PROGRAMME QUALITY HANDBOOK 2018-2019

FdA History with English

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1. Welcome and Introduction to FdA History with English.

Welcome to the Foundation Degree in History with English. The Foundation Degree (FdA) in History with English is a unique, bespoke, innovative programme designed with a strong emphasis on the local area and local industry which will enable you to fit perfectly into the world of work. This programme will also develop the skills you need to go on learning and improving your practice, whether you progress to an Honours Degree or to employment. This Degree offers a broad range of study in both History and English, from the Reformation to American Literary Voices in the 19th and 20th Century. You will cover a number of key historical periods with emphasis on the south west and wider national and international communities.

The History with English FdA will deliver both summative and formative assessment, which will be innovative in approach and will seek to embrace new technologies such as social media and E-Learning thus equipping the student with skills that will benefit you in the vocational world. As a student studying this course there are a number of benefits including the partnership with Plymouth University, which provides access to a broad range of additional learning resources and academic and professional integration and validation.

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. The programme is also a platform from which you can undertake additional vocational and academic qualifications.

This Programme Quality handbook contains important information including the approved programme specification and the module records.

Note: The information in this handbook should be read in conjunction with the current edition of:

- Your Institution & University Student Handbook which contains student support based information on issues such as finance and studying at HE
    - Available in University News & Information on Moodle.
- Plymouth University's Student Handbook
    - available at:

https://www.plymouth.ac.uk/your-university/governance/student-handbook

1.1. Programme Management

Role	Person
Programme Manager	Jon Baldwin
HE Lead	Luke Peakman
Section Head	James McCauley
Assistant Principal	Matt Burrows
Deputy Manager Higher Education	Jon Hall
Higher Education Manager and Academic Registrar	Alastair Wilson

Jon Baldwin is the Programme Manager for the History with English FdA. Jon has been teaching and lecturing at South Devon College for the past 12 years. During this time Jon has taught A Level History, Politics, History of Art; Access to Higher Education; Cert HE in Combined Studies and the History with English FdA. Jon is passionate about History and inspiring his students to be the best that they can be and to go on and achieve great success. Jon specialises in Reformation and Tudor History and has special interest in Christian theology and also Local History pertaining to Torbay.

1.2. Personal Tutor

Personal tutors are designated as a sustained and first point of reference for individual students on personal, domestic or academic matters; detailed information will be available in your teaching, learning and assessment handbooks.
The personal tutor for level 4 is Dave Wildman and for level 5 is Jon Baldwin.

Further information can be found by following this link to the University personal tutoring policy.

1.3. Module Leaders

Jon Baldwin has been teaching and lecturing at South Devon College for the past 12 years. During this time, Jon has taught A Level History, Politics, History of Art; Access to Higher Education; Cert HE in Combined Studies and the History with English FdA. Jon is passionate about History and inspiring his students to be the best that they can be and to go on and achieve great success. Jon specialises in Reformation and Tudor History and has special interest in Christian theology and Local History pertaining to Torbay.

Dave Wildman has been teaching and lecturing at South Devon College for the past 7 years. During this time, Dave has taught on the A Level History programme; Access to History programme and the History with English FdA programme. Dave is the Programme Coordinator for A Levels at South Devon College and he is also the

Staff Governor. Dave is passionate about local history especially anything to do with Cornwall and Devon. Dave enjoys researching and writing about a plethora of local history based topics.

Darran Whatmore has been teaching and lecturing in English Literature and Philosophy at South Devon College for the past 11 years. During this time Darran has taught on the A Level Programme; Access to Higher Education Programme and currently lectures on the History with English FdA programme. Darran studied English Language and Literature BA (Hons) followed by an MA where he was awarded with Distinction at Queen Mary College, University of London. Darran's research interests include 'Continental Philosophy' and 'Discourses and Representations of the Sublime'.

Following six years as an English teacher in several high-achieving Secondary schools in England and abroad, David Hart has been teaching and lecturing at South Devon College for the past seven years. A graduate of University College London, David continued his academic studies by taking an MA in Victorian Literature at Birkbeck College; his dissertation investigated the search for new religions and belief systems at the *fin de siècle*, focusing particularly on the movement from Aestheticism to Symbolism. As a lifelong student and passionate disciple of Literature, David is also a keen creative writer, and is currently writing a novel based on a historical account of a series of politically and religiously motivated murders, which took place at Cane Hill, a London asylum, in 1889.

1.4. Course Contact List

Module Leader:	**Module:**	**Contact:**
Jon Baldwin	What is History Reformation History and Visual Culture Reinvention of a Nation Tutorial Year 2	jonathan.baldwin@southdevon.ac.uk 01803 540480
David Wildman	Academic Skills The Dawning of America The Reluctant Handover Hidden Histories Tutorial Year 1	david.wildman@southdevon.ac.uk 01803 540444
Darran Whatmore	Introduction to Literature Part 1 Degeneration and Decline in Late Victorian Fiction	darran.whatmore@southdevon.ac.uk 01803 540454
David Hart	Introduction to Literature Part 2 The American Literary Voice	david.hart@southdevon.ac.uk 01803 540407

2. Programme Specification

2.1. Programme Details

Awarding Institution:	Plymouth University
Teaching Institution:	South Devon College
Accrediting Body:	Plymouth University
Language of Study:	English[1]
Mode of Study:	Full Time/Part Time[2]
Final Award:	FdA
Intermediate Award:	N/A
Programme Title:	History with English
UCAS Code:	Q3V1/V1Q3
JACS Code:	VQ13.
Benchmarks:	QAA FDQB Foundation Degree Qualification Benchmark (2010) QAA Subject Benchmark: History with English (2007)
Date of Programme Approval:	15th January 2014.

2.2. Brief Description of the Programme

The following is the definitive, approved description of this programme that both clarifies this programmes position within South Devon College and Plymouth University's respective portfolios and provides material that may be directly used for promotion of the programme.

The History with English Degree is a unique innovative programme designed with a strong emphasis on the local area and local industry, which will enable the student to fit perfectly into the world of work. The degree will follow an inter-disciplinary approach in its teaching. Lecturers from different disciplines and with different research experiences will contribute to the delivery of the programme using a variety of different teaching methods and approaches. The degree will deliver both summative and formative assessment which will be innovative in approach and will seek to embrace new technologies such as social media and E-Learning thus equipping the student with skills that will benefit them in the vocational world as well as preparing them for a potential third year at PU. The degree will feature and highlight local industry relevant to what is being taught and outline career opportunities for learners. The degree will be relevant to the local population giving

[1] Unless otherwise approved through Plymouth University's Academic Developments Committee
[2] Full time/part time/distance learning etc.

them opportunity to up skill through work related and some work based learning and move forward in a career of their choosing whilst staying local.

Work related learning will be embedded in the form of opportunities to volunteer at The National Trust; English Heritage; Brixham Museum and other heritage / research based institutions. Students will also have the opportunity to experience researching in various archives; attending conferences and visiting national museums to explore and find out how they are run and how to procure employment in such an establishment. During the course of the History with English FdA students will have plenty of opportunity to hone their work related skills which would be of use to any employer – presentation; analysis; research; evaluation; questioning. Digital media will also be embedded into the programme with plans to embed podcasting, blogging and filmmaking along with more traditional modes of assessment such as critical essays.

2.3. Details of Accreditation by a Professional/Statutory Body (if appropriate)

N/A

2.4. Exceptions to Plymouth University Regulations

(Note: Plymouth University's Academic Regulations are available internally on the intranet: https://staff.plymouth.ac.uk//extexam/academicregs/intranet.htm)
N/A

2.5. Programme Aims

The programme will deliver:

1. An opportunity for students to be provided with literary skills, practical skills, development and critical thinking skills demanded by their multi-disciplined mode of employment and the programme will seek to make interconnections between the academic and professional worlds.
2. Focused teaching and learning on literary, historical academic writing and research skills to prepare and develop students for potential progression to the final year of an honours degree.
3. A suitable basis for progression by developing the transferable skills for entry into the professional environment by the inclusion of work related and work based learning.
4. Informative and challenging teaching which will establish a knowledge base amongst students suitable for a future career and will provide them with a variety of entry qualifications and an opportunity to realise their potential.
5. Encouragement and support to students whilst they develop and apply subject specific and generic skills that will facilitate their lifelong learning and continuing professional development.
6. A qualification for students that will allow progression to an honours degree programme award, and it will develop the underpinning skills required for students to become independent learners in their study of History and English Literature.

7. The opportunity for learners to fulfil their vocational and educational needs. The programme will allow the development of skills, knowledge and understanding necessary for vocational demands, the enhancement of existing employment or preparation for a career change.

2.6. Programme Intended Learning Outcomes (ILO)

By the end of this programme the student will be able to:

1. Demonstrate knowledge and critical understanding of a range of texts, concepts and principles relating to History and English.
2. Analyse and critically evaluate data using a wide range of specialist techniques.
3. Synthesise ideas and information in an appropriate format both academic and non-academic.
4. Communicate effectively information and concepts in a manner appropriate to the discipline to specialist and non-specialist audiences.
5. Apply knowledge, concepts and skills from academic study to problems in a non-academic context.
6. Critically evaluate their own learning through reflections on their own practice.
7. Critically evaluate the appropriateness of different approaches to solving problems in the fields of History and English.

2.7. Distinctive Features

The following provides a definitive and approved list of elements that may be used to both conceptualise and promote the market position of this programme:

- The Degree offers a broad range of study in both History and English; from the Reformation to American Literary Voices in 19th and 20th Century.
- Students will cover a number of key historical periods with emphasis on the south west and the wider national and international communities.
- This Degree offers a unique opportunity for an integrated study of local history and literature.
- The Degree will embed aspects of visual culture such as art and oral testimonial as well as the study and critical analysis of key historical documents and literary texts.
- The Degree will feature and highlight local industry relevant to what is being taught and outline career opportunities for learners.
- The degree will follow an inter- disciplinary approach to teaching. Lecturers from different disciplines and experiences will contribute to the delivery of the programme using a variety of different teaching methods and approaches.
- The Degree is a unique innovative programme designed with a strong emphasis on the local area and local industry, which will enable the student to fit perfectly into the world of work.
- The Degree will deliver both summative and formative assessment, which will be innovative in approach and will seek to embrace new technologies such as

social media and E-Learning thus equipping the student with skills that will benefit them in the vocational world.
- The Degree will be relevant to the local population giving them opportunity to up skill through work based learning and move forward in a career of their choosing whilst staying local.

Students will benefit from:
- The opportunity to study this award at Foundation Degree level whilst gaining unique access to local heritage industries and studying material which is specifically linked to them.
- Students will learn alongside other learners with different entry qualifications, from diverse backgrounds and varied experience. This diverse environment is an enrichment of the learning process for all learners.
- The Degree is flexible in both its modes of delivery and its progression routes.
- Flexibility delivery modes such as outdoor learning and project development provide more variety in learning for students and facilitates more opportunities to work with employers.
- Flexible progression paths to additional higher education programmes.
- Partnership with Plymouth University provides access to a broad range of additional learning resources and academic and professional integration and validation.

2.8. Progression Route(s)

Students who successfully complete the Foundation Degree may progress to one of the following:
- BA (Hons) History
- BA (Hons) History with English

All work in the first year (Stage 1) will be at level 4.
Any modules in Stage 2 (the second year of a full time course) will be at level 5.

The contribution of marks from prior levels of study to the progression award is governed by University regulations.

Admissions Criteria

Qualification(s) Required for Entry to this Programme:	Details:
Level 2: - **Key Skills requirement / Higher Level Diploma:** **and/or** - **GCSEs at Level 4 or above:**	N/A 5 with GCSE Maths at grade 4 English at grade 6 or equivalent
Level 3: at least one of the following: - **A Levels required to meet AS/A2/UCAS Points Tariff:** Click here to enter text. - **Advanced Level Diploma:** - **BTEC National Certificate/Diploma:** - **HNC/D:** - **VDA: AGNVQ, AVCE, AVS:** - **Access to HE or Year 0 provision:** - **International Baccalaureate:** - **Irish / Scottish Highers / Advanced Highers:**	48 UCAS Points N/A 3 N/A N/A Humanities Pathway 26 48 UCAS points
Work Experience:	Any related work experience will be beneficial
Other non-standard awards or experiences:	These cases will be considered on individual merit. The programme will be delivered in English and all students will be expected to be proficient in spoken and written English in line with the level of the programme.
APEL / APCL[3] possibilities:	All Accreditation of Prior Credited Learning and Accreditation of Prior Experiential Learning arrangements will be dealt with on an individual basis in line with South Devon College and Plymouth University Regulations.
Interview / Portfolio requirements:	Interviews MAY be required by the admissions tutor[4]
Independent Safeguarding Agency (ISA) / Criminal Record Bureau (CRB) clearance required:	Yes If a student sources a placement working with vulnerable adults or children the

	employer will expect them to obtain a DBS (CRB) certificate. Other placements may not require a DBS. [5]

2.9. Programme Structure

FHEQ Level: 4 For: History with English					
F/T Route Year[6]	**P/T Route Year**	**Core or Option Module[7]**	**Credits[8]**	**Delivery**	**Module[9]**
1	1	Core	20	Autumn	SOUD 1246 Academic Skills Project
1	1	Core	20	Autumn	SOUD 1247 What is History?
1	1	Core	20	Spring	SOUD 1248 Evolution and Revolution in Reformation Europe c.1500 – 1700.
1	2	Core	20	Spring	SOUD 1259 The Dawning of America: From Plymouth Rock to the Philippines
1	1	Core	20	Autumn	SOUD 1257 Introduction to Literary Studies – Part 1 (Elizabethans to Victorians)
1	2	Core	20	Spring	SOUD 1258 Introduction to Literary Studies – Part 2 (WW1 to the Present Day)

FHEQ Level: 5 For: History with English					
F/T Route Year[10]	**P/T Route Year**	**Core or Option Module[11]**	**Credits[12]**	**Delivery**	**Module[13]**
2	2	Core	20	Autumn	SOUD 2190 The Reluctant Handover: The changing Anglo-American relationship in the 20th Century
2	3	Core	20	Spring	SOUD 2191 Reinvention of a Nation: 20th Century Britain
2	3	Core	20	Autumn	SOUD 2192 History and Visual Culture: The Changing Face of the South West c.1890 – 2000
2	3	Core	20	Spring	SOUD2193 Hidden Histories: South Devon's Role in the World
2	2	Core	20	Spring	SOUD 2212 Degeneration and Decline in Late Victorian Fiction.
2	3	Core	20	Autumn	SOUD 2194 The American Literary Voice

2.10 Exposition and Mapping of Learning Outcomes, Teaching & Learning and Assessment

Level: 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	**Teaching and Learning Strategy / Methods**	**Prog Aims**	**Prog intended Learning Outcomes**	**Range of Assessments**	**Related Core Modules**
Knowledge / Understanding: For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s): History Benchmarks 2.1, 2.9, 2.10, 6.7, 7.5 English Benchmarks 3.1, 5.3 By the end of this level of this programme the students will be able to demonstrate for: A threshold pass: 40%	Primary: Lectures, Seminars, Tutorials, Guided Independent Study. Secondary/Supplementary: External Visits	4,6,7	1,5**Error! Bookmark not defined.**	Essays, timed essay, extended written work, presentation, seminar discussions.	2,3,4,5,6
An exposition for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: Given the nature of this proposed degree, subject knowledge and assessment will be embedded throughout the programme. All modules possibly excluding the Academic Skills Project will embed knowledge and understanding through various methods of teaching and levels of understanding will be clearly seen through various assessments that will take place. Subject benchmark 2.1, History 2007, states 'it is taken as self-evident that knowledge and understanding of the human past is of incalculable value both to the individual and society at large, and that the first object of education in history is to enable this to be acquired.					
Cognitive and Intellectual Skills: For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s): History Benchmarks 2.6, 2.9, 3.1,3.2,3.3 English Benchmarks 1.3,3.2,3.3					

By the end of this level of this programme the students will be able to demonstrate for: A threshold pass: 40%.	Primary: Lectures, Seminars, Tutorials, Guided Independent Study. Secondary/Supplementary: External Visits	1,2,3,5,6,7	1,2,5,6,7	Lectures, Seminars, Tutorials, Guided Independent Study.	1,2,3,4,5,6
An exposition for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: Throughout this degree cognitive and intellectual skills will be taught and used throughout the various modules. The study of both History and English will mean that students are equipped with vital skills which will be of great use in the academic world and the vocational world. Subject benchmark 2.9, History 2007, states 'important abilities and qualities of mind are acquired through the study of history which are readily transferable to many occupations and careers. Some of these qualities and abilities are generic, in that they are imparted by most degree programmes in the humanities and social sciences. Degree level study in history also instils ways of thinking which are intrinsic to the discipline, while being no less transferable'.					
Key Transferable Skills: For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s): History Benchmarks 3.3, 8.1 English Benchmarks 2.3,2.6, 3.3 By the end of this level of this programme the students will be able to demonstrate for: A threshold pass: 40%	Primary: Lectures, Seminars, Tutorials, Guided Independent Study. Secondary/Supplementary: External Visits	1,3,5,7	2,5	Lectures, Seminars, Tutorials, Guided Independent Study.	1,2,4,5,6
An exposition for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: Throughout this programme of study students will be equipped with skills that will certainly be transferable to the work place. Each module taught will embed transferable skills through teaching and learning in some measure. Both History and English will enable students to develop their skills which will include problem solving, organising working to deadlines, management and leadership, motivation, making decisions and research.					
Employment Related Skills: For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s): History Benchmarks 3.1, 6.4, 8.1					

English Benchmarks 3.3,4.8 By the end of this level of this programme the students will be able to demonstrate for: A threshold pass: 40%	Primary: Lectures, Seminars, Tutorials, Guided Independent Study. Secondary/Supplementary: External Visits	1,5,7	2,4,5	Lectures, Seminars, Tutorials, Guided Independent Study.	1,2,6
An exposition for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: It is the intention of this degree that throughout the various modules taught that Employment Related Skills will be embedded. Within the context of History and English these skills could include: Management, communication and research skills. Service skills such as leading, listening and coordinating. History and English will embed skills that will be useful to clerical based employment, teaching, and public relations.					
Practical Skills: For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s): History Benchmarks 2.6,3.1, 3.2 English Benchmarks 3.2,3.3 By the end of this level of this programme the students will be able to demonstrate for: A threshold pass: 40%.	Primary: Lectures, Seminars, Tutorials, Guided Independent Study. Secondary/Supplementary: External Visits	1	5	Lectures, Seminars, Tutorials, Guided Independent Study.	1,2,4,5
An exposition for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme: Whilst this degree is academic in approach there will be practical opportunity given to students throughout the programme. Students will be encouraged to participate in volunteering in the work place of which there could be many options within the local area. Students will also be able to support teaching and learning at South Devon College to A Level and GCSE provision such as homework clubs. Students will have the opportunity to embed practical skills by using various media both visual and social throughout the course.					

Level: 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	**Teaching and Learning Strategy / Methods**	**Prog Aims**	**Prog intended Learning Outcomes**	**Range of Assessments**	**Related Core Modules**
Knowledge / Understanding: For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s): History Benchmarks 2.1, 2.9, 2.10, 6.7, 7.5 English Benchmarks 3.1, 5.3 By the end of this level of this programme the students will be able to demonstrate for: A threshold pass: 40%	Primary: Lectures, Seminars, Tutorials, Guided Independent Study. Secondary/Supplementary: External Visits	4,6,7	1,5	Essays, timed essay, extended written work, presentation, seminar discussions	7,8,9,10,11, 12
An exposition for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: Given the nature of this proposed degree, subject knowledge and assessment will be embedded throughout the programme. All modules possibly excluding the Academic Skills Project will embed knowledge and understanding through various methods of teaching and levels of understanding will be clearly seen through various assessments that will take place. Subject benchmark 2.1, History 2007, states 'it is taken as self-evident that knowledge and understanding of the human past is of incalculable value both to the individual and society at large, and that the first object of education in history is to enable this to be acquired. ck here to enter text.					
Cognitive and Intellectual Skills: For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s): History Benchmarks 2.6, 2.9, 3.1,3.2,3.3 English Benchmarks 1.3,3.2,3.3 By the end of this level of this programme the students will be able to demonstrate for: A threshold pass: 40%	Primary: Lectures, Seminars, Tutorials, Guided Independent Study.	1,2,3,5,6,7	1,2,5,6,7	Lectures, Seminars, Tutorials, Guided Independent Study.	7,8,9,10,11 12

	Secondary/Supplementary: External Visits				
An exposition for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: Throughout this degree cognitive and intellectual skills will be taught and used throughout the various modules. The study of both History and English will mean that students are equipped with vital skills which will be of great use in the academic world and the vocational world. Subject benchmark 2.9, History 2007, states 'important abilities and qualities of mind are acquired through the study of history which are readily transferable to many occupations and careers. Some of these qualities and abilities are generic, in that they are imparted by most degree programmes in the humanities and social sciences. Degree level study in history also instils ways of thinking which are intrinsic to the discipline, while being no less transferable'.					
Key Transferable Skills: For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s): History Benchmarks 3.3, 8.1 English Benchmarks 2.3,2.6, 3.3 By the end of this level of this programme the students will be able to demonstrate for: A threshold pass: 40%	Primary: Lectures, Seminars, Tutorials, Guided Independent Study. Secondary/Supplementary: External Visits	1,3,5,7	2,5	Lectures, Seminars, Tutorials, Guided Independent Study.	8,9,10,11,12
An exposition for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: Throughout this programme of study students will be equipped with skills that will certainly be transferable to the work place. Each module taught will embed transferable skills through teaching and learning in some measure. Both History and English will enable students to develop their skills which will include problem solving, organising working to deadlines, management and leadership, motivation, making decisions and research.					
Employment Related Skills: For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s): History Benchmarks 3.1, 6.4, 8.1 English Benchmarks 3.3,4.8 By the end of this level of this programme the students will be able to demonstrate for:	Primary: Lectures, Seminars, Tutorials,	1,5,7	2,4,5	Lectures, Seminars, Tutorials, Guided	8,9,10,11,12

A threshold pass: 40%	Guided Independent Study. Secondary/Supplementary: External Visits			Independent Study.	
An exposition for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: It is the intention of this degree that throughout the various modules taught that Employment Related Skills will be embedded. Within the context of History and English these skills could include: Management, communication and research skills. Service skills such as leading, listening and coordinating. History and English will embed skills that will be useful to clerical based employment, teaching, and public relations.					
Practical Skills: For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s): History Benchmarks 2.6,3.1, 3.2 English Benchmarks 3.2,3.3 By the end of this level of this programme the students will be able to demonstrate for: A threshold pass: 40%	Primary: Lectures, Seminars, Tutorials, Guided Independent Study. Secondary/Supplementary: External Visits	1	5	Lectures, Seminars, Tutorials, Guided Independent Study.	9,10,11,12
An exposition for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme: Whilst this degree is academic in approach there will be practical opportunity given to students throughout the programme. Students will be encouraged to participate in volunteering in the work place of which there could be many options within the local area. Students will also be able to support teaching and learning at South Devon College to A Level and GCSE provision such as homework clubs. Students will have the opportunity to embed practical skills by using various media both visual and social throughout the course.					

2.10 Work Based/Related Learning

Level: 4					
WBL/WRL Activity:	**Logistics**	**Prog Aim**	**Prog Intended LO**	**Range of Assessments**	**Related Core Module(s)**
1. Research 2. Reflection 3. Question and Answer 4. Local archives 5. Pathways to teaching 6. Trip 7. Websites 8. Newspaper review 9. Town planning 10. Gallery 11. Illustrated Guide 12. Video Diary 13. Interviews 14. Visit to local heritage, historical, literary industry. 15. Presentation.	1. On-going throughout the programme using a variety of methods. 2. Using Podcast and Blog resources. SDC. 3. With guest lecturer. 4. Trip to local archives. 5. Opportunities within SDC. 6. Identify potential dates. 7. Resources at SDC. 8. Resources at SDC. 9. Arrange meeting with local council 10. Identify a date, book a space at SDC, local artists. 11. Organise trip to London, students to have camera. 12. Organise video camera, locations, talk to local industry. 13. Set up interviews. 14. Make contacts. 15. During the course of the programme.	1,3,5,7	5	Essays, research projects, reflections using podcasts and blog, q and a, discussion with guest lecturer. Opportunity to visit local archives and use primary sources. Arrange an activity for a GCSE class, run a homework club. Organise, plan and attend a trip to London. Produce a website resource for a local school. Newspaper review, journalist to review from the Herald Express. Reinvention of Torquay and Plymouth after WW2, testimonials. Set up a gallery and give a tour – presentation. Produce an illustrated guide book using pictures from a trip to London for a text that students are studying. 5 minute documentary / talking heads / video diary as part of a presentation. Interview local people about changes they	SOUD 1246, 1247, 1248, 1249, 1259, 1258

				have witness in Torbay.	
It is important that WBL or WRL is embedded into this degree due to the nature of it. History and English are academic subjects but nonetheless there are plenty of opportunities to embed work related learning. The Programme will certainly encourage students to undertake voluntary employment during the duration of the course. This employment would take place within Torbay and surrounding area. There are plenty of heritage, tourist and literary opportunities. South Devon College as an educational provider is also opening a school where students could potentially volunteer their time to lead homework clubs and so forth. For those students who would like to go into teaching South Devon College could also provide opportunities to support teachers with classroom provision. The majority of Modules however will certainly incorporate WRL whereby students will be taught a variety of academic and transferable skills for the work place. Assignments, tasks both informal and formal will also include a variety of tasks, using a variety of different methods which will benefit students when they enter the work place.					
Level: 5					
WBL/WRL Activity:	**Logistics**	**Prog Aim**	**Prog Intended LO**	**Range of Assessments**	**Related Core Module(s)**
1. Research 2. Reflection 3. Question and Answer 4. Local archives 5. Pathways to teaching 6. Trip 7. Websites 8. Newspaper review 9. Town planning 10. Gallery 11. Illustrated Guide 12. Video Diary 13. Interviews 14. Visit to local heritage, historical, literary industry. 15. Presentation.	1. On-going throughout the programme using a variety of methods. 2. Using Podcast and Blog resources. SDC. 3. With guest lecturer. 4. Trip to local archives. 5. Opportunities within SDC. 6. Identify potential dates. 7. Resources at SDC. 8. Resources at SDC. 9. Arrange meeting with local council 10. Identify a date, book a space at SDC, local artists. 11. Organise trip to London, students to have camera. 12. Organise video camera, locations, talk to local	1,3,5,7	5	Essays, research projects, reflections using podcasts and blog, q and a, discussion with guest lecturer. Opportunity to visit local archives and use primary sources. Arrange an activity for a GCSE class, run a homework club. Organise, plan and attend a trip to London. Produce a website resource for a local school. Newspaper review, journalist to review from the Herald Express. Reinvention of Torquay and Plymouth after WW2, testimonials. Set up a gallery and give a tour – presentation. Produce an illustrated guide book using pictures from a trip to London for a text that students are studying. 5	SOUD2190, 2191, 2192, 2212, 2193, 2194

	industry. 13. Set up interviews. 14. Make contacts. 15. During the course of the programme.			minute documentary / talking heads / video diary as part of a presentation. Interview local people about changes they have witness in Torbay.	
It is important that WBL or WRL is embedded into this degree due to the nature of it. History and English are academic subject but nonetheless there is plenty of opportunity to embed work related learning. The Programme will certainly encourage students to undertake voluntary employment during the duration of the course. This employment would take place within Torbay and surrounding area. There are plenty of heritage, tourist and literary opportunities. South Devon College as an educational provider is also opening a school where students could potentially volunteer their time to lead homework clubs and so forth. For those students who would like to go into teaching South Devon College could also provide opportunities to support teachers with classroom provision. The majority of Modules however will certainly incorporate WRL whereby students will be taught a variety of academic and transferable skills for the work place. Assignments, tasks both informal and formal will also include a variety of tasks, using a variety of different methods which will benefit students when they enter the work place.					

3. Module Records

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: SOUD1246	**MODULE TITLE:** Academic Skills Project

CREDITS: 20	**FHEQ Level:** 4	**JACS CODE:** VQ13

PRE-REQUISITES: No	**CO-REQUISITES:** No	**COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module is aimed at developing students' research and investigation skills, which are essential features within the parameters of academic study, and in the industrial vocational workplace. Students will plan and implement a small-scale research project to practice research skills.

ELEMENTS OF ASSESSMENT ***Use HESA KIS definitions]***

COURSEWORK		PRACTICE	
C1	80%	**P1**	20%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: History with English

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
This module aims to develop the students' competence in applying research to solve problems and to encourage the student to apply logical reasoning, critical argument and analysis to solve such problems. In this process the students will be encouraged to think strategically and to exercise effective evaluation in decision making.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:
1. Apply appropriate principles and concepts to the development of a project.
2. Demonstrate competence in the selection and application of appropriate tools of analysis.
3. Identify gaps in secondary research to form the basis of primary methods.
4. Propose appropriate solutions and recommendations based on research and literary review.
5. Present findings in an appropriate report format and oral presentation.

DATE OF APPROVAL:	01/2014	**FACULTY/OFFICE:**	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2014	**SCHOOL/PARTNER:**	South Devon College
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	**TERM:** 14/ AU /M	Autumn

Additional notes (for office use only): Click here to enter text.

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018-2019	**NATIONAL COST CENTRE:** 138

MODULE LEADER: Dave Wildman	**OTHER MODULE STAFF:**

SUMMARY of MODULE CONTENT

This module is learner led and staff will be available for supervision and consultation at every stage of the project. Content will include development of skills such as:
Effective Research.
Critical Thinking and evaluation.
Problem Solving.
E – Learning.
Argument and Debate.
Effective Reading.
Planning, Drafting, Revising and Writing Essays.
Social Media and Research.
The use of podcasts.
Blogging.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	**Hours**	**Comments/Additional Information**
Scheduled Lecturers/seminars	45	20 hours of discursive lecture and 25 hours seminar based learning with student contribution.
Scheduled Related visits	5	Offsite visits to local historical and research centres.
Guided independent study	140	Directed weekly reading, moodle based tasks, and assessment development/revision
Tutorial	10	Group and one-to-one reviews, academic discussions and assessment planning
Total	**200**	

Category	***Element***	***Component Name***	***Component Weighting***	***Comments include links to learning objectives***
Coursework	C1	Research Project	**100%**	LO1, LO2, LO3
Practice	P1	Oral Presentation	**100%**	LO4, LO5

Updated by:	**Date:**	**Approved by:**	**Date:**
Dave Wildman	6/6/18	Luke Peakman	6/6/18

Recommended Texts and Sources:

- Abbot, M. (ed) (2008) *History Skills: A Student Handbook* (2nd Edition).Oxford: Routledge.
- Anderson, J. and Poole, M. (2002) *Assignment and Thesis Writing (4th Edition).* Milton: Wiley.
- Deane, M. and Borg, E. (2011) *Critical thinking and analysis*. Dorchester: Pearson Education.
- Drew, S. (2010) *Learning and Study Skills* London: Gower
- Jordanova, L. (2006) History in Practice (2nd Edition). London: Bloomsbury
- Pears, R. and Shields, G. (2016) *Cite Them Right: The Essential Referencing Guide (10th Edition).* Basingstoke: Palgrave MacMillan.
- Storey, W K. (2012) *Writing History: A guide for students (4th Edition).* Oxford: Oxford University Press.

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: SOUD1247	**MODULE TITLE:** What is History?

CREDITS: 20	**FHEQ Level:** 4	**JACS CODE:** VQ13

PRE-REQUISITES: No	**CO-REQUISITES:** No	**COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module will provide an overview of how the discipline of history operates, and will look at some of the key skills associated with the subject. Students will be introduced to a variety of primary source materials, and will be provided with an understanding of the nature, use and problems associated with historical documents. Themes of local history will be embedded into this module.

ELEMENTS OF ASSESSMENT ***Use HESA KIS definitions]***

COURSEWORK	
C1	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: History with English

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
To introduce students to the nature, aims and methods of History.
To provide an appreciation of the variety and importance of documents as the raw materials of historical study.
To introduce students to the wealth of historic resources which are available in the local area of Torbay.
To highlight potential career routes within the area of historical research.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:

1. Demonstrate knowledge and critical understanding of a range of texts, concepts and principles relating to History as a discipline.
2. Analyse and critically evaluate data, using a wide range of specialist techniques.
3. Synthesise ideas and information in an appropriate format both academic and non-academic.
4. Access historic sources that are local to the area of Torbay.

DATE OF APPROVAL:	01/2014	**FACULTY/OFFICE:**	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2014	**SCHOOL/PARTNER:**	South Devon College
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	**TERM:** 14 / AU/ M	Autumn

Additional notes (for office use only): Click here to enter text.

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018 - 2019	**NATIONAL COST CENTRE:** 139

MODULE LEADER: Jon Baldwin	**OTHER MODULE STAFF:** David Wildman

SUMMARY of MODULE CONTENT
Introduction to History and Work Related Learning.
History as a Social Necessity.
The development of historical studies and the emergence of history as an academic discipline.
Approaches to History.
The role and purpose of historical controversy and debate.
An introduction to documents and historical sources (local element).
What is an archivist?
Researching local history.
Critical use of sources.
Analysis, evaluation and interpretation of primary evidence.
Writing History.
Selection and relevance of documents.
Oral History.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	**Hours**	**Comments/Additional Information**
Lecture / Seminar	55	30 hours of discursive lecture and 25 hours seminar based learning with student contribution.
Tutorial	5	Group and one-to-one reviews, academic discussions and assessment planning
Guided Independent Study	140	Directed weekly reading, moodle based tasks, and assessment development/revision
Total	**200**	

Category	***Element***	***Component Name***	***Component Weighting***	***Comments include links to learning objectives***
Coursework	C1	Essay	50%	Students to choose one essay question from a given list based on the theme 'What is History'. 2000 word essay LO1, LO3
		Primary Source Essay	50%	Choose two primary sources pertaining to Torbay. Examine the sources critically and demonstrate the usefulness of these sources. 2000 word essay. LO2, LO4
			Total = 100%	

Updated by:	**Date:**	**Approved by:**	**Date:**
Jon Baldwin	6/6/18	Luke Peakman	6/6/18

Recommended Texts and Sources:

- Bentley, M. (1999) *Modern Historiography: An Introduction*. London: Routledge.
- Berger, S. Feldner, H., and Passmore, K. (eds.) (2003) *Writing History: Theory and Practice*. London: Bloomsbury.
- Burrow, J. (2007) *A History of Histories: Epics, Chronicles, Romances and Inquiries from Herodotus and Thucydides to the Twentieth Century*. St. Ives: Penguin.
- Burke, P. (ed.) (2002) *History and Historians in the Twentieth Century*. Oxford: Oxford University Press.
- Burke, P. (2005) *History and Social Theory (2nd Edition).* Bodmin: Polity Press.
- Carr, E.H. (2001) *What is History?*. Basingstoke: Palgrave MacMillan.
- Elton, G. R. (2002) *The Practice of History (2nd Edition).* Padstow: Blackwell Press.
- Ermath, E. D. (2011) *History in the Discursive Condition: Reconsidering the Tools of Thought*. London: Routledge.
- Hughes-Warrington, M. (2008) *Fifty Key Thinkers on History*. London: Routledge.
- Iggers, G. G. and Wang, Q.E. (2008) *A Global History of Modern Historiography*. Malaysia: Pearson Education Limited
- Jenkins, K. (1995) *On 'What is History?' From Carr and Elton to Rorty and White*. London: Routledge.
- Jordanova, L. (2006) *History in Practice (2nd Edition*). London: Bloomsbury
- Marwick, A (2001) *The New Nature of History.* London: Palgrave
- Tosh, J. (2015) *The Pursuit of History (6th Edition)*. London: Routledge.

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: SOUD1248	**MODULE TITLE:** Evolution and Revolution in Reformation Europe c.1500 – 1700.

CREDITS: 20	**FHEQ Level:** 4	**JACS CODE:** VQ13

PRE-REQUISITES: No	**CO-REQUISITES:** No	**COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module will explore various themes and ideas in European Reformation history, outlining the dramatic changes that took place over a period of 300 years. It will examine the causes, processes and results of the religious Reformations, in sixteenth- and early seventeenth-century Europe, including the British Isles. Emphasis will be on the evaluation of primary sources and on historiographical debate. Aspects of local history and visual culture from the reformation will be studied and analysed.

ELEMENTS OF ASSESSMENT ***Use HESA KIS definitions]***

	COURSEWORK
C1	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: History with English

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To provide students with knowledge and understanding of the historical development of the European Reformations during the sixteenth century and early seventeenth century.
- To encourage students to appreciate the connection between religion and society during the early modern period.
- To identify themes of ‘adapting to change’ over the course of a significant period of time.
- To discover how the European Reformations impacted and changed society in South Devon.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:

1. Develop an understanding of one of the biggest and most far-reaching upheavals in European history.
2. Assess the numerous historical debates that still surround key features of the subject and how to measure the disparate factors that bring about large-scale change.
3. Enhance their existing skills in documentary analysis by extending it into the area of visual sources, which in turn will enable them to write broadly focused essays.

DATE OF APPROVAL:	01/2014	**FACULTY/OFFICE:**	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2014	**SCHOOL/PARTNER:**	South Devon College
DATE(S) OF APPROVED CHANGE:		**TERM:** 14/SP/M	Spring
Additional notes (for office use only): Click here to enter text.			

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018 - 2019	**NATIONAL COST CENTRE:** 139

MODULE LEADER: Jon Baldwin	**OTHER MODULE STAFF:** David Wildman

SUMMARY of MODULE CONTENT

- The Historiography of the Reformation
- The visual reformation: art history and reformation (embedded throughout).
- Theological Issues
- Communities of Belief: Late Medieval Church and Society
- Christian Humanism
- Martin Luther
- Huldrych Zwingli
- The Radical Reformation
- Reformation in the British Isles
- John Calvin
- Geneva: the 'New Jerusalem'?
- Calvinism beyond Geneva
- Puritanism
- Religious conflicts
- The Beginnings of Catholic Reform
- The Council of Trent
- Catholicism Renewed: Bishops, Priests and People
- Catholic 'Shock Troops': The New Religious Orders
- Confessionalisation: The Church/State Axis
- The Impact of Religious Change upon South Devon (Local element)

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	**Hours**	**Comments/Additional Information**
Lecture / Seminar	55	30 hours of discursive lecture and 25 hours seminar based learning with student contribution.
Tutorial	5	Group and one-to-one reviews, academic discussions and assessment planning
Self-Directed Study	140	Directed weekly reading, moodle based tasks, and assessment development/revision
Total	**200**	

Category	***Element***	***Component Name***	***Component Weighting***	***Comments include links to learning objectives***
Coursework	C1	Reformation essay 1 Reformation essay 2	70% 30% **Total = 100%**	3000 word essay LO1, LO3 1000 word essay LO2

Updated by:	**Date:**	**Approved by:**	**Date:**
Jon Baldwin	6/6/18	Luke Peakman	6/6/18

Recommended Texts and Sources:

- Cameron, E. (1991) *The European Reformation*. Oxford: Oxford University Press.
- Collinson, P. (1988) *The Birthpangs of Protestant England.* Basingstoke: MacMillan
- Duffy, E. (2017) Reformation Divided: Catholics, Protestants and the Conversion of England. London: Bloomsbury Continuum
- Duffy, E. (1992) *The Stripping of the Altars. Traditional Religion in England, c. 1400-1580*. China: Yale University Press.
- Eire. M.N (2016) *Reformations. The Early Modern World, 1450 – 1650. New Haven*: Yale University Press.
- Greengrass, M. (1998) *The Longman Companion to the European Reformation, c.1500-1618*. London: Longman.
- Haigh. C. (1993) *English Reformations. Religion, Politics and Society under the Tudord*. Oxford: Oxford University Press.
- Lindberg. C. (1996) *The European Reformations*. Bodmin: Blackwell Publishling.
- MacCulloch, D. (2016) *All Things Made New: The Reformation and its Legacy*. USA: Oxford University Press.
- MacCulloch, D. (2004) *Reformation Europe's House Divided 1490-1700.* USA: Penguin Books.
- Marshall, P. (2018) *Heretics and Believers: A History of the English Reformation*. New Haven: Yael University Press.
- Pettegree, A. (ed.) (1992) *The Early Reformation in Europe*. Cambridge: Cambridge University Press.
- Rhodes, M. (2015) *Devon's Torre Abbey: Faith, Politics and Grand Designs* London: The History Press LTD.
- Scribner, R.W. and Miklas, T. (eds.) (1994) *The Reformation in National Context*. Cambridge: Cambridge University Press.
- Stjerna, K (2008) *Women and the Reformation London*: Wiley-Blackwell
- Po-chia Hsia, R. (1998) *The World of Catholic Renewal*. Cambridge: Cambridge University Press.
- Wallace, P.G. (2004) *The Long European Reformation*. Basingstoke: Palgrave MacMillan.

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: SOUD1257	**MODULE TITLE:** Introduction to Literary Studies – Part 1 (Elizabethans to Victorians)

CREDITS: 20	**FHEQ Level:** 4	**JACS CODE:** VQ13

PRE-REQUISITES: No	**CO-REQUISITES:** No	**COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module aims to introduce students to undergraduate study of literature through a selection of canonical texts from Renaissance Drama to the Victorian novel. This module will cover the major literary forms of poetry, prose and drama and encourage appreciation of the distinct features of these, through the development of close reading skills.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

	COURSEWORK
C1	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: History with English.

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To introduce students to the study of undergraduate literature.
- To examine a range of canonical texts, across centuries.
- To equip students with skills in close reading and essay writing, necessary for sustained critical analysis.
- To establish some of the distinct features of the major literary forms: prose, poetry and drama.
- To encourage contextualisation of texts, through the reading of secondary sources.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:

1. Demonstrate close reading skills
2. Produce discursive analysis, including awareness of contextual factors
3. Demonstrate referencing and bibliography skills
4. Demonstrate understanding of some of the distinctive features of at least two of the major literary forms (poetry, prose and drama)
5. Demonstrate knowledge and understanding of key themes and ideas in some canonical texts

DATE OF APPROVAL:	01/2014	**FACULTY/OFFICE:**	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2014	**SCHOOL/PARTNER:**	South Devon College
DATE(S) OF APPROVED CHANGE:		**TERM:** 14/AU/M	Autumn

Additional notes (for office use only): Click here to enter text.

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018 - 2019	**NATIONAL COST CENTRE:** 139

MODULE LEADER: Darran Whatmore	**OTHER MODULE STAFF:** David Hart

SUMMARY of MODULE CONTENT
Provisional Schedule:
Introduction: Overview of Periods and Genres
Shakespeare – Hamlet/The Tempest
Metaphysical Poetry: Donne and Marvell
Swift – 'A Modest Proposal', Defoe 'Journal of the Plague Year' (Extracts) and Robinson Crusoe
Wordsworth and Coleridge – selection from 'The Lyrical Ballad
Bronte – Jane Eyre

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Seminars / Lectures	50	25 hours of discursive lecture and 25 hours seminar based learning with student contribution.
Tutorials	10	Group and one-to-one reviews, academic discussions and assessment planning
Guided Independent Learning	140	Directed weekly reading, moodle based tasks, and assessment development/revision
Total	**200**	

Category	***Element***	***Component Name***	***Component Weighting***	***Comments include links to learning objectives***
Coursework	C1	Essay 1 Essay 2	40% 60% **Total = 100%**	1500 word essay LO2, LO3 2500 word essay LO1, LO4, LO5

Updated by: Darran Whatmore	**Date:** 6/6/18	**Approved by:** Luke Peakman	**Date:** 6/6/18

Recommended Texts and Sources:

- Abrams, M.H. (2005) *A Glossary of Literary Terms*. Cornell: Wadsworth
- Blades. J (2004) Wordsworth and Coleridge: *Lyrical Ballads*. Palgrave Macmillan.
- Bloom, H. (2010) *John Donne and the Metaphysical Poets*. Chelsea House Publishers.
- Bronte, C. (2006) *Jane Eyre*. London: Penguin Classics (1703)
- Burrow, C. (2006*) Metaphysical Poetry*. London: Penguin Classics.
- Butler, M. Romantics (1981) *Rebels and Reactionaries*: English Literature and its Background 1760-1830. Oxford Paperbacks
- Carter, R. and McRae, J. (2001) *The Routledge History of Literature in English*. London: Routledge.
- Coleridge, S. and Wordsworth, W (eds) (2006) *Lyrical Ballards: With a Few Other Poems.* London: Penguin Classics.
- Dollimore, J. (2010) *Radical Tragedy: Religion. Ideology and Power in the Drama of Shakespeare and his Contemporaries*. Palgrave Macmillan.
- Eagleton, T. (1983) *Literary Theory: An Introduction*. Oxford: Blackwell.
- Eagleton, T. (2004) *The English Novel*. London: Wiley Blackwell.
- Gibson. A. (2001) *Shakespeare and the Jacobean Tragedies. Cambridge*: Cambridge University Press.
- Gilbert, S. (2007) *The Madwoman in the Attic*. New Haven: Yale University Press.
- Harpham, G.G. and Abrahams, M.H. (2011) *A Glossary of Literary Terms.* USA: Heinle and Heinle.
- Hawthorn, J., Mitchell, D. and Goring, P. (2010) *Studying Literature*. Bodmin: Bloomsbury Academic.
- Hoyles, J. (2013) Donne. Sex and God: *A Critical Conversation*. Creative Independent Publishing Platform.
- Paulson, R. (1988) *Representations of Revolution*. New Haven: Yale University Press.
- Poplawski, P. (2007) *English Literature in Context*. Cambridge: Cambridge University Press.
- Sages, N. (2007) *The Rise of the Novel*: A Readers Guide to Essential Criticism. London: Palgrave Macmillan.
- Thompson, A. (ed) (2005) *Hamlet by William Shakespeare*. London: The Arden Shakespeare.
- Watt, I. (2000) *The Rise of the Novel: Studies in Defoe, Richardson and Fielding*. London: Pimlico.

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: SOUD1259	**MODULE TITLE:** 'The Dawning of America': Plymouth Rock to the Philippines, c 1600 – 1900.

CREDITS: 20	**FHEQ Level:** 4	**JACS CODE:** VQ13

PRE-REQUISITES: No	**CO-REQUISITES:** No	**COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
Students will understand the impact of the European Reformation in the context of the Pilgrim Fathers and the role of Plymouth/the Mayflower in the early chapters of American history. This will begin an exploration of the beginnings of Britain in America, with a focus on the Jamestown settlement. Students will then analyse the development of American politics and society, via the Framers of the Constitution, the Revolutionary War 1775–1783, and the Civil War 1861 to 1865, up to the growth of an American de facto 'empire' in the Philippines at the century's end.

ELEMENTS OF ASSESSMENT ***Use HESA KIS definitions]***

	COURSEWORK
C1	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: History with English

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To provide students with a view of the rise of the United States as a leading power and beacon of democracy in the 19 Century, prior to it adopting the role of global superpower during the 20th Century.
- To develop students' understanding of United States history from the beginning of the 17th Century
- To develop students understanding of the constitutional framework around which the nation was constructed, and its relevance throughout American history
- To provide students with the ability to analyse and evaluate milestone events in the history of the United Sates, and how they contributed to the development and political character of the nation.
- To develop students' historical skills, methodology and processes, and their interpretation and critical analysis of a variety of primary and secondary sources

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:

1. Demonstrate knowledge and critical understanding of a range of texts, concepts and principles relating to the era and issues in questions
2. Analyse and critically evaluate data using a wide range of specialist techniques.
3. Synthesise ideas and information in an appropriate format both academic and non-academic.

DATE OF APPROVAL:	01/2014	**FACULTY/OFFICE:**	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2014	**SCHOOL/PARTNER:**	South Devon College
DATE(S) OF APPROVED CHANGE:		**TERM:** 14/SP/M	Spring
Additional notes (for office use only): Click here to enter text.			

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018 - 2019	**NATIONAL COST CENTRE:** 139

MODULE LEADER: Dave Wildman	**OTHER MODULE STAFF:**

SUMMARY of MODULE CONTENT

The Pilgrim Fathers and Plymouth Rock – Plymouth's role in the first days of America
'The First Settlement': Jamestown and its importance in the story of America
The Constitution: its importance and continuing relevance
'No Taxation without Representation: The Revolutionary War 1775 – 1783
'The Two Americas': The American Civil War 1861 to 1865
'A New Imperial Power?': American expansion at the end of the 19th Century
This dovetails with Stage 2, which focuses on the emergent 'American Century' during the 20th century, and the subsequent impact on Anglo-American relations. An interesting juxtaposition which highlights the changing Anglo-American relationship is that of the Mayflower/Pilgrim Fathers, which can be contrasted with the US military presence in WWII Torbay, as explored in the 'Reluctant Handover' module.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Scheduled lectures / seminars	55	30 hours of discursive lecture and 25 hours seminar based learning with student contribution.
External Visits	5	Offsite visits to local historical and research centres (Plymouth).
Guided Independent Study	140	Directed weekly reading, moodle based tasks, and assessment development/revision
Total	**200**	

Category	***Element***	***Component Name***	***Component Weighting***	***Comments include links to learning objectives***
Coursework	C1	Essay	60%	2500 word essay Students are to choose one essay question from a choice of four possible essay questions. LO2, LO3
		Essay	40% **Total = 100%**	1500 word essay Students will be given a choice of essay with a historiographical theme attached. LO1

Updated by:	**Date:**	**Approved by:**	**Date:**
Dave Wildman	06/07/2017	Luke Peakman	06/07/17

Recommended Texts and Sources:

- Brogan, H. (2001) *The Penguin History of the United States of America*. St Ives: Penguin Books.
- Middleton, R. (2011) *Colonial America: A History 1585 – 1776, (3rd ed)*. Chichester: Wiley-Blackwell.
- Murphy, D., et al (2001) *United States 1776 – 1992*. London: Collins Educational
- Olsen, C,J. (2007) *The American Civil War: A Hands on History.* New York: Farrar, Straus and Giroux,
- Reynolds, D. (2010) *America: Empire of Liberty*. St. Ives: Penguin Books.
- Schama, S. (2009) *The American Future.* London: HarperCollins.
- Taylor, A. (2003) *American Colonies. The Settlement of North America to 1800*. London: Penguin.
- Tindall, G. and Shi, E. (2007) *America: A Narrative History (7th edition*). London: W. W. Norton and Co.

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: SOUD1258	**MODULE TITLE:** Introduction to Literary Studies – Part 2 (WW1 to the Present Day)

CREDITS: 20	**FHEQ Level:** 4	**JACS CODE:** VQ13

PRE-REQUISITES: No	**CO-REQUISITES:** No	**COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module aims to introduce students to a range of canonical texts from World War One poetry to the present day. It is designed to build upon and consolidate the knowledge and understanding of period and genre gained in Introduction to Literary Studies Part 1. Through selected critical works, students will be introduced to some key theoretical approaches to literature.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

	COURSEWORK
C1	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: History with English

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To examine a range of texts spanning from World War I to the present day.
- To introduce some of the major literary theoretical approaches through existing criticism on selected texts.
- To encourage comparison between texts, across periods and/or genres.
- To consolidate and build upon knowledge and understanding gained in Module 1 and provide a basis for further English study.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:

1. Use appropriate critical terminology
2. Demonstrate awareness of some theoretical approaches
3. Engage in critical debate with views other than their own
4. Demonstrate knowledge of key literary periods
5. Demonstrate the ability to make comparisons between texts across periods and/or genres
6. Produce discursive analysis, including awareness of contextual factors

DATE OF APPROVAL:	01/2014	**FACULTY/OFFICE:**	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2014	**SCHOOL/PARTNER:**	South Devon College
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	**TERM:**14/SP/M	Spring

Additional notes (for office use only): Click here to enter text.

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018 - 2019	**NATIONAL COST CENTRE:** 139
MODULE LEADER: David Hart	**OTHER MODULE STAFF:** Darran Whatmore

SUMMARY of MODULE CONTENT

- What is Theory? – An Overview
- Pre-WW1 anxieties – Joseph Conrad 'Heart of Darkness (in conjunction with Postcolonial readings)
- First World War Poetry (in conjunction with New Historicist readings)
- Modernism – T.S. Eliot 'The Waste Land' (in conjunction with New Critical readings)
- George Orwell '1984' and Aldous Huxley 'Brave New World (in conjunction with Marxist readings)
- Post-War Literature – 'The Bell Jar' and Selected Poems (in conjunction with Feminist and Psychoanalytical readings)
- Postmodern Literature – (in conjunction with Post-Structuralist readings)

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	Hours	Comments/Additional Information
Seminars and lectures	55	30 hours of discursive lecture and 25 hours seminar based learning with student contribution.
Tutorials	5	Group and one-to-one reviews, academic discussions and assessment planning
Guided Independent Study	140	Directed weekly reading, moodle based tasks, and assessment development/revision
Total	**200**	

Category	*Element*	*Component Name*	*Component Weighting*	*Comments include links to learning objectives*
Coursework	C1	Essay Essay	50% 50% **Total = 100%**	2000 word essay LO1, LO2, LO5, 2000 word essay LO3, LO4, LO6

Updated by:	**Date:**	**Approved by:**	**Date:**
David Hart	6/6/18	Luke Peakman	06/06/18

Recommended Texts and Sources:

- Amis, Martin (1991) *Time's Arrow*. New York City: Vintage. (2003)
- Conrad, Joseph (1899) *Heart of Darkness and the Congo Diary*. London: Penguin Classics (2007)
- Eliot, T.S. (1920) *The Sacred Wood: Essays on Poetry and Criticism*. London: Faber and Faber (1997)
- Orwell, George (1948) *1984*. London: Penguin Classics (2004)
- Eliot, T.S. (2005) *Collected Poems 1909-1962*. London: Faber and Faber.
- Huxley, Aldous (1932) *Brave New World*. New York City: Vintage.
- Plath, Sylvia (1963) *The Bell Jar*. London: Faber and Faber.
- Plath, Sylvia (2014) *Poems: Chosen by Carol Ann Duffy*. London: Faber and Faber.
- Pound, Ezra (2001) *Personae: Collected Shorter Poems*. London: Faber and Faber.
- Said, Edward W. (1978) *Orientalism.* London: Penguin Classics.
- Sutherland, John (2012) *A Little History of Literature*. New Haven: Yale University Press.
- Vonnegut, Kurt (1969) *Slaughterhouse 5.* New York City:Vintage
- Walter, Matthew, (ed.) (2006) *The Penguin Book of First World War Poetry*. London: Penguin Classics.

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: SOUD2190	**MODULE TITLE:** 'The Reluctant Handover': The changing Anglo-American relationship in the 20th century.

CREDITS: 20	**FHEQ Level:** 5	**JACS CODE:** VQ13

PRE-REQUISITES: No	**CO-REQUISITES:** No	**COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module focuses on the demise of British dominance in the international arena and the onset of decolonisation, alongside the simultaneous rise of the United States as a global power, and ultimately sole superpower/hegemon. This dovetails with Stage 1, which concludes with the rise of the 'American empire' in the Philippines at the start of the 20th Century. Local experience of US military presence during WWII will be employed as a lens through which to explore the changing dynamic re the Anglo-American relationship.

ELEMENTS OF ASSESSMENT U*se HESA KIS definitions]*

COURSEWORK		TEST	
C1	50%	**T1**	50%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: History with English

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To provide students with a view of the decline of the British empire in a comparative context: in relation to the rise of the United States as a global superpower during the 20th Century.
- To develop students' understanding of United States history from the beginning of the 20th Century
- To develop students understanding of the decline of British imperialism and international status in the 20th century
- To use local developments and occurrences as a lens through wish to view the 'Americanisation of Europe' in WWII (troop build-ups, impact on local area, businesses, etc.
- To develop students' historical skills, methodology and processes, and their interpretation and critical analysis of a variety of primary and secondary sources
- To introduce students to International Relations theory as a means of analysing/explaining the features and context of the hegemonic 'handover' in question.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:

1. Demonstrate knowledge and critical understanding of a range of texts, concepts and principles relating to the era.
2. Analyse and critically evaluate data using a wide range of specialist techniques.
3. Synthesise ideas and information in an appropriate format both academic and non-academic.

DATE OF APPROVAL:	01/2014	**FACULTY/OFFICE:**	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2014	**SCHOOL/PARTNER:**	South Devon College
DATE(S) OF APPROVED CHANGE:		**TERM:** 14/AU/M	Autumn
Additional notes (for office use only): Click here to enter text.			

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018 - 2019	**NATIONAL COST CENTRE:** 139

MODULE LEADER: Jon Baldwin	**OTHER MODULE STAFF:** David Wildman

SUMMARY of MODULE CONTENT

Intro: America and Britain at the start of the 20th Century: their relative power and influence
'The Yanks are Coming': WWI and the importance of American Intervention
'The Challenge to Europe's ways': Wilson and the doctrine of National Self-Determination
WWII and the Aftermath: the changing Balance of Power (includes local experience re US military presence and its impact)
'Americanisation of Europe': music, fashion and culture in the 1950s
'The Winds of Change': Britain and her colonies in the post-war world
'The Arsenal of Democracy': US dominance in the Cold War West
International Relations analysis: I: Analysing the 'handover'. II: Does contemporary America have an 'empire'?

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	**Hours**	**Comments/Additional Information**
Scheduled lectures / seminars	40	20 hours of discursive lecture and 20 hours seminar based learning with student contribution.
Scheduled related trip	5	Offsite visits to local historical and research centres.
Guided Independent Study	155	Directed weekly reading, moodle based tasks, and assessment development/revision.
Total	**200**	

Category	***Element***	***Component Name***	***Component Weighting***	***Comments include links to learning objectives***
Written exam	T1	In Class Test	100%	In Class Test (essay based) with Open Book. Time given: 2 Hours. Students are allowed to use one side of prepared notes. LO3
Course work	C1	Essay	100%	Choice of essay based questions given to students. Students choose one question. 2000 words with appropriate referencing. LO1, LO2

Updated by:	**Date:**	**Approved by:**	**Date:**
Jonathan Baldwin	6/6/18	Luke Peakman	6/6/18

Recommended Texts and Sources:

- Bacevich, A. (ed.) (2012) *The Short American Century: A Post-Mortem*. Cambridge, Mass: Harvard University Press.
- Brands, H.W. (2012) *American Dreams: the United States since 1945*. USA: Penguin Press.
- Darwin, J. (2009) *The Empire Project: The Rise and Fall of the British World System, 1830-1970*. London: Cambridge University Press.
- Ferguson, N. (2005) *Colossus: the Rise and Fall of the American Empire*. London: Allen Lane.
- De Grazia, V. (2006) *Irresistible Empire: America's Advance through 20th Century Europe*. Cambridge, Mass: Harvard University Press.
- Lynn, M. (2006) *The British Empire in the 1950's: Retreat or Revival?* London: Palgrave Macmillan.
- Maier, C. (2006) *Among Empires: American Ascendancy and its Predecessors*. Cambridge, Mass: Harvard University Press.
- McKay, D. (2009) *American Politics and Society* (7th Edition). Chichester: Wiley Blackwell.
- Murphy, D, et al. (2001) *United States 1776 – 1992*. London: Collins Educational.
- Patterson, T. (1996) *Grand Expectations: The United States 1945-1974*. New York: Oxford University Press.
- Patterson, J. (2005) *Restless Giant: The United States from Watergate to Bush vs. Gore*. New York: Oxford University Press.
- Reynolds, D. (2009) *America: Empire of Liberty.* St Ives: Penguin Books.
- Reynolds, D. (1996) *Rich Relations: The American Occupation of Britain, 1942 – 1945.* St Ives: Harper Collins.
- Thompson, J.A. (2002) *Woodrow Wilson*. London: Longman.

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: SOUD2191	**MODULE TITLE:** Reinvention of a nation: 20th Century Britain.

CREDITS: 20	**FHEQ Level:** 5	**JACS CODE:** VQ13

PRE-REQUISITES: No	**CO-REQUISITES:** No	**COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module will focus on Britain's severely weakened grip on world affairs, after World War One, and the process of change and adaptation that ensued. During the course of this module students will find out and understand how Britain reinvents itself. Key themes will include: Changing Politics, The Welfare State, Swinging Sixties, Multiculturalism and Monarchy. This module will provide a context for the 'Local History and Visual Culture' module.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

COURSEWORK	
C1	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: History with English

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
To provide an overview of twentieth century British social, political and economic history.
To critically analyse, interpret and reflect upon key events during the course of the century.
To analyse contemporary documents, film and music adding a greater appreciation of the era under study.
To investigate the changes that Torquay and Plymouth have experienced during the course of the 20th century.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:

1. Demonstrate knowledge and understanding of key events in twentieth century British history.
2. Analyse and critically evaluate key events using a variety of contemporary sources.
3. Reflect upon how Devon has changed during the course of the 20th Century.

DATE OF APPROVAL:	01/2014	**FACULTY/OFFICE:**	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2014	**SCHOOL/PARTNER:**	South Devon College
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	**TERM:** 14/AU/M	Autumn

Additional notes (for office use only): Click here to enter text.

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018 - 2019	**NATIONAL COST CENTRE:** 139

MODULE LEADER: Jon Baldwin	**OTHER MODULE STAFF:** Dave Wildman

SUMMARY of MODULE CONTENT

- Evaluation and understanding of the Victorian era.
- The effects of the First World War on society.
- Change in the political nation (fall of the Liberal party, rise of the Labour party).
- Economic uncertainty in the 1930s (the Devil's Decade).
- The effects of the Second World War on society (local element).
- The rise of the welfare state.
- The cultural revolution of the 1960s.
- The rise and effects of feminism.
- The rise and struggle of the idea of multiculturalism.
- Ungovernable Britain in the 1970s
- The rise and effects of Thatcherism on society.
- Society and values at the dawn of the twenty-first century.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	**Hours**	**Comments/Additional Information**
Lecture / Seminar	40	20 hours of discursive lecture and 20 hours seminar based learning with student contribution.
Guided Independent Study	155	Directed weekly reading, moodle based tasks, and assessment development/revision
Tutorial	5	Group and one-to-one reviews, academic discussions and assessment planning
Total	**200**	

Category	***Element***	***Component Name***	***Component Weighting***	***Comments include links to learning objectives***
Course work	C1	Essay Essay	65% 35% **Total = 100%**	2500 word essay LO1, LO2 1500 word essay LO3.

Updated by:	**Date:**	**Approved by:**	**Date:**
Jonathan Baldwin	6/6/18	Luke Peakman	6/6/18

Recommended Texts and Sources:

- Addison, P. and Jones, H. (2005) *A Companion to Contemporary Britain, 1939-2000*. Oxford: Blackwell Publishing.
- Brown, C.G. (2006) *Religion and Society in 20th-Century Britain*. Malaysia: Routledge.
- Clark, P. (2004) *Hope and Glory: Britain 1900-2000*. St Ives: Penguin Books.
- Holmes, C. (1991) *A Tolerant Country? Immigrants, Refugees and Minorities in Britain*. London: Faber.
- Lee, S.J. (1994) *Aspects of British Political History*. Padstow: Routledge.
- Lewis, J. (1992) *Women in Britain since 1945: Women, Family, Work and the State Since 1945*. Oxford: Wiley-Blackwell.
- Marr, A. (2009) *A History of Modern Britain*. Chatham: Pan Books.
- Marr, A. (2010) T*he Making of Modern Britain: From Queen Victoria to V.E. Day*. Chatham: Pan Books.
- Marwick, A. (2000) *A History of the Modern British Isles, 1919-1999*. Padstow: Wiley-Blackwell.
- Morgan.K,O. (2000) *Twentieth Century Britain: A Very Short Introduction*. Oxford: Oxford University Press.
- Pollard. S (1992) *The Development of the British Economy 1914-1990.* London: Hodder Education.
- Pugh, M. (2002) *The Making of Modern British Politics 1867-1945*. Oxford: Wiley-Blackwell.
- Robb, G. (2002) *British Culture and the First World War*. Basingstoke: Palgrave Macmillan.
- Rubenstein, W.D. (2003) *Twentieth Century Britain*. China: Palgrave Macmillan.
- Ward, P. (2004) *Britishness since 1870*. London: Routledge.
- Weight, R. (2002) *Patriots: National Identity in Britain, 1940-2000.* London: Macmillan.

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: SOUD 2192	**MODULE TITLE:** History and Visual Culture: The Changing Face of the South West c.1890 – 2000.

CREDITS: 20	**FHEQ Level:** 5	**JACS CODE:** VQ13

PRE-REQUISITES: No	**CO-REQUISITES:** No	**COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module will give students the opportunity to study the changing face of the South West (from Bristol to Cornwall) over a period of 100 years. Through the study, analysis, and interpretation of the rich visual culture of the South West, students will gain an appreciation of the dramatic changes that have taken place throughout the region. The study of architecture and landscape, art and design, and representations in photography, film and advertising, will allow students to explore how society, values and aesthetics, have changed over the course of the 20th Century.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

	COURSEWORK
C1	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: English & History

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
To understand the history of the South West in the context of 19th and 20th Century Britain.
To define, debate and discover aspects of 'visual culture' in the context of the South West.
To realise how change affects communities.
To identify and study the changing face of key places within the South West through the critical analysis of visual culture.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:

1. Demonstrate knowledge and understanding of the history of the South West in the context of 20th Century Britain.
2. Define 'visual culture' and apply it to the South West c.1890-2000.
3. Identify aspects of change and continuity during the course of 100 years in key places of significance throughout the South West region.
4. Reflect upon what the future holds for the South West in terms of change, continuity and 'visual culture'.

DATE OF APPROVAL:	01/2014	**FACULTY/OFFICE:**	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2014	**SCHOOL/PARTNER:**	South Devon College
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	**TERM:** 14 / SP/ M	Spring

Additional notes (for office use only): Click here to enter text.

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018- 2019	**NATIONAL COST CENTRE:** 139

MODULE LEADER: Jon Baldwin	**OTHER MODULE STAFF:** David Wildman

SUMMARY of MODULE CONTENT

The South West in the context of 19th and 20th Century Britain – general history, context and understanding.
Understanding Visual Culture, definition, debate and discovery.
What is Visual Culture? Definition and Debate.
How can / do historians and others use Visual Culture to explain the past.
Understanding Change – How does 'change effect communities'?
The Changing Face of Bristol.
The Changing Face of Plymouth.
The Changing Face of Somerset incl. Glastonbury.
The Changing Face of Devon incl. Exeter, Torbay, rural communities.
The Changing Face of Cornwall.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	**Hours**	**Comments/Additional Information**
Lecture / Seminar	40	20 hours of discursive lecture and 20 hours seminar based learning with student contribution.
External Visit	5	Offsite visits to local historical and research centres.
Guided Independent Study	155	Directed weekly reading, moodle based tasks, and assessment development/revision
Total	**200**	

Category	***Element***	***Component Name***	***Component Weighting***	***Comments include links to learning objectives***
Course work	C1	Essay	50%	2000 word essay Students are to choose an aspect / aspects of visual culture pertaining to Torbay and demonstrate through critical analysis and evaluative comment how 'change' and / or 'continuity' has occurred in their chosen area c.1890 – 2000. LO1, LO3
		Essay	50% **Total = 100%**	2000 word essay Students are to choose an aspect / aspects of visual culture pertaining to the South West and demonstrate through critical analysis and evaluative comment how 'change' and / or 'continuity' has occurred in their chosen area c.1890 – 2000. LO2, LO4

Updated by:	**Date:**	**Approved by:**	**Date:**
Jon Baldwin	6/6/18	Luke Peakman	6/6/18

Recommended Texts and Sources:

Bainbridge, J. (2010) *Torbay: Photographic Memories*. Oakridge Books.
Berger, J. (2008) *Ways of Seeing*. London: Penguin Classics.
Brown, E.H. (ed) (2006) *Cultures of Commerce*. New York: Palgrave Macmillan.
Burke, P. (2008*) Eyewitnessing: The Uses of Images as Historical Evidence*. London: Cornell University Press.
Dixon, A.D (ed) (2008) *Art* London: Dorling Kindersley.
Gill, C (2009) Plymouth An Illustrated History. United Kingdom: Halsgrove.
Howells, S.R & Negreiros, J (2012) *Visual Culture* Cambridge: Polity Press.
Jordanova, L. (2012) *The Look of the Past: Visual and Material Evidence in Historical Practice*. London: Cambridge University Press.
Mirzoeff, N. (ed) (1998) *'Studying Visual Culture'* in The Visual Culture Reader. New York and London: Routledge.
Payton, P. (2004) *Cornwall A History*. Cornwall: Cornwall Editions LTD
Pearce, F. (2002) *Torbay: The Golden Years.* Halsgrove.
Pike, J. and Thompson, M. (2003) *A Torbay Century*. Breeden Books Publishing.
Pointon, M (1997) *History of Art.* London: Routledge.
Robinson, D. (2005) *A Darker History of Bristol*: United Kingdom: Countryside Books.
Skinner, J. (2013) *Did You Know? Torbay & The South Hams: A Miscellany*. The Francis Frith Collection.
Sturken, M and Cartwright, L. (2000) *Practices of Looking: An introduction to visual culture*. Oxford: Oxford University Press.
Unwin.S (2003) *Analysing Architecture* London: Routledge.
Wallis, S. (2010) *Glastonbury Through Time* United Kingdom: Amberley Publishing.
Whitton, J. (2001) *Torbay*: *The Visible History*. Bossiney Books.
Cassini Publishing (2011) *A Landscape History of Torbay & South Dartmoor (1809-1919)* - LH3-202: Three Historical Ordnance Survey Maps. Cassini Publishing.

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: SOUD 2212	**MODULE TITLE:** Degeneration and Decline in Late Victorian Fiction

CREDITS: 20	**FHEQ Level:** 5	**JACS CODE:** VQ13

PRE-REQUISITES: No	**CO-REQUISITES:** No	**COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module considers the literary reaction to Victorian political and scientific confidence and examines how late Victorian writers explored the anxiety of empire. There will be particular focus on literary representations of decadence and degeneration and fears of reverse colonisation.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

	COURSEWORK
C1	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: History with English

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To critically evaluate literary responses to late Victorian culture and ideas
- To locate and evaluate late Victorian fiction's place within the development of the novel
- To apply and develop historicist readings of Victorian literature
- To provide cultural contextualisation for key historical ideas

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:

1. Engage in critical debate with views other than their own
2. Demonstrate the ability to interpret different ideas and values represented in literature, against the background of Empire
3. Demonstrate the ability to develop historicist readings of literature
4. Demonstrate awareness of the cultural, social and ethical impact of Darwinism and subsequent related theories

DATE OF APPROVAL:	01/2014	**FACULTY/OFFICE:**	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2014	**SCHOOL/PARTNER:**	South Devon College
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	**TERM:** 14/SP/M	Spring

Additional notes (for office use only): Click here to enter text.

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018 - 19	**NATIONAL COST CENTRE:** 139

MODULE LEADER: Darran Whatmore	**OTHER MODULE STAFF:** David Hart

SUMMARY of MODULE CONTENT

- Empire, cultural growth and decline:
- The impact of evolutionary theory: Darwin, Lombroso, Edwin Ray Lankaster and G.B Shaw
- Degeneration as a cultural concept: Max Nordau, H.G.Wells and G.B. Shaw.
- The cultural context of scientific romance
- Anxious responses to Empire and degeneration, including R.L Stevenson and Bram Stoker
- Degeneration and Decadence in both male and female writers of the 1890s

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	**Hours**	**Comments/Additional Information**
Lectures and seminars	40	20 hours of discursive lecture and 20 hours seminar based learning with student contribution.
Tutorials	5	Group and one-to-one reviews, academic discussions and assessment planning
Guided Independent Study	155	Directed weekly reading, moodle based tasks, and assessment development/revision
Total	**200**	

Category	***Element***	***Component Name***	***Component Weighting***	***Comments include links to learning objectives***
Coursework	C1	Essay Essay	Essay 50% Essay 50% **Total = 100%**	2000 word essay LO3, LO4 2000 word essay LO1, LO2

Updated by:	**Date:**	**Approved by:**	**Date:**
Darran Whatmore	07/07/17	Luke Peakman	08/08/2017

Recommended Texts and Sources:

- Arata, S. (2008) *Fictions of Loss in the Victorian Fine de Siecle*. Cambridge: Cambridge University Press.
- Brantlinger, P. (1998) *Rule of Darkness: British Literature and Imperialism*. Ithaca, NY: Cornell University Press.
- Brantlinger, P. (2009) *Victorian Literature and Postcolonial Studies.* Edinburgh: Edinburgh University Press.
- Greenslade, W.P. (1994) *Degeneration, Culture and the Novel.* Cambridge: Cambridge University Press.
- Hurley, K. (1996) T*he Gothic Body: Sexuality, Materialism and Degeneration at the fin de siècle*: Cambridge, Cambridge University Press.
- Ledger, S. and Luckhurst, R. (2000) *The Fin de Siecle: A Reader in Cultural History.* Oxford: Oxford University Press.

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: SOUD2193	**MODULE TITLE:** Hidden Histories: South Devon's Role in the World.

CREDITS: 20	**FHEQ Level:** 5	**JACS CODE:** VQ13

PRE-REQUISITES: No	**CO-REQUISITES:** No	**COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module is essentially an individual research project based on an aspect of local history. South Devon has a great wealth of history and heritage that has impacted the world and students will discover, devise and carry out a project based around this concept. The scope will be broad to enable students to research a subject of choice, embedding the theme 'adapting to change' with emphasis on South Devon and the wider world.

ELEMENTS OF ASSESSMENT ***Use HESA KIS definitions]***

COURSEWORK		PRACTICE	
C1	90%	**P1**	10%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: History with English

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
Learners are to investigate and research an aspect of local history and its connection to the wider world.
Learners are to make connections between local history and community, tourism and heritage.
Learners will focus on potential career pathways available to them within the south Devon region at the conclusion of their university education.
Learners will make use of local museums, heritage centres and record offices in order to collect and collate primary and secondary sources that are applicable to their research project.
Learners are to produce a short film outlining and explaining their project.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:

1. Analyse and critically evaluate data, historical and heritage based information using a wide range of methods and techniques.
2. Synthesise ideas and information in an appropriate format both academic and non-academic.
3. Communicate effectively information and concepts in a manner appropriate to the study of local history to specialist and non-specialist audiences.
4. Apply knowledge, concepts and skills from academic study to problems in a non-academic context.
5. Critically evaluate own learning through reflections on their own practice.

DATE OF APPROVAL:	01/2014	**FACULTY/OFFICE:**	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2014	**SCHOOL/PARTNER:**	South Devon College
DATE(S) OF APPROVED CHANGE:		**TERM:** 14/SP/M	Spring

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018- 2019	**NATIONAL COST CENTRE:** 139

MODULE LEADER: Dave Wildman	**OTHER MODULE STAFF:**

SUMMARY of MODULE CONTENT

- Introduction to Hidden Histories.
- The skills of the historian
- The concept of 'Hidden Histories'.
- What do I research?
- Finding a theme / forming a question.
- The challenge of independent study.
- Techniques: Oral History
- Techniques: Creating a short video.
- Independent research / tutorial
- Local maritime and naval history in South Devon.
- Norman through to Tudor history.
- The effects of the two world wars on communities throughout Torbay and the South Hams.
- Local social history
- Career pathways and opportunities in the Heritage and tourism

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	**Hours**	**Comments/Additional Information**
Lecture	30	30 hours of discursive lecture.
Seminars / Class activities	10	10 hours of seminar and class activities with student contribution.
Tutorial	5	Group and one-to-one reviews, academic discussions and assessment planning
Self-study / supported study	155	Directed weekly reading, moodle based tasks, and assessment development/revision
Total	**200**	

Category	***Element***	***Component Name***	***Component Weighting***	***Comments include links to learning objectives***
Course work	C1	Essay	Total = 100%	Students are to identify, research and investigate an individual and unique aspect of history relating to South Devon and its role in the wider world. Students are to also reflect upon and evaluate the process of producing an independent research project giving consideration to the role and methodology of a historian. 3500 words. LO1, LO2, LO3, LO4
Practice	P1	Presen tation	Total = 100%	Students are to present their investigation in the form of a short video in the style of a documentary. LO5

Updated by:	**Date:**	**Approved by:**	**Date:**
Dave Wildman	6/6/18	Luke Peakman	6/6/18

Recommended Texts and Sources:

- Berry, J. (2013) *South Devon's Shipwreck Trail*. Amberley Publishing.
- Black, J. and MacRaild, D.M. (2000) *Studying History.* London:Palgrave.
- Born, A. (1989) *The Torbay Towns*. Chichester: Phillimore.
- Brundage, A. (2013*) Going to the Sources: A Guide to Historical Research and Writing.* London: Wiley-Blackwell.
- Finberg, H.P.R. (1969) *West Country Historical Studies*. New York: A.M. Kelley.
- Gray, T. (2003) *Lost Devon: Creation, Change and Destruction over 500 Years*. Exeter: Mint Press.
- Gunn. S (2016) *Research Methods for History* (2nd edition). London: Edinburgh University Press.
- Herbert, D. (ed) (1995) *Heritage, Tourism and Society*. London: Mansell.
- Hoskins, W.G. (1960) *Devon: A New Survey of England.* London: Collins.
- Marwick, A. (2001) *The New Nature of History*. Basingstoke: Palgrave.
- Mee, A. (1965) *The King's England*: *Devon*. London: Hodder & Stoughton.
- Rowse, A.L. (1949) *The West in English History*. London: Hodder and Stoughton.
- Sharpley, R. (1994) *Tourism, Tourists and Society*. Huntington: Elm Publications.
- Stanes, R. (1986) *A History of Devon*. Chichester: Phillimore.
- Thompson, P (2000) *Voice of the Past*. London: Oxford University Press.
- Tosh, J (2010) *The Pursuit of History* (5th edition) London: Pearson.
- Yale, P. (1997) *From Tourist Attractions and Heritage Tourism.* Huntingdon: Elm Publications.
- http://www.history.ac.uk/makinghistory/resources/articles/oral_history.html
- https://www.le.ac.uk/emoha/training/no1.pdf
- https://www.st-andrews.ac.uk/history/infoug/HistoryDissertationHandbook.pdf
- http://www2.warwick.ac.uk/fac/arts/history/students/modules/dissertation/guidance/
- http://www.skillsyouneed.com/learn/dissertation-introduction.html
- http://www.bowdoin.edu/writing-guides/
- https://books.google.co.uk/books/about/Historical_Research.html?id=LxMCG0OrLkEC&redir_esc=y
- http://www.methodsnetwork.ac.uk/redist/pdf/wkp4.pdf

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: SOUD2194	**MODULE TITLE:** The American Literary Voice

CREDITS: 20	**FHEQ Level:** 5	**JACS CODE:** VQ13

PRE-REQUISITES: No	**CO-REQUISITES:** No	**COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module explores a range of distinctive voices in nineteenth and twentieth century American literature and how these writers reflect social change and question evolving national identity. Key literary texts will be linked to the development of philosophical ideas, such as self-reliance and individualism, and contextualised through study of selected non-fiction writings.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

	COURSEWORK
C1	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: History with English

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To critically respond to a range of nineteenth and twentieth century American literature
- To introduce some key movements and developments within American Literature
- To examine texts within their socio-historical contexts

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:

1. Produce discursive analysis, including critical awareness of contextual factors
2. Demonstrate the ability to make comparisons between texts across periods and/or genres
3. Demonstrate knowledge and understanding of the relationships between American texts and their social and historical contexts
4. Demonstrate knowledge and understanding of a range of texts across nineteenth and twentieth century American Literature

DATE OF APPROVAL:	01/2014	**FACULTY/OFFICE:**	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2014	**SCHOOL/PARTNER:**	South Devon College
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	**TERM:** 14/AU/M	Autumn

Additional notes (for office use only): Click here to enter text.

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018 - 19	**NATIONAL COST CENTRE:** 139
MODULE LEADER: Dave Hart	**OTHER MODULE STAFF:** Darran Whatmore

SUMMARY of MODULE CONTENT

- Introduction to the period
- Transcendentalism – Thoreau's 'On Civil Disobedience' and the concept of 'self-reliance'
- Whitman's democratic vision – 'Leaves of Grass'
- Voices of freedom – 'The Adventures of Huckleberry Finn', 'Uncle Tom's Cabin', 'Narrative of the Life of Frederick Douglass'
- American Gothic – the short stories of Edgar Allan Poe
- Voices of disillusionment – 'The Great Gatsby'
- Voices unleashed – 'Herland' and 'Invisible Man'

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	**Hours**	**Comments/Additional Information**
Seminars / Lectures	40	20 hours of discursive lecture and 20 hours seminar based learning with student contribution.
Tutorials	5	Group and one-to-one reviews, academic discussions and assessment planning
Guided Independent Study	155	Directed weekly reading, moodle based tasks, and assessment development/revision
Total	**200**	

Category	***Element***	***Component Name***	***Component Weighting***	***Comments include links to learning objectives***
Coursework	C1	Essay Essay	Essay 50% Essay 50% **Total = 100%**	2000 word essay linked to learning objectives 1 & 3 2000 word essay linked to learning objectives 2 & 4

Updated by:	**Date:**	**Approved by:**	**Date:**
David Hart	6/6/18	Luke Peakman	6/6/18

Recommended Texts and Sources:

- Beecher Stowe, Harriet (2003) *Uncle Tom's Cabin*. Penguin Classics.
- Bradbury, Malcolm and Ruland, Richard (1991) *From Puritanism to Postmodernism: A History of American Literature.* Penguin Books.
- Ellison, Ralph (2001) *Invisible Man*. Penguin Modern Classics.
- Fitzgerald, F. Scott (2000) *The Great Gatsby*. Penguin Classics.
- Gilman, Charlotte Perkins (1999) *Herland, the Yellow Wall-Paper, and Selected Writings*. Penguin Books.
- Poe, Edgar Allan (2003) *The Fall of the House of Usher*. Penguin Classics.
- Sutherland, John (2012) *A Little History of Literature*, Yale University Press.
- Twain, Mark, (1985) *The Adventures of Huckleberry Finn*. Penguin Classics.
- Whitman, Walt (1961) *Leaves of Grass: The First (1855) Edition*. Penguin Classics.