

## Programme Specification<sup>1</sup> 2026-27

### Certificate in English Literature: Approaches to Literary Study

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|--------------------------------------------------------------------|-----------------------------------------------------------------------|
| Programme title                                                    | <i>English Literature: Approaches to Literary Study</i>               |
| Name of final award                                                | <i>Certificate</i>                                                    |
| Awarding Body                                                      | <i>University of Cambridge</i>                                        |
| Teaching institution                                               | <i>University Of Cambridge, Professional and Continuing Education</i> |
| PSRB/Accreditation details and date the course was last accredited | <i>None</i>                                                           |
| UCAS code                                                          | <i>None</i>                                                           |
| HECoS code(s)                                                      | <i>None</i>                                                           |
| ATAS code                                                          |                                                                       |
| <u>Relevant QAA benchmark statement(s)</u>                         |                                                                       |
| Qualification framework level                                      | <i>Level 4</i>                                                        |
| Date specification approved                                        | <i>12 February 2026</i>                                               |
| Linked course                                                      |                                                                       |

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<sup>1</sup> 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 academic 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 academic year.

Brief overview of the course

*(Please explain the purpose of the programme in a brief paragraph of no more than 5-6 sentences.)*

This Certificate in English Literature: Approaches to Literary Study introduces students to a broad range of literary texts, genres, and critical approaches. The programme explores prose, poetry, drama, and literary theory, with attention to the cultural, historical, and literary contexts in which texts are produced and interpreted. Students develop skills in close reading, analysis, and critical discussion, engaging with a variety of theoretical perspectives and methods of literary study. Through guided study and independent learning, the course supports the development of clear written argument and informed interpretation. It is suitable for those seeking to begin or return to the study of English literature, and provides a foundation for further study in literary and related disciplines.

## Educational Aims

*What are the educational aims of the programme?*

The programme of study aims to:

- introduce students to a broad range of English Literature, including prose, poetry, drama, literary criticism and theory;
- provide opportunities for the in-depth study of individual authors and genres;
- develop students' awareness and understanding of the cultural, historical and literary contexts of English Literature;
- extend students' awareness of a range of approaches (theoretical and critical) to literary study, particularly close-reading;
- provide opportunities for progression to further study in the area of literary studies or related disciplines.

*Learning Outcomes - What is a student expected to learn from the programme? These should have been included on the new course proposal when the course was first approved.*

*(Please refer to the guidance on Learning Aims and Outcomes and the Office for Students sector-recognised standards for sector expectations of the graduates of higher education qualifications )*

### Knowledge and understanding

Students should be able to demonstrate:

- knowledge of major 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
- knowledge and understanding of the distinctive character of modern English literature and of its diversity
- experience of a range of critical, theoretical and practical approaches to the analysis and evaluation of prose and poetry
- introduction to knowledge of the structure, levels and discourse functions of the English language as exemplified in a range of English literature
- appreciation of the power of imagination in literary creation
- awareness of the role of critical traditions in shaping literary and cultural history
- knowledge of linguistic, literary, cultural and socio-historical contexts in which literature is written and received at different times
- knowledge of useful and precise critical terminology and, where appropriate, linguistic and stylistic terminology.

### Skills and other attributes

Students should be able to demonstrate:

#### *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
- bibliographic skills appropriate to the discipline, including accurate citation of sources and consistent use of conventions in the presentation of written work
- where relevant, awareness of how different social and cultural contexts affect the nature of language and meaning
- where relevant, 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.

#### *Transferable Skills*

- the ability to work well in a group or seminar, discussing, listening and arguing with sensitivity and focus;

- original thinking, leading to the production of persuasive, organised and coherent writing and argument;
- the ability and focus to work well alone, reading and writing effectively;
- understanding how to use the Library resources to enhance research and learning;
- manage time and deadlines effectively, respond to constructive criticism;
- competence in the planning and execution of essays and project-work;
- the ability to understand, interrogate and apply a variety of theoretical positions and weigh the importance of alternative perspectives;
- the capacity for independent thought and judgement;
- skills in critical reasoning.

### Programme structure

*Please give a brief outline of the course structure and how it supports progress. Please note details of individual papers/modules are not needed. What elements does the programme contain? If you have a part-time route show how this is aligned with the full-time course.*

Reading and Interpretation 2026-27

Samuel Beckett and Modern Theatre 2026-27

The Nineteenth Century Novel 2026-27

### Teaching and Learning

*Please indicate which methods are used, i.e., lectures, seminars, practical sessions etc. Include any activity that does not lead to summative assessment. How is the programme taught? How do students learn?*

The programme is delivered remotely using a combination of synchronous and asynchronous approaches. Synchronous sessions will be delivered using a platform such as Zoom or Microsoft Teams. Asynchronous material will be provided through the course virtual learning environment and will allow students to engage with teaching material at a suitably convenient time. Examples of the type of teaching methods used include, but are not limited to, live and pre-recorded lectures, seminars, group discussions, online readings, quizzes, data handling exercises, group activities and discussion forums. Peer-to-peer learning forms an important element of course teaching.

### Assessment

*Please list below summative assessments for the course and how they meet the learning outcomes listed above. Ensure these are aligned with your course regulations (Statutes and Ordinances).*

| Assessment | Learning Outcome |
|------------|------------------|
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The programme will contain items of formative (not counting towards the final mark) and summative (counting towards the final mark) assessment. Formative assessment will receive tutor and/or peer feedback and is designed to facilitate completion of the summative assessments. Summative assessments will consist of tasks appropriate to the discipline of study and may include, but not be limited to, essays, reports, presentations, posters, critical reviews, data handling and analysis, and group activities. The volume of work required to complete the award shall be 9,000–12,000 words or the equivalent.

### Knowledge and understanding

Students should be able to demonstrate:

- knowledge of major 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
- knowledge and understanding of the distinctive character of modern English literature and of its diversity
- experience of a range of critical, theoretical and practical approaches to the analysis and evaluation of prose and poetry
- introduction to knowledge of the structure, levels and discourse functions of the
- English language as exemplified in a range of English literature
- appreciation of the power of imagination in literary creation
- awareness of the role of critical traditions in shaping literary and cultural history
- knowledge of linguistic, literary, cultural and socio-historical contexts in which literature is written and received at different times
- knowledge of useful and precise critical terminology and, where appropriate, linguistic and stylistic terminology.

### Skills and other attributes

Students should be able to demonstrate:

#### *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

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|  | <ul style="list-style-type: none"> <li>• sensitivity to generic conventions and to the shaping effects upon communication of circumstances, authorship, textual production and intended audience</li> <li>• responsiveness to the central role of language in the creation of meaning and a sensitivity to the affective power of language</li> <li>• bibliographic skills appropriate to the discipline, including accurate citation of sources and consistent use of conventions in the presentation of written work</li> <li>• where relevant, awareness of how different social and cultural contexts affect the nature of language and meaning</li> <li>• where relevant, understanding of how cultural norms and assumptions influence questions of judgement</li> <li>• understanding of the relationship between the writer and reader and key issues of reading and literary study.</li> </ul> <p><i>Transferable Skills</i></p> <ul style="list-style-type: none"> <li>• the ability to work well in a group or seminar, discussing, listening and arguing with sensitivity and focus;</li> <li>• original thinking, leading to the production of persuasive, organised and coherent writing and argument;</li> <li>• the ability and focus to work well alone, reading and writing effectively;</li> <li>• understanding how to use the Library resources to enhance research and learning;</li> <li>• manage time and deadlines effectively, respond to constructive criticism;</li> <li>• competence in the planning and execution of essays and project-work;</li> <li>• the ability to understand, interrogate and apply a variety of theoretical positions and weigh the importance of alternative perspectives;</li> <li>• the capacity for independent thought and judgement;</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>skills in critical reasoning.</li> </ul> |
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#### Progression and Career Destinations

*Please describe the opportunities for the students' personal and professional development (including transferable and employability skills). Please include information relating to successful graduates' prospects for employment.*

Preparation for employment in general is provided in the opportunities for the acquisition of relevant transferable skills outlined in this programme specification. Where programmes with a significant vocational or professional element are accredited by Professional, Regulatory or Statutory Bodies details are given above.