Programme Specification ARO 034a

Section 1 Key Facts

<table>
<thead>
<tr>
<th>Awarding Body</th>
<th>University of Stirling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner Institution</td>
<td>N/A</td>
</tr>
<tr>
<td>Programme Name</td>
<td>English Studies</td>
</tr>
<tr>
<td>Award e.g. BSc (Hons), MA etc.</td>
<td>Bachelor of Arts with Honours</td>
</tr>
<tr>
<td>Faculty</td>
<td>Arts and Humanities</td>
</tr>
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<td>Division (if applicable)</td>
<td>Literature and Languages</td>
</tr>
<tr>
<td>UCAS Code (UG only)</td>
<td>Q300</td>
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<td>Programme Code</td>
<td>UHX12-ENG</td>
</tr>
<tr>
<td>Mode of Study</td>
<td>Full Time ✗ Part Time ✗ (if both please provide two Degree Programme Tables in the Outline Programme Structure)</td>
</tr>
<tr>
<td>Location/Method of Study</td>
<td>On Campus – UK ✗ International ✗ Where: Online ✗ Blended</td>
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<tr>
<td>Admission Points</td>
<td>September ✗ January ✗ Other (if more than one entry point please provide a Degree Programme Table for each in the Outline Programme Structure)</td>
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<tr>
<td>Length of Programme</td>
<td>4 years</td>
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<tr>
<td>SCQF Level</td>
<td>8, 9, 10</td>
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<tr>
<td>Total Credit Value</td>
<td>480</td>
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<tr>
<td>ECTS Credit Value</td>
<td>240</td>
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<tr>
<td>Professional Body Accreditation</td>
<td>Name of accrediting body: NA Required for programme: No</td>
</tr>
<tr>
<td>Programme Director</td>
<td>Suzanne Gilbert (until 30 September 2018) Stephen Penn (from 30 September 2018)</td>
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<tr>
<td>Advisor of Studies</td>
<td>Stephen Penn</td>
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<tr>
<td>Programme Approved</td>
<td></td>
</tr>
<tr>
<td>Last Updated</td>
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PROGRAMME SUMMARY

A comprehensive summary of the programme.

The programme aims to develop the student's interest in and knowledge and understanding of English Studies via the rigorous critical study of literature and language with respect to the creation, production, reception and interpretation of written texts, dramatic performances and aspects of orality and the spoken word. Students engage with critical and theoretical issues. They also study specific authors and books and the historical contexts out of which these books and other expressive forms arise, along with a grasp of the implications and processes of literary and linguistic reception at a personal as well as at a cultural/historical level.

Students will develop a range of specific and transferable technical skills including alert reading, critical and analytical thinking, the writing of essays, small group discussion and verbal argument, the formal presentation of papers, intellectual co-operation and task sharing, the researching of topics and the writing of a major dissertation.

The English Studies core modules are judged to provide a grounding in core aspects of the discipline. The year one level 8 modules provide an introduction to the practices of reading and writing at university level.

The second-year level 8 and level 9 modules introduce students to further analytical and critical skills introduced in semester one (ENGU901 Introduction to Literary Studies: Genre), and semester two (ENGU902 Introduction to Literary Studies: Theories and Approaches). Literary Revolutions (semester 3, level 8) introduces key revolutions which affected the field, both literal and metaphorical. Single-honours students are required to select at least two core level-9 modules in semester 4. ENGU9WH Writing and History: Scotland and Empire examines the pressures that produced some of Scotland’s finest writing in the 18th, 19th and 20th centuries; ENGU9WI Writing and Theory introduces a selection of the most influential movements in literary and cultural theory of the past century and considers the practical implications of theory for literary analysis; and ENGU9WL Writing and Language provides students with the technical tools and vocabulary to describe in detail how language choices produce particular effects, meanings and ideologies in literary texts.

Level-10 core modules are offered beginning in the third year. Those in semester 5 are period/historical modules devoted to literary/linguistic history in light of the theoretical and linguistic approaches previously explored in the earlier cores. Single-honours students may choose three of these seven modules: The Literature of the Medieval Ages (ENGU9HM); Renaissance Literature 1500-1600 (ENGU9HA); The Long Eighteenth Century (ENGU9HB); British Romanticism 1785-1832 (ENGU9HC); Victorian Literature and Culture (ENGU9HD); Modernism and Modernity (ENGU9HE); History of the English Language (ENGU9HL). From semester 6 onwards, students may select specialised level-10 honours options, taught in seminar format by individual members of staff, often on topics associated with their own research. This gives a further element of choice, as well as of depth and specialist insight to the programme. Subject-specific skills include the study of questions of hermeneutics, literary theory, representation and stylistics, as well as issues to do with genre, ideology, national or regional identity. The reading and interpretation of texts will be historically contextualised, theoretically illuminated and also problematized. The modules and their associated tutorial and seminar practice will develop analytical, communicative, and research capacity along with skills in writing essays, dissertations and oral presentation, independent study time management, group co-operation and interpersonal confidence.

The final part of a single-honours programme in English is devoted to the researching and writing, under supervision, of a project on a topic of each student’s own choice. The topic is chosen in semester 7 during the dissertation-preparation module, ENGU9DP, and the project may take the form of a piece of literary analysis or an original piece of creative writing in any genre or mixture of genres (accompanied by a reflective commentary). Semester 8 is devoted entirely to research, writing up, and submission of this extended piece of work (ENGU9A8). The project is intended to provide a fitting conclusion to
undergraduate studies by freeing students to pursue their own lines of enquiry into a subject which has proved to be of particular interest to them.

Key Features of the Programme

The English Studies undergraduate programme grows out of the nature of the subject, the research interests of members of staff, and the needs and wishes of the students. These interests and concerns tend to focus on certain areas – notably nineteenth- and twentieth-century writing, Scottish culture and literature, creative writing, Renaissance and seventeenth-century writing, American literature, publishing studies, gender studies, language and linguistics, and postcolonial writing in English. But while English Studies may have particular strengths in these areas, its teaching is deliberately broad-based. It offers a wide range of modules, giving students the opportunity to study a great many aspects of English language and literature. A student’s own creative writing may form part of the degree, as we believe it aids understanding of literary style and technique, while developing the imagination. The most recent National Student Survey (NSS) rates English Studies at Stirling as 2nd in Scotland and 5th in the UK. The programme achieved an overall satisfaction rating of 96%.

PROGRAMME AIMS

In English Studies we seek to achieve the following:

1. In teaching, to engage with the variety and complexity of English Studies at all levels, providing a stimulating mix of traditional and contemporary approaches through extensive staff collaboration and interchange.
2. To monitor and develop the quality of student learning through the judicious use of internal and external mechanisms; to provide a sense of intellectual community at all levels of English Studies.
3. To promote access to the subject, paying attention to the future employment skills of graduates in English Studies and cognate areas.
4. To develop English Studies at Stirling as a centre of excellence in a national and international context, linking with other educational institutions wherever appropriate.
5. To work with students within this framework to develop the following types of skills: analytical, reading and interpretative, communicative, research, writing and presentational, independent learning and study, time management, and interpersonal.

WHAT WILL I BE EXPECTED TO ACHIEVE?

On successful completion of this programme, you should be able to:

Knowledge and Understanding:

1. Reflect extensive engagement with reading in English poetry, prose, and drama, from within and beyond the United Kingdom, and from a variety of different times and cultures;
2. Analyse the English language, its structural, functional and creative aspects, its history and diversity;
3. Formulate and share ideas regarding literary texts, their historical and cultural contexts, and related contemporary critical ideas and theory.

Intellectual, Practical and Transferable Skills and other graduate attributes:

1. Think rigorously and critically about ideas and propositions and to assess the validity of arguments (analytical skills);
2. Negotiate the complexities and varieties of the ways in which texts communicate meaning and to read them with sensitivity to nuance and effect (reading and interpretative skills);
3. Demonstrate skill in discussion, argument, presentation and debate; to formulate a point of view and to present, develop, illustrate and defend it orally (communicative skills);
4. Distinguish relevant data, to locate and gather it from a variety of sources, and to record it in an accessible fashion (research skills);
5. Structure a written argument, to select supporting evidence, to write confidently with clarity and lucidity, and to present written work with consistent use of bibliographical and typographical conventions (writing and presentational skills);
6. Work alone, to locate useful information, and to record and deploy it pertinently (independent learning and study skills);
7. Plan work ahead, to structure time purposefully and demonstrate the discipline to carry out what is planned to meet deadlines (time-management skills);
8. Work co-operatively with others, to take part in joint projects and to accept criticism (interpersonal skills).

Values and Attitudes:
1. Appreciation for variety, diversity, and complexity
2. Ambition
3. Excellence as a key aim
4. Ethical approach to study and research

HOW WILL I LEARN?
The student experience will encompass instruction in a large lecture theatre context as well as small group tutorials, seminar discussion and individual and group presentation. Periodic assessment methods prevail, including essays, short exercises, online journals, blogs, individual class papers, online discussion and group presentation as well as the possibility and practice of creative writing. Learning in the discipline is assessed throughout the year rather than through end-of-module/year examinations. This gives you the opportunity to develop your skills with the help of feedback and encouragement.

The programme employs a variety of approaches including the following:
- Participation in groups of varying size and composition through discussion; and individually, in pairs and in teams through the delivery of oral presentations;
- The regular writing of essays and/or forms of creative writing, in a continuous assessment system;
- The use of a critical vocabulary and of current concepts in critical theory;
- The independent preparation, under supervision, of a dissertation on an individually chosen topic.

WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

Assessment and Assessment Criteria
There are no exams in English Studies, so all grades are based on coursework. Essays are submitted anonymously to ensure fairness, and sample double-marked to ensure consistency. Staff approach marking not only as a way of evaluating the quality of students’ work, but as a key means of providing constructive feedback and encouragement.

Feedback on Assessment
Students will receive feedback on coursework within 3 weeks of completion of the assessment. Feedback is usually provided electronically on formal coursework. Feedback and Guidance sessions with teaching staff are available on all modules. These provide regular opportunities to discuss feedback further. More information about feedback on assessment can be found here; http://www.stir.ac.uk/academicpolicy/handbook/assessment/

Assessment Regulations
If you would like to know more about the way in which assessment works at the University of Stirling, please see the full version of the assessment regulations at: Undergraduate

WHAT WILL I STUDY?
Outline Programme Structure

The list below shows compulsory and option modules for this programme. Option modules are revised over time and, in some cases, will be dependent upon pre-requisite and/or co-requisites being taken. More information about these requirements can be found in the relevant Module Descriptors. The options available each year can be subject to change due to student demand and availability of teaching staff.

- Where an “Option list” is specified, you have a choice of which module to take at this point in the degree programme and these choices are listed below.
- For year 1 and 2 where “Any Module” is used it means that you can choose from all modules available to the year group and you can see the full list by following these links:

Undergraduate

Year 1

Total year 1 credit value = 120
Compulsory credits = 120 (40 in English)

Semester 1 - Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Literary Studies: Genre</td>
<td>ENGU901</td>
<td>20</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>2 modules (any, which may include LINU911 Language and Society)</td>
<td></td>
<td>20</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Introduction to Literary Studies: Theories &amp; Approaches</td>
<td>ENGU902</td>
<td>20</td>
<td>2</td>
<td>8</td>
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<tr>
<td>2 modules (any, which may include LINU912 Foundations of Language)</td>
<td></td>
<td>20</td>
<td>2</td>
<td>8</td>
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</tbody>
</table>

Year 2

Total year 2 credit value = 120
Compulsory credits = 80 (20 in English)
Optional credits = 40 in English

Semester 3 - Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literary Revolutions</td>
<td>ENGU903</td>
<td>20</td>
<td>3</td>
<td>8</td>
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<tr>
<td>2 modules (any, which may include LINU913 Language and the Brain)</td>
<td></td>
<td>20</td>
<td>3</td>
<td>8</td>
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</table>

Semester 4 - Option Modules – you may choose two of the following modules to take

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing and History: Scotland and Empire</td>
<td>ENGU9WH</td>
<td>20</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Writing and Theory</td>
<td>ENGU9WI</td>
<td>20</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Writing and Language</td>
<td>ENGU9WL</td>
<td>20</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>1 module (any)</td>
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<td>20</td>
<td>4</td>
<td>8</td>
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</tbody>
</table>

Year 3
Total year 3 credit value = 120 (all in English)
Compulsory credits = 0
Optional credits = 120

Option Modules – in semester 5, you may choose one module from Group 1, one module from Group 2, and one additional module from either group

Group 1

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Literature of the Middle Ages</td>
<td>ENGU9HM</td>
<td>20</td>
<td>5</td>
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<tr>
<td>Renaissance Literature, 1500-1600</td>
<td>ENGU9HA</td>
<td>20</td>
<td>5</td>
<td>10</td>
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<tr>
<td>The Long Eighteenth Century</td>
<td>ENGU9HB</td>
<td>20</td>
<td>5</td>
<td>10</td>
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<tr>
<td>History of the English Language</td>
<td>ENGU9HL</td>
<td>20</td>
<td>5</td>
<td>10</td>
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</table>

Group 2

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>British Romanticism, 1785-1832</td>
<td>ENGU9HC</td>
<td>20</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Victorian Literature and Culture</td>
<td>ENGU9HD</td>
<td>20</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Modernism and Modernity</td>
<td>ENGU9HE</td>
<td>20</td>
<td>5</td>
<td>10</td>
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Option Modules – in semester 6, you may choose three of the following modules to take

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Writing I</td>
<td>ENGU9C1</td>
<td>20</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Genre I</td>
<td>ENGU9G1</td>
<td>20</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Language and Linguistics I</td>
<td>ENGU9L1</td>
<td>20</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Nations and Traditions I</td>
<td>ENGU9N1</td>
<td>20</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Special Author(s) I</td>
<td>ENGU9S1</td>
<td>20</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Theories and Approaches I</td>
<td>ENGU9T1</td>
<td>20</td>
<td>6</td>
<td>10</td>
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</table>

Year 4

Total year 4 credit value = 120 (all in English)
Compulsory credits = 80
Optional credits = 40

Compulsory Module

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
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</thead>
<tbody>
<tr>
<td>Dissertation Preparation</td>
<td>ENGU9DP</td>
<td>20</td>
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<tr>
<td>English Studies Dissertation</td>
<td>ENGU9A8</td>
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Option Modules – you may choose two of the following modules

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<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Writing II</td>
<td>ENGU9C2</td>
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<td>7</td>
<td>10</td>
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<tr>
<td>Genre II: Tragedy</td>
<td>ENGU9G2</td>
<td>20</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Language and Linguistics II</td>
<td>ENGU9L2</td>
<td>20</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Nations and Traditions II</td>
<td>ENGU9N2</td>
<td>20</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Theories and Approaches II</td>
<td>ENGU9T2</td>
<td>20</td>
<td>7</td>
<td>10</td>
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</table>
Required and Recommended Reading for the Programme

Following is a selection of introductory guidebooks and textbooks useful to the study of English literature at university level:


Section 3 Student Support

**SUPPORT FOR STUDENT LEARNING**

**Induction**

You will receive an induction during the first days of your programme. This includes a range of social events, information sessions and activities to help you orientate yourself at Stirling and access the services available to you. These are opportunities to meet staff and other students from across the university, in the Faculty and on the programme.

**Study Skills Support**

Student Learning Services (SLS) are committed to providing comprehensive guidance on all aspects of effective and efficient learning. The ultimate aim of the service is to enable you to make the most of your
academic studies at the University and for you to become an independent, successful learner during your time at the University of Stirling. This is facilitated through collaborative work with experienced tutors and by offering a variety of courses, workshops and tutorials.

All students, whatever stage of their academic studies, are welcome to use Student Learning Services. However the service may be particularly beneficial:

- In your first two years of study.
- If you are making the transition from college to Higher Education.
- If you have been out of education for some time.

What SLS are able to do:

- Advise you on academic skills relevant to your studies at University.
- Help you consolidate your previous learning and develop new learning strategies.
- Advise on action-plans to potentially improve grades.
- Suggest practical solutions if you feel overwhelmed by assignment work.
- Help you gain confidence in the transition to Higher Education.

More information can be found here: http://www.stir.ac.uk/campus-life/learning-support/student-learning-services/

STEER
STEER is a University-wide peer support scheme linking in returning student "Captains" with new undergraduate or taught post-graduate "Crew" during their first year at Stirling.

The scheme aims to help you make the most of your time at the University, help new students - the Crew - settle in and realise the opportunities available to them. You can find out more information here: https://www.stirlingstudentsunion.com/representation/studentsupport/steer/

Academic and Pastoral Support

Adviser of Studies: Advisers have an important role to play in enhancing your academic and personal development and are essential to ensuring you make the most of your time at university. Advisers provide a personalised point of contact for you to discuss academic concerns or queries within the academic community. The general purpose of the role is to provide more in-depth advice on the academic options available to you and on the academic policies and regulations within the University.

More information can be found here: http://www.stir.ac.uk/registry/advisers/

Personal Tutor: The role of a personal tutor is to help you feel part of the University community. They are a specific and consistent source of guidance, information and support for you throughout your studies. The tutor should be the your first formal point of contact for general academic guidance and pastoral support.

More information can be found here: http://www.stir.ac.uk/tse/personal-tutor/

Support and Wellbeing: At university you may face non-academic issues where you need some expert help or guidance. There are lots of ways we can help you in your day-to-day life at University. Student Support Services provide a range of high-quality services to assist you during the course of your studies, help prepare you for life after graduation. We aim to enhance the student experience and help you to get the most out of your time at University.

More information can be found here: http://www.stir.ac.uk/campus-life/support-and-wellbeing/

Student Union: you can also access support through the Students’ Union, more information can be found here: https://www.stirlingstudentsunion.com/representation/studentsupport/

Accessibility and Inclusion (A&I)
A&I are committed to offering a service which is welcoming and supportive of the needs of all students. Our service takes into account the full range of needs you may have, in a wide variety of circumstances
including physical and mobility difficulties, sensory impairments, specific learning difficulties including dyslexia and autistic spectrum disorder as well as medical conditions and mental health difficulties. A&I can also support you if you have short-term, temporary impairments or other difficulties as a result of an accident, injury, illness or surgery. More information can be found here: [http://www.stir.ac.uk/student-support/accessibility-&-inclusion-service/](http://www.stir.ac.uk/student-support/accessibility-&-inclusion-service/)

Learning Resources
You can find out more about the resources available to support your learning here: [http://www.stir.ac.uk/campus-life/learning-support/](http://www.stir.ac.uk/campus-life/learning-support/)

Section 4 Programme Evaluation and Enhancement

**METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING**

**Module Evaluation**
Module evaluations are carried out each year and are an important way of getting student feedback on the modules we teach. We aim to evaluate every module we teach in every semester. You can find out more here: [http://www.stir.ac.uk/registry/studentinformation/moduleevaluation/](http://www.stir.ac.uk/registry/studentinformation/moduleevaluation/)

**Programme Review**
Programmes are reviewed annually and on a 5 yearly cycle. You can get involved in a variety of different ways; by completing module evaluations, becoming a course representative and attending Student Staff Consultative Committees, or participating in the review process itself. You can find out more here: [http://www.stir.ac.uk/academicpolicy/handbook/review-and-monitoring/](http://www.stir.ac.uk/academicpolicy/handbook/review-and-monitoring/)

**External Examiners**
Professor Jennie Batchelor  
University of Kent  
Dr Paul Vlitos  
University of Surrey

Section 5 My Future

**WHAT KIND OF CAREER MIGHT I GO ON TO?**
From publishing to digital and editorial work, an English Studies degree opens up a wide range of opportunities. Jobs directly related to a BA English degree include, but are definitely not limited to:

- Newspaper, magazine or online journalist
- Copywriter
- Writer
- Editorial assistant
- Secondary school teacher / English as a foreign language teacher
- Publishing copy-editor / proofreader
- Academic

An English degree is also ideally suited to areas such as Public Relations, Broadcasting, Marketing, Social Media, Advertising and the Arts.
The ability to write clearly and think analytically is valued in a host of professions. English Studies graduates leave the University of Stirling with vital transferrable skills that are always in demand, and our students have an excellent success rate in finding rewarding employment.

The freedom to combine your studies in English with a range of other courses also makes a Stirling degree unique. You could graduate with a degree that combines English Studies with Politics, Business Studies, Professional Education and more – ensuring your university education is as flexible and your ambitions.

Former English Studies students include novelists Iain Banks and Alan Bissett, journalist Grace Dent and Scottish poet laureate Jackie Kay MBE.

How does this programme facilitate your development of the Graduate Attributes?

You will be given opportunities to become:

**Connected.**
- with your discipline(s), knowledge, understanding and skills with a range of complex real-world issues
- with knowledge, experiences, and people providing different perspectives, to understand different cultures, beliefs and traditions
- by working with one another as an inclusive learning community and with the wider community
- by communicating effectively through digital and other media
- with contributions from alumni, private, public and third sector to develop their employability skills (for example, alumni and writers being invited to speak to the students, and through access to a placement module and final-year conference as part of the programme)

**Innovative.**
- through active and ethical research
- through independent critical and reflective thinking
- through identifying opportunities to improve what you do and taking action

**Transformative.**
- through your intellectual and cultural passion and excellence
- through sharing new perspectives and broadening horizons
- through being professional, adaptable and resilient and equipped to succeed in the global market place, skills developed by working in groups and with minimal supervision, dealing with change and disappointment
- through being an active global citizen who is socially and culturally aware; these attributes are fostered by both literature and through opportunities for study abroad

**WHAT STUDY ABROAD OPPORTUNITIES ARE AVAILABLE?**

Erasmus exchanges are available with the Universities of Basel, Copenhagen, Charles University (Prague) and Aristotle University (Thessaloniki).

See more information on study abroad in Europe and beyond at https://www.stir.ac.uk/international/study-abroad-exchange/want-to-study-abroad/ or speak to your Advisor of Studies.

**WHAT PLACEMENT OPPORTUNITIES ARE AVAILABLE?**

The Faculty of Arts and Humanities offers a placement module in second year which gives students on this programme the opportunity to take up a relevant placement. This has been very successful in the past.

**WHAT FURTHER STUDY OPTIONS ARE AVAILABLE TO ME?**

Some English graduates choose to continue their academic studies by doing an MA or a PhD, while others
choose to study more vocational postgraduate courses in areas such as teaching, journalism, librarianship or law. More information on funding for postgraduate study and research is available from the Arts and Humanities Research Council (AHRC).

The following taught postgraduate courses are available through English Studies at Stirling: Creative Writing, English Language and Linguistics, The Gothic Imagination, Publishing Studies and Scottish Literature. An undergraduate degree in English also prepares student to take up possible opportunities for postgraduate student within the Faculty of Arts and Humanities, such as the masters in Humanities or Gender Studies, and beyond.

English graduates may decide to undertake further study in areas such as marketing and management, finance, human resource management and business to enhance their knowledge of a specific career area.

WHAT OTHER INFORMATION DO I NEED TO KNOW?
N/A

Section 6 Admissions

HOW DO I ENTER THE PROGRAMME?

Admissions Criteria

Minimum requirements

Year 1 entry – Four-Year Honours

SQA Highers:
ABB – one sitting
AABB – two sittings

GCE A-levels:
BBB

IB Diploma:
32

BTEC (Level 3):
DDM

Year 2 entry – Three-Year Honours

SQA Adv Highers:
ABB

GCE A-levels:
ABB

IB Diploma:
35

Essential subjects: To include English

Other Qualifications

Scottish HNC/HND:
Minimum entry: Bs in graded unit.
Access courses and other UK/EU and international qualifications are also welcomed.

ADDITIONAL INFORMATION
General entry requirements apply. Please visit: http://stir.ac.uk/av
Part time, advanced entry and study abroad options available.

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