Student Evaluation

This programme complies with current institutional evaluation policies and takes part module evaluations at semesters 1 and 2, and programme evaluation through Student Satisfaction Surveys - NSS, and BGUSSS. The Programme Leaders (PLs) receives feedback via the Students' Union Representative Feedback System (RFS). Through this system, the PLs gather students' views, suggestions, and feedback proactively – particularly to develop and enhance the programme. The team also acts on the External Examiner's Reports and feedback.

The English & English Language and Teaching teams' learning, teaching, and assessment philosophy places at its centre a student-centred approach built on feedback to and from students therefore, reflection on delivery at modular and team level is essential. They facilitate key moments for students' informal valuation during the semesters that will exist in parallel with the afore mentioned University modes of evaluation. These prompt and ad hoc evaluation will enable students to co-produce elements of their learning, teaching, and assessment experience in collaboration with their module tutors through workshops co-production is also developed through assessment forms that enable autonomous choices.

The English & English Language and Teaching teams' open-door office hour policy enhances the University Personal Tutor System (which enables opportunities for individual students' feedback that is reflective as well as informative due the closer rapport developed between the personal tutor and the tutee) by facilitating communication between students and staff.

SECTION F1 (YEAR 1) FOUNDATION YEAR: MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

Module Name	K&U1	SPS1	SPS2	IS1	TS1	TS2
FDY00120 Self As Learner	■		■	■	■	■
FDY00220 Resourcing Learning	■		■	■		■
FDY00320 Critical Thinking		■		■		■
FDY00420 Critical Engagement	■		■			■
FDY005206 Effective Communication	■	■	■	■	■	
FDY00620 The Digital Learner			■	■	■	■
FDY00720 Reflective Learning				■	■	■
FDY00820 Academic Writing	■	■	■		■	■

SECTION F2 (YEARS 2-4) BA (HONS) ENGLISH LITERATURE AND TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES: MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

Module Name	BA (Hons) English Literature and TESOL: Programme Outcomes for **LEVEL 4**															
	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
ENG40122 Introduction to Literary Studies	√	√	√		√		√	√	√	√	√	√	√	√		√
ENG40222 The Gothic: Transgressive to Shock	√	√			√		√	√	√	√	√	√	√	√		√
ENG40522 Poetic License: Lines and Lyrics	√	√	√		√		√	√	√	√	√	√	√	√	√	√
ENG40622 Shakespearean Worlds	√	√	√		√		√	√	√	√	√	√	√	√	√	√
TSL40222 Language & Communication			√	√	√			√		√		√	√	√	√	√
TSL40322 Second Language Acquisition			√	√	√	√	√	√	√	√	√	√	√	√	√	√

Module Name	BA (Hons) English Literature and TESOL: Programme Outcomes for **LEVEL 5**															
	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
ENG50122 Literature & Identity: Self or Subject?	√	√			√		√	√	√	√	√	√	√	√	√	√
ENG512_1.0 Reading the Popular	√	√			√		√	√	√	√	√	√	√	√	√	√
ENG50422 Literature & Childhood: Grimm Neverlands	√	√		√	√		√	√	√	√	√	√	√	√	√	√
ENG50522 Victorians Unbound	√	√			√		√	√	√	√	√	√	√	√	√	√
ENG50622 Modern Drama: The Inconstant Stage	√	√			√		√	√	√	√	√	√	√	√	√	√

Module Name	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
ENG50722 Becomings: Women & Writing	√	√			√		√	√	√	√	√	√	√	√	√	√
TSL50122 TESOL Methodologies		√		√	√	√	√	√	√	√	√	√	√	√	√	√
TSL50422 TESOL in Practice 1		√	√		√	√	√	√	√	√	√	√	√	√	√	√
TSL50622 Discourse Analysis Project			√	√	√		√	√	√	√	√	√	√	√	√	√

Module Name	BA (Hons) English Literature and TESOL: Programme Outcomes for **LEVEL 6**															
	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
ENG60122 Dissertation		√		√	√		√	√	√	√	√	√	√	√	√	√
ENG60222 Modernism: Make It New!	√	√		√	√		√	√	√	√	√	√	√	√	√	√
ENG60422 Romantic Horizons	√	√		√	√		√	√	√	√	√	√	√	√	√	√
ENG61022 Writing the Environment	√	√		√	√		√	√	√	√	√	√	√	√	√	√
ENG60622 The Future Unwritten: Late 20th- and 21st- century Literature	√	√		√	√		√	√	√	√	√	√	√	√	√	√
TSL60122 Testing & Assessment in English Language Teaching		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
TSL60222 Material Design & Evaluation		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
TSL60322 English Language in Contexts		√		√	√	√	√	√	√	√	√	√	√	√	√	√
TSL60422 Innovations in English Language Teaching		√		√	√	√	√	√	√	√	√	√	√	√	√	√
TSL60522 Dissertation		√		√	√		√	√	√	√	√	√	√	√	√	√

SECTION G1 (YEAR 1) FOUNDATION YEAR

MAP 2

Graduate Attribute Mapping

Please indicate which of the Graduate Attributes that you have considered and where they are considered within the course.

Attribute	K&U1	SPS1	SPS2	IS1	TS1	TS2
Academic Literacies	■	■	■	■		■
Global Citizenship	■					■
Information Literacy	■	■		■		
Digital Fluency	■		■	■		
Employability			■		■	■
Being Enterprising					■	■

Graduate Attributes

GA1. **Academic Literacies** This covers the range of academic skills that you develop through undertaking university-level study.

GA2. **Global Citizenship** This is about understanding the global context in which you live, study and work

GA3. **Information Literacy** This is about being about to search for, locate, utilise and manage information effectively and ethically

GA4. **Digital Fluency** These are the skills and practices of using digital technology effectively for learning, working and participating in society

GA5. **Employability** This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life

GA6. **Being Enterprising** This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

NB the above align to the Employability outcomes on the module specifications

http://www.bishopg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx

SECTION G2 (YEARS 2-4) BA (HONS) ENGLISH LITERATURE AND TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

MAP 2

Graduate Attribute Mapping

Please indicate (with a X) which of the Graduate Attributes that you have considered and where they are considered within the course.

Attribute	BA (Hons) English Literature and TESOL: Programme Learning Outcomes															
	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Academic Literacies	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Global Citizenship	√	√	√	√	√	√	√		√	√	√	√	√	√		
Information Literacy	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Digital Fluency	√	√		√	√	√	√	√	√	√	√	√	√	√	√	√
Employability	√	√		√	√	√	√	√	√	√	√	√	√	√	√	√
Being Enterprising		√		√	√	√	√	√	√	√	√	√	√	√	√	√

Graduate Attributes

GA7. **Academic Literacies** This covers the range of academic skills that you develop through undertaking university-level study.

GA8. **Global Citizenship** This is about understanding the global context in which you live, study and work

GA9. **Information Literacy** This is about being about to search for, locate, utilise and manage information effectively and ethically

GA10. **Digital Fluency** These are the skills and practices of using digital technology effectively for learning, working and participating in society

GA11. **Employability** This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life

GA12. **Being Enterprising** This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

NB the above align to the Employability outcomes on the module specifications
http://www.bishopg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx

SECTION H (YEARS 1-4) BA (Hons) BA (HONS) ENGLISH LITERATURE AND TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES WITH FOUNDATION YEAR

MAP 3

Approved Modifications to Programme Specification since Approval/Last Review

The following log provides a cumulative of minor and major modifications made to the Programme Specification since its approval/last review.

QASA Reference	Brief Outline of Light/Minor Modification/ Major Modification *(Light/Minor - include level & title of modules & a brief description of modification)* *(Major - include details of change such as new routes, pathways etc)*	Date of QASA Approval (or event)	Approval effective from:	Details of cohort of students who will be affected by the modification *(e.g., students entering Level 5 from September 2016 onward)*
v2.0	Amendment to 2xL5 module titles/content.	10 June 2024	Sept 2024	Students entering L4 and L5.

(YEARS 1-4) BA (Hons) BA (HONS) ENGLISH LITERATURE AND TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES WITH FOUNDATION YEAR

MAP 4

Mapping of PSRB requirements against the Programme
The following should be used as a guide to identify and specify all PSRB requirements that have to be met in order to qualify a learner against the PSRB.

	PSRB Name/Standard:					
	PSRB Requirement *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*
Met?						
Modules Identified in:						
Evidence of Requirement met						
Location of PSRB Approval Document						