PROGRAMME SPECIFICATION

1.   General information

Awarding body / institution	**Leeds Trinity University**
Teaching institution	**Leeds Trinity University**
'Parent' School	**SAC**
Professional accreditation body	**n/a**
Final award	**BA Hons**
Title of programme(s)	**English and Film**
Subsidiary award(s)	**Cert HE in English and Film; DipHE in English and Film; BA in English and Film**
Honours type	**Joint**
Duration and mode(s) of study	**3 years full-time**
Start date (this version)	**September 2017**
Periodic review next due	**2022/23**
JACS subject code(s)	**Q300 + P303 (50:50)**
UCAS course code & code name	**QP3H English and Film Studies**
SITS codes (Course / Pathway / Route)	**UENGAFIL**
Delivery venue(s)	**Leeds Trinity University**
Modification made 5.5.17 – deletion of MFC 5082 and replacement by MFC5602	

2. Aims of the programme

Rationale and general aims
(from the student's perspective)

The Leeds Trinity University English and Film programme is designed to combine the critical study of contemporary literature; the study of film, and creative- and screen-writing. On completion of this programme you will understand the cultural and organisational contexts within which texts and films are produced, as well as the technical means through which writers create meanings and reflect complex social and ethical ideas through their creative work. You will have explored the range of concepts and theories that allow writers and critics to engage with and evaluate creative work.

The Leeds Trinity University programme in English and Film is distinct in the way its modules are designed in order to enhance each other, often developing knowledge and insight into critical analysis through creative activity and understanding of creative production through critical analysis.

The English literature aspect is provided through modules that focus on modern and contemporary literature and also on storytelling techniques and methods. The suite of modules across all 3 Levels that explores storytelling techniques specifically reads literary texts as a resource for contemporary creativity (*Mapping Genres; Roots of Stories*, and *When Elizabeth Bennet met Bridget Jones*). Allowing you to choose stories (films, novels, poems, graphic novels, &c) that excite you, we investigate their sources; the history of their genre, and their allusion and reference to similar works or key source texts. The assessment on these modules allows you to choose between literary analysis and creative emulation.

Not only does the programme integrate its academic components with your creative writing development, but it also allows you to engage with professional practice. The professional practice modules provide experiences which will inform and challenge your knowledge and understanding of academic content and practice in the creative industries. These modules are supported by Leeds Trinity University's existing links with film and TV production organisations and with local agencies such as editors, publishers, and magazine and blog writers in Leeds. This emphasis on professional engagement is designed to draw together a range of literary and creative skills, so that you can acquire an understanding of the professional need for the skills you are learning and the range of employment opportunities that are open to you.

The optional focus within the programme also benefits from the in-house film production team, Trinity Vision, which has a full range of in-house film and radio production facilities. The connections Trinity Vision has built up with third sector organisations enable students to learn about the range of ways in which they could get involved in ethical causes and encourage them to become more socially aware and engaged.

Within both the literary and creative modules, there is a strong emphasis on understanding of genre, register and readership; and on development of confidence in working creatively and reflectively with different genres, including non-fiction, and for different readerships. In each creative writing module students are expected to read and review the writing of others, learning to provide critical feedback and feedforward. The writing modules are designed to integrate with the literature modules, and it is expected that the creative production of literature will generate critical insights into the production processes for texts produced by others.

Staff teaching on the programme include film-makers and public writers, both academic and creative (and in prose and poetry). The film production team and the creative writing staff include

those shortlisted for national awards and even national award winners. Teaching staff have a strong research and publishing profile.

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.

On successful completion of the programme students will have demonstrated:

Knowledge and Understanding

K1 **Subject Knowledge** – sound knowledge and critical understanding of a substantial number of literary texts in the principal genres of prose, drama, and poetry, and also of principal media forms and production processes, and the theories, concepts and methods required for the analysis of literature and film.

K2 **Contextual Knowledge** – sound knowledge of a range of appropriate contexts, including historical, biographical, technological and commercial, and an awareness of the ways in which they might have influenced the production, distribution and the reception of literature and film.

K3 **Knowledge of Subject Conventions and Resources** – sound knowledge and understanding of the scholarly conventions appropriate to both English and Film and the research and communication strategies required in order to achieve proficiency in these disciplines.

K4 **Arts and Social Meaning** – knowledge and understanding of the the power of the literature and film in creating, shaping, and mediating meanings and values and to engage with personal, social and ideological values.

Intellectual / Cognitive / 'Thinking' Skills

I1 **Interpretation** / **Production** – secure use of appropriate skills in the production of literature or film and of the critical skills in the close reading, analysis, interpretation, and evaluation of texts and films.

I2 **Contextualisation** – an ability to relate a critical interpretation of texts and films to their historical, commercial, and socio-cultural contexts.

I3 **Creating Solutions** – an ability to identify and solve problems critically through the use of research techniques, resources and methods to locate and select appropriate evidence and to create coherent evidence-based solutions, or through a critical reflective understanding of creative methods and processes to create appropriate aesthetic 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 **Ethical Self-Awareness** – an ability to use different critical approaches to material studied, discuss texts and films in relation to ethical debates, and reflect fro

m an international perspective on their own assumptions and practices as audiences, readers and writers.

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 an 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.

3a   External benchmarks

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.

The English and Film Studies programme is compliant with the most recent QAA subject benchmark statements:

- QAA [Quality Assurance Agency] benchmark statement for English (February 2015): http://www.qaa.ac.uk/en/Publications/Documents/SBS-English-15.pdf
- QAA [Quality Assurance Agency] benchmark statement for Creative Writing (2016): http://www.qaa.ac.uk/en/Publications/Documents/SBS-Creative-Writing-16.pdf
- QAA [Quality Assurance Agency] draft benchmark statement for Communication, Media, Film and Cultural Studies (April 2016): http://www.qaa.ac.uk/en/Publications/Documents/SBS-Communication-Media-Film-and-Cultural-Studies-consultation-16.pdf

4.   Learning outcomes for subsidiary awards

This section is currently being reviewed with a view to replacing generic learning outcomes with learning outcomes that are specific to the programme. <u>Advice should be sought from AQSO before this section is completed.</u>

Guidance	
	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:
The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.	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.
	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**:
The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 & 5.	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.
	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:**
The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 & 6.	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)

The English and Film programme enables students to develop discipline-specific skills in 5 core themes: research methods and practice; modern and contemporary literature; film analysis; story (forms, traditions, genres, and techniques), and professional practice. In addition, there are 3 further themes that can be followed through option choices: interdisciplinary analysis; the creative arts industries, and creative writing. The programme is designed to deliver these skills through vertical strands that provide a means of developing skills and knowledge across all three years of undergraduate study. The programme design means that there will be no academic, research or presentational skills required at higher levels in the second and third years of study that are not demonstrated, practised, and developed at the lower levels.

In the chart of the themes below, the **core modules** are in bold text:

Research methods and practice
- **L4 – ENG 4412 *Research and Essay Writing 1: Focus on Plays***
- **L5 – MFC 5032 *Researching Media, Film and Culture***
- **L6 – ENG 6174 *English Dissertation*** [40 credits] – or
- **L6 – MFC 6234 *Media Research Dissertation*** [40 credits]

Modern and Contemporary Literature
- **L4 – ENG 4412 *Research and Essay Writing 1: Focus on Plays***
- **L5 – ENG 5152 *Writing America***
- L5 – ENG 5412 *Twentieth-Century Literature*
- L6 – ENG 6222 *Modernisms*
- L6 – ENG 6912 *Postmodern Fiction*

Film Analysis
- **L4 – MFC 4082 *Analysing Film***
- **L5 – MFC 5602 *Theorising Film***
- L5 – MFC 5112 *Understanding Disney*
- L6 – MFC 6582 *Computational Film Analysis*
- L6 – MFC 6112 *European Cinema*

Story Forms, Traditions, Genres and Techniques
- **L4 – ENG 4882 *Mapping Genres***
- **L5 – ENG 5132 *Roots of Stories***
- L6 – ENG 6202 *When Elizabeth Bennet met Bridget Jones*

Professional Practice
- **L4 – HUM 4992 *Ethics and Society***
- **L4 – ENG 4332 *Professional Development and Placement***
- L5 – ENG 5012 *Professional Development and Placement*
- L5 – ENG 5112 *Professional Development and Placement (Volunteering)*
- L6 – HUM 6252 *Professional Learning through Work*

Interdisciplinary Analysis [optional theme] – modules for study of texts and/or films

- L5 – MFC 5122 *Myths, Meaning and Movies*
- L6 – ENG 6212 *Gothic*
- L6 – ENG 6552 *The Continuing Middle Ages*
- L6 – MFC 6182 *Science Fiction*
- L6 – MFC 6162 *Film and Television Adaptation*
- L6 – MFC 6172 *Spiritualties, the Sacred and the Screen*

Creative Arts Industries [optional theme]
- L4 – MFC 4432 *International Film Industries*
- L4 – MFC 4412 *Camera, Photography, and Lighting*
- L5 – MFC 5072 *UK Film Industry*
- L5 – MFC 5202 *Documentary Theory and Practice*

Creative Writing [optional theme]
- L4 – MFC 4352 *Introduction to Scriptwriting*
- L5 – ENG 5742 *Creative Writing Workshop 2*
- L5 – MFC 5042 *Script to Screen*

Section 7a of this document (below) describes how the content of the programme is further structured in progressive stages (by level) to ensure that the teaching and learning is cumulative and progressive.

6. Structure

BA (Hons) ENGLISH AND FILM (Joint Honours)

Duration: 3 years full-time
Total credit rating: 360 (180 ECTS)

Level 4 – with effect from September 2017

Core: Students are required to take:

HUM 4992	Ethics and Society	Sem 1	20 credits
ENG 4412	Research and Essay Writing 1: Focus on Plays	Sem 1	20 credits
MFC 4082	Analysing Film	Sem 1&2	20 credits
ENG 4882	Mapping Genres	Sem 1&2	20 credits
ENG 4332	Professional Development and Placement	Sem 2	20 credits

Option: Students are required to choose 20 credits from:

MFC 4412	Camera, Photography, and Lighting	Sem 1	20 credits
MFC 4432	International Film Industries	Sem 1&2	20 credits
MFC 4352	Introduction to Scriptwriting	Sem 1&2	20 credits

Programme Level Assessment: This takes place at the end of the academic year.

Level 5 – with effect from September 2018

Core: Students are required to take:

ENG 5132	Roots of Stories	Sem 1	20 credits
ENG 5152	Writing America	Sem 2	20 credits
MFC 5032	Researching Media, Film, and Culture	Sem 1&2	20 credits
MFC 5602	Theorising Film	Sem 1&2	20 credits

Option: Students are required to choose 20 credits from:

ENG 5012	Professional Development and Placement	Sem 2	20 credits
ENG 5112	Professional Development and Placement (Volunteering)	Sem 2	20 credits

Option: Students are also required to choose 20 credits from:			
ENG 5412	Twentieth-Century Literature	Sem 1	20 credits
ENG 5742	Creative Writing Workshop 2	Sem 1&2	20 credits
MFC 5042	Script to Screen	Sem 1&2	20 credits
MFC 5072	UK Film Industry	Sem 1&2	20 credits
MFC 5112	Understanding Disney	Sem 1&2	20 credits
MFC 5122	Myths, Meaning and Movies	Sem 1&2	20 credits
MFC 5202	Documentary Theory and Practice	Sem 1&2	20 credits
Level 6 – with effect from September 2019			
Core: Students are required to choose 40 credits from:			
ENG 6174	English Dissertation	Sem 1&2	40 credits
MFC 6234	Media Research Dissertation	Sem 1&2	40 credits
Option: Students are required to choose 40 credits from:			
ENG 6212	Gothic	Sem 1&2	20 credits
ENG 6202	When Elizabeth Bennet met Bridget Jones	Sem 1	20 credits
ENG 6552	The Continuing Middle Ages	Sem 1	20 credits
ENG 6222	Modernisms	Sem 2	20 credits
ENG 6912	Postmodern Fiction	Sem 2	20 credits
HUM 6252	Professional Learning through Work	Sem 1&2	20 credits
Option: Students are required to choose 40 credits from:			
MFC 6102	Mapping the Audio Visual Landscape	Sem 1&2	20 credits
MFC 6112	European Cinema	Sem 1&2	20 credits
MFC 6162	Film and Television Adaptation	Sem 1&2	20 credits
MFC 6172	Spiritualties, the Sacred and the Screen	Sem 1&2	20 credits
MFC 6182	Science Fiction	Sem 1&2	20 credits
MFC 6582	Computational Film Analysis	Sem 1&2	20 credits

7. Learning, teaching and assessment

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

The learning and teaching provision on the English and Film programme is aligned with the University's Learning, Teaching and Assessment Strategy 2015-2019, supporting the principle that students are co-creators of their own learning and providing the skills and understanding required for them to manage that learning. The following approaches are prioritised in delivering the English and Film programme:

Learning:
- **Progressive Learning Structure**: The learning is structured according to levels, to ensure that you are equipped with the knowledge and basic skills in the first year that enable you to explore project work at Level 5 and building confidence for the independent work undertaken at Level 6. The principles involved are as follows:
  - **Level 4 (Foundation and Tools):** There is an emphasis on learning what university-level study involves and on introducing and practising foundational concepts, methods and techniques. The core module ENG 4412 *Research and Essay Writing: Focus on Plays* uses the study of modern and contemporary plays to clarify the formal requirements of critical scholarship and the construction and communication of a clear argument. The core module MFC 4082 *Analysing Film* explores the range of film genres and styles and explains appropriate forms of critical approaches to their analysis. The core programme skills of scholarship and literary production are aligned in ENG 4882 *Mapping Genres*, which explores the genealogy of popular modern genres, providing a creative resource for those producing writing in those genres. Here creative writing and creative scholarship meet in a productive way, using existing interests to develop new insights and to expand critical horizons.

- o **Level 5 (Range and Exploration)**: student research and writing are given more scope in Level 5. You will work within pre-set themes or select from a range of topics and work with established criteria and formative guidance and support. The aim is to develop student confidence and to model the kind of choices required for fully independent work. The integrative approach to creative writing and creative scholarship in ENG 4882 *Mapping Genres* is picked up and developed through ENG 5132 *Roots of Stories*, which explores archetypal aspects of plot and characterisation thorugh a range of stories. Within MFC 5602 *Theorising Film* you will develop your ability to theorise about the cinema, and consolidate your understanding of the relationship between film theories and film practice. MFC 5032 *Researching Media, Film and Culture* puts research knowledge and understanding into practice via you proposing and carrying out a sample research project. This prepares you for your Level 6 research project and helps develop confidence and focus. In this module you are guided and supported in the processes involved in relating social, ideological and historical contexts to the chosen film/literature content; in the use of quantitative and qualitative methods; in the use of various research resources, and in communicating the research findings clearly and effectively.
- o **Level 6 (Focus and Specialisation)**: you are expected to formulate your own writing projects and to outline the research methods and sources you will use in order to plan and structure active research and writing projects. The 40-credit dissertation can be taken either through ENG 6174 *English Dissertation* or through MFC 6234 *Media Research Dissertation*. These dissertation modules enable you to select your preferred topic (in each module the focus can be on film, literature, creative practice, or a blend of these). At Level 6 the provision tends to be research-led (rather than research-informed). You can choose from a range of modules in which staff research is used as a model to demonstrate cutting-edge developments, or creative approaches to the disciplines. There is also the option of taking HUM 6252 *Professional Learning Through Work*, in which students negotiate with employers to produce a substantial project for a company over a sustained period of time (6 months).

Teaching:
- **Student-Led Enquiry**: The programme's modules offer small class sizes, with an emphasis on student-led enquiry, and a variety of different teaching methods used to encourage active student participation in learning (both as individuals and in groups), with regular provision of formative feedback on those activities.
- **Directed Activities**: To help structure active student-led sessions specific activities are provided each week for reporting in class. This provides a means for quick and repeated experiences of formative assessment in each module.
- **Use of VLE**: To support student-led inquiry, learning materials and resources are supplied in advance via Moodle. Resources offered include e-Clarc's packs of reading materials; bespoke videos and podcasts; links to external sites and materials; quizzes, and additional module handout material and Powerpoints. In addition, all non-lecture sessions are followed by a student-led summary of discussion posted on Moodle.

Assessment:
- **Formative Assessment**: You will have formative assessment in every module studied. In the creative writing modules, formative assessment is central and students are specifically expected to provide feedback on the work of other students and discuss, in a reflective commentary, how formative feedback, received from peers and lecturers, has been incorporated into their own creative work.
- **Diversity of Assessment methods**: Assessment methods will vary according to the level of each module and its specific discipline. As a principle, no assessment should be undertaken in later years that has not been already undertaken, with guidance, support and feedback (formative and summative) in an earlier year.

- **Negotiated Assessment**: You will have opportunities, at each level, to negotiate the mode of assessment. The nature of the modules in research, creative writing, and professional practice modules means that these negotiations will be about the genre of writing and the type of work envisaged. At Level 4 ENG 4882 *Mapping Genres* allows for student choice of assessment format in order to demonstrate your understanding of storytelling traditions. At Level 5 the follow-on module in storytelling, ENG 5132 *Roots of Stories*, also permits a choice between written analysis or creative production in demonstrating understanding of the fundamental principles of plot, character and theme in storytelling. At Level 6, in general, negotiated assessment formats can be addressed through the nature and student-led design of the work undertaken. At Level 6 ENG 6212 *Gothic* has a negotiated assessment format.

Programme Level Assessment: You will undertake programme level assessment at Level 4. This is delivered through a 3-week practical group project, scheduled after the academic sessions in Semester 2, but before the placement. It integrates the learning for this level and helps demonstrate the progressive Level structure of the programme. Both ENG 6174 *English Dissertation* and MFC 6234 *Media Research Dissertation* perform an equivalent integrative and demonstrative function at Level 6.

7b) Programme learning outcomes covered

65

Legend: ■ = shaded; ▨ = lighter/hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.

Adjust LO codes as necessary. ↓ These must match module descriptors.

Module	K1 Subject Knowledge	K2 Contextual Knowledge	K3 Knowledge of Conventions & Resources	K4 Arts and Social Meaning	I1 Interpretation / Production	I2 Contextualisation	I3 Creating Solutions	I4 Communicating Solutions	I5 Ethics and Social Justice	E1 Self-management	E2 Teamworking	E3 Business & sector awareness	E4 Problem-solving	E5 Communication	E6 Application of numeracy	E7 Application of IT	E8 Entrepreneurship / enterprise	E9 Social, cultural & civic awareness
Assessed learning outcomes of the programme										**Skills development**								
ENG 4412 Research and Essay Writing 1: Focus on Plays	■	■	■		■	■	■			■			■	■		■		■
ENG 4882 Mapping Genres	■	■	■	■	■	■	■	■		■			■	■		■		■
HUM 4992 Ethics and Society													■					■
ENG 4332 English Professional Development and Placement										■	■	■				■		
MFC 4082 Analysing Film	■		■		■		■						■					
MFC 4412 Camera, Photography and Lighting	▨	▨	▨		▨			▨	▨	▨	▨		▨			▨	▨	
MFC 4432 International Film Industries	▨							▨		▨			▨				▨	
MFC 4352 Introduction to Screen Writing	▨		▨				▨			▨			▨					
ENG 5132 Roots of Stories	■	■	■	■	■	■	■	■	■	■			■	■		■	■	■
ENG 5152 Writing America	■	■	■	■	■	■	■	■	■	■			■	■		■	■	■

MFC 5032 Researching Media, Film and Culture
MFC 5602 Theorising Film
ENG 5012 English Professional Development and Placement
ENG 5112 English Professional Development and Placement (Volunteering)
ENG 5412 Twentieth-Century Literature
ENG 5742 Creative Writing Workshop 2
MFC 5042 Script to Screen
MFC 5072 UK Film Industry
MFC 5112 Understanding Disney
MFC 5122 Myths, Meaning and Movies
MFC 5202 Documentary Theory and Practice
ENG 6174 English Dissertation
MFC 6234 Media Research Dissertation
ENG 6202 When Elizabeth Bennet met Bridget Jones
ENG 6212 Gothic
ENG 6222 Modernisms
ENG 6552

The Continuing Middle Ages	▦	▦	▦		▦	▦	▦	▦			▦		▦	▦			▦	▦	▦
ENG 6912 Postmodern Fiction	▦	▦	▦		▦	▦	▦	▦	▦				▦	▦			▦	▦	▦
MFC 6102 Mapping the Audio Visual Landscape	▦	▦	▦			▦	▦	▦			▦	▦	▦	▦					▦
MFC 6112 European Cinema	▦	▦	▦		▦	▦	▦	▦			▦		▦	▦					▦
MFC 6162 Film and Television Adaptation	▦		▦		▦		▦	▦			▦								▦
MFC 6172 Spiritualities, the Sacred and the Screen	▦	▦	▦	▦	▦	▦	▦	▦			▦		▦	▦				▦	▦
MFC 6182 Science Fiction	▦	▦	▦		▦	▦	▦	▦			▦		▦	▦					▦
MFC 6582 Computational Film Analysis	▦		▦		▦		▦	▦			▦	▦		▦	▦	▦	▦			▦

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 one should be GCSE English Language at 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, e.g. the International English Language Testing Service (IELTS). Undergraduates need to have 6.0 overall in their IELTS with no component less than 5.5. 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 Recognition 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 professional placement and development modules (only) are exempt from condonement: • ENG 4332 *Professional Development and Placement* • ENG 5012 *Professional Development and Placement* • ENG 5112 *Professional Development and Placement (Volunteering).*

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.*
There are no prerequisites in this programme.

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; any PSRB requirements)
Under the current external examiner arrangements there will be multiple examiners: • The MFC external examiners will scrutinise work from the relevant MFC modules on this programme. • The English external examiner will scrutinise work from the ENG and HUM modules, with the exception of ENG 5742, which will be scrutinised by the Creative Writing external examiner. These arrangements and those for the external examiner with oversight of the programme are subject to annual approval.

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, constraints on out-of-programme optional module choices)
Regular film screenings will be organised to complement the teaching programme and increase opportunities for students to view appropriate material.

13.   Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme
Students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs. Students with serious visual or hearing impairments may be unable to undertake effective film analysis because of the combination of complex sensory information normally conveyed in film. As this is a core requirement of the programme, the implications of this will be discussed with the applicant at the application stage.