



# **Subject benchmark statement**

English: Draft for consultation

September 2014

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## How can I use this document?

This document is a subject benchmark statement for English, that defines what can be expected of a graduate in the subject, in terms of what they might know, do and understand at the end of their studies.

You may want to read this document if you are:

- involved in the design, delivery and review of programmes of study in English or related subjects
- a prospective student thinking about studying English, or a current student of the subject, to find out what may be involved
- an employer, to find out about the knowledge and skills generally expected of a graduate in English.

Explanations of unfamiliar terms used in this subject benchmark statement can be found in the Quality Assurance Agency for Higher Education's (QAA's) glossary.<sup>1</sup>

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<sup>1</sup> The QAA glossary is available at: [www.qaa.ac.uk/about-us/glossary](http://www.qaa.ac.uk/about-us/glossary).

## About subject benchmark statements

Subject benchmark statements form part of the UK Quality Code for Higher Education (the Quality Code) which sets out the Expectations that all providers of UK higher education reviewed by QAA are required to meet.<sup>2</sup> They are a component of *Part A: Setting and maintaining academic standards*, which includes the Expectation that higher education providers 'consider and take account of relevant subject benchmark statements' in order to secure threshold academic standards.<sup>3</sup>

Subject benchmark statements describe the nature of study and the academic standards expected of graduates in specific subject areas, and in respect of particular qualifications. They provide a picture of what graduates in a particular subject might reasonably be expected to know, do and understand at the end of their programme of study.

Subject benchmark statements are used as reference points in the design, delivery and review of academic programmes. They provide general guidance for articulating the learning outcomes associated with the programme but are not intended to represent a national curriculum in a subject or to prescribe set approaches to teaching, learning or assessment. Instead, they allow for flexibility and innovation in programme design within a framework agreed by the subject community. Further guidance about programme design, development and approval, learning and teaching, assessment of students, and programme monitoring and review is available in *Part B: Assuring and enhancing academic quality* of the Quality Code in the following Chapters:<sup>4</sup>

- *Chapter B1: Programme design, development and approval*
- *Chapter B3: Learning and teaching*
- *Chapter B6: Assessment of students and the recognition of prior learning*
- *Chapter B8: Programme monitoring and review.*

For some subject areas, higher education providers may need to consider other reference points in addition to the subject benchmark statement in designing, delivering and reviewing programmes. These may include requirements set out by professional, statutory and regulatory bodies, national occupational standards and industry or employer expectations. In such cases, the subject benchmark statement may provide additional guidance around academic standards not covered by these requirements.<sup>5</sup> The relationship between academic and professional or regulatory requirements is made clear within individual statements, but it is the responsibility of individual higher education providers to decide how they use this information. The responsibility for academic standards remains with the higher education provider who awards the degree.

Subject benchmark statements are written and maintained by subject specialists drawn from and acting on behalf of the subject community. The process is facilitated by QAA. In order to ensure the continuing currency of subject benchmark statements, QAA initiates regular reviews of their content, five years after first publication, and every seven years subsequently.

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<sup>2</sup> The Quality Code, available at [www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code](http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code), aligns with the *Standards and Guidelines for Quality Assurance in the European Higher Education Area*, available at: [www.engq.eu/wp-content/uploads/2013/06/ESG\\_3edition-2.pdf](http://www.engq.eu/wp-content/uploads/2013/06/ESG_3edition-2.pdf).

<sup>3</sup> *Part A: Setting and maintaining academic standards*, available at: [www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-a](http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-a).

<sup>4</sup> Individual Chapters are available at: [www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-b](http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-b).

<sup>5</sup> See further *Part A: Setting and maintaining academic standards*, available at: [www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-a](http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-a).

## **Relationship to legislation**

Higher education providers are responsible for meeting the requirements of legislation and any other regulatory requirements placed upon them, for example by funding bodies. The Quality Code does not interpret legislation nor does it incorporate statutory or regulatory requirements. Sources of information about other requirements and examples of guidance and good practice are signposted within the subject benchmark statement where appropriate. Higher education providers are responsible for how they use these resources.<sup>6</sup>

## **Equality and diversity**

The Quality Code embeds consideration of equality and diversity matters throughout. Promoting equality involves treating everyone with equal dignity and worth, while also raising aspirations and supporting achievement for people with diverse requirements, entitlements and backgrounds. An inclusive environment for learning anticipates the varied requirements of learners, and aims to ensure that all students have equal access to educational opportunities. Higher education providers, staff and students all have a role in, and responsibility for, promoting equality.

Equality of opportunity involves enabling access for people who have differing individual requirements as well as eliminating arbitrary and unnecessary barriers to learning. In addition, disabled students and non-disabled students are offered learning opportunities that are equally accessible to them, by means of inclusive design wherever possible and by means of reasonable individual adjustments wherever necessary.

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<sup>6</sup> See further the *UK Quality Code for Higher Education: General Introduction*, available at: [www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=181#](http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=181#).

## About this subject benchmark statement

This subject benchmark statement refers to bachelor's degrees with honours in English.<sup>7</sup>

This version of the statement forms its third edition, following initial publication in 2000 and review and revision in 2007.<sup>8</sup>

### Note on alignment with higher education sector coding systems

Programmes of study which use this subject benchmark statement as a reference point are generally classified under the following codes in the Joint Academic Coding System (JACS):

Q300 (English studies).<sup>9</sup>

### Summary of changes from the previous subject benchmark statement (2007)

The statement has been reorganised, and sections redrafted, in order better to reflect the roles of literature, language and creative writing within the study of English. This work takes account of the recent approval of a proposal for a separate creative writing subject benchmark statement (due to be developed in autumn 2014).

More emphasis has been placed on the role and value of English within culture and society, and its international scope, especially in section 1: 'Defining principles'.

References to generic and subject-specific employability skills have been updated and enhanced, in response to feedback from a range of employers of English graduates. Changes to the benchmark standards section aim more clearly to set out the difference between the threshold and typical standard. Feedback is invited on whether the statement should include an additional statement on the 'excellent' standard.

Edits have been made throughout to improve the clarity and readability of the document.

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<sup>7</sup> Bachelor's degrees are at level 6 in *The framework for higher education qualifications in England, Wales and Northern Ireland* (2008) and level 10 in the *Scottish Credit and Qualifications Framework* (2001).

<sup>8</sup> Further information is available in the *Recognition scheme for subject benchmark statements*, available at: [www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=190#](http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=190#).

<sup>9</sup> Further information about JACS is available at: [www.hesa.ac.uk/content/view/1776/649/](http://www.hesa.ac.uk/content/view/1776/649/).

# 1 Defining principles

1.1 English is a core academic subject encompassing study of the structure and usage of the English language, critical analysis of literature written in English, and the practice of creative writing. Students of English engage with multiple forms of communication, study past and present cultures, and learn to use language and literature to reflect critically on their own learning and thinking. English is relevant to contemporary society as its focus on the production, interpretation and negotiation of meaning develops the capacity to understand the world from a variety of perspectives.

1.2 English makes a vital contribution to cultural life through literary festivals, book and poetry readings, theatre performances, screen adaptations, digital discussions and reviewing, among other forms of public engagement. The status of English as a global language gives added significance to the study of both English language and literature written in English, offering opportunities for international exchanges in learning and teaching. The subject attracts international interest in the UK's cultural heritage and creative industries, promoting tourism and other economic activity. The variance of the written and spoken forms of English across the globe, and the range of world literatures written in and translated into English, enriches the subject and its study.

1.3 English is a broad subject comprising three complementary strands, studied separately or in combination: English literature, English language and creative writing. English literature involves the interpretation and analysis of literary texts and study of the history and theory of literature. English language involves the study of spoken, written and multimodal communication, and their distinctive levels of analysis: phonology, grammar and lexis. Creative writing involves the exploration of the relationships between writer, publisher, text and audience through the practice of writing.

1.4 The broad aims of an English degree are to:

- inspire enthusiasm for the subject and an appreciation of its continuing social, cultural, political and economic importance
- provide an intellectually stimulating experience of learning and studying
- promote the understanding of verbal creativity and the structure and aesthetic features of literary and non-literary texts
- help students to appreciate the expressive resources of language
- encourage students to reflect critically upon the acts of reading and writing and on the history of textual production and reception
- foster wide and varied reading through a broad and diverse curriculum
- provide a basis for further study in English or related subjects and for the teaching of English at all levels
- develop a range of subject-specific and generic skills of value in graduate employment, including high-order critical, analytic and research skills, and advanced competence in oral and written communication.

## 2 The nature and scope of English

2.1 What characterises English as a subject is critical attention to the spoken and written word, to the relationship between thought and expression, and to the variety of social and cultural forms and contexts in which textual production, interpretation and communication occur. English programmes take many forms. Some programmes offer a balance of English literature, language and creative writing; others concentrate exclusively on one or two of these areas. The intellectual range and diversity of approaches in English open it up to the knowledge and practices of other subjects. As a result, English is often studied as part of joint honours or combined degree programmes.

2.2 English literature involves the interpretation and analysis of prose, poetry and drama, as well as other types of imaginative writing in English from across the world. Students learn to identify the stylistic, formal and rhetorical properties of texts, and explain how these contribute to meaning. They learn how literary language, modes and genres change over time and place. They study the interconnections between texts, the relationship between literature and other forms of expression, and the rhetorical resources and cultural impact both of works of literature and of modes of literary analysis. They also examine the processes of composition and production, histories of reception, and forms of dissemination, including manuscript, print, digital and performance.

2.3 English language engages with the study of all types and varieties of English, including national, regional, social, historical and contemporary forms. Students study the structure, function and use of varieties of English, and the shaping influence of historical, social, geographical, cultural, political, stylistic and other contextual factors. Descriptive, critical and theoretical approaches to language are explored alongside key sub-disciplinary areas such as pragmatics, discourse analysis, language history, dialectology, sociolinguistics, phonetics, semantics, and corpus-based, forensic or cognitive approaches. Students undertake qualitative and quantitative analysis of a wide range of texts, from everyday casual spoken communication to highly stylised formal and/or literary written discourse.

2.4 Creative writing helps students understand existing works of literature and explore their own creativity. Creative writing students learn to recognise the complex interactive relationship between writer, publisher, text and audience. Creative writing emphasises the importance of the drafting process, the discipline of learning to write to specific briefs, and the benefits of working collaboratively. The greater the emphasis on creative writing in a programme, the more the focus is likely to be upon the development of the students' own writing, but the original works produced by students are generally informed by wide and critical reading of existing literature.

2.5 English has contributed significantly to related subjects such as film, drama and area studies. It has also helped to pioneer the development of interdisciplinary modes of study which continue to reshape the contours of English: these include, among others, book history, critical and cultural theory, digital humanities, postcolonial studies, medical and environmental humanities, cognitive poetics, and women's, gender and queer studies.

2.6 English plays a significant role in promoting lifelong learning. It has a strong appeal among mature students in mainstream higher education, and is widely taught in summer schools, in continuing education and in widening access programmes.



### **3 Subject knowledge and skills**

#### **Subject knowledge**

3.1 Graduates who have studied English know about a range of the following.

- Literature and/or language from different periods. For single honours literature students this includes knowledge of writing from periods before 1800 and the range of principal literary genres across prose, poetry and drama.
- The breadth of literatures in English; regional and global varieties of the English language.
- The structure, levels and discourse functions of the English language.
- How culture, language, technology, and economics affect how, where and by whom texts are produced and received.
- The role of readers in shaping texts.
- The relationships between different genres and different media.
- Critical, theoretical, linguistic and stylistic concepts and terminology.

#### **Skills specific to English**

3.2 Graduates who have studied English are able to:

- analyse texts and discourses, and respond to the affective power of language, using appropriate approaches and terminology
- develop independent and imaginative interpretations in response to literary, critical, linguistic or creative material
- articulate a critical understanding of complex texts and ideas
- write clearly, accurately and effectively
- apply scholarly bibliographic skills appropriate to the subject.

#### **Generic and graduate skills**

3.3 Graduates who have studied English can contribute to society and are sought by employers because they have skills in, and positive attitudes towards, research, communication and active learning.

3.4 Graduates who have studied English are effective researchers. They are able to:

- discover and synthesize complex information and diverse evidence
- respond creatively and imaginatively
- initiate projects of their own
- present information within wider contexts
- test, interpret and analyse information and evidence independently and critically, producing from that analysis cogent arguments and decisive judgements
- plan, organise and report to deadline.

3.5 Graduates who have studied English communicate well. They:

- communicate their own ideas and the ideas of others concisely, accurately and persuasively in order to influence opinion
- develop working relationships with others in teams, especially through constructive dialogue (for example, by listening, asking and responding to questions)
- understand the role of narrative and emotion in decision making
- are sensitive to cultural contexts when working with others.

3.6 Graduates who have studied English are active learners. They are able to:

- adapt to different demands and tasks
- appreciate the benefit of giving and receiving feedback
- evaluate and reflect on their own practices and assumptions
- look beyond the immediate task to the wider context, including the social and commercial effects of their work
- initiate and take responsibility for their own work
- edit the work of peers
- work with and appraise new media.

## **4 Teaching, learning and assessment**

### **Teaching and learning**

4.1 Students of English study a variety of primary and secondary texts in printed, digital, and other forms.

4.2 Students' independent study of materials, and their communication of and discussion of ideas, are fundamental to learning and teaching in English.

4.3 Independent research into topics covered by the programme means that students of English make extensive use of libraries and digital resources.

4.4 Teaching in English balances direct instruction, facilitated opportunities for active questioning and debate with peers and tutors, peer critique and feedback, and models of relevant skills in action.

4.5 Scheduled activities may include lectures, seminars, workshops, tutorials, and personal supervision as well as structured online activity, and sessions outside the classroom, including performances and field trips. These are underpinned by collaborative and individual independent study.

4.6 To develop and demonstrate the skills identified above, students of English engage in extensive written analysis.

### **Assessment activity**

4.7 Assessments in English encourage students to pay close attention to texts, to pursue original thought, and to question accepted opinions.

4.8 The value placed by English programmes on independence of mind and choice, and the diversity of material and approaches, encourages a variety of assessment forms. These may include:

- essays
- examinations, including unseen, pre-released, and 'take-away'
- independent research projects and dissertations requiring scholarly and empirical research; these may sometimes be completed in collaboration with peers
- oral and interactive activity (including formal presentations, seminar performance or online discussion, dramatic performance)
- external placement or work-based learning reports
- tasks aimed at developing specific skills (for example, digital literacies, bibliographical exercises, and editing tasks)
- portfolios of creative and critical writing (which may include fiction, drama, and poetry; reflective journals; essay plans; annotated bibliographies; critical reviews; and electronic materials such as websites and blogs).

#### 4.9 Assessment in English rewards:

- breadth and depth of subject knowledge (including relevant contextual knowledge)
- powers of textual analysis and the ability to evaluate literary and linguistic forms
- engagement with and the ability to manage arguments and debates
- independence of mind and originality of approach in interpretative and written practice
- rhetorical strategies in deploying and evaluating evidence
- persuasive expression
- fluent and effective communication of ideas, sophisticated writing ability, and an understanding of writing as a process including revision and editing.

## 5 Benchmark standards

### Threshold standard

5.1 This is the minimum requirement that should be reached by graduates of a bachelor's degree with honours.

5.2 Graduates who have studied English as a significant component of their degree demonstrate:

- knowledge of the subject as defined by the breadth of the curriculum in section 3: 'Subject knowledge and skills'
- awareness of the different ideas and values represented in the subject of English
- understanding of how critical, analytical and creative approaches produce knowledge
- effective communication skills
- powers of textual analysis and critical argument and an awareness of the affective power of language
- critical judgement
- an ability to conduct independent research and organise relevant information to formulate an appropriate written argument or response.

### Typical standard

5.3 This is the level of attainment reached by the typical student whose results fall into the main cluster.

5.4 Typical honours graduates who have studied English as a significant component of their degree are able to:

- demonstrate a wide knowledge of the subject as defined in section 3: 'Subject knowledge and skills' and an ability to deploy a conceptual grasp of its central concerns
- interpret and articulate ideas and values as represented in the subject of English
- apply their understanding of critical, analytic and creative approaches to produce knowledge
- exhibit an effective command of written English together with a wide-ranging and accurate vocabulary
- display confident textual analysis and fluent critical argument, attending to language, structure and form and the role of the reader in the process of communication and interpretation
- use independent and self-reflective critical judgement
- conduct independent research through self-formulated questions and tasks and organise relevant information to establish an appropriate written argument or response and achieve scholarly standards of presentation.

## **Appendix - Membership of the benchmarking and review groups for the subject benchmark statement for English**

### **Membership of the review group for the subject benchmark statement for English (2014)**

Professor Dinah Birch	University of Liverpool
Professor Susan Bruce	University English and Keele University
Dr Sue Currell	University of Sussex
Dr Fiona Douglas	University of Leeds
Professor David Duff	University English and University of Aberdeen
Professor Robert Eaglestone	Royal Holloway, University of London
Professor Martin Halliwell (Chair)	English Association and University of Leicester
Dr Nicole King	Higher Education Academy
Professor (Emeritus) Ben Knights	Teesside University
Professor Steve May	Bath Spa University
Dr Anshuman Mondal	Brunel University London
Dr Mark Rawlinson	University of Leicester
Professor Jennifer Richards	Newcastle University
Dr Ceri Sullivan	Cardiff University
Professor William Spurlin	Brunel University London
Dr Alison Waller	Roehampton University
Professor Shân Wareing	Buckinghamshire New University
Dr Catherine Kerfoot	QAA
Ruth Burchell	QAA

#### **Employer representative**

Sarah Gibbs	Big Lottery Fund
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#### **Student reader**

India Woof	University of Sheffield
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### **Membership of the review group for the subject benchmark statement for English (2007)**

Details provided below are as published in the second edition of the subject benchmark statement.

Professor Elisabeth Jay	Oxford Brookes University
Professor Ben Knights	The Higher Education Academy English Subject Centre
Professor Greg Walker (Chair)	University of Leicester
Professor Sue Zlosnik	The Manchester Metropolitan University

## Membership of the original benchmarking group for English (2000)

Details provided below are as published in the original subject benchmark statement for English.

Dr L R Anderson	University of Newcastle upon Tyne
Professor J Beer	The Manchester Metropolitan University
Dr M J Coyle	University of Wales, Cardiff
Professor K Everest	University of Liverpool
Professor K Fullbrook	University of the West of England
Dr V Gillespie	St Anne's College, Oxford
Professor P Hamilton	Queen Mary and Westfield College, University of London
Professor N H Keeble	University of Stirling
Professor P W Martin	Cheltenham & Gloucester College of Higher Education
Professor P Parrinder	University of Reading
Dr S Regan	Open University
Professor R Rylance	Anglia Polytechnic University
Professor J A Simons (Chair)	De Montfort University
Professor K Wales	University of Leeds
Professor R J Webster	Liverpool John Moores University

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