Faculty of Arts and Humanities

Programme Specification

BA (Hons) English with Publishing

Approved under Minor change 12/11/14
The programme in BA (Hons.) English with Publishing brings together for the first time at the University two disciplines with a natural affinity. The degree enables English students to bring their creativity, their knowledge of literature, and their critical skills to Publishing which will in turn provide them with practical and employment-related skills in print and digital media. The course is designed to familiarise students specialising in English with the practice, theory and business of publishing, preparing them for a career in the industry, specialist postgraduate study in publishing or else for a career in related fields including for example editorial work, marketing, business, and the media. As students specialising in English they can of course progress to all the additional professions available for English students such as teaching, journalism, writing or arts management.

The proposed degree comprises 80 credits (normally four modules) of English and 40 credits of Publishing (normally two modules) in each year of the degree. Students will study English alongside English/English and Creative Writing Single Honours and English Major students, taking the same period studies core modules across all three stages, spanning early modern literature in stage one to Modernism in stage 3. The programme equips 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. It aims 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. The programme also offers students the opportunity to study the craft of creative writing and fosters a self-reflective and rigorously analytical approach to creative practice. We do not aim to cover all periods of literary history 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. We want our students to become readers of the broader culture, an aim which impels the interdisciplinary nature of various modules which examine literary texts in conjunction with other cultural documents from a variety of other disciplines and media.

In order to fulfil these aims Stage One provides modules which consider fundamental approaches to the study of English, modern theoretical issues and the methodologies involved in studying a particular periods of literary history. Stage One modules also induct students into the study of the subject at degree level (e.g. essay writing, research skills) and encourage them to develop as self-reflective learners and to acquire key transferable skills. The knowledges and skills introduced in Stage One are then gradually developed in subsequent stages - though the emphasis will be governed by any particular student's choice of options - in ways which allow the student increasing independence to pursue these approaches in greater complexity and depth. Students are therefore able to follow a wide range of interests and also to focus on specific areas in more detail. This process culminates...
in the production of a Stage Three research project, either critical or creative, by which, with the guidance of a supervisory tutor, the student is able to concentrate on a specific area of literary interest of their own choosing or a project on creative writing, and to deploy the skills accumulated throughout the programme.

The Publishing modules give students an oversight of key areas of the industry, equipping them with practical and theoretical skills as well as opportunities for work-based learning in the field. The first year introduces them to publishing across a range of products and platforms, analogue and digital, offering an overview of the industry. It also begins the process of familiarising students with basic editorial design principles and practices, and related technology appropriate to the publishing process. The second year continues to offer students both academic and practical approaches to the industry through, for example, the study of book history, and a work-based learning module on which they undertake work experience on or off campus in a relevant field. The third year seeks to increase the autonomy of the students: drawing on skills from other English and Publishing modules—editing, design, acquisition etc—they address the issues of marketing, fundraising, business models, and distribution on a self-generated publishing project, and consider the relationships among publicity measures, genre, and text.

### Distinctive features

<table>
<thead>
<tr>
<th>(including special features such as: placements: part-time; distance or blended learning; fieldwork; career opportunities; work-based learning; links with external partners or organisations)</th>
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</table>

**Combined programme**

The combination of disciplines – English, Creative Writing and Publishing - on this programme fosters a breadth of knowledge and multiple skills, fusing conceptual understandings of literary history, the experience of writing professionally and creatively in different genres and media, and industry training. As a result students have a range of both vocational outcomes in the publishing industry as well as in the career options favoured by English students such as journalism, teaching, and media; equally they may progress to postgraduate study in Publishing or English (including the Faculty's MA in English and Culture, Creative Writing, Publishing).

**Subject staff**

Staff across the programme have both academic and industry expertise. The English and Creative Writing subject team produces internationally-recognised research and creative writing (39% at 3* and 4* in RAE 2008). Students are taught by specialists who are making fresh contributions to their fields (which inform their teaching and module design), and have a generous range of options from which to choose in Stages Two and Three. ECW staff have expertise in book history, material cultures, textual production, editorial practice and mixed media writing all of which can be deployed on the programme. Publishing staff have academic and industry experience in the business of publishing, design and illustration, and book production.

**Work-related experience**

Work experience is an essential component of the programme. There is: a compulsory work-based learning module in stage 2, ENGL244; training in a range of publishing and design practices; training in related technologies, including the digital; a final year independent project that amalgamates a number of key industry skills; a range of extra-
curricular, voluntary opportunities in both English and Publishing including, for example:

- work on INK, the University of Plymouth’s student literary magazine. This is devised, edited and contributed to by students. Students 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.
- internships with the Plymouth International Book Festival, gaining valuable experience in arts management, marketing and the book trade, and running workshops for the public.
- writing for the Student Union newspaper, The Knowledge. Students can develop their writing talent and generate a portfolio of work.
- work with Plymouth Museum and Gallery or the M.B.A. gaining experience of archival research, transcription, curatorship, exhibitions, public speaking, writing, editing and design of print and on-line materials.

Placements
Students have the option of incorporating a one-year placement, organised through the University’s Placements and Employer Liaison Officer. The placement will enhance their preparedness for employment, especially as publishing houses have a preference for graduates who have undertaken an internship or placement.

Resources
There is a range of exciting facilities available to students:

- Plymouth University Press gives students the opportunity for professional experience from inception of a project to its publication.
- 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.
- a strong technical team underpins the provision across the School of Art and Media, which currently includes two specialists for letterpress and studio Apple Macs. Other School technicians provide support for printmaking, photography, media and printing.
- TIS and the School of Humanities and Performing Arts fund a range of significant e-resources including online archives (eg 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.

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.
Dissertation
In their final year students pursue their own interests and specialise in any topic of their choice in their ECW dissertation. Here they will work individually with a supervisor on an extended (8-10,000-word) research or creative writing project. In parallel, they also undertake an independently-generated publishing project of their choice, following through a publication from its inception to its publication and marketing. These twin independent projects will foster students’ research and project management skills, and ensure they can think and study autonomously as well as showcase a range of knowledges and skills for future employers.

Peninsula Arts Public Lectures
This series brings internationally-renowned speakers and writers to campus each term to give public lectures, readings and to lead workshops. Students have free entry (and can be involved in the process by means of the internship scheme).

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. Students will also attend the London Book Fair. Many trips are fully-funded by the department.

City-Centre Campus
The location in the city allows students a wide range of cultural experiences with, for example, the Theatre Royal, the Barbican Theatre, Plymouth City Museum and Art Gallery. Students can take advantage in their spare time or pursue the work experience opportunities on offer.

Entry requirements
All applicants must have GCSE (or equivalent) Maths and English at Grade C or above

UCAS Tariff points score 300 points including AS (with a B in English Literature/Language)

International Baccalaureate 30 Points (including three subjects at higher level and English Language at A1)

Access to H.E. Pass with 33 Credits at Merit/or Distinction, English at level 3 required.

BTEC/Scottish Higher National Certificate (HNC) Overall Merit

BTEC/Scottish Higher National Diploma (HND) Overall Merit

Welsh Baccalaureate Advanced Diploma (core plus options) Acceptable on its own and combined with other qualifications

(APEL) Accreditation of Prior Experiential Learning and (APCL) Accreditation of Prior Credit Learning: This programme will comply with the standard policy on Advanced Prior Experiential Learning and Advanced Prior Certified Learning as defined in the University of Plymouth Academic Regulations.
It should be noted that the admissions criteria listed above may be modified in order to respond to future recruitment and academic circumstances.

Progression routes

Students with the appropriate degree qualifications may progress to: MA English and Culture, MA Creative Writing, MA Publishing

Programme aims

This programme is intended to:

- provide a multi-disciplinary undergraduate experience in English and Publishing with the former equipping students with a larger literary, cultural, and creative context for their engagement with the publishing industry, and facilitating progression to a range of graduate careers

- provide a critical, theoretical and practical framework for students to engage with the planning, production, design, publishing and distribution of digital and analogue communications, which can be used by the student to self-publish or publish on behalf of a future employer

- 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

- 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)

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

Programme Intended Learning Outcomes

The programme provides 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.
By the end of the programme, participants will be expected to:

**Setting**
- Be self-directed in their study, learning with minimal supervision
- Deploy knowledge and skills in both English and Publishing in a range of different and unfamiliar contexts to solve conceptual and practical problems

**Knowledge and understanding**
- demonstrate 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;
- analyse and critically appraise and evaluate primary literary texts, secondary texts and theoretical texts;
- demonstrate an advanced awareness of a range of contexts (historical, political, cultural and philosophical) and how they operate to produce literary and other texts;
- use theoretical perspectives in order to interrogate literary texts;
- identify specific or cross-disciplinary publishing contexts, technologies, practices, outputs, ideas and objectives that inform Publishing practice and theory
- develop and demonstrate an understanding of knowledge, practices, technical, design, production and marketing skills relating to existing and/or new Publishing technologies
- demonstrate in-depth understanding of a specialist area

**Cognitive skills**
- 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

**Performance and practice**
- 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 judgement

**Personal and enabling skills**
- select and manage information, competently undertaking independent projects with minimum guidance
- take responsibility for own work, self-evaluate it, and make effective use of critical feedback
- communicate effectively within a group and in a range of contexts, academic and professional

To ensure that the programme is pitched at the right level check your intended learning outcomes against the following standards:
1. Framework for Higher Education Qualifications
   http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf
2. Subject benchmark statements
   http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-
   GUIDANCE/Pages/Subject-benchmark-statements.aspx
3. SEEC level descriptors http://www.seec.org.uk/academic-credit/seec-credit-level-
descriptors-2010 (scroll to pdf link at bottom of page)
4. Professional accreditation requirements (where necessary e.g. medicine, engineering,
   architecture, teaching, law)
5. QAA code of practice http://www.qaa.ac.uk/AssuringStandardsAndQuality/code-of-
   practice/Pages/default.aspx

<table>
<thead>
<tr>
<th>Teaching, learning and assessment strategies</th>
</tr>
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<tbody>
<tr>
<td>This section should include a rationale of the teaching and learning approaches and environments that will be part of the programme. This may include:</td>
</tr>
<tr>
<td>Seminars, workshops, tutorials, lectures, fieldwork, practicals, laboratory work, studio work, group work, placements, clinical skills, performance, peer assisted learning, etc</td>
</tr>
<tr>
<td>This section should also include information about the purpose of assessment and how the assessment on your programme will align with the intended learning outcomes.</td>
</tr>
</tbody>
</table>

**Teaching and learning strategies**

**Lectures:** A means of communicating and interrogating bodies of knowledge including key ideas, methodologies, critical debates, interpretative strategies, primary, secondary and theoretical texts.

**Seminars:** Promotion of small-group discussion, self and peer review, student presentations. Seminars consider issues and topics relevant to the module and highlight potential areas and directions of study.

**Workshops:** This model is often deployed on creative writing modules. Students present, self-and-peer review writing and undertake writing tasks. Publishing workshops introduce all students to a selected range of digital and non-digital processes such as Adobe InDesign, Letterpress and Bookbinding. These workshops enable students to develop knowledge and understanding of other key publishing activities.

**Work-based learning:** Student undertakes employment experience in a professional workplace to develop academic and practical knowledge and skills in a work context, as well as personal skills of communication, collaboration, and self-reliance.

**Individual tutorials:** Discussion of academic matters relating to a module including preparation for and feedback on assignments.

**Group tutorials:** in Publishing take place with the module leader/seminar tutor at appropriate formative assessment points in each module. Through group discussion and peer review, these tutorials evaluate students’ progress, consider issues and themes that are relevant to all members of the group and highlight potential areas, developments and directions of study. The format of these is dependent upon the nature of the student work being discussed which can include essays, reports, presentations and/or the creative visualisation of publishable outputs depending upon the nature of the student group and the task they are addressing. Group tutorials with personal tutees are also deployed in ECW to explore a range of academic and employment-related issues.
Individual dissertation supervision: the dissertation is compulsory for all stage 3 ECW students and is taught primarily through individual tutorials over the year to foster specialist and autonomous study.

Self-directed study is a substantial part of the programme; students will be expected to take responsibility for their own learning within the framework of the programme structure and defined learning outcomes, and in consultation and negotiation with programme teaching staff.

Field trips provide a broader cultural and educational context for the programme. They run in all three years of the degree, and are normally optional and fully or part-funded by the departments. They include visits to theatres, museums, galleries, and other sites of literary and cultural interest as well as the London Book Fair.

Assessment

Assessment procedures
The assessment procedures across the programme already align closely with the University’s Assessment Policy 2014-20, in that:

1. Assessment is a fundamental part of the programme giving students a clear opportunity to demonstrate general and specific subject skills, knowledge and understanding, linked to learning outcomes and future employment.
2. Assessments are reliable, inclusive, and designed to minimise the use of modified assessment and over-assessment of learning outcomes.
3. Assessments are aligned to clear and realistic learning outcomes, with normally two summative inclusive assignments for each 20-credit module, unless there are specific and overriding disciplinary or professional body requirements.
4. Schedules of assessment spread formative and summative assessment deadlines across the programme.
5. Students have the opportunity to take part in pre-assessment activities, guidance and support to help them understand what assessment is and how it works.
6. Students are given clear and transparent assessment guidelines and briefs, and marking criteria for each assignment, through programme and module handbooks.
7. Assessments are marked fairly, using the published marking and grading criteria and appropriate second marking and moderation.
8. Assignments are marked anonymously in stages 2 and 3 apart from the dissertation, and any other modules which preclude the possibility of anonymity e.g. individual or group projects.
9. Students receive personal, group or general feedback and provisional marks within a maximum of 20 working days.
10. The programme conducts regular reviews of assessment practice, quality of staff feedback and external examiners, and invites students to comment on how assessment is provided through module feedback forms, SPQ and NSS and in their spring meeting with the ECW External Examiner.

Assessment strategy
The assessment strategy is designed to test knowledge, understanding and skills articulated in the module aims and learning outcomes across the programme. Hence the discursive essay is the predominant mode of assessment in ECW as it requires the reflective, interpretative and research skills fundamental to the subject as well as the application of a number of forms of subject-specific
knowledge such as understanding of methodological frameworks, of critical, cultural and literary theory, of genre, of literary and cultural histories. Our creative writing modules test students’ imaginative and expressive capacities, their inventiveness, their understanding, as appropriate, of genre, craft, form, technique, and the possibilities of the media in which they are working, as well as their capacity for self-reflection in the critical commentaries that accompany creative outputs. Broadly, our assessment is designed to foster critical thinking, analysis, synthesis and the ability to articulate a rational argument; effective written and spoken communication (presentations and other tasks are embedded as practice elements of some modules, specifically to inculcate good oral communication skills); effective problem solving; and the ability to work independently (the subject fosters this attribute generally, but the Dissertation modules and the Publishing Project in stage 3 attend to this specifically). We ensure that students have at least two assessment points for each module, receiving feedback before the final assessment, and that we build in opportunities on every module for feedback, discussion of upcoming assignments, and essay writing skills. Creative Writing modules deploy a workshop model which entails regular peer and tutor review of work-in-progress. The Publishing modules share many of the ECW assessment aims: What is Publishing requires similarly discursive forms of writing and reflection as does the stage 2 module in Book History while ENGL244 and the stage 3 Publishing modules all require reflective logs, commentaries to stimulate critical self-reflection on project and work-based learning. The assessment strategy on other modules such as Design for Publishing and the stage 3 Project modules is geared also to evaluate practical, technical and design skills, an understanding of industry practices and publishing roles, and the ability to work collaboratively and assume appropriate team roles. Students are thus exposed to a range of assessment modes, preparing them for a number of employment options, especially in the field of publishing. As the more vocational publishing modules also test very specific, industry-related skills, the programme will ensure thorough module and programme handbooks and in class-discussions and assignment preparations that students are aware of the suite of skills and knowledges on which they are being tested.

Assessment modes

**Short discursive essay** (between 2,500 and 5,000 words)
Learning outcomes: demonstrate 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; analyse and critically appraise and evaluate primary literary texts, secondary texts and theoretical texts; demonstrate an advanced awareness of a range of contexts (historical, political, cultural and philosophical) and how they operate to produce literary and other texts; 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.

**Skills-based tasks** (e.g. library skills, referencing and bibliography assessment task; digital skills tasks)
Learning outcomes: identify specific or cross-disciplinary publishing contexts, technologies, practices, outputs, ideas and objectives that inform publishing practice and theory; develop and demonstrate an understanding of knowledge, practices, technical and design, skills relating to existing and/or new publishing technologies

**Portfolios of work** (including such things as creative writing tasks, self and peer review, reflective commentary, collections of shorter discursive pieces of 1,000 words)
Learning outcomes: 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 judgement

Oral presentations and participation
Learning outcomes: communicate effectively within a group and in range of contexts, academic and professional; cognitive skills; knowledge and understanding. Referral for these tasks will take the form of a presentation to the tutor in person or by skype, and a written commentary on learning through participation as appropriate.

Longer research projects (which involve drafts on which supervisors comment throughout the year (i.e. the 40-credit, year-long, Stage Three Dissertation module)
Learning outcomes: select and manage information, competently undertaking independent projects with minimum guidance; take responsibility for own work, self-evaluate it, and make effective use of critical feedback; demonstrate in-depth understanding of a specialist area

Practice-based project work: as above and - develop and demonstrate an understanding of knowledge, practices, technical, design, production and marketing skills relating to existing and/or new Publishing technologies; identify specific or cross-disciplinary publishing contexts, technologies, practices, outputs, ideas and objectives that inform publishing practice and theory

Overseas exchanges: The ECW exchange coordinator will approve a programme of study for English with Publishing students that meets the programme’s learning outcomes. The student is required to pass the modules on their exchange programme, and their third year marks are given double-weighting in the assessment of their final degree classification.

<table>
<thead>
<tr>
<th>Programme structure and pathways</th>
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<tbody>
<tr>
<td>(a diagram, including core and option modules, credits and levels)</td>
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</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>Module Code</th>
<th>Module Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ENGL 400</td>
<td>Induction: Journeys Into Literature: The Odyssey and Beyond</td>
</tr>
<tr>
<td>1</td>
<td>ENGL 402</td>
<td>Writing the Modern World 1600-1700</td>
</tr>
<tr>
<td>1</td>
<td>PUBL 401</td>
<td>What is Publishing?</td>
</tr>
<tr>
<td>2</td>
<td>ENGL405PP</td>
<td>Plymouth Plus option</td>
</tr>
<tr>
<td>2</td>
<td>ENGL 404</td>
<td>Critical Theory</td>
</tr>
<tr>
<td>2</td>
<td>PUBL 402</td>
<td>Design principles and practice</td>
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</tbody>
</table>

ENGL and PP modules are 20 credits
PUBL modules are 20 credits

Plymouth Plus options: Making Waves or Thinking about Becoming a Teacher or Re-making History or Modern Languages or Our Ocean Planet
### Stage Two 2016-17

<table>
<thead>
<tr>
<th>Semester</th>
<th>Module Code</th>
<th>Module Title</th>
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<tbody>
<tr>
<td>1</td>
<td>ENGL 501</td>
<td>Romanticism</td>
</tr>
<tr>
<td></td>
<td>ENGL517</td>
<td>Writing, printing and reading: technologies of knowledge</td>
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<tr>
<td></td>
<td>ENGL 505</td>
<td>Rakes, Rascals and Rudeness in the Eighteenth Century</td>
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<td></td>
<td>ENGL 503</td>
<td>Dramatic Writing</td>
</tr>
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<td></td>
<td>ENGL 502</td>
<td>Gothic Fictions</td>
</tr>
<tr>
<td></td>
<td>ENGL 516</td>
<td>The American Novel</td>
</tr>
<tr>
<td></td>
<td>ENGL504</td>
<td>The Graphic Novel</td>
</tr>
<tr>
<td>2</td>
<td>ENGL 506</td>
<td>Victorian Literature and Culture</td>
</tr>
<tr>
<td></td>
<td>ENGL 507</td>
<td>Working with Literature</td>
</tr>
<tr>
<td></td>
<td>ENGL509</td>
<td>Women and Romanticism</td>
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<tr>
<td></td>
<td>ENGL 508</td>
<td>Fourth Genre: Creative Non-Fiction</td>
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<tr>
<td></td>
<td>ENGL 510</td>
<td>Shakespeare and the Early Modern Stage</td>
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<td></td>
<td>ENGL512</td>
<td>Literature and History</td>
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<tr>
<td></td>
<td>ENGL511</td>
<td>Apocalypse and the Modern Novel</td>
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</tbody>
</table>

All modules are 20 credits each.

**English with Publishing**: 501, 506, 517, 507 and one ENGL option each term

#### Optional Placement Year- FAPY603 English with Publishing Placement

### Stage Three 2017-18

<table>
<thead>
<tr>
<th>Semester</th>
<th>Module Code</th>
<th>Module Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>All year</td>
<td>ENGL 601</td>
<td>Critical or Creative dissertation</td>
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<tr>
<td></td>
<td>ENGL 602</td>
<td><em>CORE module</em></td>
</tr>
<tr>
<td>1</td>
<td>ENGL 603</td>
<td>Modernism</td>
</tr>
<tr>
<td></td>
<td>PUBL601</td>
<td>Publishing and its Markets: The Proposal Core</td>
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<tr>
<td></td>
<td>ENGL 604</td>
<td>The World Turned Upside Down: 17th century...</td>
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<tr>
<td></td>
<td>ENGL 605</td>
<td>Criticism And Culture: Modern Life and Literature 1880-present</td>
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<tr>
<td></td>
<td>ENGL 606</td>
<td>The Short Story</td>
</tr>
<tr>
<td>Module Code</td>
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<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBL602</td>
<td>Publishing and its Markets: The Project Core</td>
<td></td>
</tr>
<tr>
<td>ENGL 607</td>
<td>War Writing Since 1914</td>
<td></td>
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<tr>
<td>ENGL 608</td>
<td>American Crime Fiction</td>
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<tr>
<td>ENGL 611</td>
<td>Laughing Matters</td>
<td></td>
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<tr>
<td>ENGL 609</td>
<td>Contemporary Poetry</td>
<td></td>
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<tr>
<td>ENGL 610</td>
<td>Reading Jane Austen</td>
<td></td>
</tr>
<tr>
<td>ENGL614</td>
<td>Mixed Media Writing</td>
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</tbody>
</table>

**English with Publishing:** 601 or 602, 603, PUBL601, PUBL602 and 1 ENGL option in Spring. ENGL601/2 is 40 credits. All other modules 20 credits.

The English provision has the following additional modules in stages 2 and 3 approved which may form options in any academic year: 514 Representing Gender; 515 Literary Adaptation; 612 Contemporary Fiction and Literature.

### Exceptions/ special academic regulations

None

<table>
<thead>
<tr>
<th>Final award title</th>
<th>BA (Hons) English with Publishing</th>
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<tbody>
<tr>
<td>Level</td>
<td>6</td>
</tr>
<tr>
<td>Intermediate award title(s)</td>
<td>Certificate of Higher Education Diploma of Higher Education</td>
</tr>
<tr>
<td>Level</td>
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</tr>
<tr>
<td>Awarding institution</td>
<td>University of Plymouth</td>
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<tr>
<td>Teaching institution</td>
<td>Plymouth University</td>
</tr>
<tr>
<td>Accrediting body</td>
<td>N/A</td>
</tr>
<tr>
<td>Appropriate benchmark(s)</td>
<td>QAA English Subject Benchmark</td>
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<tr>
<td>UCAS code</td>
<td>Q3P4</td>
</tr>
<tr>
<td>JACS code</td>
<td>Q300/P400</td>
</tr>
</tbody>
</table>

**Appendix:**

**Mapping of intended programme learning outcomes**

Mapping document showing intended programme outcomes at each level of the award linked to the SEEC level descriptors (2010), the FHEQ, subject benchmarks and the core modules where these are primarily demonstrated. This is needed for approval and programme modifications, but is not normally included in the programme specification itself.

**Date of production:** 17 May 2014

**Date of most recent approval:** 5th June 2014

**By (e.g. Approval Panel/ Faculty Board):**