

Programme Specification

Definitive Document

1. Basic Information

1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University
1.3 Locus of Delivery:	Plymouth Marjon University
1.4 Final Award Title:	BA (Hons)
1.5 FHEQ Level:	6
1.6 Programme Title:	English
1.7 Mode and Duration of Study:	Full Time – 3 years Part Time – 6 years
1.8 School:	Arts, Humanities and Social Sciences International students will be expected to meet the English language requirements of 100319
1.9 HECoS Code:	100319
1.10 Collaborative Provision Arrangement:	N/A
1.11 UCAS Code(s):	Q8W3
1.12 Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent.
1.13 Accrediting Professional Body/PSRB	N/A
1.14 QAA Subject Benchmarking Group(s):	English (September 2023)
1.15 Other External Points of Reference:	FHEQ University English (from September 2019)
1.16 Language of Study (for learning, teaching and assessment):	English
1.17 Work-Based Learning Arrangements:	Opportunities in Year 2 on JAMD04
1.18 Foundation Degree Progression Routes:	N/A
1.19 Arrangements for Distance Learning:	N/A
1.20 Original Date of Production:	January 2019
1.21 Date of Commencement:	September 2019
1.22 Review Date:	By August 2025

2. Programme Outline

The BA (Hons) English programme provides students with a challenging and engaging experience studying English literature, as well as some elements of English language. Taking a thematic approach through the programme, students engage in analytical exploration of

different text types and genres. In each year, students study prose, poetry and plays, but there is considerable variety within these types, thus allowing students to develop the broadest understanding of English literature. Progressively, students build on their knowledge and understanding year by year through modules that forge links and connections in the learning experience.

In line with the University's growth plan, students develop skillsets, values and attitudes that build their aspirations and potential. Over the course of the programme, therefore, students will develop a wide variety of skills, in addition to the subject-related content, which enable them to become adept communicators and proficient users of digital technologies. With opportunities for students to co-construct and shape the learning in collaboration with staff, the programme provides a great opportunity to become highly participative and engaged members of the community. The learning is enhanced through professional experience in Year 2 and with independent research towards an honours project in Year 3.

2.1 Integrating Sustainability into the Curriculum

Although sustainability and sustainable development have various interpretations and definitions, probably the most widely known definition of sustainable development is that from the United Nations Brundtland Report (1987) which defined sustainable development as *'development that meets the needs of the present without compromising the ability of future generations to meet their own needs.'*¹

Education for sustainable development is the process of equipping students with the knowledge, understanding, skills, and attributes that safeguards environmental, social and economic well-being for both the present and for future generations. It includes:

- global citizenship
- environmental stewardship
- social justice, ethics, and wellbeing
- the consequences of actions / future thinking

Activities on the English programme enable students to develop the knowledge, understanding, skills and attributes that are integral to this broader, more holistic learning. Among others, these activities would include (but are not limited to) simulations to explore perspectives, experiential projects and problem-based learning. Several of our learning outcomes reflect the importance that we ascribe to education for sustainable development, notably 4, 9, 14 and 20 (see section 10), and these modules reflecting this focus:

In Year 2:

- ECRD56 Diversity in English
- ECRD54 Research 2: Curious and Creative
- ECRD55 Learn to Earn – Placement and Proactivity

In Year 3:

- ECRHP1 Honours Project – The Finished Project
- ECRH51 Discord, Disasters and Dreams
- ECRH52 Enduring Classics

3. Distinctive Features

The following are distinctive features of this programme:

1. It takes a broad and progressive approach to learning about literature in which students can help determine the curriculum content, selecting texts to read and share. Whilst guided by the expertise of tutors, who can ensure focus on learning outcomes, students will be proactive in uniquely co-constructing their learning, selecting study areas that are bespoke and relevant to them. The teaching, learning

and content within modules consistently reflect this approach, with students increasingly taking ownership of their learning as they progress through the programme.

2. It aims to integrate a wide range of experiences into a cohesive whole, so that students develop their love and understanding of literature, whilst also enhancing their soft, transferable skills. Learning and assessment is designed to promote understanding and skill development, and the range of experiences (group discussions, field trips to literary events, work placements, debates and presentations) will impact significantly on the way that students participate in, and benefit from, their learning. Learning in this organic way will enable students to benefit from a wide range of experiences and contexts, thus fostering a sense of independence in learning and a commitment to further self-development.
3. It follows distinctive threads through the three years of study so that students can build on knowledge and understanding in a transparent and meaningful way. This cohesion will help deepen learning and provide students with a clear and coherent trajectory through the duration of the programme. One of the major threads is critical in developing students' skills for learning and for the professional world. These skills are developed and enhanced on a year-by-year basis and are grounded in notions of reflective practice, workplace readiness and effective communication. (Further detail on learning 'threads' is provided in Section 10.)

4. Programme Aims

The BA (Hons) English programme aims to provide an academically challenging and intellectually rigorous course of learning that helps students develop the skills and competencies required to gain satisfying employment in a professional context. In tandem with this, the programme aims to instil a lifelong love of learning, a curiosity about English as a subject and an attitude of resilience and determination in the fields of both academic study and professional employment. Drawing on the 'Defining Principles' of English (QAA, 2015), and the Marjon Growth Plan, the programme aims specifically to:

- Inspire enthusiasm for English and an appreciation of the wide-ranging contextual factors that influence its development
- Provide an intellectually challenging experience of learning and studying through an organic, personalised programme
- Promote the understanding of linguistic creativity and aesthetic features of literary and non-literary texts, including cutting edge digital texts
- Enable students to develop competency in drawing on expressive resources of language and form
- Involve students in reflecting critically upon the acts of reading and writing and on the history of textual production and reception
- Engage students in a wide and varied reading diet through a broad and diverse, co-constructed curriculum
- Ensure that students are prepared for either further study of English or related subjects, or for employment
- Develop key soft skills, including teamwork, resilience, empathy, listening, inclusivity and critical sensitivity to diverse contexts
- Instil a range of subject-specific skills of value in graduate employment, including high-order critical, analytic and research skills, digital literacy and advanced competence in oral and written communication
- Cultivate a confident disposition towards reflection, including self-reflection, that

enhances engagement and autonomy

5. Programme Learning Outcomes

Drawing on the QAA (2015) Subject Benchmark Statement for English (Section 3), the programme learning outcomes for the BA (Hons) English programme are:

Knowledge & understanding:

By the end of this programme students should be able to demonstrate:

1. A sound and critical understanding of literary theory, in particular its purpose and relevance in the exploration and critical analysis of text
2. Robust and detailed knowledge of a wide variety of authors, genres, text types, linguistic and stylistic features of texts, as well as contextual and conceptual knowledge drawn from historical, social, cultural and political studies
3. Enhanced knowledge of literature and language from different periods and different cultural contexts, including varieties of English
4. An enhanced understanding of how culture, language, technology and economics affect how, where and by whom texts are produced and received
5. A critical understanding of how readers have a role in shaping texts
6. Proficiency in identifying the relationships between different genres and different media

Intellectual skills:

By the end of this programme students should be able to demonstrate:

7. A comprehensive ability to read closely and critically, analysing texts and discourse, synthesising and interpreting the content using appropriate approaches and terminology
8. The confidence and capacity to develop independent interpretations of literary and linguistic material
9. A critical understanding of a range of research methodologies and perspectives that can be applied to the study of English
10. A critical understanding of the connection of English to professions, and also to other disciplines

Practical skills:

By the end of this programme students should be able to demonstrate:

11. A robust and effective approach to writing that is methodical and organised, creating clear, accurate and effective texts
12. Technical proficiency in incorporating assorted academic and related texts into writing, using appropriate referencing
13. Proficiency in discovering and synthesising complex information and diverse evidence
14. An enhanced ability to respond creatively, adaptively and imaginatively to research tasks, initiating projects independently as appropriate
15. Critical proficiency in testing, interpreting and analysing information and evidence independently and critically, producing from that analysis cogent arguments and decisive judgements

Transferable / key skills:

By the end of this programme students should be able to demonstrate:

16. An enhanced capacity to construct and communicate oral and written ideas, using a range of digital and information technologies that are fit for purpose and context

17. A high degree of competence in working alongside others in a variety of collaborative arrangements, including partnership and group work, taking on different roles and understanding the qualities of leadership and followership appropriately
18. A critical ability to improve own learning and performance, through critical self-reflection, including evaluation and analysis of academic work, questioning of assumptions, and identifying areas for improvement from feedback
19. A high level of confidence in planning, organising and meeting a particular outcome by a given or agreed deadline
20. Critical sensitivity to different cultural contexts when working with others, challenging assumptions and developing wider social/cultural knowledge
21. The ability to organise and communicate information, using established criteria evidencing appropriate proficiency in English language, to audiences in familiar contexts both verbally and in writing (level 4).
22. The ability to organise and communicate information, using a range of relevant criteria evidencing appropriate proficiency in English language, to a variety of audiences in unfamiliar contexts of increasing complexity (level 5).
23. The ability to organise and communicate specialist and inter-related information evidencing appropriate proficiency in English language, using selected criteria, to audiences in complex contexts. (level 6).

6. Learning and Teaching Methods

The following methods and descriptions are drawn from the University's Glossary of Terms.

Method	Description
Critical Reflection	Critical reflection, or reflective practice, is the ability to reflect on one's actions so as to engage in a process of continuous learning. It often involves paying critical attention to the practical values and theories which inform everyday actions, by examining practice reflectively and reflexively. This leads to developmental insight. A key rationale for reflective practice is that experience alone does not necessarily lead to learning; deliberate reflection on experience is essential.
Critique / Group Critique	The presentation of work in progress to peers and/or staff/professionals in order to gain constructive criticism to enable development.
Debate	Formal discussion on a particular matter in which opposing arguments are put forward.
Directed Learning	Similar to independent study but with an element of intervention or guidance during the learning process.
Directed Study and Reading	Specific reading task set by the lecturer for students.

E-learning	Utilisation of electronic media, normally via the University's virtual learning environment to support learning in a variety of ways. Examples include providing direct access to relevant reading, the development of blogs and interactive discussions for notices and updates.
Educational Visit	Off-site visit to specific venue or environment to promote educational outcomes.
Group Discussion	A focus group (normally between 8-10 people) who work together to discuss opinions and gauge responses to specific stimuli.
Group Work	Group work is a form of voluntary association of students benefiting from cooperative learning, which enhances the total output of the activity than when done individually. It aims to cater for individual differences, develop skills (e.g. communication skills, collaborative skills, and critical thinking skills), generic knowledge and socially acceptable attitudes or to generate conforming standards of behaviour and judgement.
Guest Speaker	An expert in a certain field invited to share knowledge, views or experience, usually via a lecture.
Guided Independent Study	Students work independently drawing upon resources provided by the teaching staff such as reading lists and the virtual learning environment materials. A virtual forum on the virtual learning environment, accessible to all students and the tutors, will be used to stimulate discussion and debate outside of scheduled teaching time.
Independent Study/ Learning	Activities where an individual learner conducts research, or carries out a learning activity, on their own. This will often include internet resources, sound and video files on LS, book and handout-based exercises.
Lecture	A lecture is an oral presentation intended to present information or teach students about a particular subject. Lectures are used to convey critical information, history, background, theories and equations. Usually the lecturer will stand at the front of the room and recite information relevant to the lecture's content.
Literature Review	A text of a scholarly paper, which includes the current knowledge including substantive findings, as well as theoretical and methodological contributions to a particular topic. Literature reviews are secondary sources, and do not report new or original
Personal and Professional Development Planning	Students take part in activities that contribute towards the creation of a personal and professional action plan to achieve stated personal and career related objectives.

Placement	Learning achieved by undertaking activities, under supervision and mentoring, in a work context. Learning concepts and techniques associated with a particular profession or trade in a live working environment, while being monitored and supported by a tutor.
Practical Sessions	Student activity, e.g. learning a skill or group work. This can also include teaching and coaching sessions, laboratory sessions, video logs, coaching and presentations.
Practice-based, Informal Learning Communities	Learning 'conversations' initiated by, and to, other trainees either through their professional community/ies or informal social media such as Twitter and Facebook.
Presentation of Individual Proposal	A written and /or oral piece of work outlining a plan for research
Professional Development Planning	Students take part in activities that contribute towards the creation of either an individual learning plan or study or research plan, depending on their stage in the programme.
Seminar	A seminar is a form of academic instruction which has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject, in which everyone present is requested to participate. This is often accomplished through an ongoing Socratic dialogue with a seminar leader or instructor, or through a more formal presentation of research. It is essentially a place where assigned readings are discussed, questions can be raised, and debates can be conducted.
Student Presentation	Typically involves individuals or small groups of students researching, preparing and presenting information to their peers
Tutorial	A tutorial is a small class of one, or only a few students, in which the tutor, a lecturer, or other academic staff member, gives individual attention to the students. More interactive and specific than a book or a lecture, a tutorial seeks to teach by example and supply the information to complete a certain task.
Virtual Learning Environment	A web-based platform designed for digital aspects of courses (e.g., online lecture slides, reading material, tasks, and discussion forums) that supports teaching and learning in an educational setting.
Work-Based Learning	Learning achieved by undertaking activities, under supervision and mentoring, in a work context. Learning concepts and techniques associated with a particular profession or trade in a live working environment, while being monitored and supported by a tutor.
Workshop	A training workshop is a type of interactive training where participants carry out a number of training activities rather than passively listen to a lecture or presentation. Broadly, two types of workshops exist: a general workshop is put on for a mixed audience, and a closed workshop is tailored towards meeting the training needs of a specific group.

6.1 Learning Enhancement

A wide variety of teaching approaches are used on the programme in order to support and promote student-centred, flexible and integrated learning. Specific emphasis is placed on critical enquiry and literary analysis, which is taught in a structured way through lectures and seminars. These primary modes of teaching are, however, integrated with a wide variety of teaching methods, which will enable students to develop knowledge, understanding and skills, including practical, transferable skills.

Students will be expected to take considerable ownership of their learning through independent study, but this will be supported through the integrated use of the University's VLE. More personalised learning support will be provided by module leaders, tutors and personal development tutors, with appropriate focus given to students' personal and professional development. In this way (and in line with the University's Growth Plan), the programme is very much focussed on student success, enhancing success both at university and empowering students to have successful careers in the future.

Learning and teaching on the programme will be further enhanced by the programme team's scholarly activity. This scholarly activity will benefit the students in terms of both learning content and mode of delivery, as the programme team continue to develop practice and subject knowledge/expertise. Models of shared and collaborative working will enable all programme team members to benefit from scholarly activity.

6.2 e-Learning

Opportunities to engage in E-Learning are indicated above (highlighted in bold). It is imperative to both the programme design, as well as students' future careers, that they are able to successfully use and create with digital technology. Through all three years, students will need to engage with various technologies in their learning - in particular to access taught content, but also to use digital technology to present and demonstrate their understanding.

7. Modes of Assessment

Assessment on the programme is in line with the University's Assessment Policy, and also takes into account the recommendations within the QAA (2015) Subject Benchmark Statement – Section 4. Assessment is thus integral in both a formative and summative way: it allows students and staff to gauge progress in learning, offering appropriate support where there are gaps or misconceptions in learning, whilst also providing indication of student success in the modules and programme overall. Moderation by an External Examiner enables wider validation of the standards attained.

Assessment takes place on each module, in line with the particular level descriptors, in order that students meet the specified learning outcomes. The pass mark is 40% and assessment thresholds are in line with those indicated in the University's Student Handbook.

To complete the programme with full honours, students need to complete 360 credits across their programme (including 120 at D level and 120 at H level). Generic assessment methods are indicated on module descriptors, with more detail in module outlines.

A wide and inclusive range of assessments are used on the programme to enable students to demonstrate they have met the learning outcomes. In planning assessments, consideration is given to the development of key, transferable skills, which can be developed through engagement with the assessment given.

The following methods and descriptions are drawn from the University's Glossary of Terms

Method	Description
Blog	Online critical commentary related to a series of posted material allowing students to interact and learn from one another.
Contribution to debate	Taking an active part in debating an issue in order to explore issues within texts. These contributions will be planned and prepared for
Critical Review	An analysis and evaluation of a topic (often a chapter from a book or an article from a journal), which requires the student to understand the material, while analysing and evaluating it using appropriate criteria.
Digital Presentation	Presentation using digital means. For instance, an interactive webpage.
Digital/E-resource	An electronic piece of work such as a website task, teaching resources, interactive task, quiz, etc.
Essay	A written response to a question based on synthesis and analysis, demonstrating appropriate knowledge and understanding of key current debates in the subject. Essays are used to judge the mastery and comprehension of the material, with students asked to explain, comment on, or assess a topic of study in the form. The academic essay tests the student's ability to present their thoughts in an organised way and is designed to test their intellectual capabilities. This assessment may also require comparative analysis.
Ethical Approval Application	Completed documentation relating to a piece of research that is appropriate for ethical review scrutiny. Prepared with a research proposal.
Group Work	Students work in small groups to achieve a goal or carry out a task. There is usually a feedback session, or a chance to disseminate the results within the larger module group. Work will be assessed on an individual and / or group basis as applicable to specific module.
Honours Project	An in-depth independent study of 10,000 words. This study may be the result of carrying out a primary research project.
Literature Review	An essay style assignment critically evaluating literature pertinent to a topic. A critique of a selected text (usually a chapter from a book or an article from a journal), activity or organisation.
Portfolio	A collection of textual analyses and/or reviews of performances which demonstrate understanding of the relevant genre and theory. The specific nature of these is outlined in module handbooks.
Poster (or other visual or digital presentation)	Students are given the opportunity to present knowledge and findings in visual format as an equivalent to a written assessment.

Presentation	Clearly structured individual or group verbal delivery within timed conditions, delivered using appropriate methods and which demonstrates detailed knowledge and analysis of the subject.
Reflective Journal	A piece or pieces of writing that uses reflective practice tools and techniques to enable the writer to develop and position themselves within practice, debates, literature and theory.
Research Proposal	A precise and coherent summary of a proposed research project setting out the central issues to be addressed and the ethical procedures to be followed.
Reflective Report	Students reflect on the process of research/placement/project work that they have carried out.
Seen Examination Paper	Assessment by examination in which the students receive a copy of the examination paper (including reading material) before the published time of the start of the examination. The date on which students receive the paper is to be made known to the students at the commencement of teaching the module. Unless otherwise specified, students may not bring into the examination hall any information that might help them to answer a question on a seen paper.
Structured Portfolio	A tutor-specified format usually consisting of a range of short entries (typically 500 words) relating to a series of topics, concepts or theories overall.
Vlog	Online critical commentary (with inclusion of video) related to a series of posted material allowing students to interact and learn from one another.
Workshop materials and/or delivery	Students devise and create materials for, plan and deliver a teaching session on a topic.

8. Exemptions to University Regulations

In these modules, anonymous marking will not take place: In Year 1:

- ECRC53 Literature that Shook the World
- ECRC56 Living on the Edge

In Year 2:

- The Landscape of Identity
- Diversity in English
- Research 2: Curious and Creative
- Learn to Earn: Placement and Proactivity

In Year 3:

- Power and Persuasion
- Discord, Disaster and Dreams
- Honours Project
- Enduring Classics

9. Work-Based Learning/Placement Learning

In Year 2, students will have an opportunity to take a placement module (JAMD04). This is an X module, spanning the duration of the second year, giving students both practical input and

support through structured sessions, and then extended experience in a field of interest. As an established module for students on the Journalism and Media track, English students will be able to benefit from the expertise of module tutors and also the relationships that the University has with industry.

Placements are managed in accordance with the University's Placement Learning Policy and are supported by the Placement Co-ordinator. Placement learning takes place in a range of settings (locally, regionally or nationally), in public, private and voluntary sectors.

Examples of indicative placements for the work-based learning module would include undertaking experience in these industries:

- Publishing
- Journalism and media
- Editing
- Education (primary/secondary sector)
- Digital and information resources/technologies

The programme team provides briefings to tutors and instructors who supervise the students in their work-based learning. The briefings ensure that all tutors have up-to-date information. All placements are preceded by a series of workshops that develop students' professional attributes and skills.

We anticipate that students will benefit in a number of ways from work-based learning opportunities, including:

- Developing key knowledge of industry, including the roles and responsibilities of practitioners, in order to make informed decisions about the future
- Enhanced opportunity to develop transferable and practical skills, and also apply and refine pre-existing skills
- Developing professional skills and attributes (organisation, time-keeping, collaborative working) that are crucial in numerous professions
- Deepening understanding of the link between academic learning and professional development/work
- Opening further lines of enquiry into research ahead of independent third years honours project
- Understanding of ethical dimensions within industry and how industry is adapting to take account of current contextual factors (i.e. sustainability)

10. Programme Structure

Full Time

Level 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
ECRC52	The Theory of English	20	50% Coursework 50% Exam	Semester A	Compulsory	Condonable
ECRC53	Literature that Shook the World	20	100% Coursework	Semester A	Compulsory	Condonable
ECRC54	Re-imagining Shakespeare	20	100% Coursework	Semester B	Compulsory	Condonable

ECRC55	Literature at the Vanguard	20	100% Coursework	Semester B	Compulsory	Condonable
ECRC56	Living on the Edge	20	50% Coursework 50% Practical	Semester B	Compulsory	Condonable
ECRC57	Plays, Poetry and Performance	20	50% Coursework 50% Practical	Semester A	Compulsory	Condonable

Level 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
ECRD51	Firebrand Literature	20	60% Coursework 40% Exam	Semester A	Compulsory	Condonable
ECRD52	From Shelf to Screen	20	100% Coursework	Semester A	Compulsory	Condonable
ECRD56	Diversity in English	20	100% Coursework	Semester B	Compulsory	Condonable
ECRD53	The Landscape of Identity	20	100% Coursework	Semester B	Compulsory	Condonable
ECRD54	Research 2: Curious and Creative	20	100% Coursework	Semester X	Compulsory	Condonable
ECRD55	Learn to Earn: Placement and Proactivity	20	100% Coursework	Semester X	Compulsory	Condonable

Level 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
ECRH53	Mind, Metaphor and Meaning	20	100% Coursework	Semester A	Compulsory	Condonable
ECRH52	Discord, Disaster and Dreams	20	50% Coursework 50% Practical	Semester B	Compulsory	Condonable

ECRHP1	Honours Project: The Finished Project	40	100% Coursework	Semester X	Compulsory	Non-Condonable
ECRH51	Enduring Classics	40	50% Coursework 50% Practical	Semester X	Compulsory	Non-Condonable

Key: Semester X = A & B

Last intake: 2023/24

The table below shows the various ‘threads’ through the programme. These ‘threads’ provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on up-coming modules. The ‘threads’ act as a mechanism for students to see how the learning links together in meaningful way and will be made explicit to students throughout the programme.

Threads Level 4

Module Code	Module Title	Thread
ECRC52	The Theory of English	1
ECRC53	Literature that Shook the World	2
ECRS54	Re-imagining Shakespeare	3
ECRC55	Literature at the Vanguard	4 & 6
ECRC56	Living on the Edge	5
ECRC57	Plays, Poetry and Performance	4 & 5

Level 5

Module Code	Module Title	Thread
ECRD51	Firebrand Literature	2 & 4
ECRD52	From Shelf to Screen	3
ECRD56	Diversity in English	6
ECRD53	The Landscape of Identity	5
ECRD54	Research 2: Curious and Creative	1
ECRD55	Learn to Earn: Placement and Proactivity	1 & 6

Level 6

Module Code	Module Title	Thread
ELGH01	Power and Persuasion	6
ECRH52	Discord, Disaster and Dreams	3 & 5
ECRHP1	Honours Project: The finished project	1
ECRH51	Enduring Classics	2 & 4
ECRH53	Mind, Metaphor and Meaning	3

1: Critical theory, research perspectives, skills for learning, professionalism and employability

2: Literature of the past, its impact then and now

3: Interpretations and imagination

4: Literature that provokes and challenges

5: Identity and context - what literature says about us

6: Language for communication, including effective workplace communication

11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

N/A

12. Professional Advisory Group

N/A

13. Academic Progression Opportunities

Some students may choose to progress on to PGCE or School Direct routes that lead to QTS. Students seeking an academic career may move on to the MA in Literature for Children and Young Adults or the MRes programme at Plymouth Marjon University, or seek to progress to master's level study at other institutions.

14. Employability and Career Progression Opportunities

In accordance with the University's Growth Plan, which indicates that students need to be prepared for a number of careers rather than a single long pathway, the BA (Hons) English programme aims to prepare students for a world of work that is complex and changing. In doing this, we prioritise skill development and we are explicit about what skills employers look for and how engagement through the programme can enhance these. Employability skills are embedded in the programme as is evident in the threads (See Section 3.3 and 10). Skills relevant to the contemporary and future working world are embedded in key modules, including:

In Year 1:

- ECRC55 Literature at the Vanguard

In Year 2:

- ECRD54 Research 2: Curious and Creative
- ECRD55 Learn to Earn: Placement and Proactivity
- ECRD56 Diversity in English

In Year 3:

- ELGH01 Power and Persuasion
- ECRHP1 Honours Project: The Finished Project

Students who successfully complete a BA (Hons) programme demonstrate to employers that they have competence in both their field of study and also in a range of associated, transferable skills. These skills are necessary for a wide variety of professional occupations. Potential routes of employment (with related possibilities for career progression) could include, but are not limited to:

- Primary Teacher with English interest/specialism (following QTS) → leading to Literacy Co-ordinator role, and future leadership position
- Secondary Teacher with English specialism (following QTS) → leading to HoD role, and future leadership position
- English Language Teacher (TEFL or ESOL) → leading to Assistant or Director of Studies at an English Language School OR materials development
- Copywriter → leading to team or project management within advertising, potentially self-employed/freelance/own business
- Journalist → from local to regional/national news or associated agencies
- Editor/Proofreader → leading to leadership role within organisation
- Web content manager/designer → leading to consultancy work
- Researcher → academic position

15. Support for Students and for Student Learning

The University recognises the value of the whole student experience within Higher Education and students have full access to the University's facilities for academic and pastoral support

and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:

- Personal Development Tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer
- On-campus Nursery provision

16. Student Feedback Mechanisms

The programme team seeks to develop positive relationships with students through ongoing and continuous dialogue and regular communication. This includes informal feedback, as well as the use of formal tools (Check Out feedback; SSLCs; Mid-module Evaluations; End of module Evaluations; Programme Evaluations).

Students will be invited to participate in the National Student Survey (NSS). The programme team will also benefit from feedback in the UK Engagement Survey, published annually.

17. Other Stakeholder Feedback

As part of the consultation process, English graduates were interviewed. These graduates were able to share informed opinions about the English programme in terms of design, and these ideas subsequently fed into the consultation process that led to the development of the programme.

Students on other BA (Hons) programmes have also provided feedback in relation to assessment, teaching and learning, which has helped to define modes of delivery and assessment tasks that will be fit for purpose.

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.

Last intake: 2023/24