

Programme Specification: Undergraduate

For students starting in Academic Year 2022/2023

1. Course Summary

Name of programme & award title with UCAS code	English Studies and Climate Change [FQ73]
Awarding Institution	Aberystwyth University
Final Award	Bachelor of Arts
Date of Publication	September 2023
QAA Subject Benchmark	<p>Information provided by Department of English and Creative Writing</p> <ul style="list-style-type: none"> English (February 2015) http://www.qaa.ac.uk/en/Publications/Documents/SBSEnglish-15.p Creative Writing (February 2016) http://www.qaa.ac.uk/en/Publications/Documents/SBSCreative-Writing-16.pdf

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2: Duration

Programme	Years
English Studies and Climate Change [FQ73]	3

3: Educational aims of the programme

Information provided by Department of English and Creative Writing

- To enable successful students to:
- engage with a culturally and historically broad range of writing styles, forms and genres
- define, experiment with, and traverse traditional boundaries of genre, form, function, language, and media
- acquire strategies for self-expression across platforms and engage with and re-purpose their own experience
- consider and account for the possibilities and challenges of textual production, whilst developing
- a critical, technical and creative understanding of the subject and of their own creative processes.
- recognise and utilise the expressive resources of language both in speech and in writing
- gain experience of the practical application of literary theory to textual interpretation
- demonstrate knowledge of literatures in English by studying a range of literary and non-literary texts in a variety of genres
- interpret and analyse prose, poetry, drama and other types of imaginative writing in, or translated into, English from across the world
- demonstrate knowledge of writing from periods before 1800 and of the principal literary genres across prose, poetry, and drama
- develop a knowledge of the literary, social, historical, and cultural contexts of writing in English and an understanding of their significance
- acquire knowledge of and analyse critical debates about the writing they study
- reflect critically upon the acts of reading and writing, and on the history of textual production and reception apply their knowledge of critical and theoretical debates and their analytical skills to their own creative writing
- make selective use of a broad range of research tools, discover and synthesize complex
- information, and address, define, and solve problems
- develop an ability to arrive at independent conclusions and make informed judgements
- develop their interest, knowledge and understanding in English Studies with a specialisation in Climate Change
- develop in students an appreciation of the social responsibilities of graduates in English in general and in the area of climate change in particular

4: Intended learning outcomes

Information provided by Department of English and Creative Writing

The design of the programme ensures that (in Creative Writing) all students practice a wide range of genres, and that (in English Literature) they study a broad range of writing in English, and are introduced to the major formations and figures in twentieth-century and contemporary literary theory. The modules specifically concerned with climate change enable students to apply these more generic subject skills to the study and practice of writing about climate change. The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas.

5: Knowledge and understanding

Information provided by Department of English and Creative Writing

- By the end of their programme all students will have gained knowledge and understanding of:
- A1 the processes relating to a range of creative modes including, but not limited to: poetry, prose, non-fiction, life writing, historical fiction, genre fiction

A2 contexts within which these modes of writing are (and have been) produced and consumed

A3 the place of their own creative work within the writing traditions that precede and surround them

A4 technical innovations in the production, marketing and distribution of texts

A5 positioning an individual's practice and output within an appropriate critical discourse and contextual framework

A6 literature from pre- and post-1800 periods and the range of principal literary genres across prose, poetry and drama

A7 how culture, language, technology, and economics affect where, how, and by whom texts are produced and received

A8 the role of readers in shaping texts

A9 key critical issues and debates that pertain to their reading

A10 critical, theoretical, linguistic and stylistic concepts and terminology

A11 a wide range of textual responses to climate change across historical periods, genres, and writing for varied audiences

A12 Issues and themes relevant to English literature and creative writing and climate change

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- **Learning and Teaching**

Successful students will engage with a wide variety of learning and teaching activities which balance direct instruction, collaborative and independent study, and facilitated opportunities for active questioning and debate with peers and tutors. Scheduled activities will include lectures, seminars, tutorials, problem-based learning workshops, creative writing workshops, and one-to-one supervision. Students will be engaged in interdisciplinary work throughout the course of the degree via the interdisciplinary climate change modules. Independent and collaborative study will require extensive use of libraries and digital resources, as well as the provision of structured online learning resources. Scheduled learning and guided-study is enhanced by sessions outside the classroom including (but not limited to) performances, field trips, visiting speakers (including readings by established authors), reading groups, and film screenings.

- **Assessment Strategies and Methods**

Assessment tasks encourage students to pay close attention to the creative process, to pursue creative originality, and to question accepted opinions. Students will engage with a diverse range of assessment tasks including essays, examinations, independent research projects (the creative writing project), collaborative presentation tasks, and portfolios. Where assessment focuses on students' own creative writing this will be accompanied by a critical rationale or critical commentary via which students' research, engagement with

theoretical concepts, and analytical understanding of the subject matter will be illustrated. At level 4 students are assessed on their seminar performance. In addition, students are enabled to make choices regarding assessment that reflect their learning preferences. This strategy is delivered via optionality at the level of module and, where appropriate, optionality in the mode of assessment (for example, creative and/or critical) within a module.

6: Skills and other attributes

Information provided by Department of English and Creative Writing

- **10.2.1 Intellectual Skills**

By the end of their programme, all students are expected to be able to demonstrate an ability to:

B1 critically assess their own and others' writing practice and engage in appropriate revisions of their own work

B2 respond appropriately and imaginatively to a given brief, taking account of diverse issues such as (but not limited to) audience, literary technique, style and purpose

B3 Integrate an understanding of contemporary literary theory into their own writing practice

B4 analyse and interpret a variety of texts with confidence and fluency

B5 attend critically to language, structure, and form and the role of the reader in the process of communication and interpretation

B6 Interrogate and apply a variety of theoretical perspectives in relation to their reading of literary texts

B7 conduct independent research and present sustained, persuasive and coherent arguments that demonstrate an ability to work to established scholarly standards of presentation

B8 exhibit an effective command of written and spoken English together with a wide-ranging and accurate vocabulary

B9 apply their understanding of critical and analytic approaches to produce knowledge

B10 produce writing about climate change that is informed by appropriate knowledge of climate science and is tailored to given audiences

- **Learning and Teaching**

These skills are embedded in the whole range of learning and teaching activities described in 10.1 above and are an explicit part of core teaching at level 4. Intellectual skills are developed through collaborative study, and facilitated opportunities for active questioning and debate with peers and tutors. Additional modelling of intellectual skills takes place outside of the curriculum through activities such as reading groups, personal tutorials, research seminars and visiting speakers.

- **Assessment Strategies and Methods**

Intellectual skills are assessed throughout the whole range of coursework, group and individual presentations, and extended projects. In addition, students also encounter a range of discrete assessment tasks aimed at supporting the development of specific skills (bibliographical exercises, editing tasks, contextual writing, reflective journals, online grammar test)

- **10.2.2 Professional practical skills / Discipline Specific Skills**

By the end of their programme, all students are expected to be able to demonstrate:

C1 the ability to read closely and critically across a broad range of literary and non-literary texts

C2 the ability to produce artistically coherent, original and technically sophisticated creative work

C3 analytical skills that take account of the affective power of language, making use of appropriate approaches and terminology

C4 accuracy in structuring and presenting ideas, making effective use of appropriate arguments in their oral and written work

C5 proficiency in the design, research, planning, and completion of projects, both when responding to a given brief and when identifying their own agenda

C6 critical appraisal of complex texts and ideas, taking account of appropriate contexts

C7 independent and imaginative approaches to problem solving across and within disciplines

C8 the competent application of recognised presentational conventions, including scholarly apparatus

- **Learning and Teaching**

These skills are embedded in the whole range of learning and teaching activities described in 10.1 above. In addition, professional skills are modelled through a variety of learning opportunities and interactions (for example, research seminars and visiting speakers). Discipline specific skills are an explicit part of core teaching at level 4. Presentation skills are developed and opportunities for formative feedback on group work are embedded in the curriculum at levels 5 & 6.

- **Assessment Strategies and Methods**

Professional and discipline specific skills are assessed throughout the whole range of coursework, group and individual presentations, and extended projects. In addition, students encounter a stepped progression from closely directed to independently framed assessment tasks from level 4 to 6 (for example, short writing tasks at level 4 to independent research project at level 6).

7: Transferable/Key skills

Information provided by Department of English and Creative Writing

By the end of their programme, all students are expected to be able to demonstrate: D1 an ability to discover and synthesize complex information and diverse evidence D2 research skills, including the assimilation, selection and organisation of relevant material using a variety of research tools in print and digital formats D3 advanced communication skills including the ability to articulate their own and other people's ideas concisely, accurately and persuasively both orally and in writing D4 competence in structuring arguments and presenting information with an awareness of, and responsiveness to, context D5 proficiency in the design, research, planning, and completion of projects, both when responding to a given brief and when identifying their own agenda D6 potential for working with others in teams, especially through constructive dialogue but also through problem-solving and collaborative working D7 independent and imaginative approaches to problem solving D8 proficiency in planning, organising, and reporting to deadline and the ability to take responsibility for their own work D9 success in acting upon feedback received and an awareness of constructive approaches to giving feedback D10 the capacity to think creatively

- **Learning and Teaching**

Transferable skills are embedded in the whole range of learning and teaching activities described in 10.1 above and are an explicit part of core teaching at level 4. Successful students will engage with a wide variety of learning and teaching activities which balance direct instruction, collaborative and independent study, and facilitated opportunities for active questioning and debate with peers and tutors. Opportunities for receiving and providing feedback (both formal and informal) are an ongoing part of the learning process, particularly in workshops and seminars.

- **Assessment Strategies and Methods**

Successful completion of the programme requires proficiency in the broad range of transferable skills noted above. Where these skills are assessed specifically (for example, group projects, and the structure of written work) students receive formal feedback on these elements of their activity, aligned to the assessment criteria. Where these skills are implicit (for example, completion of a task to

deadline, improvement by responding to previous feedback) students receive informal feedback from peers / workshop leaders / personal tutors / academic advisors.s

8: Work-based learning (where appropriate)

9: What is the structure of the programme?

Year 1 Core modules

Core (40 Credits)

Name	Module Code	Credits	Semester
Climate and Climate Change	BR16620	20	Semester 1
Interdisciplinary Approaches to Climate Change	EN19920	20	Semester 2

Core (40 Credits)

Name	Module Code	Credits	Semester
Critical Practice	EN11300	0	Semester 1
Critical Practice	EN11320	20	Semester 2
Creative Practice	WR11300	0	Semester 1
Creative Practice	WR11320	20	Semester 2

Year 1

Options Choose 40 credits

Name	Module Code	Credits	Semester
Greek and Roman Epic and Drama	CL10120	20	Semester 2
Ancestral Voices	EN10220	20	Semester 2
Contemporary Writing	EN10520	20	Semester 2

American Literature 1819-1925	EN11220	20	Semester 1
The Beginning of the English Language	EN11520	20	Semester 1
Language Awareness for TESOL	IC13420	20	Semester 2
Academic Writing: Planning, Process and Product	IC17700	0	Semester 1
Academic Writing: Planning, Process and Product	IC17720	20	Semester 2
Re-imagining Nineteenth-Century Literature	WL10120	20	Semester 1
Introduction to Poetry	WL10420	20	Semester 2
Literature And The Sea	WL11420	20	Semester 1
Critical Perspectives on Creative Writing	WR10220	20	Semester 1

Year 2 Core modules

Core (80 Credits)

Name	Module Code	Credits	Semester
Literary Theory: Debates and Dialogues	EN20120	20	Semester 1
Contemporary Writing and Climate Crisis	EN21120	20	Semester 1
Literature and Climate in the Nineteenth Century	EN21220	20	Semester 2
The Governance of Climate Change: Simulation Module	IP22320	20	Semester 2

Year 2

Options Choose 40 credits from the following modules:

Name	Module Code	Credits	Semester
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Classical Drama and Myth	CL20320	20	Semester 1
Literary Modernisms	EN20920	20	Semester 2
Literary Geographies	EN21020	20	Semester 2
Contemporary Queer Fiction	EN21620	20	Semester 1
Place and Self	EN22120	20	Semester 2
Literature since 1945	EN22920	20	Semester 1
In the Olde Days: Medieval Texts and Their World	EN23120	20	Semester 1
Demons, Degenerates and New Women (Fin de Siecle Fictions)	EN23420	20	Semester 2
Writing Women for the Public Stage, 1670-1780	EN28720	20	Semester 1
Geohazards	GS22810	10	Semester 2
Geographical Perspectives on the Sustainable Society	GS28910	10	Semester 1
Effective Academic and Professional Communication 1	IC27720	20	Semester 2
Effective Academic and Professional Communication 1	IC27720	20	Semester 1
International Relations: Perspectives and Debates	IP20120	20	Semester 2
Climate Change and International Politics in the Anthropocene	IP20720	20	Semester 2
Climate Change Politics	IP21420	20	Semester 1
Reading and Writing Fantasy Fiction	WL20220	20	Semester 2
Short stories: Grit and Candour	WL20320	20	Semester 2

A Century in Crisis: 1790s to 1890s	WL20720	20	Semester 1
Beginning the Novel	WR20220	20	Semester 1
Writing Selves	WR20620	20	Semester 2
Telling True Stories: ways of Writing Creative Non-Fiction	WR21120	20	Semester 1
Shaping Plots	WR21720	20	Semester 2
Adventures with Poetry	WR22120	20	Semester 1

Final Year Core modules

Core (40 Credits)

Name	Module Code	Credits	Semester
Speculative Fiction and the Climate Crisis	EN33320	20	Semester 1
Crisis Writing	WR31820	20	Semester 2

Timetable Core/Student Option Choose 40 credits from the following modules:

Name	Module Code	Credits	Semester
Undergraduate Dissertation	EN30000	0	Semester 1
Undergraduate Dissertation	EN30040	40	Semester 2
The Writing Project	WR30000	0	Semester 1
The Writing Project	WR30040	40	Semester 2

Final Year

Options Choose 40 credits from the following modules:

Name	Module Code	Credits	Semester
Environmental Economics	AB33220	20	Semester 1
Global Biodiversity Conservation	BR33420	20	Semester 1
Reading Theory / Reading Text	EN30120	20	Semester 1
Victorian Childhoods	EN30320	20	Semester 1
Writing in the Margins: Twentieth-Century Welsh Poetry in English	EN30420	20	Semester 2
Romantic Eroticism	EN30520	20	Semester 2
Haunting Texts	EN30820	20	Semester 1
The Mark of the Beast: Animals in Literature from the 1780s to the 1920a	EN31320	20	Semester 2
Effective Academic and Professional Communication 2	IC37820	20	Semester 2
Effective Academic and Professional Communication 2	IC37820	20	Semester 1
Climate Change Politics	IP31420	20	Semester 1
Remix: Chaucer In The Then and Now	WL30620	20	Semester 2
Reading and Writing Science Fiction	WL32220	20	Semester 2

Literatures of Surveillance	WL35320	20	Semester 1
Writing and Place	WR32120	20	Semester 1
Kapow! Reading and Writing Graphic Narratives	WR32320	20	Semester 1
Writing Crime Fiction	WR32420	20	Semester 2
Big Ideas: Writing Popular Science	WR32720	20	Semester 2
Humour and Conflict in Contemporary Writing	WR32820	20	Semester 1

10: University Regulations

Details of University Regulations can be found at <https://www.aber.ac.uk/en/academic-registry/handbook/regulations/>

11: Support for students and their learning

12: Entry Requirements

Details of entry requirements for the scheme can be found at <https://courses.aber.ac.uk/>

13: Methods for evaluating and improving the quality and standards of teaching and learning

14: Regulation of Assessment

Academic Regulations are published as Appendix 2 of the Academic Quality Handbook: <https://www.aber.ac.uk/en/aqro/handbook/app-2/>

15: External Examiners

External Examiners fulfill an essential part of the University's Quality Assurance. Annual reports by External Examiners are considered by Faculties and Academic Board at university level.

16: Indicators of quality and standards

The Department Quality Audit questionnaire serves as a checklist about the current requirements of the University's Academic Quality Handbook. The periodic Department Reviews provide an opportunity to evaluate the effectiveness of quality assurance processes and for the University to assure itself that

management of quality and standards which are the responsibility of the University as a whole are being delivered successfully.Â