

## Course Specification

<b>Published Date:</b>	26-Jul-2021
<b>Produced By:</b>	Oliver Jones
<b>Status:</b>	Validated

## Core Information

<b>Awarding Body / Institution:</b>	University of Wolverhampton		
<b>School / Institute:</b>	School of Social, Historical and Political Studies		
<b>Course Code(s):</b>	EN005T01UV EN005T31UV	Full-time Part-time	4 Years 8 Years
<b>UCAS Code:</b>	Q301		
<b>Course Title:</b>	BA (Hons) English and History with Foundation Year		
<b>Hierarchy of Awards:</b>	Bachelor of Arts with Honours English and History Bachelor of Arts English and History Diploma of Higher Education English and History Certificate of Higher Education English and History University Statement of Credit University Statement of Credit		
<b>Language of Study:</b>	English		
<b>Date of DAG approval:</b>	01/Sep/2017		
<b>Last Review:</b>	2016/7		
<b>Course Specification valid from:</b>	2009/0		
<b>Course Specification valid to:</b>	2022/3		

## Academic Staff

<b>Course Leader:</b>	Dr George Gosling-Page
<b>Head of Department:</b>	Dr David Hussey

# Course Information

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<b>Location of Delivery:</b>	University of Wolverhampton
<b>Category of Partnership:</b>	Not delivered in partnership
<b>Teaching Institution:</b>	University of Wolverhampton
<b>Open / Closed Course:</b>	This course is open to all suitably qualified candidates.

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## Entry Requirements:

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Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

Entry onto level 3:

Applicants are expected to have achieved either a minimum two 'A' Levels at grade DD or be able to demonstrate, through an interview and written description of their previous experience and study/career goals, an ability to benefit from, and a commitment and motivation for, higher education in this area of study.

- 240-280 UCAS points with a minimum of 180 points from at least two 'A' levels
- BTEC QCF Extended Diploma grade MMM, BTEC QCF Diploma grade DD

Access to HE Diploma full award (Pass of 60 credits - of which a minimum of 45 credits must be at level 3 including 18 at Merit or Distinction).

## Distinctive Features of the Course:

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The course allows you to study a full range of topics from both English and History in an innovative, supportive and exciting environment.

- The course is one of the few new universities to offer modules in every literary period from the Renaissance to the present day.
- The course is recognised nationally as a leader in the incorporation of IT and digital resources in the classroom.
- You will be taught by leading scholars and academic experts, with a proven and respected research and publications record.

## Educational Aims of the Course:

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The Foundation Year will introduce you to studying at university. You will develop your academic and study skills alongside studying modules that introduce you to the disciplines offered by courses across the Faculty. The Foundation Year will therefore provide a springboard for successful study at levels 4, 5 and 6.

The English and History integrated joint gives students an opportunity to develop a deeper understanding of their heritage and cultural identity, along with the chance to explore other cultures and traditions. Using a wide range of literary and non-literary materials, the programme examines the dynamic relationship which links all forms of cultural activity to the passions and prejudices, hopes and fears of real people facing the specific challenges of their times. Students on this course will develop a greater appreciation of social and political forces which shape our world and its communities. They will acquire the ability to identify and employ a range of oral, written and digital resources, enhancing their skills in information gathering and self-expression which are valued so highly by future employers.

The Foundation Year (level 3) is designed to equip applicants who do not have the required qualifications to enter directly onto level 4, with a robust toolkit of the academic, digital and personal skills required for successful study in Higher Education and also with an understanding of, and insight to, the social sciences

discipline. Successful completion of the Foundation Year will allow progression onto level 4 of BA (Hons) English and History.

#### Intakes:

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September  
January

#### Major Source of Funding:

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Office for Students (OFS)

#### Tuition Fees:

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Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2020/1	H	Full Time / Sandwich	£9250.00
2020/1	Overseas	Full Time / Sandwich	£12250.00
2020/1	H	Part Time	£3050.00
2020/1	Overseas	Part Time	£6125.00
2021/2	H	Full Time / Sandwich	£9250.00
2021/2	Overseas	Full Time / Sandwich	£12950.00
2021/2	H	Part Time	£3100.00
2021/2	Overseas	Part Time	£6475.00

#### PSRB:

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None

#### Course Structure:

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### January (Full-time)

#### Year 1

Module	Title	Credits	Period	Type
3GK012	Preparing for Success at University	40	SEM2	Core
3GK015	Contemporary Social Issues	20	SEM2	Core
3GK013	Project-Based Learning	40	SEM1	Core
3GK014	Wolverhampton and its People	20	SEM1	Core

## January (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 2

Module	Title	Credits	Period	Type
4EN009	Reading and Writing Poetry	20	SEM2	Core
4HS003	The Making of Modern Britain, c1700 - c1819	20	SEM2	Core
4HS004	Europe and the Americas	20	SEM2	Core
4EN007	Brief Encounters: Narrative & Form in Short Fiction	20	SEM1	Core
4HS001	The Pursuit of History	20	SEM1	Core
4EN004	Literature and Identity	20	SEM1	Core

## January (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 3

Module	Title	Credits	Period	Type
5EN004	Shakespeare and the English Renaissance	20	SEM2	Core
5HS003	Family, Sex and Society, 1700-1900	20	SEM1	Core

**Group 01 | Min Value: 20 | Max Value: 20**

5HS001	The United States and the Cold War, 1945-1974	20	SEM2	
5EN011	Terrible Beauty: Adventures in the Gothic	20	SEM2	
5SL008	Volunteering in Action	20	SEM2	

5EN001	Critical Theory/Textual Practice	20	SEM1	Core
5HS006	Working Class Britain: Life, Politics and Culture 1880s-1980s	20	SEM1	Core

**Group 03 | Min Value: 20 | Max Value: 20**

5HS008	Migrant Journeys, Migrant Stories. Itinerants, Migrants and Refugees c1800-1950	20	SEM1	
5EN007	Children's Literature	20	SEM1	

## January (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 4

Module	Title	Credits	Period	Type
6EN006	Virtual Romanticism: Literature and Imagination 1780-1840	20	SEM2	Core

**Linked Option Group Rule:** Select a minimum of 40 credits and a maximum of 40 credits from the linked (\*) groups.

**\* Group 01 | Min Value: 20 | Max Value: 40**

If an Independent Study module is to be taken in this semester (2) then choose ONE option from this group.

6HS001	America: The Rise of a Superpower, 1890-1945	20	SEM2	
6HS006	Youth Culture and Popular Music in Twentieth Century Britain	20	SEM2	

**\* Group 02 | Min Value: 0 | Max Value: 20**

You MUST take exactly ONE Independent Study module at Level 6 either in semester 1 OR semester 2.

6HS004	Independent Study in History	20	SEM2	
6EN013	Independent Study - English	20	SEM2	

6EN004	Victorian Literature, Art and Culture	20	SEM1	Core
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**Linked Option Group Rule:** Select a minimum of 40 credits and a maximum of 40 credits from the linked (\*) groups.

**\* Group 01 | Min Value: 20 | Max Value: 40**

If an Independent Study module is to be taken in this semester (1) then choose ONE option from this group.

6HS015	Charity and Campaigning in Modern Britain and Empire	20	SEM1	
6HS003	Consumption and the World of Goods: Drink, Drugs and Shopping in Britain, c. 1650-c.1830	20	SEM1	
6EN001	Modernisms	20	SEM1	

**\* Group 01 | Min Value: 0 | Max Value: 20**

You MUST take ONE Independent Study module at Level 6 either in semester 1 OR semester 2.

6HS004	Independent Study in History	20	SEM1	
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## September (Full-time)

### Year 1

Module	Title	Credits	Period	Type
3GK012	Preparing for Success at University	40	SEM1	Core
3GK014	Wolverhampton and its People	20	SEM1	Core
3GK013	Project-Based Learning	40	SEM2	Core
3GK015	Contemporary Social Issues	20	SEM2	Core

## September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 2

Module	Title	Credits	Period	Type
4EN007	Brief Encounters: Narrative & Form in Short Fiction	20	SEM1	Core
4HS001	The Pursuit of History	20	SEM1	Core
4EN009	Reading and Writing Poetry	20	SEM2	Core
4EN004	Literature and Identity	20	SEM1	Core
4HS003	The Making of Modern Britain, c1700 - c1819	20	SEM2	Core
4HS004	Europe and the Americas	20	SEM2	Core

## September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 3

Module	Title	Credits	Period	Type
5EN001	Critical Theory/Textual Practice	20	SEM1	Core
5EN004	Shakespeare and the English Renaissance	20	SEM2	Core
5HS006	Working Class Britain: Life, Politics and Culture 1880s-1980s	20	SEM1	Core
5HS003	Family, Sex and Society, 1700-1900	20	SEM2	Core

#### Group 03 | Min Value: 20 | Max Value: 20

5HS008	Migrant Journeys, Migrant Stories. Itinerants, Migrants and Refugees c1800-1950	20	SEM1	
5EN007	Children's Literature	20	SEM1	

#### Group 01 | Min Value: 20 | Max Value: 20

5HS001	The United States and the Cold War, 1945-1974	20	SEM2	
5EN011	Terrible Beauty: Adventures in the Gothic	20	SEM2	
5SL008	Volunteering in Action	20	SEM2	

## September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 4

Module	Title	Credits	Period	Type
6EN004	Victorian Literature, Art and Culture	20	SEM1	Core
6EN006	Virtual Romanticism: Literature and Imagination 1780-1840	20	SEM2	Core

**Group 01 | Min Value: 40 | Max Value: 40**

6HS015	Charity and Campaigning in Modern Britain and Empire	20	SEM1	
6HS003	Consumption and the World of Goods: Drink, Drugs and Shopping in Britain, c. 1650-c.1830	20	SEM1	
6EN001	Modernisms	20	SEM1	

**Group 01 | Min Value: 20 | Max Value: 20**

6HS001	America: The Rise of a Superpower, 1890-1945	20	SEM2	
6HS006	Youth Culture and Popular Music in Twentieth Century Britain	20	SEM2	

**Group 02 | Min Value: 20 | Max Value: 20**

6HS004	Independent Study in History	20	SEM2	
6EN013	Independent Study - English	20	SEM2	

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

## Learning, Teaching and Assessment

Academic Regulations Exemption:

AFRSC/19/16.2.2 FABSS Undergraduate degrees with Foundation Years.

Section 1.3.1 - Exemption from the standard University Academic Framework allowing for the use of 40 credit taught modules at Level 3 and delivery of these within semesters as follows;

3GK012 Preparing for Success at University (40 credits)

3GK013 Project-Based Learning (40 credits).

Effective date: September 2020.

APPROVED (by Chair's Action on 12/2/2020).

Reference Points:

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[UK Quality Code for Higher Education](#)

[Qualifications and Credit Frameworks](#)

[Subject Benchmark Statements](#)

[University Policies and Regulations](#)

Equality Act (2010)

Learning Outcomes:

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Foundation Year Course Learning Outcome 1 (UCCL01)

Can articulate your understanding of a range of facts and theories relating to the subjects studied.

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Foundation Year Course Learning Outcome 2 (UCCL02)

Can complete tasks and address problems that, while well-defined, may be complex and non-routine.

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Foundation Year Course Learning Outcome 3 (UCCL03)

Can interpret and evaluate relevant information and ideas.

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Foundation Year Course Learning Outcome 4 (UCCL04)

Can describe key academic skills and conventions, appropriate to the level of study, and apply them to your work.

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CertHE Course Learning Outcome 1 (CHECLO1)

Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study.

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CertHE Course Learning Outcome 2 (CHECLO2)

Demonstrate an ability to present and interpret information, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study.

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DipHE Course Learning Outcome 1 (DHECLO1)

Demonstrate knowledge and understanding of the well-established principles of your area(s) of study, and of the way in which those principles have developed with an understanding of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge.

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DipHE Course Learning Outcome 2 (DHECLO2)

Demonstrate the ability to apply underlying concepts and principles outside the context in which they were

first studied, including, where appropriate, the application of those principles in an employment context.

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DipHE Course Learning Outcome 3 (DHECLO3)

Use a range of established techniques to initiate and undertake analysis of information, and to propose solutions to problems arising from that analysis.

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DipHE Course Learning Outcome 4 (DHECLO4)

Effectively communicate information, arguments and analysis in a variety of forms.

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Ordinary Degree Course Learning Outcome 1 (ORDCLO1)

An appreciation of the historical and theoretical contexts for developing an understanding of culture and cultural production.

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Ordinary Degree Course Learning Outcome 2 (ORDCLO2)

Knowledge and understanding of literary and non-literary texts across a range of historical periods and a variety of regional, national and global cultural contexts.

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Ordinary Degree Course Learning Outcome 3 (ORDCLO3)

The ability to apply the critical theories and methodologies requisite to the scholarly analysis of literary and non-literary texts.

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Ordinary Degree Course Learning Outcome 4 (ORDCLO4)

A range of transferable skills intrinsic to each subject area and of value in graduate employment.

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Ordinary Degree Course Learning Outcome 5 (ORDCLO5)

The ability to identify and employ a range of oral, written and digital resources in the production of advanced scholarly materials.

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Honours Degree Course Learning Outcome 1 (DEGCLO1)

An appreciation of the historical and theoretical contexts for developing an understanding of culture and cultural production.

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Honours Degree Course Learning Outcome 2 (DEGCLO2)

Knowledge and understanding of literary and non-literary texts across a range of historical periods and a variety of regional, national and global cultural contexts.

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Honours Degree Course Learning Outcome 3 (DEGCLO3)

The ability to apply the critical theories and methodologies requisite to the scholarly analysis of literary and non-literary texts.

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Honours Degree Course Learning Outcome 4 (DEGCLO4)

A range of transferable skills intrinsic to each subject area and of value in graduate employment.

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Honours Degree Course Learning Outcome 5 (DEGCLO5)

The ability to identify and employ a range of oral, written and digital resources in the production of advanced scholarly materials.

## Overview of Assessment:

Module	Title	Course Learning Outcomes
3GK012	Preparing for Success at University	UCCL02, UCCL04
3GK013	Project-Based Learning	UCCL02, UCCL04
3GK014	Wolverhampton and its People	UCCL01, UCCL03, UCCL04
3GK015	Contemporary Social Issues	UCCL01, UCCL03, UCCL04
4EN004	Literature and Identity	CHECLO1, CHECLO2
4EN007	Brief Encounters: Narrative & Form in Short Fiction	CHECLO1, CHECLO2
4EN009	Reading and Writing Poetry	CHECLO1, CHECLO2
4HS001	The Pursuit of History	CHECLO1, CHECLO2
4HS003	The Making of Modern Britain, c1700 - c1819	CHECLO1, CHECLO2
4HS004	Europe and the Americas	CHECLO1, CHECLO2
5EN001	Critical Theory/Textual Practice	DHECLO1, DHECLO3, DHECLO4
5EN004	Shakespeare and the English Renaissance	DHECLO1, DHECLO3, DHECLO4
5EN007	Children's Literature	DHECLO1, DHECLO3
5EN011	Terrible Beauty: Adventures in the Gothic	DHECLO1, DHECLO3, DHECLO4
5HS001	The United States and the Cold War, 1945-1974	DHECLO3, DHECLO4
5HS003	Family, Sex and Society, 1700-1900	DHECLO1, DHECLO3, DHECLO4
5HS006	Working Class Britain: Life, Politics and Culture 1880s-1980s	DHECLO1, DHECLO3, DHECLO4
5HS008	Migrant Journeys, Migrant Stories. Itinerants, Migrants and Refugees c1800-1950	DHECLO1, DHECLO3, DHECLO4
5SL008	Volunteering in Action	DHECLO4
6EN001	Modernisms	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4
6EN004	Victorian Literature, Art and Culture	DEGCLO3, DEGCLO4, DEGCLO5
6EN006	Virtual Romanticism: Literature and Imagination 1780-1840	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5
6EN013	Independent Study - English	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5
6HS001	America: The Rise of a Superpower, 1890-1945	DEGCLO2, DEGCLO4, DEGCLO5
6HS003	Consumption and the World of Goods: Drink, Drugs and Shopping in Britain, c. 1650-c.1830	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5
6HS004	Independent Study in History	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5
6HS006	Youth Culture and Popular Music in Twentieth Century Britain	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4
6HS015	Charity and Campaigning in Modern Britain and Empire	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5

## Teaching, Learning and Assessment:

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The traditional combination of lecture and seminar is accompanied and varied by other teaching and learning activities appropriate to particular modules. These include interactive lectures, individual and small group presentations, student-led seminars, small group and classroom exercises and discussions, workshops, forums and surgeries, work-related and service-learning assignments and activities, and engagement with electronic learning and teaching materials. Students will interact/collaborate with other undergraduates from a variety of backgrounds and cultures, addressing critical and creative material that reflects and promotes awareness of cultural diversity. Students can also undertake a period of sustained independent study through the third year project. At all levels they are encouraged to read widely and critically, to write, and to incorporate information and communication technologies into their learning practices.

A number of the level 3 modules are delivered in workshop mode with a set of task-based activities for which students will work individually and in small groups with extensive formative feedback on the process and product of their work.

## Assessment Methods:

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At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)  
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)  
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

## Student Support:

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General University support:

[University Learning Centres](#) are the key source of academic information for students. Learning Centres provide physical library resources (books, journal, DVDs etc.) and offer a range of study areas to allow students to study in the environment that suit them best: Social areas, quiet and silent areas. Learning Centres also provide access to wide range of online information sources, including eBooks, e-Journals and subject databases.

Learning Centres also provide students with academic skills support via the [Skills for Learning programme](#). Students on campus can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. Students can access a range of online skills material at: [www.wlv.ac.uk/lib/skills](http://www.wlv.ac.uk/lib/skills)

The [University Student Support website](#) offers advice on a variety of matters (careers, counselling, student union advice, etc.) Students can also access these services by booking appointment with the SU, careers, counselling services, etc.

## Course Specific Support

The student support and guidance mechanisms are those provided by the standard University and School systems.

Staff can refer students to the FOSS/FacArts Academic Competency Unit for one-to-one tutorials and workshops should they require additional support beyond module and/or outside of office hours.

At level 4 students are shown how to locate and access the University's Sharpen Up Your Skills website and where the Study Skills section in Harrison Learning Centre is located. They are also introduced to the subject librarians (who uploads information retrieval/study skills materials and activities onto level 4 VLE topics).

VLE Topics include study skills-related materials such as stylebooks and shared URLs that link to various on-line study skills websites (e.g., Purdue OWL and Monash Academic Literacy sites).

Most research on academic literacies and study skills development advocates embedding them in the subject rather than through bolted-on learning experiences and much of the level 4 programme is geared towards developing students' generic and subject-specific study skills.

For example Writing for Academic Success is a generic, discipline-linked skills module where each student is assigned an e-tutor to provide individualised instruction. Also, in Reading Literature students are taught IT skills through small workshops and 1-2-1 tutorials. Level 4 in-class activities and workshops, which are done in timed situations, and on-line critique circles and weekly postings teach students to become better time managers. At least two core modules at Level 4 require students to read and write every week, and research shows that the 'little and often approach' improves skills considerably via repeated practice.

Formative assignments and learning activities offer students opportunities to write and revise using feedback prior to submission for assessment. Formative feedback for revision encourages students to develop and hone problem-solving skills, writing, and critical thinking (selecting rhetorical strategies for more persuasive argument/exposition). This also moves them towards more self-regulated learning (engagement with feedback promotes reflection and self-assessment). Additionally, many modules afford students numerous opportunities to engage in peer feedback activities and writing workshops, both in class and on-line which promote both collaborative and independent learning. Students receive timely and frequent feedback, providing personalised study skills support.

Subject specific research skills are embedded in module learning activities - both in-class and out-of-class - and require students to use electronic and HRC resources (e.g., summon, e-books, LION, online/print newspapers and various search engines) to regularly locate information about authors, newspaper demographics and theoretical/critical texts to engage in problem-based learning (most writing tasks engage students in PBL) and complete assessment tasks.

### Employability in the Curriculum:

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Graduates from this course will be extremely attractive to any employer in the education sector, holding qualifications in two key components of the national curriculum. And whilst primary and secondary school teaching is the largest single destination for our graduates, Wolverhampton students from this course have gone onto careers in: journalism; publishing; art gallery, museum and archive research administration; advertising and marketing; public relations; human resources and many other posts within the commercial sector which require creativity and excellent skills in written and oral communication. A notable proportion of our graduates have also undertaken postgraduate education in recent years, studying for Masters and PhD degrees.

