Designing an English degree programme: resource overview

Collection: Course Design

Learning outcomes

This set of activities is designed to help you focus on the processes involved in the design and launch of an English degree programme. After completing the activities you should have

1. acquired insight into how instituitional procedures and cultures impact for good or for ill on teaching situations and aspirations;
2. acquired the confidence to propose and argue to colleagues for a new module, form of assessment or of teaching;
3. acquired a critical understanding of curriculum and its constituent parts in any given degree;
4. acquired confidence in your own ability to identify blockages to learning, such as the transition process from A Level to university;

Overview

These activities are focused around an interview with Marion Wynne-Davies, head of the English department at the University of Surrey.

In the interview, Professor Wynne-Davies talks about the factors which informed the design and structuring of the English degree at Surrey. The department admitted its first students in 2008. We are very grateful to our colleagues for allowing us into their classrooms, lecture halls and offices to observe and discuss their teaching. As you work with these examples of teaching and course design please keep your commentary

focused upon the activity and refrain from criticisms that would be unhelpful or unkind in a face-to-face encounter.

You can either watch the whole interview (see below) or extracts from it that are particularly relevant for each activity.

[The design of an English programme at the University of Surrey](http://vimeo.com/20241813)
(http://vimeo.com/20241813)

[The design of an English programme at the University of Surrey](http://vimeo.com/20241813) from the [English Subject Centre](http://vimeo.com/20241813) on [Vimeo](http://vimeo.com/20241813).

Programme design is a multi-layered activity which evolves over time and involves many people. Programme revalidation is a related enterprise that lecturers will probably experience more often than designing a programme from scratch. In this set of activities we have artificially compressed and segmented the process so that lecturers have the chance to experiment with programme design and therefore to focus on and make explicit factors that are often implicit in such processes. Such factors include effective transition from A Level, the integration of Language, Literature and Creative Writing, addressing the varied needs of students, the particular assets of the university, employability, and integrating teaching and research. Such experimentation 'pays off' when faced with the prospect of module design, programme design or programme revalidation in real life. At the very least, with this set of activities, lecturers can guard against the exact replication of the types of degrees they experienced themselves and

effectively tailor the degree they currently teach on to the related Benchmark Statements, university environment and student base.

Activities within this resource

- Designing in employability: individual activity
- Designing in employability: group activity
- Managing transition from A Level: individual activity
- A delicate balance: group activity
- A delicate balance: individual activity

Resources in the Course design Collection

- Course design: introduction to the collection
- **Designing an English degree programme: resource overview (*you are here)**
  - o Designing in employability: individual activity
  - o Designing in employability: group activity
  - o Managing transition from A Level: individual activity
  - o A delicate balance: group activity
  - o A delicate balance: individual activity
- Designing an innovative English Literature module: resource overview
  - o Location, location, location: individual activity
  - o Location, location, location: group activity
  - o Questions, questions
  - o Integrating research into a module: individual activity
  - o Integrating research into a module: group activity
- Filling the gaps: resource overview
  - o Filling the gaps between sessions: individual activity
  - o Filling the gaps between sessions: group activity
- Adapting a module: resource overview
  - o Adapting a Literature module: individual activity
  - o Adapting a Literature module: group activity
  - o Pacing it out: individual activity

- o Curriculum framing
- Mapping and applying desirable student attributes: resource overview
  - o Imaginary modules: individual activity
  - o Imaginary modules: group activity
- Designing a creative-critical module: resource overview
  - o Thinking about modules: individual activity
  - o Thinking about modules: group activity