

## Programme Specifications

### ADVANCED DIPLOMA IN ENGLISH LITERATURE

<b>1</b>	<b>Awarding body</b>	University of Cambridge
<b>2</b>	<b>Teaching institution</b>	University of Cambridge Institute of Continuing Education *
<b>3</b>	<b>Accreditation details</b>	None
<b>4</b>	<b>Name of final award</b>	Advanced Diploma in English Literature
<b>5</b>	<b>Programme title</b>	English Literature
<b>6</b>	<b>UCAS code</b>	N/A
<b>7</b>	<b>JACS code(s)</b>	Q320
<b>8</b>	<b>Relevant QAA benchmark statement(s)</b>	2007 Subject benchmark for English Literature
<b>9</b>	<b>Qualifications framework level</b>	FHEQ Level 6 part-time
<b>10</b>	<b>Date specification produced</b>	July 2015

\* Cognate Faculty endorsement provided by: Faculty of English

The Undergraduate Advanced Diploma in English Literature will be delivered by the University of Cambridge Institute of Continuing Education (ICE), as part of its credit-bearing programme at FHEQ levels 4, 5 and 6, offered to part-time adult students.

ICE is a General Board, non-School institution whose purpose can be defined in two complementary ways. It is a conduit both for transmission of the University's knowledge and research on the one hand and for enabling members of the public to access higher education courses, whether for personal interest or professional development, on the other. In these ways it contributes significantly to the University's public engagement and widening participation commitments.

The Advanced Diploma in English Literature will be directed and taught by Dr Jenny Bavidge, ICE's UTO with responsibility for English Literature, assisted where required by supervisors chosen from ICE's Tutor Panel, all of whom are assessed under quality assurance procedures approved by the General Board. It is a requirement of Panel membership that supervisors should have academic qualifications and specialised expertise in their discipline appropriate to the supervision that they are invited to undertake. Academic responsibility for monitoring the performance of individual supervisors rests with Jenny Bavidge.

## **Programme structure**

The course is a part-time named Advanced Diploma, equivalent to 120 credits at FHEQ level 6, the third year of an undergraduate degree and is undertaken over two years with the support and guidance of a supervisor.

### Programme Overview

The Advanced Diploma in English Literature provides an opportunity for students to undertake a programme of research training and advanced engagement in literary study, culminating in the writing of a research dissertation.

### Programme details

The Advanced Diploma in English Literature is undertaken over two years. In the first year, students will produce formative and summative assignments designed to develop their subject knowledge and hone their academic writing and research skills in preparation for the writing of the dissertation in the second year of the programme. Students will receive supervisions to guide their formation of a research question and supervisors will aid them in constructing a bibliography and research and writing plan.

The student determines the subject and title of the assignments and dissertation in discussion with their supervisor. Titles must be approved by the course director.

## **Aims of the Programme**

### **Educational aims**

The Programme aims to:

- provide a part-time two-year programme offering academic grounding in research skills culminating in a research project which will enable students to investigate a specific area of literary study in their chosen area;
- support students in undertaking and completing a dissertation of between 10,000 – 12,000 words within the period of the course;
- provide an entry route for progression into a Master's degree for individuals who would benefit from study at that level but who are not, at this stage, appropriately qualified;
- extend students' awareness of varying literary and cultural perspectives and to encourage students to engage critically with theoretical and critical sources; encourage in students the development of appropriate critical skills, including evaluating the work of other academic researchers and placing their analysis within the wider relevant literary discourse; extend students' awareness of varying literary and cultural perspectives;
- help students to place their research within the context of the wider academic literature to which their interests relate, and to understand the importance of developing arguments which explain relationships between a specific question and general theoretical concepts, issues and debates in English Literature;

## Learning outcomes

### Knowledge and understanding

By the end of the Advanced Diploma, within the constraints of the course (which may focus on a single author, period or topic), students should be able to demonstrate the following learning outcomes:

- an in-depth knowledge of a major author or authors, texts and genres in modern English literature, and the contexts (historical, social, literary and commercial) in which they were produced and are read today;
- fluency with a range of critical, theoretical and practical approaches to the analysis and evaluation of prose and poetry;
- an advanced knowledge of the structure, levels, and discourse functions of the English language as exemplified in a range of English literature;
- a familiarity with the significance of critical traditions in the development of literary and cultural traditions;
- confidence in the use of precise critical terminology and, where appropriate, linguistic and stylistic terminology;
- an awareness of different critical methodologies.

### Skills and other attributes

#### Critical skills

- critical skills in the close reading, description, analysis, or production of texts or discourses;
- ability to articulate knowledge and understanding of texts, concepts and theories relating to English studies;
- sensitivity to generic conventions and to the shaping effects upon communication of circumstances, authorship, textual production and intended audience;
- responsiveness to the central role of language in the creation of meaning and a sensitivity to the affective power of language;
- rhetorical skills of effective communication and argument, both oral and written;
- command of a broad range of vocabulary and an appropriate critical terminology
- Awareness of how different social and cultural contexts affect the nature of language and meaning
- Understanding of how cultural norms and assumptions influence questions of judgement
- Understanding of the relationship between the writer and reader and key issues of reading and literary study
- Comprehension of the complex nature of literary languages, and an awareness of the relevant research by which they may be better understood.

#### Practical Skills

- Bibliographic skills appropriate to the discipline, including accurate citation of sources and consistent use of conventions in the presentation of written work
- Where appropriate, the use of online databases and digital resources
- Using libraries, e-learning resources and Cambridge collections where appropriate

## Transferable Skills

- Independent learning and time management
- Development of a research project and command of a range of materials
- Development of a clear and cogent writing style

## Teaching methods

The course will begin with a mandatory induction day including introduction and guidance to both subject specific and generic research and study skills. Teaching and learning on the course will then be delivered through a combination of eight supervisions supplemented by communication through the Institute's virtual learning environment and progression through written formative and summative assignments. (see also Assessment Methods, below). Supervisions can be given on a one-to-one or group basis. Group members will be determined by the theme of the supervision which could be subject based or on general research methodology.

Students are expected to attend all supervisions.

## Assessment methods

Students are awarded a course grade on the basis of

1. Formative assignments, all of which must be completed
2. Summative assignments and a dissertation totalling 16,000-20,000 words or their equivalent
3. Timely submission of assignments
4. Satisfactory attendance of supervisions

Students who encounter difficulties affecting their performance in one or more of the above points may submit a claim of mitigating circumstances to be considered at the end of the course.

The word length specified for the assignment(s) and dissertation is inclusive of references in the main body of the text of footnotes and endnotes but exclusive of any bibliography or list of resources consulted and of any abstract, list of contents or abbreviations that may be included at the beginning or end of the assignment.

The use of appendices is generally discouraged except where additional data, not available in published form, must be presented, and must be previously agreed with the tutor/supervisor.

The final grade will be a composite of the grades for the assignments and the dissertation, weighted 30% and 70% respectively. A student's overall performance on the course will determine whether any work needs to be resubmitted.

## Entry and/or progression requirements

Applicants seeking entry to ICE courses at FHEQ level 6 should normally be able to demonstrate significant previous study in disciplines cognate to the course to which they have applied. Academic experience up to and including the second year of undergraduate study in a cognate discipline – for example, a Diploma or an equivalent qualification - will normally be regarded as a minimum requirement. Applicants who have undertaken significant work at an appropriate level in this field, but who lack the appropriate academic qualifications may, however, also be considered, and may be asked to submit a piece of written work as part of the conditions for their entry to the course.

The Advanced Diploma will equip students for further study in the field of Literature, or related disciplines. Students who have completed an Advanced Diploma to an appropriate standard may be able to progress to Master's degrees.

Credit awarded by the Institute can be transferred into the degree programmes of some other higher education providers. The amount of credit which can be transferred into degree programmes varies from institution to institution and is always at the discretion of the receiving institution.

### **Student support**

Academic advice to students taking ICE courses is available both before and after they have registered for a course: first, from the appropriate member of the academic staff and, once the course has begun, at the induction day and also from their appointed supervisor. Communication channels with academic staff and with fellow students are provided by the ICE virtual learning environment, which also holds generic and subject specific learning resources. Students have borrowing rights in the University Library and can access the library's online resources. On request they may have a letter of introduction for university or college libraries for the area in which they live.

Administrative enquiries are dealt with by Academic Programme Managers.

All students are provided at the start of a course with access to the ICE *Student Handbook*.

### **Graduate employability and career destinations**

Students completing the Advanced diploma will have demonstrated high levels of motivation and personal commitment through part-time study. The practical and transferable skills developed on this programme will suit skill sets within research, journalism and other forms of writing, teaching and any field in which good written skills are valued.

### **Management of teaching quality and standards**

The teaching quality and standards of the course will be monitored throughout by the appropriate member of academic staff who will report annually to the Subject Moderation Panel, consisting of the internal assessor, university and external examiners and other Faculty and ICE members as agreed by the Education Committee. The report of the moderating External Examiner is made available to all students on the course via the Institute's virtual learning environment.

### **Quality indicators**

The teaching quality and standards of the unit will be monitored throughout by the Course Director in line with the QAA 2007 Subject Benchmark Statement for English Literature.

Every effort has been made to ensure the accuracy of the information in this programme specification. At the time of publication, the programme specification has been approved by the relevant Faculty Board (or equivalent). Programme specifications are reviewed annually, however, during the course of the academical year, any approved changes to the programme will be communicated to enrolled students through email notification or publication in the Reporter. The relevant faculty or department will endeavour to update the programme specification accordingly, and prior to the start of the next academical year.

Further information about specifications and an archive of programme specifications for all awards of the University is available online at: [www.admin.cam.ac.uk/univ/camdata/archive.html](http://www.admin.cam.ac.uk/univ/camdata/archive.html)