

University of Plymouth

Faculty of Arts, Humanities and Business

School of Society and Culture

Programme Specification

BA English (Single Honours)
BA English and Creative Writing (Single Honours)
BA English with History (Combined Honours)
BA English with Publishing
BA English with/ and French (Combined Honours)
BA English with/ and Spanish (Combined Honours)

Amended by Minor Change:
4/1/19, 4/12/19, 22/4/20, 9/6/20, 25/11/20 & 06/05/21

Final award title

BA English (Single Honours)
BA English and Creative Writing (Single Honours)
BA English with History (Combined Honours)
BA English with Publishing (Combined Honours)
BA English with/ and French (Combined Honours)
BA English with/ and Spanish (Combined Honours)

Level 6 Intermediate award title(s)

Certificate of Higher Education

Levels 4 and 5 Intermediate award title(s)

Diploma of Higher Education

JACS code: Q300

1. **Awarding Institution:** University of Plymouth
Teaching institution(s): University of Plymouth

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

3. Distinctive Features of the Programme and the Student Experience

We aim to provide Single Honours programmes in English (and the listed Combined Honours programmes) and English and Creative Writing which 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 also aim to teach students the craft of creative writing and foster a self-reflective and rigorously analytical approach to creative practice. We do not aim to cover all periods of literary history (there is a mandatory core of literary history that runs from 1580 to 1940 across all three stages for Single Honours and Major programmes), but are concerned rather that students become gradually equipped with the literary-critical skills required by the subject, which can subsequently be applied where necessary and appropriate.

Both Single Honours programmes provide 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 Stages Two and Three.

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.
- undertake internships with literary festivals such as the Festival of Words or the Port Eliot Festival, with both of which English and Creative is involved. Through this, they can gain valuable experience in arts management, marketing and the book trade, and running workshops for the public
- 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 three stages of the degree: 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.

4. Relevant QAA Subject Benchmark Group(s)

English Subject Benchmark

5. Programme Structure

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
	ENGL408 The Craft of Writing II: Poetry and Drama 20cr

Single Honours English

ENGL409, ENGL402, ENGL403, ENGL404, ENGL406, ENGL407

Single Honours English and Creative Writing

ENGL409, ENGL402, ENGL404, ENGL406, ENGL407, ENGL408

English major combinations

ENGL406 Gods, Monsters, Heroes

ENGL402 Writing the Modern World 1600-1700

ENGL404 Critical Theory

ENGL407 Rewritings: Contemporary literature and its histories

With 40 additional credits taken in minor subject, viz.:

English with History: HIST407, HIST409

English with Publishing: PUBL401, PUBL402

English minor combinations

ENGL402 and ENGL404

80 credits taken in the major subject

STAGE 2 (Level 5) Modules available to all BA English combinations

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
ENGL518 The Impact of Publishing	ENGL524 Burning Issues: Interdisciplinary Writing Project
ENGL516 American Novel	ENGL526 'Hurt Minds': Madness and Mental Illness in Literature
ENGL525: Writing to Commission	ENGL511 Apocalypse and the Modern Novel
HIST511 Heritage and Public History	ENGL523 Genre Writing
	ARHI507 Victorian Values

Single Honours degrees

SH English has core modules ENGL501 and ENGL506 with at least another 40 credits chosen in each semester from amongst the other modules.

Students may only choose one of either ENGL522 or ENGL525 in Semester 1.

Students may only choose one of either ENGL520, ENGL523 or ENGL524 in Semester 2.

Students can only choose ARHI507 or HIST511.

SH English and Creative Writing has cores ENGL501 and ENGL506 with additional 40 credits chosen in each semester from amongst the other modules.

Students can only choose ARHI507 or HIST511.

Majors

English majors take core modules ENGL501 and ENGL506. Each semester they choose an additional 20 credits from ENGL modules and additional 20 credits in their minor subject.

English with History: HIST520 or HIST515 and HIST519 or HIST526

English with Publishing: ENGL518, ENGL519

Minors:

Core modules: they have an open choice, with an additional 80 credits from major subject.

STAGE 3 (Level 6) BA Honours English combinations

Semester 1	Semester 2
ENGL601 Critical dissertation – all year	
ENGL602 Creative dissertation – all year	
ENGL603 Modernism	ENGL621 Black Atlantic Literature and Culture
ENGL611 Laughing Matters: Cruelty and Comedy of Literary Satire	ENGL616 Advanced Short Story Workshop
ENGL617 Advanced Poetry Workshop	ENGL622 Brave New Worlds: Sci Fi, Fantasy and Politics
ENGL610 Reading Jane Austen	ENGL618 Features Journalism Workshop

Single honours degrees

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. Students may only choose one of either ENGL616 or ENGL618 in Semester 2.

SH English & Creative Writing take the core ENGL603 and may choose EITHER ENGL601 or ENGL602. They choose another 20 credits in Semester 1 and another 40 credits in Semester 2.

Majors

Core modules are ENGL603 and EITHER ENGL601 or 602. They choose another 20 credits from ENGL modules in Semester 2. Their remaining 40 credits are in the minor subject:

English with History: HIST606 or HIST609, and HIST626

English with Publishing: PUBL601, PUBL602

English with French: LCS300, EITHER FREX600 or FREX700

English with Spanish: LCS300, EITHER SPNX600 or SPNX700

Minors

Core modules—they have an open choice with an additional 80 credits from the major subject.

6. Programme Aims

These programmes are intended to:

- 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 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 (NB – this aim applies to all Single Honours students in Stage One as there is a mandatory creative writing element. In Stages Two and Three the creative writing component is mandatory only for Single Honours English and Creative Writing students (in this programme 120 credits must be achieved in creative writing modules across Stages Two and Three. BA English and all combinations do not have this requirement, though students can opt to take creative writing modules, subject to their availability).

7. 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.

7.1 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

7.2. 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

7.3. 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

7.4. 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

7.5. 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

8. 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 for all BA Hons English combinations	
A-level/AS-level	Normal minimum entry requirements are 120 points at A-level or equivalent to include an A-level in English language, English literature, creative writing, or a related humanities subject, and excluding General Studies We normally request a B in the English/ humanities A level but this is subject to academic judgement.
BTEC National Diploma/QCF Extended Diploma	DDM. Please contact admissions@plymouth.ac.uk .
Access to Higher Education at level 3	Candidates are interviewed before an offer is made. Pass an Access to HE Diploma in Science with 33 credits at Level 3 Merit or Distinction.
Welsh Baccalaureate	We will accept this as add-on points but applicants need a B in English or related A-level, to make a total of 120 points.
Scottish Qualifications Authority	120pts from Scottish Highers including Grade B in English
Irish Leaving Certificate	Obtain H2 H2 H2 H3 H3 (all at Higher level), including B in English. And ordinary Level Grade C or above for English and Maths.
International Baccalaureate	30 points overall to include 3 subjects at higher level and English Language at A1 If overseas and not studying English within IB, must have IELTS 6.0 overall with 5.5 in all other elements.

9. Progression criteria for Final and Intermediate Awards

Students must pass 360 credits to pass the final award; 240 for a Diploma of Higher Education and 120 for a Certificate of Higher Education.

10. Non Standard Regulations

n/a

11. Transitional Arrangements

n/a

Appendices

Programme Specification Mapping (UG) – core/elective modules

Programme Specification Mapping (PGT)

Operational Specification: mapping of Award Learning Outcomes

Programme Intended Learning Outcomes Map	Certificate Level		
1 Graduate Attributes and Skills	2	3	4
Core Programme Intended Learning Outcomes	Aim	Subject Benchmark	Related Core Modules
<p>Development of Knowledge and Understanding</p> <p>The student</p> <ul style="list-style-type: none"> • 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 	<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>		
--	--	--	--

<p>Cognitive / Intellectual Skills</p> <p>The student</p> <ul style="list-style-type: none"> • 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 	<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 argument in a variety of forms (e.g. essay writing, oral and visual presentation);</p>		<p>ENGL406 ENGL409 ENGL402 ENGL403 ENGL404 ENGL407</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>		
--	--	--	--

<p>Key and transferable skills</p> <p>The student</p> <ul style="list-style-type: none"> • 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 	<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>
--	--	--	--

<p>Employment related skills</p> <ul style="list-style-type: none"> • 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 	<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>
--	---	--	--

<p>Practical skills</p> <ul style="list-style-type: none"> • 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 	<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>
---	--	--	--

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

<p>Knowledge/ Understanding</p> <p>The student</p> <ul style="list-style-type: none"> • 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 	<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>
---	---	--	--

	<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>		
--	---	--	--

<p>Cognitive / Intellectual Skills</p> <p>The student</p> <ul style="list-style-type: none"> • 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 	<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>
--	---	--	--

<p>Practical skills</p> <p>The student</p> <ul style="list-style-type: none"> • 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 	<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>
--	---	--	--

<p>Key/transferrable skills</p> <p>The student</p> <ul style="list-style-type: none"> • 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 	<p>develop transferrable 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>
---	--	--	--

(Honours Degree level)

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

<p>Employment related skills</p> <p>The student can:</p> <ul style="list-style-type: none"> • 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 	<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>
--	---	---	--

	foster critical self-reflection and evaluation, independent learning and working as member of a team through appropriate learning experiences;		
--	--	--	--

Knowledge/ Understanding			
<p>The student</p> <ul style="list-style-type: none"> • 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 	<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</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>

	<p>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 appropriate learning experiences;</p>	<p>'ability to articulate knowledge and understanding of texts, concepts and theories relating to English studies' (p. 4)</p>	
--	--	---	--

Cognitive / Intellectual Skills			
<p>The student</p> <ul style="list-style-type: none"> 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 	<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</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>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 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>'ability to acquire substantial quantities of complex information of diverse kinds in a structured and systematic way involving the use of the distinctive interpretative</p>	
--	--	---	--

		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)	
--	--	---	--

<p>Practical skills</p> <p>The student</p> <ul style="list-style-type: none"> • 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 	<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>
--	---	--	---

		<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>	
--	--	---	--

Key and transferable skills			
<p>The student</p> <ul style="list-style-type: none"> 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 	<p>develop transferable research skills (i.e. the ability to source, analyse, synthesise 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 developed an</p>	<p>CORE ENGL601 ENGL602 ENGL603</p> <p><u>Options</u> ENGL608 ENGL610 ENGL611 ENGL616 ENGL617 ENGL618 ENGL620 ENGL621 ENGL622</p>

		<p>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>	
--	--	---	--