

## Programme Specification

### 1. Overview/ Factual Information

Programme / award title(s)	BA (Hons) English Literature
Teaching Institution	The University Centre Peterborough (UCP)
Awarding Institution	The Open University (OU)
Date of first OU validation	May 2021
Date of latest OU (re)validation	N/A
Next revalidation	2026
Credit points for the award	360
UCAS Code	Q300
HECoS Code	100319
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2022
Underpinning QAA subject benchmark(s)	English 2019 Creative Writing 2019
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	
Professional/statutory recognition	N/A
For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT /PT
Duration of the programme for each mode of study	3 years in full time mode 4 years in part time mode
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	November 2021

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the student's handbook.

The accuracy of the information contained in this document is reviewed by the university and may be verified by the Quality Assurance Agency for Higher Education.

## 2.1 Educational aims and objectives

The programme aims to equip students with knowledge and understanding of literature in its critical, cultural and historical contexts and to encourage students toward lifelong study and engagement with the subject. In the process of engaging with a wide range of texts which includes, but is not limited to, novels, poems, plays, theatrical performances, films, tracts, pamphlets, reviews and critical and cultural theory, students learn to evaluate critically the ideas of others and to develop their own critical perspectives and areas of specialised knowledge.

The course seeks to produce graduates who are self-motivated, can work with minimal supervision and are able to plan and manage tasks with systematic recourse to appropriate resources. The Course provides students with opportunities to develop the skills to think carefully and critically, apply appropriate theoretical and methodological frameworks, and express ideas clearly in both written and spoken English.

Students will develop their knowledge and skills through a range of teaching and learning methods and through the production of essays, presentations, annotated bibliographies, close reading tests, exams, portfolios, review essays and a major research project in the form of a dissertation. The Course thus aims to enhance students' employment situations, provide new directions for employment and form the basis for further study.

In summary the course aims:

- To provide a comprehensive programme of study based on QAA benchmarks for English Literature
- To inspire a lifelong love of and engagement with literature
- To produce imaginative, creative and critical graduates capable of articulating their own perspective with lucidity and cogency
- To meet local, national labour market needs for skilled graduates with strong creative and writing skills
- Support students in developing a range of transferable skills and competencies needed to cope with a rapidly changing labour market and wider environment.

- Encourage a systematic, creative and flexible approach to solving complex problems.
- Develop the student as an independent learner and reflexive practitioner capable of sustaining project work both individually and in team settings.
- Provide the student with a knowledge-base that will enable them to develop within their chosen career pathway.
- Provide students with the skills to enable them to participate fully in civic life.
- To promote access to further progression within higher education, research and professional development.

#### 2.2 Relationship to other programmes and awards

The BA (Hons) in English Literature / English Literature with Creative Writing pathways sit with other Arts and Humanities programmes at the University Centre. These include BA (Hons) Journalism, BA (Hons) Acting for Stage and Screen and BA (Hons) Media Production. While each course has its own distinct flavour, students have previously collaborated in projects such as the production of showreels, promotional activities for stage shows and The Hive student magazine. We are looking to formalise such collaborations through assessed work and the introduction of an end-of-year city-wide arts show.

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

#### 2.4 List of all exit awards

- Certificate of Higher Education (CertHE) upon successful completion of a minimum of 120 credits at Level 4
- Diploma of Higher Education (DipHE) upon successful completion of a minimum of 240 credits at Levels 4 and 5.
- Ordinary Degree (BA) upon successful completion of a minimum of 300 credits (60 credits at Level 6).

3. Programme Structure and Learning Outcomes					
Programme Structure - Level 4 Full time English Literature					
Compulsory Modules	Credit Points	Optional Modules	Credit Points	Is Module Compensatable?	Semester Runs In
Reading & Writing Matters	15			Yes	Sem 1
Introduction to Creative Writing 1 – Writing Prose	15			No	Sem 1
Dead Heroes Society: Tragedy	15			Yes	Sem 1
Contexts and Canons: Murakami to Blake	15			Yes	Sem 1
Only Fools and Sources: Comedy	15			Yes	Sem 2
Approaching Criticism	15			Yes	Sem 2
Contexts and Canons: Equiano - Chaucer	15			No	Sem 2
20th Century Practitioners	15			Yes	Sem 2

Programme Structure - Level 4 Part time English Literature					
Compulsory Modules	Credit Points	Optional Modules	Credit Points	Is Module Compensatable?	Semester Runs In
Reading & Writing Matters	15			Yes	Y1 S1
Introduction to Creative Writing 1 – Writing Prose	15			No	Y1 S1
Dead Heroes Society: Tragedy	15			Yes	Y2 S1
Contexts and Canons: Murakami to Blake	15			Yes	Y1 S1
Only Fools and Sources: Comedy	15			Yes	Y1 S2
Approaching Criticism	15			Yes	Y1 S2
Contexts and Canons: Equiano - Chaucer	15			No	Y1 S2
20th Century Practitioners	15			Yes	Y2 S2

Intended learning outcomes at level 4 are listed below:

Learning Outcomes – Level 4		
3A. Knowledge and Understanding		
Learning Outcomes:	Learning and teaching strategy / assessment methods	
A1	Outline and describe the critical and theoretical frameworks appropriate to the study of English Literature across a range of social, historical and contemporary contexts.	<p>A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. These include traditional lecture and seminar approaches as well as guest speakers such as published authors, literary agents and other professionals working in the industry.</p> <p>We are also constantly reviewing our literature, raising questions around canonicity, ‘decolonising’ the canon and seeking student feedback on the teaching and learning strategies.</p> <p>Testing of the knowledge base is principally through coursework assignments, reports and essays.</p> <p>Assessment strategies offer students clear guidance with reference to future developments. Self-reflection and peer evaluation constitute an important part of formative assessment.</p>
A2	Compare the different kinds of text written in the principal literary genres, fiction, poetry and drama, and of other kinds of writing and communication.	
A3	Recognise the technical requirements of the form in which they are writing.	
A4	Demonstrate awareness of tone, register, structure, genre and audience in respect of their own writing, editorial approaches and processes.	
A5	Identify arguments about the meaning or value of a literary text or cultural artefact drawing on appropriate theoretical frameworks.	
A6	Recognise different types of evidence that are used in making an argument.	

3b. Cognitive Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
B1 Read and interpret a variety texts across genres.	<p>A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. These include traditional lecture and seminar approaches as well as guest speakers such as published authors, literary agents and other professionals working in the industry.</p> <p>We are also constantly reviewing our literature, raising questions around canonicity, 'decolonising' the canon and seeking student feedback on the teaching and learning strategies.</p> <p>Testing of the knowledge base is principally through coursework assignments, reports and essays. Assessment strategies offer students clear guidance with reference to future developments. Self-reflection and peer evaluation constitute an important part of formative assessment.</p>
B2 Use language in a sophisticated and nuanced fashion, with a heightened awareness voice, idiom, idiolect, rhythm and media -specific constraints.	
B3 Compare arguments about the meaning and value of literary works in written and oral form.	
B4 Demonstrate creative and imaginative skills in the creation of a range of literary outputs	
B5 Present ideas and information, formulate problems and negotiate of solutions individually and as a member of a team.	
B6 Recognise, interrogate and apply a variety of theoretical positions and weigh the importance of alternative perspectives.	

3c. Practical and Professional Skills	
Learning Outcomes:	
Learning and Teaching Strategy / Assessment Methods	
C1	<p>Utilise the principal methods of literary research, including working with archives, constructing a bibliography, setting up literary databases and using information technology.</p>
	<p>A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. These include traditional lecture and seminar approaches as well as guest speakers such as published authors, literary agents and other professionals working in the industry.</p> <p>We are also constantly reviewing our literature, raising questions around canonicity, 'decolonising' the canon and seeking student feedback on the teaching and learning strategies.</p> <p>Testing of the knowledge base is principally through coursework assignments, reports and essays. Assessment strategies offer students clear guidance with reference to future developments. Self-reflection and peer evaluation constitute an important part of formative assessment.</p>

3d. Key / Transferable Skills		Learning and Teaching Strategy / Assessment Methods
Learning Outcomes:		
D1	Work independently and creatively to set deadlines and communicate complex ideas in written and oral form.	<p>A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. These include traditional lecture and seminar approaches as well as guest speakers such as published authors, literary agents and other professionals working in the industry.</p> <p>We are also constantly reviewing our literature, raising questions around canonicity, 'decolonising' the canon and seeking student feedback on the teaching and learning strategies.</p> <p>Testing of the knowledge base is principally through coursework assignments, reports and essays. Assessment strategies offer students clear guidance with reference to future developments. Self-reflection and peer evaluation constitute an important part of formative assessment.</p>
D2	Digest feedback and criticism and reflect on their own developing knowledge and practice.	

Certificate of Higher Education (CertHE) upon successful completion of a minimum of 120 credits at Level 4



Programme Structure - Level 5 Full Time English Literature					
Compulsory Modules	Credit Points	Optional Modules	Credit Points	Is Module Compensatable?	Semester Runs In
Renaissance to Romantics	15			Yes	Sem 1
Close Reading Trauma: WW1 Memory and Forgetting	15			Yes	Sem 1
The Image: Exploring visual literacy in Media, Culture and Literature	15			No	Sem 1
Stranger on the Shore: Placing the Postcolonial	15			No	Sem 1
Preparing for Employment: Research & Employability	15			No	Sem 2
Vampires, Virgins and Villains: Reading the Gothic	15			Yes	Sem 2
Writing for Newspapers & Magazines	15			No	Sem 2
Shakespeare Unstuck	15			No	Sem 2

Programme Structure - Level 5 Part time English Literature					
Compulsory Modules	Credit Points	Optional Modules	Credit Points	Is Module Compensatable?	Semester Runs In
Renaissance to Romantics	15			Yes	Y2 S1
Close Reading Trauma: WW1 Memory and Forgetting	15			Yes	Y2 S1
The Image: Exploring visual literacy in Media, Culture and Literature	15			No	Y3 S1
Stranger on the Shore: Placing the Postcolonial	15			No	Y3 S1
Preparing for Employment: Research & Employability	15			No	Y3 S2
Vampires, Virgins and Villains: Reading the Gothic	15			Yes	Y2 S2
Writing for Newspapers & Magazines	15			No	Y3 S2
Shakespeare Unstuck	15			No	Y2 S2

Intended learning outcomes at level 5 are listed below:

Learning Outcomes – Level 5	
3a. Knowledge and Understanding	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
A1 Demonstrate knowledge of the critical and theoretical frameworks appropriate to the study of English Literature across a range of social, historical and contemporary contexts.	<p>A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. These include traditional lecture and seminar approaches as well as guest speakers such as published authors, literary agents and other professionals working in the industry.</p> <p>We are also constantly reviewing our literature, raising questions around canonicity, ‘decolonising’ the canon and seeking student feedback on the teaching and learning strategies.</p> <p>Testing of the knowledge base is principally through coursework assignments, reports and essays. Assessment strategies offer students clear guidance with reference to future developments. Self-reflection and peer evaluation constitute an important part of formative assessment.</p>
A2 Differentiate between different kinds of text written in the principal literary genres, fiction, poetry and drama, and of other kinds of writing and communication.	
A3 Understand the technical requirements of the form in which they are working and apply these in their outputs.	
A4 Apply knowledge of tone, register, structure, genre and audience to their own writing, editorial approaches and processes.	
A5 Construct an argument about the meaning or value of a literary text or cultural artefact drawing on appropriate theoretical frameworks	
A6 Bring different types of evidence to bear, including primary and secondary sources, in support of an argument about literary value and merit	
A7 Reflect on their own artistic and career aspirations with specific reference to the cultural and digital industries and the educational sector and plan their own career.	

3b. Cognitive Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
B1 Analyse and close-read a variety texts across genres.	<p>A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. These include traditional lecture and seminar approaches as well as guest speakers such as published authors, literary agents and other professionals working in the industry.</p> <p>We are also constantly reviewing our literature, raising questions around canonicity, 'decolonising' the canon and seeking student feedback on the teaching and learning strategies.</p> <p>Testing of the knowledge base is principally through coursework assignments, reports and essays. Assessment strategies offer students clear guidance with reference to future developments. Self-reflection and peer evaluation constitute an important part of formative assessment.</p>
B2 Use language in a sophisticated and nuanced fashion, with a heightened awareness voice, idiom, idiolect, rhythm and media -specific constraints.	
B3 Compose persuasive arguments about the meaning and value of literary works in written and oral form.	
B4 Develop affective and imaginative skills in the reception and creation of a range of literary outputs	
B5 Summarise ideas and information, formulate problems and negotiate of solutions individually and as a member of a team.	
B6 Identify, interrogate and apply a variety of theoretical positions and weigh the importance of alternative perspectives.	
B7 Demonstrate comprehensive / detailed ability to handle information and argument in a critical and self-reflective manner.	

3c. Practical and Professional Skills		
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods	
C1	<p>Utilise the principal methods of literary research, including working with archives, constructing a bibliography, setting up literary databases and using information technology.</p>	<p>A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. These include traditional lecture and seminar approaches as well as guest speakers such as published authors, literary agents and other professionals working in the industry.</p>
C2	<p>Recognise and challenge, through developed arguments, forms of prejudice and abuses of power.</p>	<p>We are also constantly reviewing our literature, raising questions around canonicity, 'decolonising' the canon and seeking student feedback on the teaching and learning strategies.</p> <p>Testing of the knowledge base is principally through coursework assignments, reports and essays. Assessment strategies offer students clear guidance with reference to future developments. Self-reflection and peer evaluation constitutes an important part of formative assessment.</p>

3d. Key / Transferable Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
D1 Work independently and creatively to set deadlines and communicate complex ideas in written and oral form.	<p>A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. These include traditional lecture and seminar approaches as well as guest speakers such as published authors, literary agents and other professionals working in the industry.</p> <p>We are also constantly reviewing our literature, raising questions around canonicity, 'decolonising' the canon and seeking student feedback on the teaching and learning strategies.</p> <p>Testing of the knowledge base is principally through coursework assignments, reports and essays. Assessment strategies offer students clear guidance with reference to future developments. Self-reflection and peer evaluation constitute an important part of formative assessment.</p>
D2 Digest feedback and criticism and reflect on their own developing knowledge and practice.	
D3 Adopt a collaborative and problem-solving approach to complex problems.	

Diploma of Higher Education (DipHE) upon successful completion of a minimum of 240 credits at Levels 4 and 5.

Programme Structure - Level 6 Full Time English Literature					
Compulsory Modules	Credit Points	Optional Modules	Credit Points	Is Module Compensatable?	Semester Runs In
Undergraduate Major Project	30			No	Sem 1 & 2
Decade: The Literature of the 1950s	15			No	Sem 1
Adaptations & Afterlives	15			No	Sem 1
Neverland to Wonderland: Explorations in Children's Literature	15			Yes	Sem 1
Modernism and the City	15			No	Sem 2
Working in English, Film and Media	15			Yes	Sem 2
Reading the Now: Contemporary Literature	15			No	Sem 2
Programme Structure - Level 6 Part time English Literature					
Compulsory Modules	Credit Points	Optional Modules	Credit Points	Is Module Compensatable?	Semester Runs In
Undergraduate Major Project	30			No	Y4 S1 & 2
Decade: The Literature of the 1950s	15			No	Y3 S1
Adaptations & Afterlives	15			No	Y4 S1
Neverland to Wonderland: Explorations in Children's Literature	15			Yes	Y4 S1
Modernism and the City	15			No	Y3 S2
Working in English, Film and Media	15			Yes	Y4 S2
Reading the Now: Contemporary Literature	15			No	Y4 S2

Intended learning outcomes at level 6 are listed below:

Learning Outcomes – Level 6	
3a. Knowledge and Understanding	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
<p>A1 Summarise and evaluate the critical and theoretical frameworks appropriate to the study of English Literature across a range of social, historical and contemporary contexts.</p> <p>A2 Distinguish between different kinds of text written in the principal literary genres, fiction, poetry and drama, and of other kinds of writing and communication and apply this knowledge in your own outputs.</p> <p>A3 Integrate an understanding of the technical requirements of form in your creative and literary outputs.</p> <p>A4 Demonstrate awareness of tone, register, structure, genre and audience in respect of their own writing, editorial approaches and processes.</p> <p>A5 Construct an argument about the meaning or value of a literary text or cultural artefact drawing on appropriate theoretical frameworks.</p> <p>A6 Marshal different types of evidence, including primary and secondary sources, in the construction of an argument about literary merit and value.</p>	<p>A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. These include traditional lecture and seminar approaches as well as guest speakers such as published authors, literary agents and other professionals working in the industry.</p> <p>We are also constantly reviewing our literature, raising questions around canonicity, ‘decolonising’ the canon and seeking student feedback on the teaching and learning strategies.</p> <p>Testing of the knowledge base is principally through coursework assignments, reports and essays. Assessment strategies offer students clear guidance with reference to future developments. Self-reflection and peer evaluation constitute an important part of formative assessment.</p>

<p>A7 Reflect on their own artistic and career aspirations with specific reference to the cultural and digital industries and the educational sector and plan their own career</p> <p>A8 Demonstrate comprehensive / detailed recognition of the multi-faceted nature of the discipline, and of its complex relationship to other disciplines and forms of knowledge.</p>	
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3b. Cognitive Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
B1 Analyse and close-read and provide holistic interpretations of a variety of texts across genres.	<p>A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. These include traditional lecture and seminar approaches as well as guest speakers such as published authors, literary agents and other professionals working in the industry.</p> <p>We are also constantly reviewing our literature, raising questions around canonicity, 'decolonising' the canon and seeking student feedback on the teaching and learning strategies.</p> <p>Testing of the knowledge base is principally through coursework assignments, reports and essays. Assessment strategies offer students clear guidance with reference to future developments. Self-reflection and peer evaluation constitute an important part of formative assessment.</p>
B2 Write critically and creatively in a sophisticated and nuanced fashion, with a heightened awareness voice, idiom, idiolect, rhythm and media -specific constraints.	
B3 Compose compelling arguments about the meaning and value of literary works in written and oral form.	
B4 Demonstrate creative and imaginative skills in the creation of a range of literary outputs.	
B5 Develop ideas, formulate problems and negotiate solutions individually and as a member of a team.	
B6 Recognise, interrogate and apply a variety of theoretical positions and weigh the importance of alternative perspectives.	
B7 Demonstrate comprehensive / detailed ability to handle information and argument in a critical and self-reflective manner.	
B8 Initiate and take responsibility for their own work; planning, organizing and meeting deadlines.	

3c. Practical and Professional Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
<p>C1 Utilise the principal methods of literary research, including working with archives, constructing a bibliography, setting up literary databases and using information technology.</p> <p>C2 Recognise and challenge, through developed arguments, forms of prejudice and abuses of power.</p> <p>C3 Gather, retrieve and synthesise information, and communicate complex arguments and ideas in a clear and compelling fashion.</p>	<p>A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. These include traditional lecture and seminar approaches as well as guest speakers such as published authors, literary agents and other professionals working in the industry.</p> <p>We are also constantly reviewing our literature, raising questions around canonicity, ‘decolonising’ the canon and seeking student feedback on the teaching and learning strategies.</p> <p>Testing of the knowledge base is principally through coursework assignments, reports and essays. Assessment strategies offer students clear guidance with reference to future developments. Self-reflection and peer evaluation constitute an important part of formative assessment.</p>

3d. Key / Transferable Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
D1	Work independently and creatively to set deadlines and communicate complex ideas in written and oral form.
D2	Digest feedback and criticism and utilise this to develop their own knowledge and practice.
D3	Adopt a collaborative and problem-solving approach to complex problems.

A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. These include traditional lecture and seminar approaches as well as guest speakers such as published authors, literary agents and other professionals working in the industry.

We are also constantly reviewing our literature, raising questions around canonicity, 'decolonising' the canon and seeking student feedback on the teaching and learning strategies.

Testing of the knowledge base is principally through coursework assignments, reports and essays. Assessment strategies offer students clear guidance with reference to future developments. Self-reflection and peer evaluation constitute an important part of formative assessment.

Ordinary Degree (BA) upon successful completion of a minimum of 300 credits (60 credits at Level 6).  
 BA(Hons) English Literature or English Literature and Creative Writing

#### 4. Distinctive features of the programme structure

Where applicable, this section provides details on distinctive features such as:

- Where in the structure above a professional / placement year fits in and how it may affect progression.
- Any restrictions regarding the availability of elective modules.
- Where in the programme structure students must make a choice of pathway / route.

Additional considerations for apprenticeships:

- How the delivery of the academic award fits in with the wider apprenticeship.
- The integration of the 'on the job' and 'off the job' training.
- How the academic award fits within the assessment of the apprenticeship.

The BA (Hons) English Literature and BA (Hons) English Literature with Creative writing differ by a single 15 credit module at each level of study.

Students enter study on their intended programme and strong information, advice and guidance prior to application minimise the risk of transfer. Nevertheless, transfer is possible where a student is prepared to 'make up' any missed modules, within the bounds set by the Academic Regulations.

All students complete the Working in English and Media module at level 6 – this is a placement module which allows the students to seek either a paid or voluntary placement or respond to a commissioned brief.

The table below demonstrates the different core modules in each pathway:

	BA (Hons) English Literature	BA (Hons) English Literature with Creative writing
Level 4	Only Fools and Sources: Comedy	Introduction to Creative Writing 2 - Poetry
Level 5	Close Reading Trauma: WW1 Memory and Forgetting	Shortcuts: Writing Short Fiction
Level 6	Modernism and the City	Publishing in Practice

Throughout each pathway there is a skills development focus, which enables us to scaffold learners towards becoming independent, autonomous learners and skilled employees. At level 4 this includes Reading & Writing Matters, a module designed to help students adjust to Higher Education culture and develop good academic practice including the key skills of close reading, academic writing and critical analysis.

At level 5 the Preparing for Work: Research and Employability Skills module requires students to audit their skillset and encourages engagement with an online employability portal with content including CV and interview preparation, psychometric testing and commercial awareness.

At level 6 we prepare students for progression via two modules: The Undergraduate Major Project – students can choose a practical or research focus for their capstone project. Working in English and Media – for which students produce a portfolio of evidence, reflecting on their experience of negotiating and carry out a work placement or commissioned project.

#### 5. Support for students and their learning.

While studying at UCP, students are provided with academic support through a variety of mechanisms. Regular tutorial sessions are built into all courses delivered at UCP to provide students with the opportunity to access specialist support from their lecturers. Sessions provide both group and one to one assessment support for students, allowing them to gain formative feedback on work and discuss their overall performance on the course and address any welfare concerns. Each tutorial scheme has learning partnership as its core theme, with the level 4 tutorial scheme focussing on preparing to study and academic skills, level 5 on developing skills and autonomy and level 6 on progression and transferrable skills. Tutors have an open office policy and the HE Managers host a daily student surgery so that concerns can be addressed promptly.

UCP also offers an additional Study Excellence programme which students can access if further support is required in developing more generic academic and employability skills. A series of optional lunch-time sessions covers issues such as developing academic writing techniques, undertaking effective academic research to support dissertations, and forming coherent and well-structured arguments.

To further underline the importance that UCP places on the development of these skills, the institution used the revalidation of the ARU provision to introduce a new approach to developing Academic Skills into each year of the revised courses, either as stand-alone modules or through embedding the content into other relevant modules. The module aims to formalise the topics delivered within the Study Excellence programme, providing students with academic credit for completing the modules. Commencing for all new entrants in 2019, modules at level 4 introduce and develop the underpinning skills required for Higher Education study, with each year that follows providing a more contextual focus on the academic skills required in the discipline. An example of a distinct module which has been developed to achieve this is the Academic and Professional Skills for Social Scientists which is a core module for all students on social science degrees.

UCP also offers additional English as an Additional Language (EAL) lunchtime sessions for students who need extra help to articulate their ideas effectively. In common with Study Excellence, these sessions are available to any student who wishes to improve their grades; not just those at the lower end of the grade profile. Statistical analysis has evidenced that students who habitually use UCP's EAL support from the start of their studies achieve a higher classification than those who decline the support.

Following a successful trial within the BA (Hons) Psychosocial Studies course, UCP has adopted an approach to offer peer support to students via a Vertical Mentoring Scheme. It was initially identified that mature students were less likely to participate in extracurricular activities due to external commitments, yet extracurricular activities enhance student experience and performance. The Vertical Mentoring Scheme was established to try to improve mature student engagement. Initially, level 6 students mentored level 4 students over lunch times. They were fully trained to scaffold support and provide effective mentoring. Subsequently, alumni mentors took over this role and provided help and guidance to levels 4, 5 and 6. Qualitative feedback revealed improved engagement in activities on and off campus. Statistical analysis of grade profiles and NSS satisfaction highlighted substantial improvements. Due to its success, the scheme was introduced into a variety of other undergraduate courses in 2019 and has been formally recognised as an area of focus within the UCP Teaching and Student Outcomes Strategy.

A dedicated Student Support Team ensures that there is easy access to a variety of services which can support students throughout their studies at UCP. The Student Support Officer and Student Advisor ensure that the evolving needs of students in academic, pastoral and professional contexts can be supported. The team, working closely with the Student Officer, provides information and guidance on issues surrounding employability (explained further below), mental health, mitigations and extensions, and financial management, via a range of activities from one to one advice sessions to large scale organised events. Issues surrounding the support of students are carefully considered at a number of institutional committee meetings, with updates and statistical reporting (on elements such as correlations in late submissions, number of extensions etc.) being consistently provided at Student Engagement Learning and Teaching Committee and Academic Board.

To further enhance the institution's interaction with local industry representatives, an Employer and Community Consultative Group was established in March 2019. The group, which evolved from the HE Steering Group, provides crucial input into how the curriculum will develop to ensure that UCP is producing employment-ready students, in subjects with recognised skills gaps in the local and regional economy. Initially chaired by the Chair of the UCP Council, the guidance provided by the group will be heard directly by the senior authority at UCP, ensuring that the voice of employers is carefully considered when planning new courses or initiatives.

**6. Criteria for admission**

5 GCSE grade C or above including English, Maths and Science and 88 UCAS points which should be from a related subject in one of the following;

- A-levels
- BTEC Level 3 National Diploma
- IB Diploma
- Access to HE
- Related work experience.
- Overseas qualifications judged to be equivalent to above.

Students who do not qualify by any of these qualifications may be offered an interview to discuss equivalent qualifications and previous experience. We accept A level General Studies and AS levels when combined with other full qualifications.

If English is not your first language you will require IELTS score of 6.0 or above or an equivalent English Language qualification.

**7. Language of study**

English

**8. Information about non-OU standard assessment regulations (including PSRB requirements)**

N/A

**9. For apprenticeships in England End Point Assessment (EPA).**

N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning.

The University Centre Peterborough has 25 years' experience of delivering HE courses. Where the delivery team are not appropriately qualified at the level they will be teaching, they have many years of previous professional experience in their specialist field and some work part time as consultants.

Each member of staff has consistently been graded in observations as good or better by the UCP or Peterborough College quality department over the last 5 years. The department performs annual inspections for all subjects and also offers personal developmental coaches to improve and maintain teaching and learning standards. In addition, HE Managers at UCP conduct quality walk-ins during each semester to ensure consistent quality of provision.

Staff development is available at UCP / Peterborough and Stamford colleges at least three times a year and staff actively take part in training events (e.g. ethics, scholarly writing and use of new technologies). Each new member of staff at UCP undergoes training and induction by the HE Managers. HE Staff also participate in Learning Teaching and Assessment meetings once a month to share good practice.

UCP has a Learning and Teaching lead for Higher Education to oversee the training needs of staff and to mentor and support applications for Higher Education Academy fellowship.

All the team attend the annual UCP HE Learning and Teaching Conference which focuses on developing pedagogical skills. In addition, module evaluation surveys are undertaken per semester, however the team regularly ask for feedback on modules in class, via the student rep and at Student Engagement, Learning and Teaching meetings. This way modules can be constantly adapted to student feedback if appropriate.

The course leader has been liaising with current students throughout the new degree provision, asking for their feedback on modules during tutorials and other opportunities to adapt and change the degree as necessary.

During lockdown, the use of technology has pointed towards new opportunities for improving student experience and learning, and assessment processes have been updated for this validation on the both student feedback and also for novel methods of formative and summative assessment.

11. Changes made to the programme since last (re)validation

The programme went through a wide-ranging revalidation in 2018 and this is only the second year it has run. Only small-scale changes have been made for this validation.





## Annexe 1 - Curriculum Map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study Module / Unit	Programme Outcomes														
		A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	D 1	D 2
4	Reading & Writing Matters		✓		✓			✓						✓	✓	✓
	Introduction to Creative Writing 1 – Writing Prose		✓	✓	✓		✓		✓		✓					✓
	Dead Heroes Society: Tragedy	✓				✓				✓					✓	
	Contexts and Canons: Murakami to Blake	✓	✓					✓				✓		✓		
	Only Fools and Sources: Comedy	✓				✓				✓				✓	✓	
	Approaching Criticism	✓						✓						✓	✓	
	Contexts and Canons: Equiano – Chaucer	✓	✓					✓		✓			✓			
	20th Century Practitioners	✓	✓									✓	✓		✓	

Level	Study Module / Unit	A 1	A 2	A 3	A 4	A 5	A 6	A 7	B 1	B 2	B 3	B 4	B 5	B 6	B 7	C 1	C 2	D 1	D 2	D 3
5	Renaissance to Romantics										✓			✓				✓		
	Writing World War I: Memory and Forgetting	✓									✓			✓	✓			✓		
	The Image: Exploring visual literacy in Media, Culture and Literature	✓			✓	✓			✓				✓	✓				✓		
	Stranger on the Shore: Placing the Postcolonial	✓							✓	✓				✓	✓		✓			
	Preparing for Employment: Research & Employability							✓						✓					✓	✓
	Vampires, Virgins and Villains: Reading the Gothic	✓							✓	✓				✓						
	Writing for Newspapers & Magazines		✓	✓						✓		✓		✓					✓	
	Shakespeare Unstuck	✓					✓							✓		✓	✓		✓	

		Programme Outcomes																							
Level	Study Module / Unit	A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8	C 1	C 2	C 3	D 1	D 2	D 3		
6	Undergraduate Major Project	✓					✓	✓	✓				✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	
	Decade: The Literature of the 1950s	✓					✓		✓		✓				✓	✓		✓	✓		✓				
	Adaptations & Afterlives	✓			✓		✓								✓	✓		✓	✓		✓				
	Neverland to Wonderland: Explorations in Children's Literature	✓				✓			✓	✓		✓		✓	✓	✓									
	Modernism and the City	✓		✓					✓	✓						✓	✓			✓		✓			
	Working in English, Film and Media						✓	✓	✓						✓	✓	✓	✓			✓				
	Reading the Now: Contemporary Literature	✓	✓			✓					✓		✓			✓	✓						✓		