Programme Specification

Bachelor of Arts (Honours) in English

Programme valid from September 2012

JACS code: Q200

Valid for delivery at:
University of Derby (Kedleston Road)
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SECTION ONE: GENERAL INFORMATION

PROGRAMME TITLE
Bachelor of Arts (Hons) English
Bachelor of Arts (Hons) English with Foundation Year

FINAL AND INTERIM AWARDS

Interim Awards:
Stage One (Level 4) Award:
Certificate of Higher Education

Stage Two (Level 5) Award:
Diploma of Higher Education

Final Awards:
Bachelor of Arts (Honours) in English
Bachelor of Arts in English

MODE OF STUDY
Full Time / Part Time

The Foundation Year is only available for full time study

PROGRAMME START DATE
September 2012

AWARDING INSTITUTION
University of Derby

COLLEGE MANAGING THE PROGRAMME
Arts, Humanities and Education

INSTITUTION DELIVERING THE PROGRAMME
University of Derby Kedleston Road

EXTERNAL BENCHMARKS AND ACCREDITATION
The Quality Assurance Agency’s (QAA’s) benchmarks for English 2007, The Council for Industry and Higher Education Report (2006), and the External Examiners’ reports have been considered within the design of this programme.

JACS CODE
Q200

PROGRAMME SPECIFICATION LAST UPDATED
April 2017
SECTION TWO: OVERVIEW AND PROGRAMME AIMS

OVERVIEW

The English undergraduate programme at the University of Derby has been designed with the aim of providing a diverse, challenging and relevant course of study. The discipline of English has constantly developed since its inception in the early nineteenth century, and balances a deep knowledge of literary tradition with the most current cultural concerns; the materials for study and the theoretical approaches used to engage with these are constantly shifting. To study English is to engage not only with literature, but with the contexts in which literature is produced and read. A degree in the subject thus includes the study of intellectual and cultural history; of art, film, philosophy, linguistics and sociology; of contemporary cultural politics. Literature asks questions about who we are, why we are here, and the nature of the world in which we find ourselves. Our programme therefore reflects the vibrancy, dynamism, profundity and breadth of the subject at large. It will introduce you to a range of cultural expression from across the globe and from diverse historical periods, thus broadening your understanding both of the variety of human experience and the diversity of literary modes which seek to encapsulate it. The skills of research, analysis, interpretation, argument, expression and communication which you will acquire in your programme of study will additionally enhance your employability significantly. All of these skills are transferable to a wide range of careers, and English graduates are consequently very well-qualified to engage with the world around them, and to find success within it. In summary, we aim to broaden your understanding of literature and culture while equipping you with skills and knowledge that will help you to fulfil your goals.

The programme concentrates on literature of the modern period, from the sixteenth century onwards. This focus has been driven by student demand, as modern literature remains very popular with undergraduates; additionally, we are thus able to offer a range of modules engaging with the emerging literatures of the postcolonial world and equip students with a thorough knowledge of cultural developments since the Renaissance. Our emphasis on the modern period reinforces connections with cognate subjects in the University such as History, American Studies, Media Studies and Film Studies. However, it is also the case that the founding myths of Western culture continue to exert a major influence over even the most contemporary writing; thus, at Level 4, you will have the opportunity to study a range of plays and poems from the distant past; elsewhere on the degree, you will encounter the work of modern writers who have drawn upon these.

A distinctive feature of our programme is its blend of international and regional literatures. Working closely with American Studies, we offer modules which engage with issues and themes developing out of the literature of the USA. As well as the expected focus upon British and Irish literatures, we also provide opportunities to study the work of writers from Europe, Africa, the Caribbean and Canada. Counterbalancing this international element, you can also study the Midlands Enlightenment as a focal point of the English Enlightenment in which Derby played a key role. In terms of the contexts in which texts are studied, the art and ideas of the cultures and periods addressed on the course are discussed alongside literature, giving you a firm knowledge of cultural diversity and change. Individual modules address particular themes, genres or periods; often, different genres of writing are covered within single modules (Enlightenment Literature; Early Modern Words, Early Modern Worlds: Sixteenth-Century Literature; Gender and Identity in Contemporary Literature; Eighteenth-Century Literature) while some modules are specifically interdisciplinary in their approach, blending literature and film (Mutants and Monsters: Interpreting Fantasy; The Art of Crime; Gender and Identity in Contemporary Literature) or literature, film and art (Modernism; Culture and Counter-Culture; After the Modern: Existentialism and Postmodernism). The Critical Theory modules at levels 4 and 5 are at the heart of the programme, and aim to introduce the range of theoretical prisms through which scholars have viewed the written
As these modules make clear, these ideas and concepts are not merely applicable to literature, but are readily applicable both to documents of all kinds and to relations of power in the real world. Issues of representation, ideology, identity and marginalisation are key aspects of the study of literature, and we aim to foster an understanding of these topics which is relevant to society at large.

Modules are self-contained units of study, but we have ensured that these communicate with each other, building a sense both of continuity and difference between diverse periods, cultures, movements, poets, playwrights, novelists and thinkers. At level 4, Critical Theory I introduces concepts and interpretive strategies that can be applied in all the other modules; themes are shared between Mutants and Monsters: Interpreting Fantasy and Myth and English Literature; approaches to the historical study of English are introduced with different focal points in Sixteenth-Century Literature and Enlightenment Literature; issues of national identity are explored in Reading American Literature, which prepares students for studying American authors on later stages of the programme. At Level 5, Critical Theory II introduces more advanced concepts for literary study drawn from psychoanalysis, deconstruction, Marxism, postcolonialism, gender theory and postmodernism; as at Level 4, these ideas are relevant to all the other modules offered. Black Atlantic Literatures engages with writings from Africa, Europe and America, and gives students the opportunity to enlarge their understanding of postcolonial theories and approaches. Modernism and Nineteenth-Century Realism: Conscience and Context engage with texts which have influenced many of the writers studied on more contemporary modules, while continuing to build students’ understanding of different forms of cultural expression and of cultural history. Transgression and Restoration: Seventeenth-Century Literature and Poetry and Revolution in the British Romantic Period add to students’ sense of the writings of different periods. Theatricality and Madness and The Art of Crime share a concern with the representation of outcast ‘others’; the latter module also introduces Existentialist ideas which are explored in more depth at level 6 in After the Modern: Existentialism and Postmodernism. This module’s concern with formal literary innovation is shared by Modern and Contemporary Poetry. Several options in the final year engage with cultural politics: Riots and Rebels: Studies in Intercultural Drama involves the study of political theatre; Colonialism and Independence examines literary representations of the colonial encounter in relation to various cultures; Culture and Counter-Culture surveys countercultural movements in America and their relation to literature; and issues of identity as represented in recent fictions are explored in Gender and Identity in Contemporary Literature. Students wishing to develop their knowledge of seventeenth- and eighteenth-century literature can choose to study notions of offence and blasphemy in relation to literature from the seventeenth century to the present (Taking and Making Offence: Blasphemy, Obscenity and Censorship from Milton to Rushdie), and the birth of the Gothic and of sensibility in Eighteenth-Century Literature: Terror, Wit and Letters of Love.

In common with other Humanities disciplines at the University of Derby, we place considerable emphasis on helping you to acquire practical research skills. The Critical Theory modules give you a grounding in diverse methodological approaches, while other modules enable you to approach diverse genres, periods and cultures. Literature in Society (PDP) at Level 5 introduces you to the process of planning, researching and writing a conference paper devised by you in collaboration with other students; the English Independent Study (PDP) at Level 6 enables you to create a more substantial piece in the form of a traditional scholarly dissertation. If you take the latter module you will be supervised individually by one of the teaching team, who will be able to provide expert advice, and you will have the opportunity to deepen your knowledge and understanding of those aspects of the subject which particularly interest you. As an alternative to the Independent Study at Level 6, you can choose to undertake an applied project, putting your skills to practical use, by taking Work-Based Learning (PDP). The experience of working on
these modules will equip you with skills of research, project management and organisation which will be attractive to potential employers.

Our approach to teaching and learning is a blend of lectures, seminars, tutorials and workshops. We aim for an inclusive style and for active student participation; lectures are designed to be interactive, with opportunities for questioning and discussion, and seminars on a number of modules across the programme are led by student presentations. All English modules are supplemented by online learning materials, which include module handbooks, copies of lecture and seminar materials, and digitized readings where appropriate. Lecturers are available for tutorials throughout the week, and are contactable by email. We are all researchers in our chosen fields, and this research informs the curriculum; however, the staff who engage in research, and produce publications, also teach the undergraduate modules which they have designed. We prioritise our students and ensure that we are here to discuss your work. The English team aims to create a friendly atmosphere in which you will feel challenged but also supported, and in which enthusiasm for literature and ideas can flourish.

We place emphasis upon developing your verbal communication skills alongside those of writing, research and analysis traditionally associated with the discipline; oral presentations and participation in debates form part of the assessment on a number of our modules. Vocational elements are incorporated into the programme, with the second-year Contemporary Issues in the Creative and Cultural Industries moduleas well as the optional work-based-learning module in the third year; these modules enable you to undertake projects relating to the creative, cultural and heritage industries. Beginning with the Level 4 module Critical Theory 1 (PDP), and continuing at levels 5 and 6 with Literature in Society (PDP) and English Independent Study (PDP) or Work-Based Learning (PDP), we will also emphasise the importance of considering the transferability of the skills and knowledge acquired during your undergraduate career. This said, we also value the study of English for its own sake as something which enriches life and enables greater understanding of the world around us; we appreciate that you will have come to study this course because of a passion for literature, to which our diverse range of modules is designed to appeal. Overall, our aim is that you will be personally enriched and intellectually stimulated by the English programme at Derby, as well as prepared for your career following graduation. We pride ourselves on creating a student-focused and exciting environment in which to learn about the diversity of literatures in English.

PROGRAMME AIMS

BA (Hons) English
The programme aims are consistent with those expected of an undergraduate degree. They also reflect the recommendations of the QAA benchmark statement for English.

The programme is designed to provide an academically rigorous plan of study that will:

1. Engage you in the interpretation and appreciation of a wide variety of literary and non-literary texts, across different periods and genres.

2. Disseminate knowledge of contextual approaches to the production and reception of texts and of a representative range of theoretical approaches within English Studies.

3. Inspire your passion for and intellectual curiosity about literature in a multicultural and global context, thereby stimulating a desire for learning throughout life.

4. Enable you to develop an advanced level of written and spoken language competence.
5 Allow you to develop self-confidence and motivation through student-centred learning, thereby fostering autonomous learning and independent critical thought.

6 Cultivate your knowledge of a range of skills intrinsic to practice in the subject and of value in graduate employment, such as powers of analysis and judgement, the capacity for effective communication and the ability to reflect on own performance.

7 Enable you to think critically about the complex relationship between literary texts and their cultural, historical, political, social and other relevant contexts.

SECTION THREE: PROGRAMME LEARNING OUTCOMES

Learning Outcomes indicate the broad expectations of student achievement at each level. Overall outcomes derive from the various individual module outcomes specified at each stage of study. Therefore, if you successfully demonstrate outcomes within modules you will be deemed to have satisfied the learning outcomes required by the overall programme. The programme’s learning outcomes are consistent with expectations of the outcomes of degree level study, whilst at the same time articulating skills described in the QAA English Subject benchmarks.

The Programme Learning Outcomes are described in terms of:
- Knowledge and Understanding
- Intellectual Skills
- Practical and Subject Specific Skills
- Transferable Skills.

A table mapping these Learning Outcomes against specific modules can be found in the appended BA / JHS English Curriculum Map document.

Knowledge and Understanding
On completion of the programme, you will be able to:

1) Understand and evaluate the complex relationship between text and context.
2) Engage with questions of representation and literary form in a range of texts from different periods and cultures.
3) Demonstrate understanding of complex theoretical approaches and of their relation to each other.
4) Demonstrate a sophisticated understanding of the value, relevance and applicability of genre categories for the study of English.
5) Demonstrate a sophisticated understanding of the politics of culture and of the ways in which these are articulated in literature.
6) Engage with questions of identity and their representation in literature at an advanced level.
7) Demonstrate knowledge of a range of world literatures and of diverse movements and periods.

Intellectual Skills
On completion of the programme, you will be able to:

1) Demonstrate a developed capacity for sustained, deep and detailed interpretive readings.
2) Construct cogent and well-structured arguments, making effective use of secondary sources.
3) Communicate a broad range of critical ideas with clarity, coherence, persuasiveness, and precision.
4) Critically reflect on personal learning, identify problems and respond productively to constructive feedback.
5) Select, evaluate and apply appropriate theories and research methodologies.
6) Demonstrate independent research skills in gathering, processing and evaluating information and ideas from a wide range of different sources.

**Practical and Subject-Specific skills**

On completion of the programme, you will be able to:

1) Present written work in a scholarly fashion, achieving precision in language and in the use of referencing systems.
2) Construct complex arguments drawing on an appropriately challenging and diverse range of resources.
3) Apply sophisticated theoretical materials to a wide range of different literary texts.
4) Demonstrate deep, sustained critical and self-reflective thinking.
5) Demonstrate an awareness of advanced research strategies in English.
6) Communicate complex ideas verbally in an effective manner and engage in debate.

**Transferable Skills**

On completion of the programme, you will be able to:

1) Manage time effectively and work to multiple deadlines.
2) Demonstrate advanced skills of analysis in relation to a range of cultural phenomena.
3) Communicate complex ideas in writing with clarity and persuasiveness.
4) Demonstrate the ability to work independently.
5) Manage, evaluate and reflect upon your own learning.
6) Demonstrate the ability to work with others.
7) Formulate, plan and implement an independent investigation demonstrating appropriate skills of research, argumentation, presentation and scholarly practice.
8) Articulate critical viewpoints verbally in a clear and precise manner, and engage in challenging discussion.

**SECTION FOUR: PROGRAMME STRUCTURE**

**STRUCTURE AND CURRICULUM**

**Level 4**

At level 4 you will take six prescribed modules. You will be introduced to concepts and skills which are essential to the development of an analytical approach to the study of literature; you will thus be able to critically evaluate primary sources from a range of theoretical perspectives. These skills are developed in *Critical Theory I (PDP)*, a module which will encourage you to think differently about the nature of interpretation and of meaning while introducing a range of methodological approaches. The module will also familiarise you with the essential learning and study skills required for success at degree level.

Two modules engage with the literature of particular historical eras: *Early Modern Words,* *Early Modern Worlds: Sixteenth-Century Literature* introduces key writers of the period.
alongside methodologies for studying the literature of the past; Enlightenment Literature engages with the literature and philosophy of a crucial time in the development of Western ideas about science, aesthetics, rationality and the self. Myth and English Literature undertakes a comparative approach in its study of both ancient and modern literatures from a range of genres, while Mutants and Monsters: Interpreting Fantasy introduces interdisciplinary study from perspectives informed by cultural theory. Reading American Literature deals with issues specific to the study of American culture. The first year thus equips you to engage with a range of periods, issues, genres and theoretical approaches.

Level 5

The level 5 modules develop the range of skills and knowledge acquired at level 4, through a more detailed exploration of concepts and the introduction of more sophisticated source material. Literature in Society (PDP) enables you to gain experience in the writing and delivery of a conference paper, helping you also to develop vital skills of research, team-working and verbal communication. With others in your group, you will choose the topic of the paper, in consultation with the teaching team, and the topic will be linked to a central theme. This will provide some additional support and context as you make the transition to more independent learning, preparing you for Level 6.

Alongside Literature in Society (PDP) you will undertake a further four prescribed modules, which are intended to enhance your knowledge of key genres, theoretical approaches and themes. These are: Critical Theory II, Modernism, Nineteenth-Century Realism: Conscience and Context and Contemporary Issues in the Cultural and Creative Industries, where you will have the opportunity to undertake applied study on a project relating to a problem designed by an employer. Alongside the aforementioned modules, you will choose one module from a range of options including: Romantic poetry; the representation of crime in literature and film; and writings associated with the Black Atlantic.

Level 6

At level 6 you are expected to engage with more complex ideas and theoretical models. There is emphasis placed upon guided independent research, particularly in the two 40-credit modules English Independent Study (PDP) and Work-Based Learning (PDP), of which you must choose one. In the Independent Study you will plan, research and write a substantial dissertation on a topic of your choosing; you will be assigned an academic supervisor with expertise in your chosen area. Students choosing to take Work-Based Learning (PDP) instead will undertake a substantial applied project, again in consultation with a supervisor.

Other level 6 modules, from which you will choose four, engage with diverse topics including: literary representations of rebellion (Riots and Rebels); existentialism and the impact of postmodernism (After the Modern: Existentialism and Postmodernism); or the relation between freedom of speech and literary art (Taking and Making Offence: Blasphemy, Obscenity and Censorship from Milton to Rushdie); or the relationship between countercultural movements and literature in American culture (Culture and Counter-Culture). You can also investigate contemporary representations of Shakespeare in the innovative Shakespeare Today or study Modern and Contemporary Poetry. By the end of level 6 you will have built a range of substantial and transferable skills, and will be equipped for a range of careers as well as for postgraduate study.
# Programme Structure Diagram: BA (Hons) English

### Key:

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### Level 4

#### Semester One

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<tr>
<td>Enlightenment Literature</td>
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<tr>
<td>Myth and English Literature</td>
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#### Semester Two

<table>
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<tr>
<td>Reading American Literature</td>
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<tr>
<td>Early Modern Words, Early Modern Worlds: Sixteenth-Century Literature</td>
<td>20</td>
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<tr>
<td>Mutants and Monsters: Interpreting Fantasy</td>
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### Level 5

#### Semester One

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<tr>
<td>Critical Theory II</td>
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<tr>
<td>Nineteenth-Century Realism: Conscience and Context</td>
<td>20</td>
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<td>Contemporary Issues in the Cultural and Creative Industries</td>
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#### Semester Two

<table>
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<td>Modernism</td>
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<td>Literature in Society: The English Conference (PDP)</td>
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<tr>
<td>The Art of Crime</td>
<td>20</td>
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<td>Theatricality and Madness</td>
<td>20</td>
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<tr>
<td>Transgression and Restoration: Seventeenth-Century Literature</td>
<td>20</td>
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<tr>
<td>Black Atlantic Literatures</td>
<td>20</td>
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<tr>
<td>Poetry and Revolution in the British Romantic Period</td>
<td>20</td>
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<tr>
<td>Semester One</td>
<td>Semester Two</td>
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| **English Independent Study (PDP) (40 credits)**  
**or**  
**Work-Based Learning (PDP) (40 credits)** | |
| After the Modern: Existentialism and Postmodernism (20 credits) | Riots and Rebels: Studies in Intercultural Drama (20 credits) |
| Colonialism and Independence (20 credits) | Taking and Making Offence: Blasphemy, Obscenity and Censorship from Milton to Rushdie (20 credits) |
| Culture and Counter-Culture (20 credits) | Modern and Contemporary Poetry (20 credits) |
| Shakespeare Today (20 credits) | Eighteenth-Century Literature: Terror, Wit and Letters of Love (20 credits) |
| Gender and Identity in Contemporary Literature (20 credits) | |
PERSONAL DEVELOPMENT PLANNING (PDP)

Our arrangements for PDP are designed to ensure that you are continually reviewing your progress, both in terms of academic and transferable skills. Our approach is informed by the recommendations of the QAA and the good practice promoted by the Higher Education Academy (HEA). It is also informed by the University's own policies on PDP.

You will be asked to create a PDP file, which will effectively be a portfolio of your activities whilst at university. This PDP file will, of course, include the outcomes of your work, including feedback from tutors and your own critical reflection on your progress. It might include assessment of any experiences you have gained from involvement with student societies and clubs, from participation in voluntary projects, or from paid employment. You can include work-in-progress, such as plans for assignments and notes on meetings with your tutors. It is also a good idea to include evidence of any seminar preparation undertaken and to demonstrate awareness of your capacity for both independent and collaborative work. Review of the academic content of your PDP file should help you identify strengths and weaknesses, allowing you to address the latter through our Study Skills sessions, as well as through guidance from your tutors. Our aim is to ensure that you are constantly reviewing your experiences and your developing expertise, and that you are able to articulate your skills and capabilities to potential employers.

Successful completion of our degree programme will open up a vast range of graduate employment opportunities. However, for most professional careers, the degree alone will not be sufficient. You will be competing against other graduates who may well have acquired relevant expertise through work placements, training schemes and voluntary programmes. It is therefore important that we ensure that you gain requisite experience and skills as you progress through the degree, in order to maximise your employability.

Throughout the course, you will have PDP interviews with your PDP Tutor, with whom you will explore career aspirations and review your PDP file; your tutor will advise you on the development of your transferable skills. Early in your university career, your tutor will encourage you to complete an initial skills test, the results of which will form the basis of your PDP file. In particular, alongside consideration of your career aspirations, it should help you to draw up a set of priorities and an action plan. This file should also contain a copy of your CVs – each one geared to particular fields of employment or further courses of study.

You will see that academic and transferable skills are incorporated into the learning outcomes strategy for the degree programme. They will be reflected in all modules. In addition, each level of the degree programme has an identifiable “PDP module”, in which the skills and practices associated with PDP and employability are more consciously flagged. As you complete a module, you should be able to review the outcomes that you have achieved and build them into a summary of your skills in the PDP file. Some modules will particularly enhance and highlight the development of independent thought and self-directed learning – for example, Critical Theory I (PDP) at Level 4, Literature in Society Literature in Society(PDP) at Level 5 and the English Independent Study (PDP). Other modules also offer the opportunity to develop your employability, such as Contemporary Issues in the Cultural and Creative Industries at Level 5; at Level 6, you have the opportunity to undertake a longer work-based learning project in place of an independent study. Furthermore, certain modules at each level require you to evaluate your engagement with class discussion and debate. Altogether, the academic and transferable skills embedded within our modules will foster self-reliance, develop your powers of critical evaluation and highlight your ability to be innovative and creative.

PDP and Employability sessions, linked to modules, provide us with an opportunity to highlight the range of career options available to our graduates. We will invite local employers to speak and also involve former students, who are able to give the benefits of
their experience of the transition from undergraduate study to graduate employment. Some of the careers discussed will involve the continued use of your knowledge of literature, such as teaching and literary journalism. Others will involve the use of transferable skills gained during your studies; we will also advise on postgraduate study.

Throughout your time at Derby, and for some time after you graduate, the Careers and Employment Service will also be able to help you in terms of career planning and self-reflection, as well as offering a range of resources for you to access. It is an excellent resource for researching the various employment opportunities that will be open to you as a graduate, and it is never too early in your university career to visit the Service. The staff of the Service can help you with short, medium and long term employment needs, but will also help you to reflect on your ambitions and aims. They can help you access volunteering opportunities and internships through which you can gain valuable experience and skills. You can also take this further through the Employer Mentoring Scheme, which enables you to network and benefit from the experience of employers.

SECTION FIVE: PROGRAMME DELIVERY

LEARNING, TEACHING AND ASSESSMENT

The programme team are committed to variety, diversity, rigour and innovation in teaching, learning and assessment strategies. The programme has developed a learning and teaching strategy that fully accords with the strategic aims laid down in the University’s Learning, Teaching and Assessment Strategy. This means we have a student-centred approach, which seeks to facilitate learning and to develop your academic and transferable skills. The main aim in teaching and learning on the English programme is to enable you to become an independent learner.

There are skills-focused modules at levels 4, 5 and 6 which are designed to ensure that you have the necessary subject-specific skills to successfully complete your studies. The level 4 module, Critical Theory I (PDP), provides guidance on reading, note taking, assignment writing and time management skills. Literature in Society (PDP), Contemporary Issues in the Cultural and Creative Industries (level 5), English Independent Study (PDP) and Work-Based Learning (PDP) (level 6) develop research skills and the ability to work independently. The English programme also develops verbal and written communications skills and the ability to understand, analyse and summarise various types of writing. Group presentations and assessed seminar participation on a variety of modules at all levels enable you to demonstrate your team-working skills; Literature in Society (PDP) involves as its major form of assessment the delivery of a paper at a public conference. These are all valuable transferable skills, reflecting the extent to which our programme has been designed not only to provide a rigorous and demanding academic experience, but also to enhance your employability.

Staff will use a variety of methods to facilitate your learning. These will include lectures, seminars, workshops and tutorials. On some modules, seminars will be led by student presentations leading to debate. There may also be some opportunities to participate in field trips. Tutorial systems are in place to support a greater shift from teaching to learning, particularly as you develop your own research programmes on the project, dissertation and work-based learning modules.
We have a blended learning strategy. This means that, in addition to face-to-face teaching, all English modules will have support on UDO (the University of Derby Online). Course Resources (Blackboard), a virtual learning environment, provides facilities for your tutors to upload lecture notes, create links to useful electronic resources and to issue class announcements. Copies of module handbooks and other essential information will be available on Course Resources. You can also use Course Resources to participate in discussion groups and share files with fellow students on group assignments. The innovative level 6 module Shakespeare Today enables you to engage more fully with the possibilities created by Technology-Enhanced Learning, and to engage with such online phenomena as Second Life. Throughout your time with us, email facilities allow you to conduct virtual tutorials with your tutors. The latter can be especially useful in vacation periods, particularly when you are working on your Independent Study.

Teaching is underpinned by active research and scholarship. Your tutors continue to develop their expertise through research, leading to conference papers and the publication of books and articles. Quality of teaching is also ensured by appropriate internal/external moderation. All of your tutors are periodically reviewed by another member of teaching staff, under our arrangements for Observation, Monitoring and Support of Teaching (OMST). Staff also seek to share good teaching practice via programme and school meetings. Teaching standards are also monitored by the programme committee and liaison with School Quality Committee and the College Lead in Quality Enhancement.

Consultation with the student support service ensures that systems for the early notification of disabilities are fully utilised, so that appropriate account can be taken, from the outset, of particular learning needs. This includes ensuring that classroom facilities take into account any possible disabilities that you may have; checking that there is good disabled access to teaching and learning areas; and providing learning materials in an accessible format. The team ensures that class discussions are managed so that students with hearing or sight impairments are not disadvantaged. All rooms used for teaching have adequate disabled access, as do the on-campus learning facilities used by students.

**Assessment**

All modules run by the core programme team are assessed entirely by coursework. Assessment weightings ensure that account is taken of a breadth of written and oral skills; in line with the QAA benchmarking recommendations for English, you will engage with “a variety of assessment forms” (QAA 2007) which test your knowledge and skills in a diverse ways. Alongside the traditional academic essay, therefore, the English programme also employs a combination of other assessment methods, including oral presentations and self-monitoring of seminar participation, on-line learning tasks, extended projects, work-based assignments and assignments whose nature and scope is negotiated with tutors. All modules are linked to clear learning outcomes, in line with national recommendations. As a result, you should be able to clearly chart your acquisition of subject-specific knowledge, as well as your development of a range of academic and transferable skills. In order to help you to develop these skills, each module includes a formative (non-assessed) task that will act as preparation for the main assessments: these include essay plans, online tests, bibliographies and participation in class debates.

Detailed information on assessments for each module is contained in the relevant module handbooks and is also available on UDO. Submission dates for coursework will be communicated to you at the commencement of each semester. Coursework will be returned to you with detailed feedback. You are also encouraged to make tutorial appointments, so that you can discuss your assignments in the preparation stage and receive additional feedback on marks. Quality of marking is assured by internal and external moderation.
This programme operates within the University’s Regulatory Framework and conforms to its regulations on assessment with the exception that, for the Foundation Year of studies, all modules contributing to the 120 credits of study must be passed to proceed onto Level 4.

SECTION SIX: ADMISSIONS

ENTRY CRITERIA
Our requirements can be found at the following link:
http://www.derby.ac.uk/courses/english-ba-hons/

International Students
Applications from European and international students are welcomed. To begin the course with us, you will need to have qualifications and experience that are at the same level as we would expect from a UK student applying for the same course. You will also require adequate English language skills.

If English is not your first language, we usually expect you to have at least one of these qualifications:

- IELTS 6.5
- TOEFL 580 paper-based (92 internet-based or 237 computer-based).
- Cambridge Advanced Certificate pass.
- International GCE O-Level English Language grade C.
- International GCSE English/English as a Second Language grade C.
- AES Proficiency pass.

These are the basic English levels that you will need. It is possible that you will have to pass a written test, prior to being offered a place, in order to assess your language skills. Good English skills, both in written and verbal communication, are essential for the study of English. If you require any further information, you can contact our International Office.

Students with Additional Needs
We welcome applications from students with disabilities. If you have any special support needs to do with mobility, sight or hearing problems, please apply as early as you can so we can make arrangements before you start the course. A visit to the University can be arranged for you to assess the facilities, accommodation, and the campus environments and you can also talk over your requirements with a Student Adviser.

Once you have been accepted onto a course at the University we will work with you to arrange a Student Support Plan. We will be happy to assist you through the process of applying for the Disabled Students’ Allowance. If you require a study needs assessment we are able to provide this facility, as we are an Access Centre. If you think you could be or know you are dyslexic, we can provide further information on Dyslexia Support.

Whilst we respect your independence, we also recognise that embarking on a degree course involves many different challenges. For this reason, the Support and Advisory Service will gladly liaise on your behalf in organising any of the support arrangements that have been identified.

HELP University College Progression Agreement
The University of Derby has signed a progression agreement with HELP University College, Kuala Lumpur. The related entry requirement for English at the University of Derby is a HELP University College Foundation Programme in Arts with an aggregate of 60% or above. The standard requirement of an IELTS score of 7 applies.

Application Process
For full time study you usually need to apply online through UCAS - the Universities and Colleges Admissions Service.

Advanced Entry
Both advanced entry to the second stage of the programme (Level 5) and accreditation of prior learning (APL) for individual modules at Levels 4 and 5 will be considered. Applications for advanced entry to stage three of the programme (Level 6) will be considered if you have successfully completed a relevant programme but this will be subject to an interview. Applications for accreditation of prior learning will be considered through the university’s formal APL procedures.

SECTION SEVEN: STUDENT SUPPORT AND GUIDANCE

Programme Support

Tutor Support
Your first points of contact for support will normally be your module tutors. If you have any difficulties or concerns regarding your studies, please see the appropriate module leader. Module leaders are listed near the beginning of this handbook. The staff who teach you will be happy to discuss issues arising from lectures, to give advice on seminar preparation and to discuss plans for assignments. After marked work has been returned to you, it is also a good idea to seek additional verbal feedback on your performance.

If your module tutor cannot help, or if your concerns are wider, you can see your year tutor. Year tutors at each level of the programme provide academic and personal support. They will also guide you through our arrangements for Personal Development Planning (PDP). Your year tutor will be assigned to you in the first semester of your studies, and will remain your personal tutor throughout the course of your degree.

You can see your module tutors immediately after each class, without prior arrangement, in order to deal with brief queries. For longer tutorials, or if you wish to see your year tutor or the programme leader, it is best to make an appointment. Appointments sheets are available on the staff noticeboards adjacent to their offices. Alternatively, you can book an appointment via email. Of course, some problems may arise unexpectedly and there may not be time to make an appointment. In order to ensure that there is support for urgent matters, at least one tutor is available every day of the week.

Study Skills
Study skills relating to academic writing are taught from Level 4 onwards. Critical Theory I (PDP) introduces skills of note-taking, critical analysis and academic writing; here plagiarism is defined and the use of footnotes and the construction of accurate bibliographies are explained. At each stage, you will learn higher level learning skills, gaining confidence in their use.

Alongside the skills gained in the modules themselves, the team also operate a series of supplementary study skills events throughout the academic year. Such events place significant emphasis on developing your research skills. During induction, in your first year,
the subject librarian will operate tours of the Learning Centre. In the second year, more specialist tours are available for groups of students undertaking projects in similar areas. In the final year, you will be able to consult the librarian on an individual basis, to discuss resources for your Independent Study.

Ethics
All students are required to comply with research governance and ethics principles whilst undertaking their programme of study. This is of particular importance when conducting research involving other people e.g. for module assessments or Independent Studies. Information on these principles can be found on the University web site at www.derby.ac.uk/research/ethics

Intellectual Property Rights
You are the owner of all work produced by you for assessment purposes. All work will be returned to you following the conclusion of the assessment process, although we may sometimes require a copy of your work to be held in our archives, for the purposes of external moderation/subject review. The University also reserves the right to recall your work if plagiarism is suspected. We are proud of the quality of student work and may sometimes wish to use examples in our promotional literature. We will always seek your permission before using your work and the copyright will remain yours unless otherwise negotiated. If you have any concerns about intellectual property rights, you should speak to the Programme Leader.

College Support
Each College has a Student Liaison Officer who can provide information about how the University works and can help you to find the most appropriate source of specialist advice.

University Support
The University offers a range of advisory services providing support to students. Most services are accessible on a drop-in basis and also offer appointments if you would like to discuss personal or academic related matters in more detail. Please familiarise yourself with the services and if you are experiencing any difficulties make sure that you speak to someone about it.

SECTION EIGHT: POST PROGRAMME OPPORTUNITIES

A bachelor’s degree in English is versatile and it opens up a wide range of career opportunities for you. English graduates from Derby have very successfully gone on to study for post-graduate qualifications. For those not seeking higher degrees at Masters and Doctoral levels, there is a strong history of progression to the teaching profession through PGCE awards for Primary, Secondary and Tertiary education. In addition, graduates of English have found work in the civil service, local government, the media, libraries and archives, advertising and the creative industries. In an article published in the Guardian (4th September 2010), Margaret Holbrough – a representative of the Graduate Prospects organization – observed that “English graduates have a range of options, ranging from advertising and marketing, journalism and publishing, press and PR to media and broadcasting”. A report for the Higher Education Academy’s English Subject Centre, published in 2003 (Brennan Williams & Blaskó, ‘The English Degree and Graduate Careers’), found that the skills most sought by employers in Humanities graduates include those of teamwork, project management, verbal presentation, analysis and time management. Our teaching, learning and assessment strategy – with its mixture of
coursework essays, verbal presentations, group exercises, conference papers and larger research projects – is designed to help you to acquire these valuable skills.

SECTION NINE: EMPLOYER LINKS

The Work-Based Learning modules, which enable you to undertake study relating to employment, benefit from the employer links developed across the whole School of Humanities; these include diverse local media organisations; the Derby QUAD arts centre; the Derby Theatre, which is owned by the University; and the Derby Records Office, among other local heritage organisations. Furthermore, several modules make use of our close links with the 1623 Theatre Company.

As a student on our undergraduate programmes, you will benefit from the fact that we have combined the appeal of a traditional and highly regarded academic discipline with an awareness of the need to produce graduates who are articulate, confident and adaptable, and thus able to make successful careers in an increasingly changing and competitive employment market. Your employability will be greatly enhanced by our PDP strategy and by the opportunities for applied and work-based learning which we offer.
## Appendix 1: Curriculum Map: BA (Hons) English / Joint Honours English

The tables below set out which modules allow you the opportunity to fulfil the Programme Learning Outcomes (which are described in the relevant Programme Specification document for either BA (Hons) English or JHS English)

### Knowledge and Understanding

All Single Honours students will complete learning outcomes 1-7

<table>
<thead>
<tr>
<th>Programme Outcome</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
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<td>This learning outcome can be achieved by studying any level 5 English module.</td>
<td>This learning outcome can be achieved by studying any level 6 English module.</td>
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</table>
| Learning Outcome 2 | This learning outcome can be achieved through studying:  
  - Critical Theory I (PDP)  
  - Early Modern Words, Early Modern Worlds: Sixteenth Century Literature  
  - Enlightenment Literature  
  - Reading American Literature | This learning outcome can be achieved through studying:  
  - The Art of Crime  
  - Black Atlantic Literatures  
  - Critical Theory II  
  - Modernism  
  - Nineteenth-Century Realism: Conscience and Context  
  - Poetry and Revolution in the British Romantic Period  
  - Theatricality and Madness  
  - Transgression and Restoration: Seventeenth-Century Literature | This learning outcome can be achieved through studying:  
  - After the Modern: Existentialism and Postmodernism  
  - Taking and Making Offence: Blasphemy, Obscenity and Censorship from Milton to Rushdie  
  - Eighteenth-Century Literature: Terror, Wit and Letters of Love  
  - Gender and Identity in Contemporary Literature  
  - Modern and Contemporary Poetry  
  - Riots and Rebels: Studies in Intercultural Drama  
  - Shakespeare Today |
| Learning Outcome 3 | This learning outcome can be achieved through studying:  
  - Critical Theory I (PDP) | This learning outcome can be achieved through studying:  
  - Critical Theory II | This learning outcome can be achieved by studying:  
  - After the Modern: |
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<td>Mutants and Monsters: Interpreting Fantasy</td>
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<td>Existentialism and Postmodernism</td>
<td>Gender and Identity in Contemporary Literature</td>
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<td>Reading American Literature</td>
<td>Eighteenth-Century Literature: Terror, Wit and Letters of Love</td>
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<td>The Art of Crime</td>
<td>Black Atlantic Literatures</td>
<td>Modern and Contemporary Poetry</td>
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<td>Black Atlantic Literatures</td>
<td>Critical Theory II</td>
<td>Riots and Rebels: Studies in Intercultural Drama</td>
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<td>- Mutants and Monsters: Interpreting Fantasy</td>
<td>- Critical Theory II</td>
<td>- Colonialism and Independence</td>
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<td>- Poetry and Revolution in the British Romantic Period</td>
<td>- Culture and Counter-Culture</td>
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<td>- Theatricality and Madness</td>
<td>- Taking and Making Offence: Blasphemy, Obscenity and Censorship from Milton to Rushdie</td>
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<td>- Gender and Identity in Contemporary Literature</td>
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<td>- Riots and Rebels: Studies in Intercultural Drama</td>
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<td>This learning outcome can be achieved by at studying at least two of the following:</td>
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<td>- Enlightenment Literature</td>
<td>- Modernism</td>
<td>- Colonialism and Independence</td>
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<tr>
<td>- Reading American Literature</td>
<td>- Nineteenth-Century Realism: Conscience and Context</td>
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<td>- Poetry and Revolution in the British Romantic Period</td>
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<td>- Transgression and Restoration: Seventeenth-Century Literature</td>
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<td>- Riots and Rebels: Studies in Intercultural Drama</td>
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Intellectual Skills

All Single Honours students will complete learning outcomes 1-6

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<th>Level 6</th>
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  - Enlightenment Literature  
  - Mutants and Monsters: Interpreting Fantasy | This learning outcome can be achieved by studying:  
  - Literature in Society (PDP)  
  - Modernism  
  - Nineteenth-Century Realism: Conscience and Context  
  - Contemporary Issues in the Cultural and Creative Industries | This learning outcome can be achieved by studying:  
  - English Independent Study (PDP)  
  - After the Modern: Existentialism and Postmodernism  
  - Taking and Making Offence: Blasphemy, Obscenity and Censorship from Milton to Rushdie  
  - Gender and Identity in Contemporary Literature  
  - Modern and Contemporary Poetry  
  - Work-Based Learning (PDP) |
| Learning Outcome 5 | This learning outcome can be achieved by studying:  
  - Critical Theory I (PDP) | This learning outcome can be achieved by studying:  
  - Literature in Society (PDP) | This learning outcome can be achieved by studying:  
  - English Independent Study |
| Learning Outcome 6 | Mutants and Monsters: Interpreting Fantasy | Critical Theory II  
|                   |                                    | The Art of Crime  
|                   |                                    | Transgression and Restoration: Seventeenth-Century Literature  
| Learning Outcome 6 | This learning outcome can be achieved by studying:  
|                   | Literature in Society (PDP)          | This learning outcome can be achieved by studying:  
|                   | English Independent Study (PDP)      | Work-Based Learning (PDP)  

**Practical and Subject-Specific Skills**

All Single Honours students will complete learning outcomes 1-6

<table>
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|                   | Mutants and Monsters: Interpreting Fantasy  
|                   | Critical Theory II  
|                   | The Art of Crime  
|                   | Black Atlantic Literatures  
|                   | Transgression and Restoration: Seventeenth-Century Literature  
|                   | This learning outcome can be achieved by studying:  
|                   | After the Modern: Existentialism and Postmodernism  
|                   | Colonialism and Independence  
|                   | Taking and Making Offence: Blasphemy, Obscenity and Censorship from Milton to Rushdie  
|                   | Gender and Identity in Contemporary Literature  

Status: Approved  
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25/04/2017
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<td>• Myth and English Literature</td>
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<td>• Riots and Rebels: Studies in Intercultural Drama</td>
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## Transferable Skills

All Single Honours students will complete learning outcomes 1-8

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- Critical Theory I (PDP)  
- Enlightenment Literature  
- Mutants and Monsters: Interpreting Fantasy  
Contemporary Issues in the Cultural and Creative Industries | This learning outcome can be achieved by studying:  
- Literature in Society (PDP)  
- Modernism  
- Nineteenth-Century Realism: Conscience and Context  
- Modern and Contemporary Poetry  
- Work-Based Learning (PDP) | This learning outcome can be achieved by studying:  
- English Independent Study (PDP)  
- After the Modern: Existentialism and Postmodernism  
- Taking and Making Offence: Blasphemy, Obscenity and Censorship from Milton to Rushdie  
- Gender and Identity in Contemporary Literature  
- Modern and Contemporary Poetry  
- Work-Based Learning (PDP) |
| Learning Outcome 6 | This learning outcome is assessed on:  
- Enlightenment Literature  
- Mutants and Monsters:  
- Modernism  
- Nineteenth-Century | This learning outcome is assessed on:  
- Modernism  
- Nineteenth-Century | This learning outcome is assessed on:  
- After the Modern: Existentialism and Postmodernism |
|                      | Interpreting Fantasy | Realism: Conscience and Context | Taking and Making Offence: Blasphemy, Obscenity and Censorship from Milton to Rushdie  
|                      |                      |                                | Gender and Identity in Contemporary Literature  
|                      |                      |                                | Modern and Contemporary Poetry  
| Learning Outcome 7   | This learning outcome can be achieved by studying: | This learning outcome can be achieved by studying: | This learning outcome can be achieved by studying:  
|                      | • Literature in Society (PDP) | • English Independent Study (PDP) | • After the Modern: Existentialism and Postmodernism  
| Learning Outcome 8   | This learning outcome can be achieved by studying: | This learning outcome can be achieved by studying: | This learning outcome can be achieved by studying:  
|                      | • Enlightenment Literature  
|                      | • Mutants and Monsters: Interpreting Fantasy | • Modernism  
|                      |                      | • Nineteenth-Century Realism: Conscience and Context  
|                      |                      | • Literature in Society (PDP)  
|                      |                      | • Taking and Making Offence: Blasphemy, Obscenity and Censorship from Milton to Rushdie  
|                      |                      | • Gender and Identity in Contemporary Literature  
|                      |                      | • Modern and Contemporary Poetry  
|                      |                      | • Riots and Rebels: Studies in Intercultural Drama  

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Foundation Year Overview
This foundation year provides an alternative route into higher education for those students who need additional study skills and knowledge to enable them to successfully complete an honours degree. Alternatively, you may have specialised within a certain subject area and are now looking to change the direction of your studies.

The Foundation Year is the first year of a four year programme, and requires you to complete 120 credits of study, this may be by a mixture of Level 2 and Level 3 modules or by Level 3 only modules depending on the qualifications that you already have. If you do not have GCSE English and/or GCSE Mathematics will have to take the English and Mathematics modules at Level 2. All students will be required to take a study skills module and the remainder of your 120 credits will be made up of subjects that have been carefully chosen to ensure that you possess the right skills and knowledge to progress onto the next level. You must pass all modules to be able to proceed to the next level, as failure to do so will mean that you will have to leave the programme.

Aims of the Foundation Year
The Foundation Year aims to:-
1. Provide an access route into higher education for students who do not currently have sufficient academic underpinning or appropriate subject knowledge to successfully complete a programme of undergraduate study
2. Develop skills to enable successful progression to HE and lifelong learning
3. Develop relevant subject specific knowledge to enable progression within a chosen programme of study
4. Provide a positive and nurturing learning environment
5. Enhance confidence, independence and the ability to function co-operatively with others and develop personal and professional skills

Foundation Year Learning Outcomes
You will be expected to achieve the following learning outcomes during your Foundation Year, in subsequent years you will also have to achieve those Learning Outcomes as presented in the main Programme Specification.

Upon successful completion of the Foundation you will be able to:-
Knowledge and understanding
1. Demonstrate competency in the use of English grammar, spelling and punctuation to a minimum of Level 2 standard
2. Have acquired subject specific terminology and expertise in your chosen subject area(s) and be able to demonstrate competence in the application of subject relevant theories
3. Possess the numerical skills and methods needed for progression on to your chosen degree programme
4. Have acquired and demonstrated Study Skills which enable you to operate as independent learners and to reflect and evaluate outcomes

Intellectual skills
5. Demonstrate skills of academic discussion in both written and oral formats
6. Be able to develop and express ideas appropriate to your chosen undergraduate programme
7. Analyse information and make reasoned judgements
8. Apply skills and knowledge to a range of tasks and contexts
9. Demonstrate the cognitive ability and skills needed for the next level of study of your chosen undergraduate programme

Subject specific skills
10. Have demonstrated understanding and knowledge of specific subjects appropriate for successful progression on to your chosen undergraduate programme

11. Have relevant mathematical and/or practical skills for further study

Transferable skills

12. Understand the nature of independent learning and take responsibility for the quality and quantity of own work

13. Demonstrate the ability to access and utilise a variety of information sources for research purposes

14. Reflect on and evaluate your own progress and develop effective strategies to enhance achievement

Structure and Curriculum

You are required to study and pass 120 credits worth of modules in the Foundation Year. Each single module is worth 20 credits and equates to roughly 200 hours of study. The Foundation Year aligns with Level 3, of the Regulated Qualifications Framework in that it is sub-degree level, but successful completion of the Foundation Year will prepare you for undergraduate degree level study.

If you do not have English Language and/or Mathematics at Level 2 (e.g. GCSE level) you will have to take Level 2 modules, as appropriate. All students will study core skills and the remainder of your 120 credits will be made up of subject specific modules relevant to the programme that you have enrolled on.

You will study one of the following three routes depending on your English Language and Mathematics qualifications.

Route 1 is for students who have neither English Language nor Mathematics at Level 2.

Route 2 is for students who have either English Language or Mathematics at Level 2.

Route 3 is for students who have both English Language and Mathematics at Level 2.
Foundation Year Structure Diagram

**Route 1**
Study **TWO** L2 modules

- Study Skills (LHSS)
- History
- Literature (LHSS)
- American Studies
- L2 English
- L2 Mathematics

**Route 2**
Study **ONE** L2 module

- Study Skills (LHSS)
- History
- Literature (LHSS)
- American Studies
- L2 English
- Philosophy (LHSS)

**Route 3**
NO L2 modules

- Study Skills (LHSS)
- History
- Literature (LHSS)
- American Studies
- L2 Mathematics
- Political Studies

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Transfer to other programmes
The Foundation Year is the first stage of a four or five year (with placement) programme. If you wish to transfer to another programme of study this may be possible, but you would need to discuss this with the programme leader for the programme that you wish to move onto to ensure that the modules you are studying are suitable for the new programme of study. The earlier you raise the desire to change programmes with your Programme Leader or Personal Tutor, the more likely it is that we will be able to accommodate it but this cannot be guaranteed.

Assessment
The assessment on the Foundation Year will be course work based with no end of year examinations. Assessment methods are varied and include essays, portfolios, presentations, research activities, short answer questions and posters. Some take place in the classroom under timed constrained conditions. The majority of written assignments are submitted on-line. This is in line with standard undergraduate assessment procedure.

All subject tutors produce module handbooks which contain the course outline and assignment dates as well as additional subject information.

Throughout the programme emphasis is placed on assignments being submitted on time so time management is very important. It is also absolutely essential that the work you submit is your own. Work is normally returned to you within three weeks of submission with written feedback focussing on how to improve together with a final grade. Grading is on a percentage scale as used for undergraduate marking. Each module has a final grade made up of the grades achieved on the assignments for that module. The Foundation Year, as a whole, is only graded as pass/fail and you must achieve a pass in all modules that make up the 120 credits to progress to the next level of study. If you do not pass all of the modules that make up your 120 credits you will have to leave the programme.
### Mapping of Foundation Year Outcomes to Modules studied

<table>
<thead>
<tr>
<th>Module</th>
<th>Knowledge and Understanding</th>
<th>Intellectual Skills</th>
<th>Subject Specific skills</th>
<th>Transferable skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (L2) 2MO001</td>
<td>X X</td>
<td>X X X X X</td>
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<tr>
<td>History</td>
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<td>Law</td>
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<tr>
<td>Literature (LHSS)</td>
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<td>X X</td>
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<tr>
<td>Philosophy (LHSS)</td>
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<td>Political Studies</td>
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<tr>
<td>Sociology (LHSS)</td>
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<td>X X</td>
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<tr>
<td>Study Skills (LHSS)</td>
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<td>X X</td>
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</table>