

Royal Holloway, University of London
Course specification for an undergraduate award
BA English (Four Year Programme with Integrated Foundation Year) (Q3oF)

Section 1 – Introduction to your course

This course specification is a formal document, which provides a summary of the main features of your course and the learning outcomes that you might reasonably be expected to achieve and demonstrate if you take full advantage of the learning opportunities that are provided. Further information is contained in the University prospectus, and in various handbooks, all of which you will be able to access online. Alternatively, further information on the University's academic regulations and policies can be found [here](#). Further information on the University's Admissions Policy can be found [here](#).

Your degree course in English with an integrated Foundation Year is delivered in four stages, each of which comprises one year of full-time study during which you must follow modules to the value of 120 credits. The Foundation Year prepares you for university study by offering a rigorous introduction to university-level study methods and skills, transitioning from Level 3 to Level 4. It provides progressive structures in which you are able to gain ever-wider knowledge and understanding of approaches to humanities study and your chosen degree subject, together with embedded good academic practice and study skills, leading towards increasingly discipline specific modules which facilitate greater levels of specialisation and individual choice. The mandatory courses include a range of different expressive media (texts, images, objects, rituals, digital forms) from different historical periods, tested by a wide variety of assessment methods including (but not limited to) short written exercises and critical appreciations, Moodle-based quizzes, essays, examinations, poster presentations, blog/vlogs, short digital films, dissertations and personal development plans.

The course provides progressive structures in which you are able to gain ever-wider knowledge and understanding, and appropriate skills. The course contains a combination of mandatory modules to introduce you to historical periods, to the principle literary genres, and to contemporary critical and theoretical approaches, with a range of stage two and three specialist options. In each case the structure encourages you, in stage two and three, to develop your own interests through informed choice among specialist options. In stage three you are required to write a dissertation and/or long essays. The courses aim to produce graduates with a range of personal attributes relevant to the world beyond HE, who are able to engage in lifelong learning, to consider ethics and values, and to contribute to the wider community.

While Royal Holloway keeps all the information made available under review, courses and the availability of individual modules, especially optional modules are necessarily subject to change at any time, and you are therefore advised to seek confirmation of any factors which might affect your decision to follow a specific course. In turn, Royal Holloway will inform you as soon as is practicable of any significant changes which might affect your studies.

The following is a brief description for some of the most important terminology for understanding the content of this document:

Degree course – May also be referred to as 'degree programme' or simply 'programme', these terms refer to the qualification you will be awarded upon successful completion of your studies.

Module – May also be referred to as 'course', this refers to the individual units you will study each year to complete your degree course. Undergraduate degrees at Royal Holloway comprise a combination of modules in multiples of 15 credits to the value of 120 credits per year. On some degree courses a certain number of optional modules must be passed for a particular degree title.

| Section 2 – Course details | | | |
|---|---|--|---|
| Date of specification update | May 2025 | Location of study | Egham Campus |
| Course award and title | BA English with Integrated Foundation Year | Level of study | Undergraduate |
| Course code | 3444 | UCAS code | Q30F |
| Year of entry | 2026/27 | | |
| Awarding body | Royal Holloway, University of London | | |
| Department or school | Department of English (School of Humanities) | Other departments or schools involved in teaching the course | N/A |
| Mode(s) of attendance | Full-time or part-time (Foundation Year is full time only) | Duration of the course | Four years or seven years (Foundation Year is full-time) |
| Accrediting Professional, Statutory or Regulatory Body requirement(s) | N/A | | |
| Link to Coursefinder for further information: | https://www.royalholloway.ac.uk/studying-here/ | For queries on admissions: | https://royalholloway.ac.uk/applicationquery |

| Section 3 – Degree course structure | | | | | |
|--|-------------|--|---------|------------|---|
| 3.1 Mandatory module information | | | | | |
| The following table summarises the mandatory modules which students must take in each year of study | | | | | |
| Year | Module code | Module title | Credits | FHEQ level | Module status (Mandatory Condonable MC or Mandatory Non-Condonable MNC) |
| 0 | FY0023 | Culture and Memory | 15 | HE level o | MC |
| 0 | FY0024 | Cultures of Thinking | 15 | HE level o | MC |
| 0 | FY0027 | Society on Screen | 15 | HE level o | MC |
| 0 | FY0028 | Textual Cultures | 15 | HE level o | MC |
| 0 | EN0001 | Foundation Year: English | 30 | HE Level o | MNC |
| 1 | EN1001 | Encountering Medieval Literature: From <i>Beowulf</i> to Chaucer | 15 | 4 | MC |
| 1 | EN1105 | Literature and Crisis | 30 | 4 | MC |
| 1 | EN1011 | Thinking as a Critic | 15 | 4 | MC |
| 1 | EN1106 | Shakespeare | 15 | 4 | MC |
| 1 | EN1107 | Re-orienting the Novel | 30 | 4 | MC |
| 1 | EN1112 | Introduction to Poetry | 15 | 4 | MC |
| 2 | EN2326 | Writing as a Critic | 15 | 5 | MC |
| <p>This table sets out the most important information for the mandatory modules on your degree course. These modules are central to achieving your learning outcomes, so they are compulsory, and all students on your degree course will be required to take them. You will be automatically registered for these modules each year. Mandatory modules fall into two categories: 'condonable' or 'non-condonable'.</p> <p>In the case of mandatory 'non-condonable' (MNC) modules, you must pass the module before you can proceed to the next year of your course, or to successfully graduate with a particular degree title. In the case of mandatory 'condonable' (MC) modules, these must be taken but you can still progress or graduate even if you do not pass them. Please note that</p> | | | | | |

although Royal Holloway will keep changes to a minimum, changes to your degree course may be made where reasonable and necessary due to unexpected events. For example: where requirements of relevant Professional, Statutory or Regulatory Bodies have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of external advisors, to enhance academic provision.

3.2 Optional modules

In addition to mandatory modules, there will be a number of optional modules available during the course of your degree. Although Royal Holloway will keep changes to a minimum, new options may be offered or existing ones may be withdrawn. For example, where reasonable and necessary due to unexpected events, where requirements of relevant Professional, Statutory or Regulatory Bodies (PSRBs) have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of External Advisors, to enhance academic provision. There may be additional requirements around option selection; please contact the Department for further information.

In your **foundation year**, you will choose one module (15 credits) from:

FY0025 Data, Society and Policy (15 credits)

OR

FY0029 Digital Cultures (15 credits)

In your **second year**, you will choose options equal to the value of 105 credits from a list of Stage two modules offered by the Department.

You must choose 15 credits from each of groups A (Old and Middle English Literature), B (Early Modern Literature), and C (18th and 19th century literature).

It is recommended that you choose 30 credits from the following:

EN2010 Renaissance (30 credits)

EN2212 Victorian Literature (30 credits)

EN2213 Romantic Literature (30 credits)

EN2324 Debates in Literary and Critical Theory (30 credits)

EN2325 Modernist Literature (30 credits)

In your **third year**, you must choose options to the value of 120 credits from the list of Stage three modules offered by the Department. It is a requirement that 30 credits should consist of a Special Topic, or Special Author, or Dissertation. It is recommended that you choose 60 credits from the Special Authors or Special Topics on offer or that you choose one from this list and complete the Dissertation (30 credits).

Section 4 - Progressing through each year of your degree course

For further information on the progression and award requirements for your degree, please refer to Royal Holloway's [Academic Regulations](#).

Progression throughout the year/s is monitored through performance in summative or formative coursework assignments. Please note that if you hold a Student Visa and you choose to leave (or are required to leave because of non-progression) or complete early (before the course end date stated on your CAS), then this will be reported to UKVI.

All first year students on single, joint or combined honours courses offered all or in part by the School of Humanities, School of Performing and Digital Arts, or department of Politics, International Relations and Philosophy are required to pass a Moodle-based writing skills quiz in order to progress into the second year of study. The pass mark for the test is 60%. Students may attempt the quiz as often as they wish with no penalties or capping. Students who meet the requirements for progression as stipulated in the [Academic Taught Regulations](#) but fail to pass the Moodle-based Academic Integrity module will not be permitted to progress into their second year of academic study.

Part time students must take:

Stage one (a):

Modules equivalent to 60 credits of the following in consecutive terms, as timetabled:

- EN1001 Encountering Medieval Literature: From *Beowulf* to Chaucer (15 credits)
- EN1105 Literature and Crisis (30 credits)
- EN1106 Shakespeare (15 credits)
- EN1107 Re-orienting the Novel (30 credits)
- EN1112 Introduction to Poetry (15 credits)
- EN1011 Thinking as a Critic (15 credits)

Stage one (b):

The remaining modules equivalent to 60 credits of the following:

- EN1001 Encountering Medieval Literature: From *Beowulf* to Chaucer (15 credits)
- EN1105 Literature and Crisis (30 credits)
- EN1106 Shakespeare (15 credits)
- EN1107 Re-orienting the Novel (30 credits)
- EN1112 Introduction to Poetry (15 credits)
- EN1011 Thinking as a Critic (15 credits)

Stage two (a):

Options equal to the value of 45 credits from a list of Stage two modules offered by the Department. Over the course of Stage two students must choose 15 credits from each of groups A (Old and Middle English Literature), B (Early Modern Literature), and C (18th and 19th century literature). It is recommended that over stage two choose 30 credits from the following:

- EN2010 Renaissance (30 credits)
- EN2212 Victorian Literature (30 credits)

EN2213 Romantic Literature (30 credits)

EN2324 Debates in Literary and Critical Theory (30 credits)

EN2325 Modernist Literature (30 credits)

Stage two (b):

Students will choose options equal to the value of 60 credits from a list of Stage two modules offered by the Department. Over the course of Stage two students must choose 15 credits from each of groups A (Old and Middle English Literature), B (Early Modern Literature), and C (18th and 19th century literature).

Stage three (a):

30 or 60 credits (out of a total of 90 credits) to be chosen over stages (a) and (b) from the range of options offered by the Department. It is a requirement that students take a Special Topic, or Special Author, or Dissertation.

Stage three (b):

30 or 60 credits (to make up the required total of 120 credits) from the range of options offered by the Department. These options include the dissertation (30 credits). Only one Dissertation is permitted.

Section 5 – Educational aims of the course

The aims of this course are:

- To develop the critical skills to study a wide range of texts and expressive forms at Level 4
- To introduce the writing and reflexive skills that support the educational aims of the BA English course
- To experience a wide range of assessment forms in preparation for study at university
- To develop transferability and employability skills at an appropriate level for entry to university.
- To enable you to develop independent critical thinking and judgement;
- To engage you imaginatively in the process of reading and analysing literary texts;
- To encourage you to appreciate the expressive resources of language;
- To encourage you to reflect critically upon the act of reading;
- To promote an understanding of formal, generic and aesthetic aspects of literary texts;
- To promote the reading of Old English, Middle English and Renaissance texts in the original;
- To encourage an awareness of literature's historical dimension;
- To encourage the reading of English literature across all periods, up to and including early 20th century literature;
- To foster an awareness of contextual aspects of the production and determination of meaning;
- To develop a range of subject-specific and transferable skills;
- To provide a basis for further study in English or related disciplines, and a foundation of knowledge for teachers of English at all levels;
- To provide an intellectually stimulating and satisfying experience of studying;
- To encourage in you a sense of enthusiasm for the subject, and an appreciation of its continuing social and cultural importance;
- To encourage you to take progressive responsibility for your own study through negotiating subject areas of specialism with other students in seminars and study groups, through the informed choice of options, and through an extended piece of writing in the final year.

Section 6 - Course learning outcomes

In general terms, the courses provide opportunities for students to develop and demonstrate the following learning outcomes. (*Categories – Knowledge and understanding (K), Skills and other attributes (S), and Transferable skills (*)*)

| Course learning outcome | Level 3 | Level 4 | Level 5 | Level 6 |
|---|--|---|--|---|
| ENGLISH: Subject Knowledge K1 | Develop knowledge of a wide range of expressive forms, from different historical periods, that underpin the study of literary texts. | Explore a range of literary texts, across the full range of traditions, genres, and historical periods, including pre-1500, 1500-1850, the long 19 th century, the 20 th century, and contemporary. | Discuss and compare literature from a range of literary traditions, genres, and periods, including pre-1500, 1500-1850, the long 19 th century, and the early 20 th century. | Develop specialist knowledge in focused areas of interest, such as specific periods or genres. |
| ENGLISH: Reading Skills S6 | Develop knowledge of appropriate critical terminology for the analysis of a variety of expressive forms, especially those that underpin the study of literary texts. | Read literary, critical, and creative works closely and accurately. | Analyse literary, critical, and creative works in a critical and contextually informed way. | Develop independent and imaginative interpretations of literary, critical, and creative works. |
| ENGLISH: Writing Skills S7 | Develop knowledge of the relationship of a wide range of expressive forms to other disciplines and forms of knowledge. | Write clearly, accurately, and effectively about literary texts. | Articulate a critical understanding of complex texts and ideas, demonstrating awareness of different registers and different genres of critical prose (e.g. essay, blog post, review, etc). | Demonstrate a strong command of written English, expressing sophisticated ideas about literary, critical, and creative works in clear, fluent, and stylish prose appropriate to formal and a wide range of other registers. |
| ENGLISH: Research Skills S8 | Critical skills in close reading, the analysis and critical interpretation of texts, images, data, and new media. | Recognise and present primary and secondary texts | Find and evaluate previous scholarship. | Apply scholarly bibliographic skills appropriate to focused areas of interest in an independent research project. |

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| ENGLISH: Critical Terminology and Theoretical Approaches to Literature K2 | | Recognise core technical, critical, and theoretical terms and ideas characteristic of literary study. | Engage with technical, critical, and theoretical terms and ideas in the discussion of literature. | Articulate specialist knowledge and a critical understanding of technical, critical, and theoretical terms and ideas in focused areas of interest. |
| Engaged Humanities (SH) K6 display a breadth and depth of subject knowledge, and engage with developing subject conversations and their currency in cultural discourse now. | | Recall foundational knowledge of the subject area, and use core subject skills. | Recognise and classify focussed sub-fields within the subject area, and identify and respond to relevant critical materials and contexts. | Select and apply specific debates/theories/conceptual frameworks within specialist areas of the subject field and critically identify the potential for new ideas and subject directions. |
| Applied Humanities S1 understand the relevance of subject skills to professional and applied contexts, and how to apply that knowledge in the future. | | Recognise and identify subject skills as transferable to work-based situations and competencies. | Generate outputs in a variety of formats which have application to work-based uses and/or particular audiences and/or functions. | Plan and manage an extended project/essay, using ADAPTIVE skills, INITIATIVE and SELF-MANAGEMENT to ensure successful task completion. |
| Global Humanities S2 understand and enact intercultural awareness and competencies. | | Identify and respond to diverse cultural contexts and viewpoints | Understand and differentiate the circumstances and contexts that give rise to diverse viewpoints and world views. | Reflect on bias including one's own: operate within, appreciate, and evaluate different cultural context. |
| Critical S3 | | FOCUS in detail to FILTER, summarise and classify a range of information (issues, texts, contexts.) | Objectively evaluate information (issues, texts, contexts) demonstrating INTEGRITY and evidence-based reasoning. | Synthesise and evaluate information from disparate and potentially conflicting sources to reach INDEPENDENT JUDGEMENT with the capacity to deconstruct the conditions pertaining to the construction of knowledge. |

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| Collaborative S₄ | | Reflect on current experience and identify the potential to ADAPT and modify in response to that experience. | Carry out collaborative activity with RESILIENCE and provide an individual contribution to a collective goal/task. | Co-work and/or co-create in partnership with others in achievement of collective goals and recognise/acknowledge the importance of collaborative practice in knowledge production. |
| Communicative S₅ | | Recall basic subject vocabulary and present information with FOCUS and ACCURACY. | Structure and organise the presentation of information in a variety of communicative modes with RELEVANCE, LOGIC and COHERENCE. | Design a presentation of information that can argue, influence or persuade, and/or can deploy a specialised vocabulary or creative/compositional technique. |

Section 7 - Teaching, learning and assessment

Teaching and learning on your course is closely informed by the active research of staff, particularly in the areas of English. In general terms, the course provides an opportunity for you to develop and demonstrate the learning outcomes detailed herein.

Teaching and learning is mostly by means of lectures; seminars; study groups; essay consultations; oral presentations and guided independent study. Assessment of knowledge and understanding is typically by formal examinations, coursework, examined essays, translation exercises, online tests and exercises, oral presentations and the dissertation or long essay. In addition, students may be involved in workshops and may produce various forms of creative or editorial work.

Contact hours come in various forms and may take the form of time spent with a member of staff in a lecture or seminar with other students. Contact hours may also be laboratory or, studio-based sessions, project supervision with a member of staff, or discussion through a virtual learning environment (VLE). These contact hours may be with a lecturer or teaching assistant, but they may also be with a technician, or specialist support staff.

The way in which each module on your degree course is assessed will also vary. Assessments designated as 'summative' will receive a mark which will count towards your overall mark for the module, and potentially your degree classification, depending on your year of study. On successful completion of the module you will gain the credits listed.

More detailed information on modules, including teaching and learning methods, and methods of assessment, can be found via the online [Royal Holloway Curriculum Catalogue](#). The accuracy of the information contained in this document is reviewed regularly by the university, and may also be checked routinely by external agencies.

Section 8 – Additional costs

There are no single associated costs greater than £50 per item on this course.

These estimated costs relate to studying this particular degree course at Royal Holloway. General costs such as accommodation, food, books and other learning materials and printing etc., have not been included, but further information is available on our website.

| Section 9 – Indicators of quality and standards | |
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| QAA Framework for Higher Education Qualifications (FHEQ) Level | 4-6 |
| Your course is designed in accordance with the FHEQ to ensure your qualification is awarded on the basis of nationally established standards of achievement, for both outcomes and attainment. The qualification descriptors within the FHEQ set out the generic outcomes and attributes expected for the award of individual qualifications. The qualification descriptors contained in the FHEQ exemplify the outcomes and attributes expected of learning that results in the award of higher education qualifications. These outcomes represent the integration of various learning experiences resulting from designated and coherent courses of study. | |
| QAA Subject benchmark statement(s) | http://www.qaa.ac.uk/quality-code/subject-benchmark-statements |
| Subject benchmark statements provide a means for the academic community to describe the nature and characteristics of courses in a specific subject or subject area. They also represent general expectations about standards for the award of qualifications at a given level in terms of the attributes and capabilities that those possessing qualifications should have demonstrated. | |

| Section 10– Intermediate exit awards (where available) | | |
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| You may be eligible for an intermediate exit award if you complete part of the course as detailed in this document. Any additional criteria (e.g. mandatory modules, credit requirements) for intermediate awards is outlined in the sections below. | | |
| Award | Criteria | Awarding body |
| Diploma in Higher Education (DipHE) | Pass in 210 credits of which at least 90 must be at or above FHEQ Level 4 and at least 120 of which must be at or above FHEQ Level 5 | Royal Holloway and Bedford New College |
| Certificate in Higher Education (CertHE) | Pass in 120 credits of which at least 90 must be at or above FHEQ Level 4 | Royal Holloway and Bedford New College |