



## CIF1011

The CIF provides essential information to students, staff teams and others on a particular course of study and is designed to meet the University's own expectations and those of external bodies such as the Quality Assurance Agency (QAA) in respect of programme specifications.

### SECTION 1 - General Course Information

<b>Qualification (award type)</b>	MA
<b>Course Title</b>	English Literature
<b>Intermediate Qualification(s)</b>	Postgraduate Certificate in English Literature Postgraduate Diploma in English Literature
<b>Awarding Institution</b>	University of Bedfordshire
<b>Location of Delivery</b>	Polhill Campus, Bedford
<b>Duration of Course</b>	1 year FT, 2 years PTD
<b>Level</b>	7
<b>FHEQ Level</b>	<a href="http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWN108/FHEQ08.pdf">http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWN108/FHEQ08.pdf</a>
<b>Professional Statutory Body accreditation</b>	NA
<b>Accreditation Renewal Date (Month and Year)</b>	
<b>Route Code (SITS)</b>	<i>This should be left blank if a new course. (If a new course, the route code will be advised following academic approval of the course).</i>
<b>UCAS Course Code</b>	NA
<b>Relevant External Benchmarking</b>	QAA has yet to formulate national benchmark statements for English at postgraduate level.
<b>Published Course Summary</b>	This course is distinctive for the interdisciplinary and innovative ways in which it allows you to pursue your own intellectual interests and to develop advanced skills of critical thinking and literary analysis. It is structured so that you acquire a thorough knowledge of nineteenth and twentieth-century texts and contexts, undertaken in two 30 credit units, accompanied by a more thematically focused approach in three 15 credit units: Readers and Reading, Literary Pilgrimages, and Children's and Young Adult Literature. The combination of these units allows you to reflect upon significant historical, intellectual and philosophical debates in literary studies. These units are supported by Research Methods, a 15-

	<p>credit unit that helps you to develop practical and conceptual tools necessary for scholarship at postgraduate level.</p> <p>Building on the skills and research interests you will have acquired during your studies on the course the final dissertation project of 60 credits allows you, with your supervisor's approval, to conduct focused, independent research on a topic of your choosing.</p> <p>Research-active experts in their fields deliver the taught component of your MA in small seminar groups enabling a significant amount of individual support and guidance.</p> <p>If you wish to continue your studies to doctoral level you will gain essential research skills during the course. If you wish to move outside academia the Masters degree will enhance your career prospects by equipping you with a highly desirable postgraduate qualification and set of transferable skills.</p>
--	---

## SECTION 2 – Entry Requirements, Student Support and Further Opportunities

### Entry requirements

Standard entry requirements for UK students: <http://www.beds.ac.uk/howtoapply/ukugentryregs>

Students from the European Union: <http://www.beds.ac.uk/howtoapply/eu/guides>

International students: <http://www.beds.ac.uk/howtoapply/international/apply>

The MA course follows the University's standard entry requirements, therefore to be considered for a place on the course you must hold an Honours Degree. While it is anticipated that most applicants will possess an undergraduate degree in English Literature or related humanities subject, the course also welcomes graduates from other subjects. However you will need to demonstrate through submission of written evidence your aptitude for the subject. A short essay on a topic agreed by the admissions tutor will normally suffice. We also welcome applications from industry professionals interested in the academic study of the subject, or looking to enhance your CV with an academic qualification. Standard University of Bedfordshire entry requirements apply for Home and International applicants. All applicants will be required to participate in an interview with a member of the course team. This can take the form of a face-to-face meeting or in cases where candidates have some distance to travel telephone or video calls can be arranged.

### Student Support during the course

You will be assigned a Personal Academic Tutor (PAT) on arrival at the University. Your PAT will monitor your academic progress and offer support with personal problems throughout your course.

Whatever your question, the Student Information Desk (SiD) will listen and do their very best to answer it there and then. The SiD team knows all the other student services available and will make sure they put you in touch with the right person. There is a SiD on every campus, where you can go and speak to someone face to face. The SiD at the Bedford campus is located at the back of the Learning Hub in P0.31.

Working together with SiD is the Student Engagement Team, whose advisors offer independent and confidential advice if you have troubles with your studies. You can contact the Student Engagement Team if you are having problems with attendance, if your course is more difficult than you expected or if you are thinking of interrupting your studies.

Academic and study skills are embedded in the course, but additional support is available through Professional Academic Development (PAD). PAD offers a range of study skills workshops and individual tutorials tailored to postgraduate needs. For further information about these workshops and tutorials, go to <http://rweb.beds.ac.uk/help/pad>.

International students are well cared for at the University. The International Support Team is available to provide practical help and support in a number of areas. If you are an international student you will be required to take part in a Communication Skills programme, offered at the Bedford campus. The programme will be tailored to the needs of postgraduate students, with the programme tutors designing English language communication activities that are relevant to the study of English Literature. You will attend these sessions for two, four or six hours per week, depending on your individual requirements. Work for these sessions will include reading, writing, listening and discussion tasks and you will receive regular feedback from your tutors. You will be given a certificate upon successful completion of the programme. As an international student you will also be supported by the International Students' Support Team, whether you would like help opening a bank account or finding a place to worship, registering with a local doctor or applying for a temporary National Insurance Number and finding part-time work.

The University's financial advisors offer confidential financial advice, information and support. If you have money worries, our advisors can give you general advice on budgeting and point you toward alternative sources of funding that may be available, including career development loans, local authority grants, benefits, tax credits, university bursaries and scholarships, the access to learning fund and the government student loans scheme.

The Health Centre offers you complete care during your time as a student. The provision includes doctors, nurses, clinics, prescriptions, travel vaccinations, telephone advice and out of hours emergency services.

You will be offered the opportunity to register with one of the two general practitioner practices providing student health services to the University. The University also offers all students a free and confidential Counselling Service.

The Careers and Employment Service will help you manage your career both before and after graduation. For information about all the services they offer, go to <http://www.beds.ac.uk/studentlife/careers>.

### **Students with disabilities**

The course welcomes students with disabilities. During the application process, disabled students discuss their needs with individual members of the academic staff, as well as staff from the Disability Advice Team. The Disability Advice Team is available to discuss any issues disabled students may have and can provide services such as sign language interpreters, note-takers, dyslexia screening / tuition and support with mobility on campus. They offer confidential advice and information about academic and personal issues, adjustments in examinations, applying for the Disabled Student's Allowance and buying suitable equipment.

For further information about the Disability Advice Team and what they can do for you, go to <http://www.beds.ac.uk/studentlife/support/disabilities>.

### **Distinctive Features of the course**

- This MA allows you to pursue your own research interests whilst also guiding you through a combination of established and contemporary critical approaches to literary studies.
- Strong period coverage and thematically organised units provide an interdisciplinary and innovative approach to the subject.
- The intellectual identity of the course is informed by the research expertise of the teaching team who have all published widely in their respective fields.
- Excellent teaching is delivered by staff who have received consistently high results in the National Student Survey.
- Specialist field trips to museums, galleries, libraries and archives gives you the opportunity to study unique primary materials, meet with professionals from these institutions, and explore the wider cultural scope of your studies.
- In addition to benefiting from a dedicated subject librarian you will also have access to the Hockliffe and the Cinderella Collections, amongst the most important archives of children's literature in the UK.
- As part of the Department of Performing Arts and English you will benefit from our campus theatre that plays host to a range of professional performance seasons, workshops and conferences.

### **Career/further study opportunities**

#### Career:

A Masters in English Literature equips you with many transferable skills, which are invaluable for careers within the media, culture and knowledge industries. On completing this course you could progress into one of the following areas:

- Advertising and Marketing
- Arts and Heritage Management
- Broadcasting
- Business Communications
- Communication and Public Relations
- Education, either as a primary or a secondary school teacher( after obtaining QTS via a PGCE or other teacher training)
- Journalism

- Librarianship
- Publishing

Further study:

- PGCE Secondary Education English
- PGCE Education Key Stage 2/3 Middle Years
- PGCE Primary Education
- MPhil or PhD in English Literature
- Certificate in TEFL

### SECTION 3 – Teaching, Learning and Assessment

#### Educational Aims

The taught MA in English Literature is designed to support your academic and professional development allowing you to specialise in the subject in a way that is not possible at undergraduate level. The course will greatly enhance your employment prospects by providing you with a valuable set of transferable skills. For those who wish to pursue doctoral research the course offers a solid foundation in advanced techniques of literary research and analysis. More specifically, the course aims to:

- offer you a programme of research-led teaching that is qualitatively different from BA-level, and that maximises your opportunities for independent study and reflective practice;
- develop to an advanced level your ability to read texts critically, informed by relevant literary and cultural theories and concepts;
- develop to an advanced level your awareness of debates and controversies, both current and historical, around English Literature;
- develop to an advanced level your research and communication skills including the ability to research, organise, problem solve, argue, communicate both orally and in writing, use suitable ICT programs and work effectively in a team;
- equip you with a range of transferable skills that will be valued by potential employers.

#### Course Learning Outcomes

Upon successful completion of this course, you should be able to:-

1. Demonstrate in writing advanced and extended specialist knowledge of English literature and relevant historical and philosophical contexts.
2. Demonstrate advanced knowledge of established and emerging literary theories, including close textual analysis, deploying complex and innovative critical argument and an appropriate academic vocabulary.
3. Present, debate and negotiate opinions orally in a group situation communicating your ideas about English Literature in a professional and collaborative manner with peers, supervisors and the wider academic community.
4. Demonstrate in writing effective use of research tools offered by developments in the digital humanities whilst also being able to efficiently and accurately use physical resources held by libraries and archives.
5. Autonomously propose, plan, research and present in excellent English, with an appropriate scholarly apparatus, a dissertation on a subject of your choice that makes an original contribution to the field.

#### Teaching Strategy

The course is structured into four short (15 credit) and two long (30 credit) taught units, plus the dissertation of 60 credits. The units are:

Feeling Victorian: Embodied Experience in Nineteenth-Century Literature (30 credits)  
Literature and Modernity in the long Twentieth Century (30 credits)

Readers and Reading (15 credits)  
Literary Pilgrimages (15 credits)  
Children's and Young Adult Literature (15 credits)  
Research Methods (15 credits)  
Dissertation (60 credits)

You will acquire a thorough knowledge of nineteenth and twentieth-century literature and an opportunity to gain specialist expertise in thematically organised areas of literary study. If you are a full-time student you will undertake the following each semester: one long unit, taught once a week for twelve weeks, and two shorter units, taught once a week in six-week blocks. You will then go on to work independently on your Dissertation. If you are a part-time student you will undertake 90 credits in your first year made up from the two 30 credits units and two 15 credit units. In your second year as a part-time student you will then take another 90 credits made up from the remaining two 15 credit units plus the Dissertation project of 60 credits. The length of both full-time and part-time courses will vary depending on whether you begin the course with the November intake or the March intake.

The units are not chronologically organized, but are nevertheless designed to be in dialogue with each other; you will find that many of the themes, theories and skills studied on one unit will be picked up and developed in another unit. For example, Readers and Reading studies ways in which meaning is produced through different acts of reading, and these theories of reading practices will be invaluable when considering the rise of literacy in nineteenth-century culture. Children's and Young Adult Literature and Literary Pilgrimages study a range of texts from the nineteenth and twentieth centuries which will also contribute to your understanding of the longer 30 credits units. The combination of these units will ensure that you have an intellectually rich and exciting set of resources from which to develop your Dissertation project.

Your learning on the course is facilitated by tutor led lectures, group discussions, student led seminars, individual pre- and post-assignment tutorials, and one-to-one discussions at dissertation supervisory meetings. Your development of research skills and knowledge of a range of approaches to postgraduate work in literature, and your understanding of how to plan and complete a Dissertation will be supported by *The Handbook to Literary Research* (2010), a set text on the Research Methods unit. You will also be learning through individual research, the act of planning and completing coursework assignments and the accumulation of knowledge gained in each of the units. For certain units, such as Feeling Victorian, research trips to specialist archives and museum collections will be organized so that you can meet with archivists and curators who will provide you with expert advice as you learn how to handle and interpret historical material for your research.

In common with many Humanities postgraduate courses, a high emphasis is placed upon managing your own learning, and you are expected to do a substantial amount of preparation for each class or tutorial meeting. Lectures offer you the opportunity to absorb a relatively large amount of material in a short space of time: the lecturer is able to summarise, debate and recommend further structured reading and research on a specific topic identified as part of the unit. Workshops and seminars allow for a more flexible use of class time, with the tutor normally taking a less formal role than in lectures. In addition to scheduled classes you also participate in small study groups where the collaborative nature of peer support encourages you to perceive your fellow students as well as the tutor as valuable learning resources.

Individual tutorials strengthen the tutor-student bond, allowing you to discuss more freely any particular problems you have identified in your own learning experience. You can use the tutor as a resource specifically geared to the needs of producing successful assessments and therefore enabling you to progress smoothly through the course and realise your learning potential. The Dissertation is an accumulative learning experience which allows you to build your own course of study through the identification of a research project with clearly defined aims and objectives.

You will have the opportunity to present your research at the bi-annual postgraduate research symposium alongside other Masters and PhD students from across the Department. As an important member of our thriving research community you will also have the chance to learn about new developments in the discipline through the Research Seminar Series where staff and visiting speakers present their latest research.

### **Assessment Strategy**

As a student on the MA you will be assessed on your development by a range of methods:

Formative assessment tasks include:

- Poster presentation
- Literature Review
- Research Proposal
- Peer Review activities
- Self-assessment forms

Summative assessment tasks include:

- Essays and extended essays
- Seminar presentations
- A Portfolio of Research Skills (annotated bibliography, critical review of an article, research report)
- Industry focused Critical Commentary
- Dissertation Project

The setting of assessed seminar papers within the taught units enables you and your peers to take control of an aspect of the topic under discussion in any given week. This means that you are expected to structure the subsequent discussions to some extent through the framework you provide and as such involves a certain amount of teamwork. Extended essays enable you to undertake more in-depth research into a given author or topic, while the review of an article is designed to help you engage effectively with critical debates in the field. As a postgraduate student you are an important part of the University's research culture and you will be required to attend research seminars given by staff and visiting speakers. In response to one of these sessions you will write a report that will contribute to your portfolio for the Research Methods unit. The Dissertation enables you to manage your own learning in an environment which develops the work laid down in the taught units and acts as a step towards managing and realising individual projects in future employment or towards tackling a more substantial research project at higher degree level.

The 30 credit units have two points of assessment and 15 credit units have one point of assessment, apart from the portfolio format used in Research Methods. Each kind of assessment is accompanied by explicit criteria identifying what qualities and skills are required. As you proceed from taught units to the Dissertation project it is expected that your problem solving skills and critical response will become more sophisticated as your intellectual expertise and subject knowledge develops. In order to encourage self-reflexive learning, you will be invited to comment on the strengths and weaknesses of each assessed piece of work you complete before submitting this for marking. You will also be required to attend scheduled tutorial sessions in which you discuss and present essay plans and annotated bibliographies to help you manage the task in a structured and timely fashion.

All written assessments are marked anonymously and at least ten per cent of assessments – and all firsts and fails – are double blind marked. All Dissertations are double blind marked. It is your responsibility to follow up on any recommendations within the feedback you receive and you are encouraged to seek advice from the marking tutors.

### Curriculum Structure, Assessment Methods and Learning Outcomes

Unit Code	Level	Unit Name	Credit	Core (C) Option (O)	Assessment Methods*			Contributing towards the Learning Outcomes (Taught (T), Practised (P) and/or Assessed (A))									
					1	2	3	1	2	3	4	5	6	7	8	9	10
	7	Research Methods	15	C	OT				TP A	TP A	TP A						
	7	Feeling Victorian	30	C	OT	OT		TP A	TP A	TP A	TP A						
	7	Literary Pilgrimages	15	C	OT	OT		TA P	TP A	TP A							
	7	Dissertation	60	C	DI			TP A	TP A	TP A	TP A	TP A					
	7	Literature and Modernity in the long twentieth century	30	C	OT	OT		TP A	TP A	TP A							
	7	Children's and Young Adult Literature	15	C	OT			TP A	TP A	TP A	TP A						
	7	Readers and Reading	15	C	OT			TP A	TP A	TP A	AT P						

\*The following codes for assessments methods apply:-

AR	artefact	PC	practical
CB	computer-based	PF	performance
CS	case study	PL	placement
DI	dissertation or project	PO	portfolio
EX	Exam	PR	presentation
GR	group report	RE	individual report
IT	in-unit test	OR	oral
LR	literature review	OT	other

## Section 4 – Learning and Employability

### Skills Development Strategies

#### **Communication**

To help with the development of this you will communicate your ideas through written, oral, visual and electronic means, organising and articulating complex arguments using relevant specialist vocabulary. Framing questions, listening to responses and providing constructive feedback are all important interpersonal skills that are essential at postgraduate level and in the professional workplace. In one-to-one tutorials with your Dissertation supervisor you will learn how to explore, develop and explain complex ideas. In the context of seminars and the bi-annual postgraduate research symposium you will learn how to present a research paper, defend your intellectual position, respond quickly and deftly to questions, give and receive constructive criticism, and facilitate group discussions. Where appropriate you will employ audio-visual materials to support spoken presentations.

You will develop advanced skills of written communication and practise expressing yourself in a range of academic and professional formats so that you understand when, where and how to use different writing styles. In addition to essay writing at postgraduate level, which will sharpen your ability to present complex, original and persuasive arguments, you will become proficient at summarizing texts succinctly as you learn how to write abstracts, reports, and compile annotated bibliographies. You will also be taught how to write a research proposal that you will go on to use as the intellectual basis for your Dissertation project. This extended piece of research will demonstrate your ability to marshal a wide variety of sources, conduct in-depth analysis and communicate your ideas in a well written and rigorously argued form.

The course is structured so that you will also have the opportunity to meet with experts who work in a wide range of sectors related to English Literature. Sharing your ideas in a professional manner with guest speakers, creative writers, and representatives from our English Industry Panel will help you to articulate your ideas confidently and clearly in a variety of professional contexts.

#### **Information Literacy**

To help with the development of this you will participate in workshops, tutorials and developmental research projects in order to familiarise yourself with a wide range of resources which can support your studies.

During Induction you will be introduced to the library resources, the library catalogue and Bedfordshire Resources for Education Online (BREO). All your units will make use of BREO in the posting of resources, the use of discussion boards, blogs, group pages, wikis and course announcements.

On all taught units you will be expected to source materials above and beyond the unit reading lists, and to undertake methodical literature searches as a part of your research process. On certain units such as Feeling Victorian and Readers and Reading you will be asked to use digital archives in your research activities. You will provide bibliographies for essays and be familiar with a range of research resources appropriate to the study you are undertaking. The Research Methods unit will give you an opportunity to undertake advanced database searches, as well enabling you to make effective and selective use of different search engines, gateways and other reference resources available through the Internet.

In the process of researching your Dissertation you will learn time management, sourcing diverse materials, organising material, and utilizing relevant evidence in the service of a coherent argument. You will also learn how to recognise the practical and intellectual advantages and disadvantages of using digital versus physical archives when conducting research.

#### **Research and Evaluation**

To help with the development of this you will be required to build upon your existing research skills including critical reading, textual analysis, and comparative/interdisciplinary study. Although this is taught Masters course the majority of your research will be conducted independently in your own time. Learning how to direct your own research is very important, particularly for your final Dissertation project. Embedded across all the units are activities designed to equip you with core research skills that will help you to prepare for your dissertation. Some units such as Children's and Young Adult Literature will encourage you to practise using an archive for your primary research. Here you will benefit from access to the University's unique Hockliffe and Cinderella collections. Other units such as Feeling Victorian will ask you to use digital resources such as the *British Newspapers 1600–1900 Online Database*, and Readers and Reading will direct you to work on data collected in the *Reading Experience Database 1450–1945*. In the Research Methods unit you will be asked to write a literature review to demonstrate your knowledge of existing research and your ability to evaluate these sources by identifying gaps and limitations in scholarship. This activity will enable you to propose and justify a valuable research proposal for your own piece of extended writing, developed in consultation with your Dissertation supervisor. Participating in specialised library skills sessions will ensure that you can accurately and efficiently make full use of the University's extensive collections. In addition Bedford is conveniently located for using the major research collections of the British Library in London (the world's second largest library) and Cambridge University Library, to which, as a postgraduate student, you will have access.

### **Creativity and Critical Thinking**

To help with the development of this you will explore a wide range of critical terminology, theoretical approaches and intellectual perspectives used in the discussion of literary texts. You will be adept at synthesizing key concepts and critical approaches into advanced independent analysis and you will be asked to relate literary texts to their contexts in a theoretically informed and open-minded way. Through close reading and interpretation of texts, especially in the identification of their formal and generic characteristics, you will demonstrate advanced critical skills of literary analysis. The course's innovative emphasis on interdisciplinary scholarship encourages you to develop your ability to think beyond the parameters of your discipline. Across the units we ask you to reflect critically on how different social contexts and cultural norms (including your own) affect textual reception and production. Through this approach you will develop a sophisticated self-awareness about the formation of subjectivity and the relationship between society and the individual. Overall the course will give you the confidence to take intellectual risks and to find your own voice enabling you to confidently and eloquently express yourself and your ideas.

### **Team Working**

Team working skills are highly valued by employers and the MA provides numerous opportunities for you to practice and improve your ability to effectively lead and support a team. For example, individual seminar presentations form an integral part of all taught units and give you an opportunity to present your research to your peers, to structure the subsequent discussion and, where appropriate, to incorporate the views of others into the final written version of your seminar paper. In other words, this affords an important opportunity for you to take ownership of sessions on the course, to engage in collaborative learning and develop your skills in this area as the course progresses. The format of the student led study group provides an additional arena for you to explore new ideas in an informal and supportive setting.

### **Improving Learning and Performance**

The Course Coordinator will act as your Personal Academic Tutor throughout your studies on the MA and will be available to respond to any concerns you may have and to take an overview of your progress on the course. Throughout the course you will be encouraged to manage your process of learning in collaboration with tutors, peers and support services. Verbal and written feedback on your work is a regular feature of the course and this will occur within tutorials, seminars and at assessment points. In written work you will be encouraged to read your own and peers' work critically, in draft form, as a means of improving it. You will then be given detailed written feedback and the opportunity of

discussing this with the marking tutor. Tutors will be explicit where they feel that you would benefit from the range of services offered by PAD. The course is designed to enable you to take increasing responsibility for your independent learning and development. Taught units provide you with a range of activities that help you to develop the skills necessary for you to successfully complete the final Dissertation unit.

### **Career Management Skills**

The Course Coordinator and unit tutors will be able to advise you about the potential for higher degree study once you have completed your MA. Members of staff will also be able to advise you about opportunities for internships and work experience to complement your academic activities. The Careers Recruitment Service is also in a position to advise you about new and enhanced career directions available to you at the different exit points from the course.

The MA in English Literature is supported by an Industry Panel that has provided constructive feedback on the content of the course to ensure that students have an opportunity to acquire skills that are valued by potential employers. Members are drawn from education, publishing, journalism, charitable and cultural institutions. Currently our representatives include members from HarperCollins, Thomson-Reuters, RSPB and Tate Britain. In addition to ensuring that the course is based upon the acquisition of transferable skills that are relevant for the current job market our members also offer specialized skills sessions, internship opportunities and career mentoring for our students.

### **Progress Files**

You will be encouraged to discuss your progress with your Personal Academic Tutor (PAT) at the end of each unit, giving you the opportunity to reflect on your grades and to consider ways in which you might improve specific skills and/or build on the strengths demonstrated. At each meeting you and your tutor will discuss and add to your Progress File, a document that charts your development as a student. It is made up of several parts:

- A personal record of learning and achievement. This includes copies of all assessment feedback, as well as a formal transcript of your academic achievements provided and accredited by the University of Bedfordshire.
- Documentary evidence of all work that might be of interest to future employers. This might include an updated CV, examples of excellent written coursework, evidence of volunteer activities, work placements and part-time work for personal references.

For further information on Progress Files, go to  
[http://bridgesceti.beds.ac.uk/curriculum/curriculum\\_guides](http://bridgesceti.beds.ac.uk/curriculum/curriculum_guides)

### **Professional Standards**

Professional attitudes, values and standards are a prerequisite for successful academic performance and for managing your transition from university into employment. At University, you are part of a learning community that emulates professional standards and, therefore, requires you to adopt appropriate professional attitudes and behaviour.

In order to develop an appropriate professional attitude, we expect you:

- To attend all lectures, seminars, workshops and tutorials. If absence is unavoidable – through illness, for example – your tutor should be notified in advance of the session.
- To be on time for all lectures, seminars and workshops.
- To prepare adequately for all sessions, having done the reading set for that session and being ready to discuss it with your fellow students, voicing your opinions.
- Not to use mobile phones during any taught class.
- To demonstrate honesty and integrity in all dealings with course and University staff.
- To be aware of the University's assessment regulations.

- To be aware of the University's academic offences policy and plagiarism regulations.
- To inform the Registry of any change of address or telephone number and ensure your contact details are up to date.

**Strategy for Developing and Embedding the Professional Standards**

Students who fail to meet professional standards are reported to the Student Attainment Review (STAR) Board, where their inadequate performance – in attendance, for example – is noted. They will be written to by the Chair of the STAR Board and asked to meet with him / her to discuss their performance.

Students suspected of plagiarism will be required to attend a hearing at which they will have the opportunity to defend their work against the charge. There are different penalties for minor and major instances of plagiarism. More than one instance can lead to the University terminating your registration.

**SECTION 5 – Administrative Information**

<b>Faculty</b>	Creative Arts, Technologies and Science
<b>Field</b>	PG Performing Arts and English
<b>Department/School/Division</b>	Performing Arts and English
<b>Course Leader</b>	Dr Alice Barnaby
<b>Version Number</b>	1/13
<b>Body approving this version</b>	University Approval Panel
<b>Date of University approval of this version (dd/mm/yyyy)</b>	

**Form completed by:**

**Name:** Alice Barnaby.....

**Date:** 26/9/13.....

**Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)**

**Chair:** .....

**Date:**

.....

<b>Course Updates</b>		
<b>Date (dd/mm/yyyy)</b>	<b>Nature of Update</b>	<b>FTQSC Minute Ref:</b>
