

# University of Plymouth

Faculty of Arts, Humanities and Business  
School of Humanities & Performing Arts

## Programme Specification

BA (Hons) English

**This award incorporates an integrated Foundation year.**

Definitive Document Approved: 28 February 2018

Implementation Date: September 2018

Amended by Minor Change: 4/12/19, 22/4/20 & 9/6/20

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**1. Final award title**

BA (Hons) English

**Level 5 Intermediate award title(s)**

Diploma of Higher Education

**Levels 4 Intermediate award title(s)**

Certificate of Higher Education

**Level 3 Intermediate award title (s)**

N/A

**UCAS code: Q302**

**JACS code: Q300**

**2. Awarding Institution:** University of Plymouth

**Teaching institution(s):** University of Plymouth

**3. Accrediting body(ies)** n/a

**4. Distinctive Features of the Programme and the Student Experience**

We aim to provide a Single Honours programme in English with Foundation Year which will:

Level 3

- At Level 3 we offer a distinct inter-disciplinary learning environment which prioritises in-class and experiential learning. It offers higher levels of academic and pastoral support to the new students, while simultaneously developing a sense of being part of a wider student community. It offers Level 3 students the benefits of a Higher Education environment through a range of curricular and

extra-curricular opportunities. We aim to provide opportunities for non-standard entry students to embark upon a degree programme.

#### Levels 4-6

- At Levels 4-6 we further equip students with tools of analysis and criticism, so that they become aware of the different methodological approaches to the subject, and develop an appreciation of the skills involved in close reading, writing (including creative writing) and research.
- We aim to teach students to research and construct their own arguments, orally in seminars and tutorials, and in the written format of essays and longer projects.
- We aim to teach students the craft of creative writing and foster a self-reflective and rigorously analytical approach to creative practice.
- We ensure that students become gradually equipped with the literary-critical skills required by the subject, which can subsequently be applied where necessary and appropriate.

The programme provides opportunities for creative responses to literary texts and debate the issues involved in the cultural practices of reading and writing. We also endeavour to stimulate innovation.

#### **Subject staff**

The English and Creative Writing subject team produces internationally-recognised research and creative writing (nearly 70% at 3-4\* in REF2014). Students are taught by specialists who are making fresh contributions to their fields (which informs their teaching and module design), and have a generous range of options from which to choose in Levels 5 and 6.

#### **Work-related experience**

There are curricular and extra-curricular, work-related activities provided by the subject (and the university more widely). Students can

- opt to study ENGL519, Working with Literature, our work-based learning module which offers students the opportunity of work experience in a profession of their choice or of devising an independent work-related project

- work on *Ink*, the University of Plymouth's student literary magazine. This is devised, edited and contributed to by our students. Students will work in a team environment, managing a budget, attending editorial meetings, hitting deadlines. Students can further their literary interests and develop their creative writing, but also pick up vital workplace skills. There is both a printed version and a web version.
- work with Peninsula Arts on its internship scheme. Here students work with other interns helping organize, promote and run public lecture series. Students will be involved in a large arts management organization.
- benefit from the expertise of our dedicated Employability Lead, an academic member of staff focused on curating careers days, events, workshops, and internships.

### **Overseas Study**

Students may study overseas for a semester or a year through ISEP and Erasmus. The ECW department has bespoke exchange agreements with a number of additional U.S. universities.

### **Peninsula Arts Public Lectures**

The English and Creative Writing subject brings internationally-renowned speakers and writers to campus each term to give public lectures, readings and lead workshops. Students have free entry (and can be involved in the process by means of the internship scheme).

### **The Arts Institute**

This is the University's newest research institute, and is dedicated to fostering and disseminating humanities and other arts research to the student body and a wider public. Students can attend lectures and events, and engage with the Institute's regular popular research blogs series.

### **Resources**

There is a range of exciting facilities available to students:

- archival resources on campus and in the city for the study of book and periodical histories including online archives, the Rare Books Room, Cottonian Collection, MBA archives
- TIS and the School of Humanities and Performing Arts fund a range of significant e-resources including online archives (e.g. Brotherton and Berg Collections); primary texts from the sixteenth century to the present (e.g. Early English Books Online (EEBO) and Eighteenth Century Collections Online (ECCO)); and databases of secondary materials (e.g. Scholarly Journals Online (JSTOR))
- most teaching and learning spaces contain sophisticated av facilities and are networked. There are on-campus library and computing facilities open 24 hours a day, every day of the week. The University has its own cinema which is utilised by some modules on the subject's programmes.
- A professional theatre and performing arts centre on campus, The House.

### **Dissertation**

In the final year students work with one tutor on an extended (10,000-word) research or creative writing project of their choosing and devising. Students will follow their interests and develop significantly as independent learners.

### **Field trips**

Students can benefit from regional, national and international field trips across all four levels of the programme to theatres, museums, galleries, and other sites of literary and cultural interest. Many trips are fully-funded by the department.

### **City-Centre Campus**

The location in the city allows students a wide range of cultural experience with, for example, the Theatre Royal, the Barbican Theatre, Plymouth City Museum and Art Gallery. Students can take advantage in their spare time, but the subject also has links with organisations such as these in order to enhance the provision of extra-curricular, work-related learning.

## 5. Relevant QAA Subject Benchmark Group(s)

English Subject Benchmark

## 6. Programme Structure

### LEVEL 3 of BA Hons English with Foundation

Semester 1	Semester 2
HUM001 Stories that Changed the World – 30 credits	HUM003 Writing the Now: Literature, History and Visual Culture – 30 credits
HUM002 Imagining the Past – Voyages into Time, Space & Experience – 30 credits	HUM004 Independent Project – 30 credits

### STAGE 1 (Level 4)

Semester 1	Semester 2
ENGL406 Gods, Monsters, Heroes: Myths and Legends in Literature 20 cr	ENGL403 Writing the Modern World, 1700-1800 20 cr
ENGL409 The Craft of Writing 20 cr	ENGL404 Critical Theory: 20 cr
ENGL402 Writing the Modern World, 1600-1700 20 cr	ENGL407 Rewritings: Contemporary literature and its histories 20 cr

### STAGE 2 (Level 5)

Semester 1	Semester 2
ENGL501 Romanticism	ENGL506 Victorian Literature and Culture
ENGL502 Gothic Fictions: Virgins, Villains, Vampires	ENGL519 Working with Literature
ENGL522 Dramatic Writing for Stage, Screen, and Beyond	ENGL520 Creative Non-fiction
ENGL505 Rakes, Rascals, and Rudeness in the Eighteenth Century	ENGL526 'Hurt Minds': Madness and Mental Illness in Literature
HIST511 Heritage and Public History	ENGL511 Apocalypse and the Modern Novel
	ARHI516 Imagery in Online and Offline Worlds

### Single Honours degrees

SH English has core module ENGL501 and ENGL506 with at least another 40 credits chosen in each semester from amongst the other modules. Students can only choose ARHI516 or HIST511.

### STAGE 3 (Level 6)

Semester 1	Semester 2
ENGL601 Critical dissertation – all year	
ENGL602 Creative dissertation – all year	
ENGL603 Modernism	ENGL608 American Crime Fiction
ENGL620 This is Modern Life: Modern and Contemporary Fictions	ENGL616 Advanced Short Story Workshop
ENGL606 Short Story	ENGL622 Brave New Worlds: Sci Fi, Fantasy and Politics
ENGL617 Advanced Poetry	ENGL618 Features Journalism Workshop

SH English take the core module ENGL603 and EITHER ENGL601 or 602. They choose another 20 credits in Semester 1 and another 40 credits in Semester 2.

## 7. Programme Aims

Starting with Level 3, the BA English with Foundation emphasises the establishment of key learning skills and techniques which are developed and reinforced as demands gradually increase across each Level. As students progress to Level 4 and then 5, they will begin to make qualitative advances in a number of ways, for example, increased conceptual sophistication, increasing interpretive skill and a refinement of their ability to conceptualise and analyse, which invite them to consider interdisciplinary applications: this builds upon the Humanities ethos acquired across the four modules of Level 3. By Level 6, students will aim for greater independence of learning, and – based on specific literary interests they have identified and pursued

across all for Levels – to explore a topic of full BA (Hons) level expertise that demonstrates their capacity for specialised sustained written analysis.

This programme will:

- At level 3, the programme will foster a suitable learning environment to facilitate the success of students from a range of non-standard background, offering bespoke support and skills training; and thereafter.
- foster an ability to criticise and evaluate different approaches to the critical study of literary texts and to develop an understanding of broader cultural, social, political and philosophical implications of literary texts and the scholarly criticism of those texts;
- cultivate an appreciation of how to read texts in different historical contexts;
- develop an understanding of literary modes and literary genres, and to generate an appropriate disciplinary critical vocabulary;
- develop transferable research skills (i.e. the ability to source, analyse, synthesize and evaluate relevant material and present it in the form of an argument), and to promote the ability to communicate an argument in a variety of forms (e.g. essay writing, oral and visual presentation);
- foster critical self-reflection and evaluation, independent learning and working as a member of a team through appropriate learning experiences;
- develop an understanding of the expressive possibilities of different literary forms (e.g. poetry, drama, short story, novel), to cultivate the performance of critical analysis through creative practice, and to foster the ability to reflect on creative practice

## **8. Programme Intended Learning Outcomes**

Our programmes provide opportunities for participants to develop and demonstrate the general outcomes listed below. The learning outcomes are referenced to Level Descriptors (SEEC, 2010) and adapted for the discipline. These will be contextualised within each participant's coursework.

### **Level 3**

#### **8.1 Foundation Year (Level 3)**

On successful completion of Level 3 of the programme students should have developed:

- A range of transitional study skills to facilitate the move to Level 4 of the programme;
- A knowledge and understanding of a range of key ideas that will provide the foundation for Level 4.
- An understanding of the range of theoretical, historical and textual positions that they will need to engage with as they progress.
- An ability to manage their time and evaluate their working practices to prepare them for Level 4.
- An understanding of some of the technology skills that underpin the programme as a whole.

## **Levels 4-6**

### **8.2 Knowledge and understanding**

On successful completion graduates should have developed:

- a detailed and sophisticated grasp of how texts relate to their historical and publishing contexts and can begin to negotiate with confidence debates, controversy and contradictions;
- an ability to analyse and critically appraise and evaluate primary literary texts, secondary texts and theoretical texts;
- an advanced awareness of a range of contexts (historical, political, cultural and philosophical) and how they operate to produce literary and other texts;
- an ability to use theoretical perspectives in order to interrogate literary texts;
- an in-depth understanding of a specialist area

### **8.3 Cognitive and intellectual skills**

On successful completion graduates should have developed the capacity to:

- to synthesise and critically evaluate information and present it in the form of a clear and coherent argument in a variety of forms
- discriminate between and evaluate divergent opinions
- challenge critical opinion and clearly articulate their own position in relation to it
- apply knowledge gained in one area of the syllabus to other areas without prompting or guidance
- achieve a project through creative deployment of conceptual and critical skills

### **8.4. Key and transferable skills**

On successful completion graduates should have developed the ability to:

- manage their own learning using appropriate resources with minimum guidance
- deploy knowledge and skills in English in a range of different and unfamiliar contexts to solve conceptual and practical problems
- seek and make use of feedback and demonstrate good self-evaluation skills
- communicate effectively within a group and in range of contexts, academic and professional

### **8.5 Employment related skills**

On successful completion graduates should have developed an ability to:

- assume personal responsibility for their professional and workplace behaviours, and conduct themselves appropriately
- evaluate their own strengths and weakness, confidently challenge received opinion and develop own criteria and judgment
- select and manage information, competently undertaking independent projects with minimum guidance

### **8.6. Practical skills**

On successful completion graduates should be able to:

- deploy information technology skills broadly understood and the ability to access, work and evaluate electronic resources (such as hypertexts, e-publishing, blogs and wikis)
- exercise time management and organization skills as shown by the ability to plan and present conclusions effectively
- communicate effectively in oral and written forms

## 9. Admissions Criteria, including APCL, APEL and DAS arrangements

All applicants must have GCSE (or equivalent) English at Grade 4 or above (equivalent to a Grade C as per the GGCE grading system until 2017) and should have GCSE Maths, although the programme admissions tutor may waive this.

Entry Requirements	
A-level/AS-level	For Level 3 entry the Tariff points threshold entry level will be 48 points from A levels or equivalent. Normal APL and APEL admissions criteria will apply to non-standard entrants who will normally be interviewed by the Foundation Stage Leader.
BTEC National Diploma/QCF Extended Diploma	<b>PPP</b> However BTEC are usually only considered with another qualification ie A level, all applications to be referred to the Admissions Tutor.
Access to Higher Education at level 3	Pass a named Access to HE Diploma (e.g. Preferably English, Humanities or Combined), (including GCSE English and Maths grade C/4 or above or equivalent) with at least 33 credits at Merit and/or distinction within the preferable subject(s) in English, Humanities or Combined at a minimum at Merit.
Welsh Baccalaureate	Ok to accept as add on points but also to have A/AS Levels
Scottish Qualifications Authority	<b>48</b> points from Scottish Highers/Advanced Highers
Irish Leaving Certificate	H5 H5 H5 H5 H5. GCSE equivalence – H1-H7 or O1-O4 in Maths and English.
International Baccalaureate	<b>24</b> overall

## 10. Progression criteria for Final and Intermediate Awards

Students are required to pass all modules of Level 3 (Foundation Year) to progress directly onto Level 4 of one of the following humanities related degree programmes:

- BA (Hons) English
- BA (Hons) English and Creative Writing
- BA (Hons) English with History
- BA (Hons) Creative and Professional Writing

BA (Hons) History  
BA (Hons) History with English  
BA (Hon) History with Politics  
BA (Hons) History with International Relations  
BA (Hons) Art History  
BA (Hons) Anthropology

Requests to change programmes at the end of the Foundation Year will be considered only within the normal University regulations. Thereafter:

- a. Students must achieve 120 credits at level 3 to progress to 4. There is no exit award for those leaving after the Foundation Year.
- b. If students withdraw from the programme after successfully completing Level 4, they are eligible for the award of a Certificate of Higher Education (CertHE).
- c. If students withdraw after successful completion of Level 5, they are eligible for the award of Diploma of Higher Education (DipHE)
- d. If students fail to achieve 120 credits at Level 6 but gains 80 credits they may be eligible for an Ordinary Degree.

## **11. Non Standard Regulations**

n/a

## **12. Transitional Arrangements**

n/a

## **Appendices**

### **Programme Specification Mapping (UG) – core/elective modules**

Programme Intended Learning Outcomes Map	Foundation (Level 3)		
1 Graduate Attributes and Skills	2	3	4
Core Programme Intended Learning Outcomes	Aim	Subject Benchmark	Related Core Modules
<p><b>At Level Three</b></p> <p>On successful completion of the Level 3 year of the programme students should have developed:</p> <ul style="list-style-type: none"> <li>• A range of transitional study skills to facilitate the move to Level 4 of the programme;</li> <li>• A knowledge and understanding of a range of key ideas that will provide the foundation for Level 4</li> <li>• An understanding of the range of theoretical, historical and textual positions that they will need to engage with as they progress.</li> <li>• An ability to manage their time and evaluate their working practices to prepare them for Level 4.</li> <li>• An understanding of some of the technology skills that underpin the programme as a whole.</li> </ul>	<p>At level 3, the programme will foster a suitable learning environment to facilitate the success of students from a range of non-standard background, offering bespoke support and skills training.</p>	<p>QAA benchmark describes Honours level (QAA, 2007, ii)</p>	<p>HUM001 HUM002 HUM003 HUM004</p>

Programme Intended Learning Outcomes Map	Certificate Level		
2 Graduate Attributes and Skills	2	3	4
Core Programme Intended Learning Outcomes	Aim	Subject Benchmark	Related Core Modules
<p><b>Development of Knowledge and Understanding</b></p> <p>The student</p> <ul style="list-style-type: none"> <li>• a detailed and sophisticated grasp of how texts relate to their historical and publishing contexts and can begin to negotiate with confidence debates, controversy and contradictions;</li> <li>• an ability to analyse and critically appraise and evaluate primary literary texts, secondary texts and theoretical texts;</li> <li>• an advanced awareness of a range of contexts (historical, political, cultural and philosophical) and how they operate to produce literary and other texts;</li> <li>• an ability to use theoretical perspectives in order to interrogate literary texts;</li> <li>• an in-depth understanding of a specialist area</li> </ul>	<p>foster an ability to criticise and evaluate different approaches to the critical study of literary texts and to develop an understanding of broader cultural, social, political and philosophical implications of literary texts and the scholarly criticism of those texts;</p> <p>cultivate an appreciation of how to read texts in different historical contexts;</p>	<p>QAA benchmark describes Honours level (QAA, 2007, ii)</p>	<p>ENGL406 ENGL409 ENGL402 ENGL403 ENGL404 ENGL407</p>

	<p>develop an understanding of literary modes and literary genres, and to generate an appropriate disciplinary critical vocabulary;</p> <p>foster critical self-reflection and evaluation, independent learning and working as member of a team through appropriate learning experiences;</p> <p>develop an understanding of the expressive possibilities of different literary forms (e.g. poetry, drama, short story, novel), to cultivate the performance of critical analysis through creative practice, and to foster the ability to reflect on creative practice</p>		
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<p><b>Cognitive / Intellectual Skills</b></p> <p>The student</p> <ul style="list-style-type: none"> <li>• to synthesise and critically evaluate information and present it in the form of a clear and coherent argument in a variety of forms</li> <li>• discriminate between and evaluate divergent opinions</li> <li>• challenge critical opinion and clearly articulate their own position in relation to it</li> <li>• apply knowledge gained in one area of the syllabus to other areas without prompting or guidance</li> <li>• achieve a project through creative deployment of conceptual and critical skills</li> </ul>	<p>foster an ability to criticise and evaluate different approaches to the critical study of literary texts and to develop an understanding of broader cultural, social, political and philosophical implications of literary texts and the scholarly criticism of those texts;</p> <p>cultivate an appreciation of how to read texts in different historical contexts;</p> <p>develop an understanding of literary modes and literary genres, and to generate an appropriate disciplinary critical vocabulary;</p> <p>develop transferable research skills (i.e. the ability to source, analyse, synthesize and evaluate relevant material and present it in the form of an argument), and to promote the ability to communicate an</p>		<p>ENGL406 ENGL409 ENGL402 ENGL403 ENGL404 ENGL407</p>
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	<p>argument in a variety of forms (e.g. essay writing, oral and visual presentation);</p> <p>evaluation, independent learning and working as member of a team through appropriate learning experiences;</p> <p>develop an understanding of the expressive possibilities of different literary forms (e.g. poetry, drama, short story, novel), to cultivate the performance of critical analysis through creative practice, and to foster the ability to reflect on creative practice</p>		
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<p><b>Key and transferable skills</b></p> <p>The student</p> <ul style="list-style-type: none"> <li>• manage their own learning using appropriate resources with minimum guidance</li> <li>• deploy knowledge and skills in English in a range of different and unfamiliar contexts to solve conceptual and practical problems</li> <li>• seek and make use of feedback and demonstrate good self-evaluation skills</li> <li>• communicate effectively within a group and in range of contexts, academic and professional</li> </ul>	<p>foster critical self-reflection and evaluation, independent learning and working as member of a team through appropriate learning experiences</p>		<p>ENGL406 ENGL409 ENGL402 ENGL403 ENGL404 ENGL407</p>
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<p><b>Employment related skills</b></p> <ul style="list-style-type: none"> <li>• assume personal responsibility for their professional and workplace behaviours, and conduct themselves appropriately</li> <li>• evaluate their own strengths and weakness, confidently challenge received opinion and develop own criteria and judgment</li> <li>• select and manage information, competently undertaking independent projects with minimum guidance</li> </ul>	<p>develop transferable research skills (i.e. the ability to source, analyse, synthesize and evaluate relevant material and present it in the form of an argument), and to promote the ability to communicate an argument in a variety of forms (e.g. essay writing, oral and visual presentation);</p>		<p>ENGL406 ENGL409 ENGL402 ENGL403 ENGL404 ENGL407</p>
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<p><b>Practical skills</b></p> <ul style="list-style-type: none"> <li>• deploy information technology skills broadly understood and the ability to access, work and evaluate electronic resources (such as hypertexts, e-publishing, blogs and wikis)</li> <li>• exercise time management and organization skills as shown by the ability to plan and present conclusions effectively</li> <li>• communicate effectively in oral and written forms</li> </ul>	<p>develop transferable research skills (i.e. the ability to source, analyse, synthesize and evaluate relevant material and present it in the form of an argument), and to promote the ability to communicate an argument in a variety of forms (e.g. essay writing, oral and visual presentation)</p>		<p>ENGL406 ENGL409 ENGL402 ENGL403 ENGL404 ENGL407</p>
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(Intermediate level)

<b>Programme Intended Learning Outcomes Map</b>	<b>Intermediate level</b>		
<b>1 Graduate Attributes and Skills</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Core Programme Intended Learning Outcomes</b>	<b>Aim(s)</b>	<b>Subject Benchmark (specific reference)</b>	<b>Related Core Modules</b>
<b>Employment related skills</b> <ul style="list-style-type: none"><li>• Identifies external expectations and adapts own performance accordingly.</li><li>• Is aware of personal responsibility and professional codes of conduct.</li><li>• Interacts effectively within a team, giving and receiving information and ideas and modifying responses where appropriate.</li></ul>		QAA benchmark describes Honours level (QAA, 2007, ii)	

<p><b>Knowledge/ Understanding</b></p> <p>The student</p> <ul style="list-style-type: none"> <li>• a detailed and sophisticated grasp of how texts relate to their historical and publishing contexts and can begin to negotiate with confidence debates, controversy and contradictions;</li> <li>• an ability to analyse and critically appraise and evaluate primary literary texts, secondary texts and theoretical texts;</li> <li>• an advanced awareness of a range of contexts (historical, political, cultural and philosophical) and how they operate to produce literary and other texts;</li> <li>• an ability to use theoretical perspectives in order to interrogate literary texts;</li> <li>• an in-depth understanding of a specialist area</li> </ul>	<p>develop an understanding of literary modes and literary genres, and to generate an appropriate disciplinary critical vocabulary</p> <p>cultivate an appreciation of how to read texts in different historical contexts</p>		<p><u>Core</u> ENGL501 ENGL506</p> <p><u>Options</u> ENGL502 ENGL505 ENGL511 ENGL519 ENGL520 ENGL522 ENGL526 ENGL527</p>
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	<p>foster an ability to criticise and evaluate different approaches to the critical study of literary texts and to develop an understanding of broader cultural, social, political and philosophical implications of literary texts and the scholarly criticism of those texts</p> <p>develop an awareness of the circulation and expression of ideas in the wider culture in which literary texts are produced and read, and cultivate an understanding of interdisciplinary study</p>		
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<p><b>Cognitive / Intellectual Skills</b></p> <p>The student</p> <ul style="list-style-type: none"> <li>• to synthesise and critically evaluate information and present it in the form of a clear and coherent argument in a variety of forms</li> <li>• discriminate between and evaluate divergent opinions</li> <li>• challenge critical opinion and clearly articulate their own position in relation to it</li> <li>• apply knowledge gained in one area of the syllabus to other areas without prompting or guidance</li> <li>• achieve a project through creative deployment of conceptual and critical skills</li> </ul>	<p>foster an ability to criticise and evaluate different approaches to the critical study of literary texts and to develop an understanding of broader cultural, social, political and philosophical implications of literary texts and the scholarly criticism of those texts;</p> <p>cultivate an appreciation of how to read texts in different historical contexts;</p> <p>develop an understanding of literary modes and literary genres, and to generate an appropriate disciplinary critical vocabulary;</p>		<p><u>Core</u></p> <p>ENGL501 ENGL506</p> <p><u>Options</u></p> <p>ENGL502 ENGL505 ENGL511 ENGL519 ENGL520 ENGL522 ENGL526 ENGL527</p>
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<p><b>Practical skills</b></p> <p>The student</p> <ul style="list-style-type: none"> <li>• deploy information technology skills broadly understood and the ability to access, work and evaluate electronic resources (such as hypertexts, e-publishing, blogs and wikis)</li> <li>• exercise time management and organization skills as shown by the ability to plan and present conclusions effectively</li> <li>• communicate effectively in oral and written forms</li> </ul>	<p>develop transferable research skills (i.e. the ability to source, analyse, synthesize and evaluate relevant material and present it in the form of an argument), and to promote the ability to communicate an argument in a variety of forms (e.g. essay writing, oral and visual presentation);</p> <p>foster critical self-reflection and evaluation, independent learning and working as member of a team through appropriate learning experiences;</p>		<p><u>Core</u></p> <p>ENGL501 ENGL506</p> <p><u>Options</u></p> <p>ENGL502 ENGL505 ENGL511 ENGL519 ENGL520 ENGL522 ENGL526 ENGL527</p>
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<p><b>Key/transferable skills</b></p> <p>The student</p> <ul style="list-style-type: none"> <li>• manage their own learning using appropriate resources with minimum guidance</li> <li>• deploy knowledge and skills in English in a range of different and unfamiliar contexts to solve conceptual and practical problems</li> <li>• seek and make use of feedback and demonstrate good self-evaluation skills</li> <li>• communicate effectively within a group and in range of contexts, academic and professional</li> </ul>	<p>develop transferable research skills (i.e. the ability to source, analyse, synthesize and evaluate relevant material and present it in the form of an argument), and to promote the ability to communicate an argument in a variety of forms (e.g. essay writing, oral and visual presentation);</p> <p>foster critical self-reflection and evaluation, independent learning and working as member of a team through appropriate learning experiences;</p>		<p><u>Core</u></p> <p>ENGL501 ENGL506</p> <p><u>Options</u></p> <p>ENGL502 ENGL505 ENGL511 ENGL519 ENGL520 ENGL522 ENGL526 ENGL527</p>
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(Honours Degree level)

<b>Programme Intended Learning Outcomes Map</b>	<b>Honours Degree Level</b>		
<b>1 Graduate Attributes and Skills</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Core Programme Intended Learning Outcomes</b>	<b>Aim</b>	<b>Subject Benchmark</b>	<b>Related Core Modules</b>

<p><b>Employment related skills</b></p> <p>The student can:</p> <ul style="list-style-type: none"> <li>• assume personal responsibility for their professional and workplace behaviours, and conduct themselves appropriately</li> <li>• evaluate their own strengths and weakness, confidently challenge received opinion and develop own criteria and judgment</li> <li>• select and manage information, competently undertaking independent projects with minimum guidance</li> </ul>	<p>develop transferable research skills (i.e. the ability to source, analyse, synthesize and evaluate relevant material and present it in the form of an argument), and to promote the ability to communicate an argument in a variety of forms (e.g. essay writing, oral and visual presentation);</p>	<p>Capacity to adapt and transfer the critical methods of the discipline to a variety of working environments (p.5)</p> <p>Research skills, including the ability to gather, sift and organize material independently and critically, and evaluate its significance</p>	<p>CORE</p> <p>ENGL601</p> <p>ENGL602</p> <p>ENGL603</p> <p><u>Options</u></p> <p>ENGL608</p> <p>ENGL616</p> <p>ENGL617</p> <p>ENGL618</p> <p>ENGL620</p> <p>ENGL622</p>
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	foster critical self-reflection and evaluation, independent learning and working as member of a team through appropriate learning experiences;		
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<p><b>Knowledge/ Understanding</b></p> <p>The student</p> <ul style="list-style-type: none"> <li>• a detailed and sophisticated grasp of how texts relate to their historical and publishing contexts and can begin to negotiate with confidence debates, controversy and contradictions;</li> <li>• an ability to analyse and critically appraise and evaluate primary literary texts, secondary texts and theoretical texts;</li> <li>• an advanced awareness of a range of contexts (historical, political, cultural and philosophical) and how they operate to produce literary and other texts;</li> <li>• an ability to use theoretical perspectives in order to interrogate literary texts;</li> <li>• an in-depth understanding of a specialist area</li> </ul>	<p>foster an ability to criticise and evaluate different approaches to the critical study of literary texts and to develop an understanding of broader cultural, social, political and philosophical implications of literary texts and the scholarly criticism of those texts;</p> <p>cultivate an appreciation of how to read texts in different historical contexts;</p> <p>develop an understanding of literary modes and literary genres, and to generate</p>	<p>capacity to analyse and critically examine diverse forms of discourse’ (p. 5)</p> <p>‘awareness of the range and variety of approaches to literary study, which may include creative practice, performance, and extensive specialisation in critical and/or linguistic theory’ (p. 4)</p>	<p>CORE</p> <p>ENGL601</p> <p>ENGL602</p> <p>ENGL603</p> <p><u>Options</u></p> <p>ENGL608</p> <p>ENGL616</p> <p>ENGL617</p> <p>ENGL618</p> <p>ENGL620</p> <p>ENGL622</p>
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	<p>an appropriate disciplinary critical vocabulary;</p> <p>develop transferable research skills (i.e. the ability to source, analyse, synthesize and evaluate relevant material and present it in the form of an argument), and to promote the ability to communicate an argument in a variety of forms (e.g. essay writing, oral and visual presentation);</p> <p>foster critical self-reflection and evaluation, independent learning and working as member of a team through</p>	<p>'ability to articulate knowledge and understanding of texts, concepts and theories relating to English studies' (p. 4)</p>	
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	appropriate learning experiences;		
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<b>Cognitive / Intellectual Skills</b>			
<p>The student</p> <ul style="list-style-type: none"> <li>to synthesise and critically evaluate information and present it in the form of a clear and coherent argument in a variety of forms</li> <li>discriminate between and evaluate divergent opinions</li> <li>challenge critical opinion and clearly articulate their own position in relation to it</li> <li>apply knowledge gained in one area of the syllabus to other areas without prompting or guidance</li> <li>achieve a project through creative deployment of conceptual and critical skills</li> </ul>	<p>foster an ability to criticise and evaluate different approaches to the critical study of literary texts and to develop an understanding of broader cultural, social, political and philosophical implications of literary texts and the scholarly criticism of those texts;</p> <p>cultivate an appreciation of how to read texts in different historical contexts;</p> <p>develop an understanding of literary modes and literary genres, and to generate</p>	<p>demonstrate confident analytic skills together with powers of textual analysis and fluent critical argument' (p. 8)</p> <p>'breadth and depth of subject knowledge (including relevant contextual knowledge) and the demonstration of powers of textual analysis' (p. 7)</p>	<p>CORE ENGL601 ENGL602 ENGL603</p> <p><u>Options</u> ENGL608 ENGL616 ENGL617 ENGL618 ENGL620 ENGL622</p>

	<p>an appropriate disciplinary critical vocabulary;</p> <p>transferable research skills (i.e. the ability to source, analyse, synthesize and evaluate relevant material and present it in the form of an argument), and to promote the ability to communicate an argument in a variety of forms (e.g. essay writing, oral and visual presentation);</p> <p>foster critical self-reflection and evaluation, independent learning and working as member of a team through</p>	<p>'research skills, including the ability to gather, sift and organise material independently and critically, and evaluate its significance' (p. 5)</p> <p>'ability to acquire substantial quantities of complex information of diverse kinds in a structured and systematic way involving the use of the distinctive</p>	
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	appropriate learning experiences;	interpretative skills of the subject' (p. 5)  'information technology skills broadly understood and the ability to access, work and evaluate electronic resources (such as hypertexts, e-publishing, blogs and wikis)' (p.5)	
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<p><b>Practical skills</b></p> <p>The student</p> <ul style="list-style-type: none"> <li>• deploy information technology skills broadly understood and the ability to access, work and evaluate electronic resources (such as hypertexts, e-publishing, blogs and wikis)</li> <li>• exercise time management and organization skills as shown by the ability to plan and present conclusions effectively</li> <li>• communicate effectively in oral and written forms</li> </ul>	<p>develop transferable research skills (i.e. the ability to source, analyse, synthesize and evaluate relevant material and present it in the form of an argument), and to promote the ability to communicate an argument in a variety of forms (e.g. essay writing, oral and visual presentation);</p> <p>foster critical self-reflection and evaluation, independent learning and working as member of a team through appropriate learning experiences;</p>	<p>able to conduct research through self-formulated tasks and questions, supported by the gathering of relevant information and materials and organised lines of enquiry resulting in a piece or pieces of work of sustained imaginative and/or argumentative and analytic power' (p. 9)</p>	<p>CORE ENGL601 ENGL602 ENGL603</p> <p><u>Options</u> ENGL608 ENGL616 ENGL617 ENGL618 ENGL620 ENGL622</p>
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		<p>'time management and organisation skills as shown by the ability to plan and present conclusions effectively' (p.5)</p> <p>'capacity for independent thought and judgement demonstrated through critical or creative practice' (p.5)</p>	
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Key and transferable skills			
<p>The student</p> <ul style="list-style-type: none"> <li>manage their own learning using appropriate resources with minimum guidance</li> <li>deploy knowledge and skills in English in a range of different and unfamiliar contexts to solve conceptual and practical problems</li> <li>seek and make use of feedback and demonstrate good self-evaluation skills</li> <li>communicate effectively within a group and in range of contexts, academic and professional</li> </ul>	<p>develop transferable research skills (i.e. the ability to source, analyse, synthesize and evaluate relevant material and present it in the form of an argument), and to promote the ability to communicate an argument in a variety of forms (e.g. essay writing, oral and visual presentation)</p> <p>foster critical self-reflection and evaluation, independent learning and working as member of a team through appropriate learning experiences</p>	<p>'research skills, including the ability to gather, sift and organise material independently and critically, and evaluate its significance' (p. 5)</p> <p>'able to demonstrate confident analytic skills together with powers of textual analysis and fluent critical argument. They will have</p>	<p>CORE ENGL601 ENGL602 ENGL603</p> <p><u>Options</u> ENGL608 ENGL610 ENGL611 ENGL616 ENGL617 ENGL618 ENGL620 ENGL621 ENGL622</p>

		<p>developed an effective command of written English together with a wide-ranging and accurate vocabulary' (p. 8)</p> <p>'ability to work with and in relation to others through the presentation of ideas and information and the collective negotiation of solutions' (p. 5)</p>	
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