|  |
| --- |
| **Definitions** |
| i. | **1“the field”** | To be taken as referring to English programmes following wide-ranging naming conventions including but not limited to: English; English Studies; English Language; English Language Studies; English Literature; Literary Studies; English Language and Literature; Language and Literacy; Creative Writing; Linguistics; Theatre and Screen Studies; Translation Studies; Multilingual Studies; Languages, Cultures, and Societies; Cultural Studies; Postcolonial Studies; TESL; TEFL; TESOL, and ESP. |
| ii. | **2**“**related fields**” | To be taken as referring to specialisations in the humanities, social sciences, and other disciplines that overlap in foci or share conceptual and/or intellectual foundations with “the field”; these include but are not limited to Communication; Sociology; Anthropology; Gender Studies; Queer Studies; Area Studies; Film Studies; Visual Studies; Journalism; Critical Theory; Philology; Liberal Arts; Art History; Language Studies; Publishing; Media Studies; Education; Philosophy; Psychology; History; Performing Arts; Fine Arts; Social Policy; Classics; Digital Humanities; Rhetoric; International Relations; and Speech Pathology. |
| iii. | **3,5** “**working experience in the relevant field”****/ “relevant working experience”****3**,5“**working experience in the relevant field”****/ “relevant working experience”** | To be taken as reference to include not just those related to the knowledge and skills specific to English, but also to generic and graduate skills identified by the QAA (see **below**). Types of work that may be categorised as “relevant experience” include writing; copywriting; editing; proofreading; journalism; teaching; tutoring; training; strategic communication; media; publishing; public relations; strategic planning; consultancy; researching; sales and marketing; directing and producing; filmmaking; business management and development; performing arts; and entrepreneurship. “Relevant experience” as defined here may also be used as general guide for applicants seeking to enter MEST via APEL.**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 history, 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: • read closely and critically • analyse texts and discourses, and respond to the affective power of language, using appropriate approaches and terminology • develop independent and imaginative interpretations of literary, critical, linguistic or creative material • articulate a critical understanding of complex texts and ideas (and of their historical relations where appropriate) • write clearly, accurately and effectively • apply scholarly bibliographic skills appropriate to the subject. **Generic and graduate skills** 3.3 Graduates who have studied English are effective researchers, good communicators and active learners. They contribute to society and are highly sought after by employers. 3.4 English graduates are versatile researchers. They are able to: • discover and synthesize complex information and diverse evidence • respond creatively and imaginatively to research tasks • 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 English graduates possess advanced communication skills. They are able to: • articulate their own and other people's ideas concisely, accurately and persuasively both orally and in writing • 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 • be sensitive to cultural contexts when working with others. 3.6 English graduates are active, lifelong 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.  |
| iv. | 4 **OUM accepts the following equivalencies:** |

|  |  |  |  |
| --- | --- | --- | --- |
| **IELTS** | **CEFR** | **SPM ENGLISH 1119** | **MUET** |
| 6.0Competent user | B2Independent user | Grade C | Band 4Good user |
| 7.0Good user | C1Proficient user | Grade B | Band 5Very good user |
| 8.0Very good user | C2Proficient user | Grade A | Band 6Excellent user |
| 9.0Expert user | C2Proficient user | Grade A | Band 6Excellent user |

 |