

University of Plymouth

Faculty of Arts, Humanities, and Business

School of Society and Culture

Programme Specification

BA (Hons) English with Foundation
7227

Date of Approval: July 2021

Approved Final Version for
September 2022

1. BA

Programme title: BA (Hons) English with Foundation

Final award title: BA (Hons) English

Level 5 Intermediate award title(s) Diploma in Higher Education

Level 4 Intermediate award title(s) Certificate in Higher Education

UCAS code: Q302

HECOS code: 100320

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

Teaching institution(s): University of Plymouth

3. **Accrediting body(ies):** N/A

Date of re-accreditation: N/A

4. Distinctive Features of the Programme and the Student Experience

- The programme's foundation year is designed to provide a supportive environment that promotes nonstandard entry students' transition into Higher Education with high academic and pastoral support levels. The programme's foundation year is specially designed to enable students to negotiate the discipline and build their knowledge and understanding across key areas while also developing the critical thinking, research, and transferable skills required to progress to level 4 study and beyond.
- Provides a solid grounding in literary history from the seventeenth to the twentieth century while also allowing studies to be tailored through an exciting range of optional modules.
- Assessment through coursework, with no written exams.
- Delivered by staff who are internationally recognised for their contribution to the discipline.
- Opportunities to boost career prospects by working with a publishing house, literary agent, arts organisation or magazine on work-based learning modules and during extra-curricular internships.

- Access to specialist facilities such as archival resources to study rare books and historical collections, on-campus library and computing facilities, and a cinema and professional theatre and performing arts centre on campus.
- Field trips and visits, including to Theatre Royal Plymouth and the 'Box' Museum and Gallery.

5. Relevant QAA Subject Benchmark Group(s)

QAA Subject Benchmark for [English](#) (2019).

6. Programme Structure

Level 3 (Foundation)	
Semester 1	Semester 2
SSC301 Discovering Your Inner Academic 30 Credits	SSC302 Individual Project 30 Credits
SSC305 Imagining the Past 30 Credits	SSC306 Literature, History and Visual Cultures 30 Credits

Level 4	
Semester 1	Semester 2
ENG4001 Gods, Monsters, Heroes: Myths and Legends in Literature 20 Credits	ENG4005 Writing and the Modern World, 1700-1800 20 Credits
ENG4003 The Craft of Writing 20 Credits	ENG4006 Critical Theory 20 Credits
ENG4002 Writing and the Modern World, 1600-1700 20 Credits	ENG4007 Rewritings: Contemporary Literature and its Histories 20 Credits

Level 5	
Semester 1	Semester 2
SSC500 Stage 2 Placement Year Preparation 0 Credits	
ENG5001 Romanticism 20 Credits	ENG5009 Victorian Literature and Culture 20 Credits

Choose one from:	Choose one from:
ENG5002 Gothic Fictions: Virgins, Villains and Vampires 20 Credits	ENG5008 Rakes, Rascals and Rudeness in the Eighteenth Century 20 Credits
ENG5003 American Novel 20 Credits	ENG5013 'Hurt Minds': Madness and Mental Illness in Literature 20 Credits
ENG5004 The Impact of Publishing 20 Credits	ENG5011 Dramatic Writing for Stage, Screen and Beyond 20 Credits
Choose one:	Choose one:
Specialism Module Elective 20 Credits	Specialism Module Elective 20 Credits

Optional Placement Year	
Semester 1	Semester 2
SSC600 School of Society and Culture Placement Year 0 Credits	

Level 6	
Semester 1	Semester 2
ENG6001 Dissertation 40 Credits	
ENG6002 Modernism 20 Credits	Choose one from:
	ENG6007 Advanced Poetry 20 Credits
Choose one:	ENGL618 Advanced Short Story Workshop 20 Credits
Specialism Module Elective 20 Credits	ENG6005 American Crime Fiction 20 Credits
	Choose one from:
	ENG6010 Brave New Worlds: Sci Fi, Fantasy and Politics 20 Credits
	ENG6006 Laughing Matters: Cruelty and Comedy of Literary Satire 20 Credits

ENG6009 Script to Screen: Making Films, Podcasts , and More 20 Credits

Specialism Modules

All undergraduate programmes in the School of Society and Culture have been designed to enable students to personalise their degree through a wide assortment of optional modules. These allow students to study more topics related to their core degree or branch out and explore up to three modules from other disciplines across the School. This flexibility starts in the second year, with students being able to choose one module from within cross-school elective pools at level 5 semester 1, level 5 semester 2, and level 6 semester 1. These are marked by the term *Specialism Module* in the programme structure above.

Students can elect to take any combination of modules from the three cross-school elective pools, and options will always be available from their core degree subject. However, students who complete three modules from another discipline will have the choice of graduating with that discipline as a specialism on their certificate: BA (Hons) English with <specialism>. The School offers modules in the following areas:

- Acting
- Anthropology
- Art History
- Computing
- Creative Writing
- Criminology
- Dance
- Drama
- English
- History
- International Relations
- Law
- Music
- Musical Theatre
- Politics
- Policing and Security Management
- Sociology

A list of available specialism modules and their associated learning outcomes can be found in the School of Society and Culture's Specialism Specification and on the programme's webpage.

7. Programme Aims

This programme aims to:

For Level 3 (Foundation Year):

- To foster a learning environment that facilitates students' success from a range of nonstandard backgrounds, offering bespoke support and skills training.
- To provide learners with academic and organisation skills within a supportive scaffold, enabling them to explore, interpret, and build informed opinions on key discipline areas.
- To develop students' confidence in their studies and to encourage and promote intellectual and creative curiosity.

For Levels 4-6:

- 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).

8. Programme Intended Learning Outcomes

The School of Society and Culture runs three foundation years covering the Humanities, Social Sciences and Law, and Performing Arts. These programmes' learning outcomes are designed to provide students with the academic writing, critical thinking, research, and interpersonal skills required to progress onto a wide variety of cognate degrees within the School. These are detailed in section 10 of this specification.

The School's three foundation years share two common modules, one in each semester, which introduce the foundation community to the core academic skills required for level 4 study. While these modules are school-wide, they include subject-specific seminars and assessments, allowing students to practice applying the

delivered academic skills in the context of their chosen field of study. The remaining modules equip students with subject-specific skills in the broad areas of Humanities, Social Sciences and Law, and Performing Arts.

For Level 3 (Foundation Year):

F.1. Knowledge and understanding

On successful completion graduates should have developed:

1. An understanding of key ideas and debates in the Humanities with an ability to interpret these from a range of theoretical, historical, and textual perspectives.
2. A broad understanding of the key methods of enquiry used to study the Humanities and how to select and deploy these appropriately.

F.2. Cognitive and intellectual skills

On successful completion graduates should have developed the ability to:

1. Approach and solve problems by reviewing and selecting appropriate solutions, drawing on their knowledge base and research skills to make informed decisions.
2. Evaluate information and opinions from divergent perspectives to form conclusions.

F.3. Key and transferable skills

On successful completion graduates should have developed the ability to:

1. Take responsibility for their learning and be able to self-manage their workload.
2. Communicate effectively in written and oral forms to different audiences.

F.4. Employment related skills

On successful completion graduates should have developed the ability to:

1. Exercise personal responsibility and decision-making with an appropriate level of confidence.
2. Seek out and undertake further training to develop existing skills and acquire new competencies.

F.5. Practical skills

On successful completion graduates should have developed the ability to:

1. Use computers and information technologies competently.
2. Work individually and collaboratively.

For Levels 4-6:

8.1. Knowledge and understanding

On successful completion graduates should have developed:

1. 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.
2. an ability to analyse and critically appraise and evaluate primary literary texts, secondary texts and theoretical texts.
3. an advanced awareness of a range of contexts (historical, political, cultural and philosophical) and how they operate to produce literary and other texts.
4. an ability to use theoretical perspectives in order to interrogate literary texts.
5. an in-depth understanding of a specialist area.

8.2. Cognitive and intellectual skills

On successful completion graduates should have developed the skills to:

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

8.3. Key and transferable skills

On successful completion graduates should have developed the ability to:

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

8.4. Employment related skills

On successful completion graduates should have developed to ability to:

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

8.5. Practical skills

On successful completion graduates should have developed the skills to:

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

9. Admissions Criteria, including APCL, APEL and Disability Service arrangements

All applicants must have GCSE (or equivalent) Maths and English at Grade 4 or above (equivalent to a Grade C as per the grading system until 2017).

Entry Requirements for BA (Hons) English with Foundation	
A-level/AS-level	32-48
BTEC National Diploma/QCF Extended Diploma	PPP - MMP in any subject. All applications to be referred to the Admissions Tutor.
Access to Higher Education at level 3	Candidates can be interviewed before an offer is made. Pass an Access to HE Diploma in any subjects with at least 33 credits at Merit/Dist.
Welsh Baccalaureate	All applications to be referred to the Admissions Tutor.
Scottish Qualifications Authority	32-48 points at Advanced Highers.
Irish Leaving Certificate	H5 H5 H5 H5 H5.
International Baccalaureate	24 overall. If overseas and not studying English within IB – MUST have IELTS: 6.0 overall with 5.5 in all elements.
Proficiency in English	If overseas and not studying English within IB – MUST have IELTS: 6.0 overall with 5.5 in all elements.

10. Progression routes/criteria for progression to Final and Intermediate Awards

<p>Progression Routes from Foundation Year</p>	<p>Students are required to pass all modules of Level 3 (Foundation Year) to progress directly onto Level 4 of one of the following degree programmes in the School of Society and Culture:</p> <ul style="list-style-type: none"> • BA (Hons) Anthropology • BA (Hons) Art History • BA (Hons) Creative Writing • BSc (Hons) Criminology • BSc (Hons) Criminology and Psychology • BSc (Hons) Criminology and Sociology • BA (Hons) English • BA (Hons) English and Creative Writing • BA (Hons) History • BSc (Hons) International Relations • LLB (Hons) Law • LLB (Hons) Law and Criminology • BSc (Hons) Politics • BSc (Hons) Politics and International Relations • BSc (Hons) Sociology • BSc (Hons) Professional Policing <p>Requests to change programmes at the end of the Foundation Year will be considered only within the normal University regulations.</p>
<p>Certificate in Higher Education</p>	<p>Achieved through completion of 120 credits at level 4.</p>
<p>Diploma in Higher Education</p>	<p>Achieved through completion of 120 credits at level 4 and 120 credits at level 5.</p>
<p>BA (Hons) English</p>	<p>Achieved through completion of 120 credits at level 4, 120 credits at level 5, and 120 credits at level 6.</p>

11. Non Standard Regulations

N/A

12. Transitional Arrangements for existing students looking to progress onto the programme

N/A

Appendices

Programme Specification Mapping (UG) – core/elective modules

Appendix 1: Programme Specification Mapping (UG): module contribution to the meeting of Award Learning Outcomes
CORE MODULES: tick those Award Learning Outcomes the module contributes to through its assessed learning outcomes.

Core Modules		Award Learning Outcomes contributed to (for more information see Section 8)										Compensation Y/N	Assessment Element(s) and weightings [use KIS definition] E1- exam E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 - practical
		Knowledge & understanding		Cognitive & intellectual skills		Key & transferable skills		Employment related skills		Practical skills			
		1	2	1	2	1	2	1	2	1	2		
Level 3	SSC301			x	x	x	x	x	x	x	x	N	C1 100%
	SSC302	x	x	x	x	x	x	x	x	x	x	N	C1 100%
	SSC305	x	x	x	x	x	x	x		x	x	N	C1 100%
	SSC306	x	x	x	x	x	x	x		x	x	N	C1 100%
Level 3 LOs		x	x	x	x	x	x	x	x	x	x		
Confirmed Award LOs		x	x	x	x	x	x	x	x	x	x		

Core Modules		Award Learning Outcomes contributed to (for more information see Section 8)																		Compensation Y/N	Assessment Element(s) and weightings [use KIS definition] E1- exam E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 - practical			
		Knowledge & understanding					Cognitive & intellectual skills					Key & transferable skills				Employment related skills			Practical skills					
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	1	2	3	1			2	3	
Level 4	ENG4002	x	x				x	x						x	x	x				x	x		Y	C1 100%
	ENG4005	x	x				x	x						x	x	x				x	x		Y	C1 80% P1 20%
	ENG4006	x	x	x	x		x	x						x	x	x		x		x	x		Y	C1 100%
	ENG4001	x	x	x			x	x			x			x	x	x			x	x	x	x	Y	C1 100%
	ENG4007	x	x	x			x	x	x	x	x		x	x	x	x	x	x	x	x	x		Y	C1 100%
	ENG4003			x	x	x	x	x		x	x	x		x	x	x	x	x	x	x	x	x	Y	C1 100%
Level 4 LOs		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			
L5	ENG5001	x	x	x	x		x	x			x			x	x	x	x	x		x	x	Y	C1 100%	
	ENG5009	x	x	x	x		x	x	x		x	x	x	x	x	x	x	x	x	x	x	Y	C1 100%	
Level 5 LOs		x	x	x	x		x	x	x		x	x	x	x	x	x	x	x	x	x	x			
L6	ENG6001	x				x			x	x	x	x	x	x	x	x	x		x	x	N	C1 100%		
	ENG6002	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x		x	x	Y	C1 100%		
Level 6 LOs		x	x	x	x	x	x	x	x		x	x	x	x	x	x	x		x	x				
Confirmed Award LOs		x	x	x	x	x	x	x	x		x	x	x	x	x	x	x		x					

ELECTIVE MODULES: tick those Award Learning Outcomes the module contributes to through its assessed learning outcomes. Insert rows and columns as required.

Elective Modules		Award Learning Outcomes contributed to (for more information see Section 8)																		Compensation Y/N	Assessment Element(s) and weightings [use KIS definition] E1 - exam E2 - clinical exam T1 - test C1 - coursework A1 - generic assessment P1 - practical			
		Knowledge & understanding					Cognitive & intellectual skills					Key & transferable skills				Employment related skills			Practical skills					
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	1	2	3	1			2	3	
Level 5	ENG5002	x	x	x		x	x	x	x	x		x		x		x	x			x	x	Y	C1 100%	
	ENG5008	x	x	x	x		x	x	x		x	x		x	x	x	x		x	x	x	Y	C1 100%	
	ENG5003	x	x	x	x		x	x	x		x	x		x	x	x	x		x	x	x	Y	C1 100%	
	ENG5004	x		x	x	x	x		x		x			x	x	x	x		x	x	x	Y	C1 100%	
	ENG5011	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	Y	C1 100%
	ENG5013	x	x	x	x	x	x	x	x		x	x		x		x		x		x		Y	C1 100%	
Level 5 LOs		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			
Level 6	ENG6005	x	x	x	x	x	x	x		x	x	x		x	x	x		x	x	Y	C1 100%			
	ENG6006	x	x	x	x	x	x	x		x			x	x	x	x	x		x	x	Y	C1 100%		
	ENG6007	x	x	x		x			x	x	x			x	x	x	x				x	Y	C1 100%	
	ENG6008	x		x		x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	Y	C1 100%	
	ENG6009	x		x		x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	Y	C1 100%	
	ENG6010	x	x	x	x	x	x	x	x		x			x	x	x	x	x		x	x	Y	C1 100%	
Level 6 LOs		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			
Confirmed Award LOs		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			