Leeds Trinity University

PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	**Leeds Trinity University**
Teaching institution	**Leeds Trinity University**
Professional accreditation body *(if applicable)*	**n/a**
Final award *(eg. BA Hons)*	**BA (Hons) Joint Honours**
Title of programme(s)	**English and Media**
Subsidiary award(s) *(if any)*	
In the case of a Scheme of Study, the other Scheme(s) with which it may be combined	**n/a**
Duration and mode(s) of study	**3 years Full-Time / Equivalent Part-Time**
Start date (this version) *(month and year)*	**September 2014**
Periodic review next due *(acad. year)*	**2019**
UCAS course code & code name	**QP33**
Delivery venue(s)	**Leeds Trinity**

2. Aims of the programme

Rationale and general aims

1. To encourage students in their enjoyment of and commitment to literature.

2. To deliver a diverse curriculum which encourages the understanding and analysis of the functions of language and literature, including from periods before 1800.

3. To develop students' capacity to analyse, evaluate and formulate critical opinion and to provide appropriate evidence in support of it.

4. To encourage students to respond creatively to literature and to develop the ability to produce new knowledge and generate fresh perspectives on existing knowledge.

5. Develop students' abilities in group work, project management, effective communication and research.

6. To provide teaching that is informed by a departmental culture of research and scholarship.

7. To teach students how to collect, organise, and analyse data through detailed study of literary texts.

8. To encourage students to work in flexible and creative ways, by developing skills and habits of self-motivation and independence in study of thought.

9. To help students prepare and present assessed work in an articulate manner, both individually and in collaboration, and in various media.

10. To provide a basis for the further study of English at all levels.

11. To provide students with the key theoretical approaches used in the study of media and communication

12. To develop students' capacity to examine social and organisational aspects of media and communication

13. To develop students' capacity to identify and investigate the working practices and operations of a number of media agencies while at the same time examining the assumptions behind their activities.

14. To prepare students, through the development of an appropriate range of knowledge and skills, for careers in media and communication.

3.   Student learning outcomes of the programme

Learning outcomes in terms of:
- **knowledge and understanding (K)**
- **intellectual / cognitive / 'thinking' skills (I)**
- **physical skills specific to the subject (P)**
- **employability skills (E)**

The 'K1', etc codes are used in section 7c) and module descriptors to refer to each of these learning outcomes.

Programmes of study should incorporate the generic learning outcomes set out below. With the exception of the employability skills, which should be kept intact, course proposers should enhance, embed, contextualise and/or make these learning outcomes more specific as appropriate.

On successful completion of the programme students will have demonstrated:

English

K1   **Literary Knowledge** – sound knowledge and critical understanding of a substantial number of literary texts, written in the principal literary genres of fiction, poetry and drama, from most of the periods of English literary history including those before 1800.

K2   **Contextual Knowledge** – sound knowledge of a range of literary contexts, including those before 1800, and an awareness of the ways in which they might have influenced the production and the reception of period literature.

K3   **Knowledge of Subject Conventions and Resources** – sound knowledge and understanding of the scholarly conventions appropriate to the discipline and the current information- and communication-strategies required in order to conduct research and to create knowledge and expertise.

K4   **Knowledge about Language** – knowledge and understanding of the structure, variety, history and use of the English language.

I1   **Interpretation** – secure use of appropriate critical skills in the close reading, analysis, interpretation, and evaluation of literary and other texts.

I2   **Relating to Context** – an ability to relate a critical interpretation of texts to their historical and socio-cultural contexts.

I3   **Creating Solutions** – an ability to identify and solve problems critically through the use appropriate research techniques, resources and methods to locate and select appropriate evidence and to create coherent evidence-based solutions.

I4   **Communicating Solutions** – an ability to communicate research findings in accordance with the normal academic standards and conventions of presentation and to do so adequately in various fora and media.

I5   **Linguistic Self-Reflection** – an ability to evaluate and analyse critically the ways in which language and literature can construct and deconstruct identities.

I6   **Ethical Self-Awareness** – an ability to use different critical approaches to literary texts, discuss texts in relation to ethical debates, and reflect from an international perspective on their own assumptions and practices as readers.

Media

- Demonstrate critical awareness of the major approaches to the study of media and communication;

- Utilise effectively communication skills appropriate to a range of professional media disciplines and to academic study;

- Demonstrate the ability to work productively as a member of a team.

- Identify and analyse the relationship between theory and practice in the field of study;

- Identify and appreciate the practical and ethical consequences of the changing nature of communication in an increasingly multicultural and technological society

- Demonstrate reasoning and critical thinking, appropriate to analysis and problem-solving.

Employability skills

E1   **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;

E2   **Teamworking** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;

E3   **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on a organisation, including concepts such as value for money, profitability and sustainability;

E4   **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;

E5   **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;

E6   **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;

E7   **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively.

E8   **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;

E9   **Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

See also the generic learning outcomes for subsidiary awards set out in section 4 below.

Statement of congruence with the relevant published subject benchmark statements
(including appropriate references to the FHEQ and any PSRB, employer or legislative requirements)

All new programme submissions should be accompanied by copies of external advisory and regulatory documents relevant to the programme.

All English programmes are compliant with the most recent subject benchmark statements from the following agencies:

- QAA [Quality Assurance Agency] for English (2007);
- HEA [Higher Education Authority] - English Subject Centre benchmark statements for English Language (2011)
- HEA [Higher Education Authority] – Employability: Framework for Higher Education Institutions (2013)
- NAWE [National Association of Writers in Education] Creative Writing Research document (2008)
- SCONUL [Society of College, National and University Libraries] - Seven Pillars of Information Literacy (2011): [http://www.sconul.ac.uk/sites/default/files/documents/researchlens.pdf]

Learning outcomes for Media are consistent with the subject benchmark statements for 'Communication, media, film and cultural studies'.

4. Learning outcomes for subsidiary awards

This section should be retained verbatim in all honours degree programme specifications. Sets of standard wording for programme specifications for foundation degrees are available from AQSO.

Guidance	
The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.	**Generic learning outcomes for the award of <u>Certificate of Higher Education</u>:** On successful completion of 120 credits at Level 4, students will have demonstrated an ability to: i) interpret and evaluate data appropriate to the discipline; ii) make sound judgements in accordance with basic disciplinary theories and concepts; iii) evaluate the appropriateness of different approaches to solving problems within the discipline; iv) communicate the results of their work coherently; and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.
The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 & 5.	**Generic learning outcomes for the award of <u>Diploma of Higher Education</u>:** On successful completion of 240 credits, including 120 at Level 5, students will have demonstrated, **in addition to the outcomes for a Certificate**: i) critical understanding of disciplinary principles; ii) application of concepts outside their initial context; iii) use of a range disciplinary techniques; iv) proficient communication of the results of their work; and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of at least one professional placement or school based training component.
The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 & 6.	**Generic learning outcomes for the award of an <u>Ordinary Degree</u>:** On successful completion of 300 credits, including 60 at Level 6, students will have demonstrated, **in addition to the outcomes for a Diploma:** i) an ability to make flexible use of disciplinary concepts and techniques; ii) critical evaluation of approaches to solving problems in a disciplinary context; iii) an ability to work autonomously within a structured learning experience; iv) effective communication of the results of their work in a variety of forms; and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of two professional placements or school-based training placements.

5.   Content

Summary of content by theme
(providing a 'vertical' view through the programme)

English

Level 4: Foundation and Tools
The Level 4 core provides a foundation for the further development of subject knowledge and skills at Levels 5 and 6. Students learn the distinctive characteristics of the different literary genres (drama, poetry, narrative), acquire basic understanding of language structure and a range of critical terms and issues, and develop their communication and research skills.

Level 5: Range and Exploration
The Level 5 core is organised around a chronological strand which develops subject knowledge and critical skills through the study of a literary period; students also choose a second module which may either continue the period focus or provide opportunity to develop intellectual skills through the study of creative, critical and ethical issues around a particular topic.

Level 6: Focus and Specialisation
At Level 6 the chronological strand continues with the study of Victorian Literature and opportunity is provided to pursue further, more independent, study in another period. Chronological and reflective strands meet in the opportunity to complete a 4,000-word on a topic chosen by the student and approved after consultation with an appointed member of staff.   The creative writing pathway may be pursued by taking ENG6742 *Writing Practices 3: Experimental Writing*. There is also a professional placement option to continue the employability strand.

Media

The three years of the Media side of the programme are designed to help the students firstly make an informed choice about career paths and secondly acquire the basic knowledge and skills required to follow those paths. The first year core modules introduce them to a wide range of media skills and practices taught in an appropriately critical media, culture and communication context. As the scheme progresses, students are able to deepen their theoretical knowledge of, and develop the skills required for, their chosen career and to pursue complementary options.

Emphasis is also placed on a solid theoretical grounding in media issues. The Analysing Media and Culture and Media Culture and Society modules are designed to complement practical and professionally based modules by providing relevant background knowledge and theoretical frameworks which enhance student ability to view the media industries in their wider economic, political and cultural contexts and to reflect critically on the social and ethical aspects of media practices.

The programme provides clear professional pathways in media production; skills are developed over the three years with module choice increasing to meet student aspirations.

Employability

The relationship between theory and practice is demonstrated through opportunities for work-based learning at each level. These also provide students with the opportunity to test out career aspirations in a supportive context.

6. Structure

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BA (Hons) English and Media (Joint Honours)

Duration: 3 years full-time / 6 years part-time
Total credit rating: 360

Level 4
Please refer to the prospectus for entry requirements

Core: Candidates are required to take:

ENG 4562	Words on the Page	Sem 1 & 2	20 credits
ENG 4572	Language in Theory, Language in Context	Sem 1 & 2	20 credits
MFC 4022	Analysing Media and Culture	Sem 1 & 2	20 credits
MFC 4141	Radio Production	Sem 1 & 2	10 credits
MFC 4151	Television Production	Sem 1 & 2	10 credits

and are required to choose 20 credits from:

ENG 4782	English Project: Managing Group work and Presentations	Sem 2	20 credits
MFC 4012	Professional Development and Placement	Sem 1 & 2	20 credits

and are required to choose 20 credits from:

ENG 4742	Writing Practices 1: Introduction to Genre	Sem 1 & 2	20 credits
MFC 4322	Online Research and Content Generation	Sem 1 & 2	20 credits

Level 5
Progression requirements: 120 credits from Level 4, or equivalent;

Core: Candidates are required to take:

MFC 5022	Media, Culture and Society	Sem 1 & 2	20 credits

and are required to choose 20 credits from

JOU 5962	Practical Journalistic Styles	Sem 1 & 2	20 credits
MFC 5042	Script to Screen	Sem 1 & 2	20 credits
MFC 5052	Radio Production	Sem 1 & 2	20 credits
MFC 5202	Documentary: Theory and Practice	Sem 1 & 2	20 credits

and are required to choose 20 credits from

MFC 5012	Professional Development and Placement	Sem 1 & 2	20 credits
ENG 5012	Professional Development and Placement	Sem 1 & 2	20 credits

and are required to choose 20 credits from

ENG 5522	Literary Period: The Middle Ages	Sem 1	20 credits
ENG 5542	Literary Period: The Renaissance	Sem 1	20 credits

and are required to choose 20 credits from **(* if not already chosen from above)**

ENG 5412	Literary Period: Twentieth-Century Literature	Sem 2	20 credits
ENG 5742	Writing Practices 2	Sem 1 & 2	20 credits
HUM 5902	Introduction to Spanish Language and Hispanic Culture and Society	Sem 1 & 2	20 credits
ENG 5312	Linguistic Topics	Sem 2	20 credits
ENG 5722	Writing and War	Sem 2	20 credits

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ENG 5732	Constructions of Gender	Sem 2	20 credits
ENG 5822	Magical Realism in World Fiction	Sem 1 & 2	20 credits
*ENG 5522	Literary Period: The Middle Ages	Sem 1	20 credits
*ENG 5542	Literary Period: The Renaissance	Sem 1	20 credits

<u>and</u> are required to choose 20 credits from **(* if not already chosen from above).**

*ENG 5412	Literary Period: Twentieth-Century Literature	Sem 2	20 credits
*ENG 5742	Writing Practices 2	Sem 1 & 2	20 credits
*HUM 5902	Introduction to Spanish Language and Hispanic Culture and Society		
		Sem 1 & 2	20 credits
*ENG 5312	Linguistic Topics	Sem 2	20 credits
*ENG 5722	Writing and War	Sem 2	20 credits
*ENG 5732	Constructions of Gender	Sem 2	20 credits
*ENG 5822	Magical Realism in World Fiction	Sem 1 & 2	20 credits
*ENG 5522	Literary Period: The Middle Ages	Sem 1	20 credits
*ENG 5542	Literary Period: The Renaissance	Sem 1	20 credits
MFC 5092	Screening American Cultural History	Sem 1 & 2	20 credits
MFC 5102	Screening Performance	Sem 1 & 2	20 credits
MFC 5112	Understanding Disney	Sem 1 & 2	20 credits
MFC 5122	Myths, Meanings and Movies	Sem 1 & 2	20 credits
MFC 5132	Television Genres	Sem 1 & 2	20 credits

Level 6
Progression requirements: 120 credits from Level 4 and 120 credits from Level 5, or equivalent;

Core: Candidates are required to take:

ENG 6522	Literary Period: Victorian Literature	Sem 1	20 credits
MFC 6082	Media Research B	Sem 1 & 2	20 credits

<u>and</u> are required to choose 20 credits from

MFC 6022	Creative Media	Sem 1 & 2	20 credits
MFC 6032	Radio Production	Sem 1 & 2	20 credits
MFC 6042	Television Documentary Production	Sem 1 & 2	20 credits
MFC 6402	Advanced Short Film Production	Sem 1 & 2	20 credits

<u>and</u> are required to choose 20 credits from

JOU 6942	Specialist Magazine Writing	Sem 1 & 2	20 credits
JOU 6992	PR Management	Sem 1 & 2	20 credits
MFC 6062	Reporting Conflict	Sem 1 & 2	20 credits
MFC 6092	Contemporary Cultural Issues	Sem 1 & 2	20 credits
MFC 6162	Film and Television Adaptation	Sem 1 & 2	20 credits
MFC 6172	Spiritualities	Sem 1 & 2	20 credits
MFC 6182	Science Fiction	Sem 1 & 2	20 credits

<u>and</u> are required to choose 40 credits from

ENG 6162	Seventeenth-Century Literature	Sem 2	20 credits
ENG 6302	Authors in Depth	Sem 2	20 credits
*ENG 6512	Literary Period: Twentieth-Century Literature	Sem 2	20 credits
ENG 6552	The Continuing Middle Ages	Sem 2	20 credits
ENG 6562	Elizabethan Love Poetry	Sem 2	20 credits
ENG 6912	Postmodern Fiction	Sem 2	20 credits
ENG 6742	Writing Practices 3: Experimental Writing	Sem 1 & 2	20 credits
♦ ENG 6772	The Child and the Book	Sem 1 & 2	20 credits
HUM 6012	The Roots of Ideas: The foundations of Western Thought	Sem 1 & 2	20 credits
ENG 6412	Professional Development for English	Sem 1 & 2	20 credits

* ENG 6512 Twentieth-Century Literature available 2014-2015 only
♦ ENG 6772 The Child and the Book is not available in 2014-15

Learning, teaching and assessment

7a) Statement of the strategy for learning, teaching and assessment for the programme

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__English__

(i)   Towards Independent Learning

The English programmes are designed to develop a confident and competent approach to independent learning.   Independent learning skills are developed through the setting of specific tasks in teaching sessions; through the structure of assessment tasks, and through the provision of specific tuition, guidance and support in the completion of those tasks. This is done in line with a stepped development of research/library skills over the 3-year course in line with SCONUL's '7 Pillars of Information Literacy' structure. At all levels, tudents will be encouraged to make full use of digital resources and to engage with new developments in digital humanities.

At Level 4 (Foundation and Tools) there is an emphasis on learning what university-level study involves – including formal qualities of scholarship and the construction and communication of a clear argument. The core module ENG4572 *Language in Theory; Language in Context* specifically explains and trains these skills.

At Level 5 (Range and Exploration) student essays and presentations are structured in such a way that the research skills acquired in Level 4 are both developed and also set to work against a (controlled) set of projects (i.e. once the formal structures are in place some more challenging content is provided). Students consolidate their understanding of good scholarship, practise the skills introduced at Level 4, and explore the full range of research resources available.

 At Level 6 (Focus and Specialisation) students are encouraged to outline the research methods and sources they will use in order to plan and structure active research; and are required to formulate their own essay questions for some modules (eg for the ENG6702 *English Research Report* the core ENG6552 *Literary Period: Victorian Literature* module). At Level 6 the core module in semester 1 handles the transition to more independent academic research skills and the modules in semester 2 provide opportunities for students to make independent judgements about their application.

(ii)   Teaching
Teaching is characterised by:

- The aim to stimulate enjoyment of reading and interest in subject scholarship
- Clear communication in speech and writing, with effective use of handouts and/or visual display materials to provide information and guidance and to support learning
- Content designed in such a way as to provide challenge, coherence and support
- Active learning activities with clear objectives, with appropriately varied tasks and organisation, playing to different learning styles and making effective use of time and resources
- Guidance for independent learning, communicated through tutorials and workshops or via VLE support.
- Innovation and renewal through sharing of good practice and input from internal and external training.
- Active engagement with the university's Learning and Teaching strategy and also with development in digital humanities.

At all Levels teaching is mainly through workshops, usually with no more than 30 students
at a time, combining presentation of information by the tutor with learning activities and group

discussion, followed by feedback and reflection. At Level 6 there are increased opportunities for individual tutorials.

(iii)   Assessment
The programme provides a varied and diverse set of assessment methods, such as standard essays and exams, but also quizzes, reports, poster presentations, creative writing, and presentations (group and individual). This combination of modes reflects the varied focus on the specific skills or knowledge being assessed, but also has additional justifications:

- making different demands upon the students in order to encourage the development of varying learning skills;
- doing justice to different aptitudes for particular assessment methods;
- ensuring that appropriate modes of assessment can be matched against scheme and individual module objectives;
- enabling active learning opportunities for working with digital humanities.
- safeguarding the integrity and reliability of assessment for the scheme.

At Level 6 all students also take at least one module (ENG 6702 *English Research Report*) designed to offer maximum opportunity for independent learning and specialisation.

(iv)   Review
The programme's teaching and learning is continually monitored and changes are made in the light of feedback from the following sources:
- Module mark profiles (by individual assessment and module as a whole). At programme review there is an automatic trigger for consideration of the highest- and lowest-scoring average marks for modules and assessment tasks.
- Module Evaluation Questionnaires
- Module Evaluation reports, considered at the Student-Staff Academic Committees
- External Examiner's report.

7b) Module details

Module number and name *Include both as shown below*	Learning and teaching methods *These must be easily classifiable into the three <u>KIS categories</u> of Scheduled learning and teaching activities, Guided independent study & Placement/study abroad.*	Assessment				Teaching staff (Module co-ordinator shown as first name, in **bold** script)	Venue (if not Leeds Trinity premises)
		Component form *Each must be easily classifiable into one of the three KIS categories of Written exams, Coursework & Practical exams.*	Magnitude (eg. 2,000 words *or* 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
Level 4							
ENG4562 Words on the Page	Workshops	Skills Audit Unseen exam	2,000 words 1.5 hours	50% 50%	End Sem 1 End Sem 2	**Jane deGay**	
ENG 4572 Language in Theory / Context	Seminars Tutorials	Essay Essay Online tests	1,500 words 2,000 words	40% 60% Pass/Fail	End Sem1 Mid Sem2 End Sem2	**Richard Storer**	
ENG 4742 Writing Practices 1: Introduction to Genre	Workshops	Creative Writing (Prose) Creative Writing (Poetry)	1,500 words 60 lines + 500 word commentary	50% 50%	End Sem1 End Sem2	**Paul Hardwick**	
MFC 4022 Analysing Media and Culture	Lectures Seminars	Portfolio Essay Essay	2000 word equiv 2000 words 1000 words	50% 25% 25%	End Sem 1 During Sem 2 End Sem 2	**John Poulter**	
ENG 4782 English Project	Workshops Group Tutorials Individual Tutorials Guided independent group work	Group Project Reflective Report	Project completion: 2,000 words equivalent 2,000 words	50% 50%	End Sem 2 End Sem 2	**TBA**	
MFC 4141 Radio Production	Workshops	Portfolio	2000 word equiv	100%	End Sem 1 or 2	**Bob Walmsley**	
MFC 4151 Television Production	Workshops	Portfolio	2000 word equiv	100%	End Sem 1 or 2	**Katherine Blair**	
MFC 4012 Professional Development and Placement	Lectures Workshops Placement supervision	Group presentation and report Professional Blog Placement Report	500 words Six weeks 2000 words	50% Pass / Fail Pass / Fail 50%	During Sem 1 During Sem 2 During Sem 2	**Elric Williams**	
MFC4322 Online Research and Content Generation	Lectures Workshops Tutorials	Essay Portfolio	2000 words 2000 word equiv.	50% 50%	End Sem 1 End Sem 2	**Liz Cable**	

Level 5							
MFC 5022 Media, Culture and Society	Lectures Seminars	Essay Essay	2000 words 2000 words	50% 50%	End Sem 1 End Sem 2	**Stefano Odorico**	
JOU 5962 Practical Journalistic Styles	Workshops	Portfolio 1 Portfolio 2	2000-word equiv. 2000-word equiv.	50% 50%	End Sem 1 End Sem 2	**Jan Winter**	
MFC 5042 Script to Screen	Workshops	Portfolio 1 Portfolio 2 Artefact (film)	1000-word equiv 3000-word equiv	25% 25% 50%	End Sem 1 End Sem 2 End Sem 2	**Liz Rymer**	
MFC 5052 Radio Production	Workshops	Portfolio 1 Portfolio 2 Proposal	2000-word equiv 2000-word equiv 3000-word	50% 40% 10%	End Sem 1 End Sem 2 Mid Sem 2	**Bob Walmsley**	
MFC 5202 Documentary: Theory and Practice	Lectures Tutorials	Report Artefact Report	1500 words 2000 word equiv 1500 words	25% 50% 25%	End Sem 1 End Sem 2 End Sem 2	**Graham Roberts**	
MFC 5012 Professional Development and Placement	Lectures Tutorials Placement supervision	Portfolio Placement Report	2000 word equiv 6 weeks(or equivalent) 3000 words	40% PASS / FAIL 60%	End Sem 1 During Sem 2 During Sem 2	**Graham Roberts**	
ENG 5012 Professional Development and Placement	Workshops Placement supervision	Portfolio Report Placement	1,500 words 3,000 words 6 Weeks (or equivalent)	30% 70% PASS/FAIL	End Sem 1 End of placement period End of placement period	**Amina Alyal** Juliette Taylor-Batty	
ENG 5522 Literary Period: The Middle Ages	Lectures Seminars	Exam Essay	1.5 hours 2,000 words	50% 50%	Mid Sem 1 End Sem 1	**Paul Hardwick** Jane deGay	
ENG 5542 Literary Period: The Renaissance	Plenary Lectures Seminars	Unseen exam Essay	1.5 hours 2,000 words	50% 50%	Mid Sem 1 End Sem 1	**Susan Anderson** Amina Alyal	
ENG 5412 Literary Period: Twentieth-Century Literature	Plenary Workshops Seminars	Take-away paper Essay	1,000 words 3,000 words	25% 75%	Mid Sem 2 End Sem 2	**Jane DeGay** Juliette Taylor-Batty	
ENG 5312 Linguistic Topics	Seminars	Essay Online tests	3,000 words Online Tests	100% Pass / Fail	End Sem 2 End Sem 2	**Dr Richard Storer** Dr Nathan Uglow	
ENG 5722 Writing and War	Workshops Guided independent study	Report Group Presentation	2,000 words 10 minutes	50% 50%	Mid Sem 2 End Sem 2	**N Uglow** J deGay	

Module	Teaching	Assessment Type	Length	Weight	Timing	Tutor	
ENG 5732 Constructions of Gender	Workshops	Essay Presentation	2,000 words 10 minutes	50% 50%	Mid Sem 2 End Sem 2	**Jane DeGay** Nathan Uglow	
ENG 5742 Writing Practices 2	Seminar/workshop Guided independent study	Creative Writing Creative Writing	1,250 words (prose) or 75 lines (poetry) 2,000 words (prose) or 120 lines (poetry)	40% 60%	End Sem 1 End Sem 2	**Martyn Bedford** Paul Hardwick	
ENG 5822 Magical Realism in World Fiction	Seminars	Essay Essay	2,000 words 2,000 words	50% 50%	End Sem 1 End Sem 2	**Juliette Taylor-Batty** Roberto Rodriguez- Saona	
HUM 5902 Introduction to Spanish Language and Hispanic Culture and Society	Seminar Workshop	Skills Audit Practical	2, 000 words 1.5 hours	50% 50%	End Sem 2 End Sem 2	**Roberto Rodriguez- Saona**	
MFC 5092 Screening American Cultural History	Lectures Seminars	Portfolio ESsay	2000 word equiv 2000 words	50% 50%	End Sem 1 End Sem 2	**Tom Donnelly**	
MFC 5102 Screening Performance	Lectures Seminars Workshops	Portfolio Essay	1000 word equiv 3000 words	25% 75%	End Sem 1 End Sem 2	**Maggie Roux**	
MFC 5112 Understanding Disney	Lectures Seminars Workshops	Portfolio Essay	1000 word equiv 3000 words	25% 75%	End Sem 1 End Sem 2	**Jason Scott**	
MFC 5122 Myths Meanings and Movies	Lectures Seminars Workshops	Essay	4000 words	100%	End Sem 2	**Maggie Roux**	
MFC 5132 Television Genres	Lectures Seminars Tutorials	Essay Essay	2000 words 2000 words	50% 50%	End Sem 1 End Sem 2	**David Dodd**	
Level 6							
ENG 6522 Literary Period: Victorian Literature	Workshops Small Group Tutorials Individual Tutorials	Report	4,000 words	100%	End Sem 1	**Nathan Uglow** Amina Alyal	
MFC 6082 Media Research B	Lectures Seminars Tutorials	Proposal Essay	PASS / FAIL 5000 words	 100%	During Sem 1 End Sem 2	**John Poulter**	
ENG 6702 English Research Report	Workshops Individual Tutorials	Report	4,000 words	100%	End Sem 2	**Jane de Gay** All staff	
ENG 6532 Literary Period: Classicism and Romanticism	Seminars	Essay Essay	1,750 words 2,250 words	40% 60%	Mid Sem 1 End Sem 1	**Richard Storer** Jane deGay	

Module	Teaching Methods	Assessment	Length	Weighting	Timing	Tutor	
ENG 6742 Writing Practices 3: Experimental Writing	Workshops Individual Tutorials	Essay	1,000 words	25%	End Sem 1	**Paul Hardwick** Martyn Bedford	
		Creative Writing + Commentary	3,000 words	75%	End Sem 2		
ENG 6162 Literary Period: Seventeenth-Century Literature	Seminars	Individual Presentation	10 minutes	50%	Mid Sem 1	**Susan Anderson** Amina Alyal	
		Essay	2,000 words	50%	End Sem 1		
ENG 6302 Authors in Depth	Seminars	Essay	2,000 words	50%	Mid Sem 2	**Richard Storer** Jane deGay	
		Essay	2,000 words	50%	End Sem 2		
ENG 6412 Professional Development for English	Workshops Tutorials	Report	2,500 words	50%	End Sem 2	**TBA**	
		Presentation	10 minutes	50%	End Sem 2		
ENG 6512 Literary Period: The Twentieth-Century	Plenary Workshops Seminars	Take-away paper	1,000 words	25%	Mid Sem 2	**Jane DeGay** Juliette Taylor-Batty	
		Essay	3,000 words	75%	End Sem 2		
ENG 6552 The Continuing Middle Ages	Seminars Guided Independent Study	Essay	1,750 words	40%	End Sem 1	**Paul Hardwick** Nathan Uglow	
		Essay	2,250 words	60%	End Sem 2		
ENG 6562 Elizabethan Love Poetry	Lecture/ Workshops Independent Learning	Presentation	10 minutes	50%	Mid Sem 2	**Amina Alyal**	
		Essay	2,000 words	50%	End Sem 2		
ENG 6772 The Child and the Book	Seminars Guided independent study	Individual Presentation	10 minutes	50%	End Sem 1	**Susan Anderson**	
		Essay	2,000 words	50%	End Sem 2		
ENG 6912 Postmodern Fiction	Seminars	Essay	2,000 words	50%	Mid Sem 2	**Juliette Taylor-Batty**	
		Essay	2,000 words	50%	End Sem 2		
HUM 6012 Roots of ideas: The Foundations of Western Thought	Lectures/Seminars/Workshops Individual Tutorials Guided independent study	Individual presentation and debate with handout	1 x 30 mins	100%	S2, week 32	**Rosemary Mitchell** Nathan Uglow	
MFC 6022 Creative Media	Lectures Tutorials	Presentation Artefact	5 minutes 3500 word equiv.	25% 75%	During Sem 1 End Sem 2	**Elric Williams**	
MFC 6032 Radio Production	Workshops	Portfolio Portfolio	2000 words 2000 words	50% 50%	End Sem 1 End Sem 2	**Bob Walmsley**	
MFC 6042 Television Documentary Production	Lectures Tutorials	Artefact Report	2500 word equiv 2500 words	60% 40%		**Graham Roberts**	

MFC 6402 Advanced Short Film Production	Lectures Tutorials	Group proposal Artefact Report	1000 word equiv 10 minutes 2000 words	PASS / FAIL 50% 50%	During Sem 1 End Sem 2 End Sem 2	**Liz Rymer**	
JOU 6942 Specialist Magazine Writing	Workshops	Proposal Portfolio	1000 words 5000 word equiv.	20% 80%	End of Sem 1 End of Sem 2	**Amy Lund**	
JOU 6992 PR Management	Lectures Seminars Workshops	Report Portfolio	2500 words 2500 word equiv.	50% 50%	End of Sem 1 End of Sem 2	**Amy Lund**	
MFC 6062 Reporting Conflict	Workshops Tutorials	Proposal Essay	1000 words 5000 words	20% 80%	End Sem 1 End Sem 2	**Deirdre O'Neill**	
MFC 6092 Contemporary Cultural Issues	Lectures Seminars Tutorials	Essay Essay	2500 words 2500 words	50% 50%	End Sem 1 End Sem 2	**John Poulter**	
MFC 6162 Film and Television Adaptation	Lectures Seminars	Essay Essay	2500 words 2500 words	50% 50%	End Sem 1 End Sem 2	**Jason Scott**	
MFC 6172 Spiritualities	Lectures Seminars	Essay	5000 words	100%	End Sem 2	**Maggie Roux**	
MFC 6182 Science Fiction	Seminars Workshops	Essay Essay	2500 words 2500 words	50% 50%	End Sem 1 End Sem 2	**Liz Rymer**	

7c) Programme learning outcomes covered (English Learning Outcomes / Modules only)

	Assessed learning outcomes of programme (English)										Skills development								
Adjust LO codes as necessary. ➔ These must match module descriptors.	K1	K2	K3	K4	I1	I2	I3	I4	I5	I6	E1	E2	E3	E4	E5	E6	E7	E8	E9

Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.

Legend: ■ = core (darker shading), ▨ = not core (lighter/hatched shading)

Module	Literary Knowledge	Contextual Knowledge	Knowledge of Subject Conventions and Resources	Knowledge about Language	Interpretative Skills	Relating to Contexxt	Creating Solutions	Communicating Solutions	Linguistic Self-Reflection	Ethical Self-Awareness	Self-management	Teamworking	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / enterprise	Social, cultural & civic awareness
ENG 4562 (Words on Page)	■	■			■	■		■	■		■			■	■				
ENG 4572 (Language)			■	■				■	■		■			■			■		
ENG 4742 (W. Practices 1)	▨			▨	▨			▨			▨			▨	▨				▨
ENG 5012 (Placement)	■		■		■		■	■			■	■	■	■	■			■	■
ENG 5312 (Linguistic Topics)		▨	▨	▨	▨		▨	▨	▨		▨			▨					▨
ENG 5412 (20ᵗʰ Century)	■	■	■		■	■		■		■	■			■	■			■	■
ENG 5522 (Middle Ages)	■	■	■	■	■	■	■				■			■	■			■	■
ENG 5542 (Renaissance)	■	■	■	■	■	■	■	■			■			■	■			■	■
ENG 5722 (Writing and War)	▨	▨			▨	▨	▨	▨	▨		▨	▨		▨	▨			▨	▨
ENG 5732 (Gender)	▨	▨		▨	▨	▨		▨	▨		▨			▨	▨		▨	▨	▨
ENG 5742 (W. Practices 2)		▨	▨		▨	▨		▨			▨			▨	▨		▨	▨	▨
ENG 5822 (Magical Realism)	▨	▨	▨		▨	▨	▨	▨			▨			▨	▨			▨	▨
HUM 5902 (Intro to Spanish)		▨	▨	▨		▨					▨			▨	▨				▨
ENG 6162 (C17 Lit)	▨	▨	▨		▨	▨	▨	▨	▨		▨			▨	▨			▨	▨
ENG 6302 (Authors in Depth)	▨	▨	▨		▨	▨	▨	▨			▨			▨	▨		▨	▨	▨
ENG 6412 (L6 Placement)					▨	▨	▨			▨	▨	▨		▨	▨			▨	
ENG 6522 (Victorian Lit)	■	■	■		■	■	■				■			■	■			■	■

ENG 6532 (Class n Rom)																		
ENG 6552 (Cont Midd Age)																		
ENG 6562 (Elizabethn Poetry)																		
ENG 6702 (Research Report)																		
ENG 6742 (W. Practices 3)																		
ENG 6772 (Child n Book)																		
ENG 6912 (P-modern Fict)																		
HUM 6012 (Roots of Ideas)																		

8. Entry requirements

Honours degree programmes

Applicants should normally have achieved the following prior to registration for the programme:

> 5 academic or vocational qualifications, of which at least 2 should be GCE 'A' levels (or equivalent at level 3) and 1 should be GCSE English Language at a minimum of grade C (or equivalent).

Some equivalent qualifications and the current typical offer conditions in terms of UCAS Tariff points are detailed in the undergraduate prospectus. For students whose first language is not English a pass in an approved test in English is needed, eg. the International English Language Testing Service (IELTS) and the Test of English as a Foreign Language (TOEFL).

Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see Leeds Trinity's Principles and Guidelines for the Accreditation of Prior Learning.

9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s)
(A certain level of attainment which <u>must</u> be achieved in a specific module; any mdules exempted from condonement, any deviation from the standard institutional stipulations for award classification, eg. exclusion of Level 4 module marks from Foundation Degree classification)

The standard progression requirements apply.

10. Prerequisites

Details of modules which <u>must</u> be passed before enrolment on a module at a higher level
Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.

Successful completion of ENG4742 *Writing Practices 1* is required for progression to ENG5742 *Writing Practices 2*. The L5 module depends upon awareness and experience of the writing skills taught and trained in the L4 module.

Successful completion of ENG 5742 *Writing Practices 2* is required for progression to ENG6742 *Writing Practices 3*. The L6 module depends upon awareness and experience of the writing skills taught and trained in the L5 module.

Successful completion of ENG 5412 *Literary Period: Twentieth-Century Literature* is required for progression to ENG 6912 *Postmodern Fiction*. The L6 module extends and develops complex literary concepts and practices that are covered in the L5 module.

Succesful completion of ENG5522 *Literary Period: The Middle Ages* is required for progression to ENG6552 *Continuing Middle Ages*. The L6 module extends and develops complex literary concepts and practices that are covered in the L5 module.

Successful completion of ENG 5542 *Literary Period: The Renaissance* is required for progression to ENG 6562 *Elizabethan Love Poetry* and also for ENG 6162 *Literary Period: Seventeenth-Century Literature*. The L6 module extends and develops complex literary concepts and practices that are covered in the L5 module.

Students must have passed ENG 5012 *Professional Development and Placement Module* or equivalent at >60% to be eligible to take ENG 6412 *Professional Development for English*. Demonstration of responsibility and self-management is required from the L5 module in order to demonstrate ability to identify and set up a suitably beneficial project for the L6 module.

11.   External examining arrangements

External examining arrangements
(eg. joint with another programme – extended duties for someone already in post – or separate, single/multiple examiners; if multiple examiners, which subjects / types of module are to be allocated to each)

Results for ENG modules and HUM 5902 will be approved by the Panel of Examiners for English and covered by existing external examiner arrangements for English programmes. There will normally be one external examiner for all English programmes.

Results for MFC modules will be approved by the relevant external examiners for Media, Film and Culture programmes.

12.   Additional information

Details regarding arrangements in respect of any special features of the programme/scheme,
(eg. a non-standard delivery pattern, study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees)

13.   Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme
(Key aspects of the Equality Impact Assessment for the Department – see Internal Audit Form NP2G for further details)

There are no particular factors that might impose restrictions on participation in or engagement with the English side of the programme.   A number of events will normally be organised by the department to support student learning on the programme (eg theatre trips, public poetry events, and the writers' festival). Students will be encouraged to participate but will not be disadvantaged, in relation to completion of their programme or of individual modules within the programme, if they are unable to participate.

Students with disabilities will be welcomed on the course and reasonable adjustments will be made wherever possible to accommodate their individual needs. Students with visual or hearing impairments might have difficulty accessing certain professional pathways such as TV and Radio production and these will be addressed as individual cases arise. Some students with physical impairments might encounter difficulties with lifting and managing camera equipment. In some cases this might require personal assistance.