

## PROGRAMME SPECIFICATION

## 1. General information

<b>Awarding body / institution</b>	<b>Leeds Trinity University</b>
<b>Teaching institution</b>	<b>Leeds Trinity University</b>
<b>Professional accreditation body</b> <i>(if applicable)</i>	n/a
<b>Final award</b> <i>(eg. BA Hons)</i>	<b>BA (Hons) Joint Honours</b>
<b>Title of programme(s)</b>	<b>English and Journalism</b>
<b>Subsidiary award(s)</b> <i>(if any)</i>	
<b>In the case of a Scheme of Study, the other Scheme(s) with which it may be combined</b>	n/a
<b>Duration and mode(s) of study</b>	<b>3 years Full-Time / Equivalent Part-Time</b>
<b>Start date</b> <i>(this version) (month and year)</i>	<b>September 2014</b>
<b>Periodic review next due</b> <i>(acad. year)</i>	<b>2019</b>
<b>UCAS course code &amp; code name</b>	<b>Q3P5 BA/ELJ</b>
<b>Delivery venue(s)</b>	<b>Leeds Trinity</b>

## 2. Aims of the programme

<b>Rationale and general aims</b>
<ol style="list-style-type: none"> <li>1. To encourage students in their enjoyment of and commitment to literature.</li> <li>2. To deliver a diverse curriculum which encourages the understanding and analysis of the functions of language and literature, including from periods before 1800.</li> <li>3. To develop students' capacity to analyse, evaluate and formulate critical opinion and to provide appropriate evidence in support of it.</li> <li>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.</li> <li>5. Develop students' abilities in group work, project management, effective communication and research.</li> <li>6. To provide teaching that is informed by a departmental culture of research and scholarship.</li> </ol>

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 prepare students, through the development of an appropriate range of knowledge and skills, for a career in Journalism, writing, teaching, or related fields.

### 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.

### **Journalism**

- K1 detailed knowledge and understanding of the key historical, political, economic, social and cultural contexts of society, with particular reference to the media and broadcast journalism, as well as broader knowledge of related industries;
- K2 ability to engage with contemporary debates and writings around the role of the news media and related industries and their impact on society;
- K3 detailed knowledge of the legal and ethical issues which arise in journalism
- K4 understanding of multi-media and digital platforms, their role in journalism and related industries, and their impact on media audiences;
- I1 ability to identify the relationship between theory and practice in the field of study and to critically analyse the issues which arise out of this;
- I2 ability to appreciate the ethical dimensions of the practice, purposes and effects of journalism and other news-related communication as an occupation;
- I3 ability to carry out academic research in order to analyse and critique the role and impact of broadcast journalism, the broader news media and other related fields, on society;
- I4 detailed reasoning and critical thinking appropriate to analysis and problem solving and the ability to present a sustained argument on the basis of substantial independent learning;
- P1 the acquisition of specific practical and transferable skills of writing for the news media and the acquisition of multi-media skills relevant to the news journalism and other news-related communication fields;
- P2 effective utilisation of communication skills relevant specifically to news journalism and more broadly to other news-related communication fields;
- P3 initiative, enquiry and time-management, both in self-directed and team work

### 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)
- NAWA [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>]

Although there are no current plans to seek accreditation for this programme, the National Council for the Training of Journalists' (NCTJ) curriculum is reflected in the programme content.

#### 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	
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.</p>	<p><b>Generic learning outcomes for the award of <u>Certificate of Higher Education</u>:</b></p> <p>On successful completion of 120 credits at Level 4, students will have demonstrated an ability to:</p> <ul style="list-style-type: none"> <li>i) interpret and evaluate data appropriate to the discipline;</li> <li>ii) make sound judgements in accordance with basic disciplinary theories and concepts;</li> <li>iii) evaluate the appropriateness of different approaches to solving problems within the discipline;</li> <li>iv) communicate the results of their work coherently;</li> </ul> <p>and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.</p>
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 &amp; 5.</p>	<p><b>Generic learning outcomes for the award of <u>Diploma of Higher Education</u>:</b></p> <p>On successful completion of 240 credits, including 120 at Level 5, students will have demonstrated, <b>in addition to the outcomes for a Certificate</b>:</p> <ul style="list-style-type: none"> <li>i) critical understanding of disciplinary principles;</li> <li>ii) application of concepts outside their initial context;</li> <li>iii) use of a range disciplinary techniques;</li> <li>iv) proficient communication of the results of their work;</li> </ul> <p>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.</p>
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 &amp; 6.</p>	<p><b>Generic learning outcomes for the award of an <u>Ordinary Degree</u>:</b></p> <p>On successful completion of 300 credits, including 60 at Level 6, students will have demonstrated, <b>in addition to the outcomes for a Diploma</b>:</p> <ul style="list-style-type: none"> <li>i) an ability to make flexible use of disciplinary concepts and techniques;</li> <li>ii) critical evaluation of approaches to solving problems in a disciplinary context;</li> <li>iii) an ability to work autonomously within a structured learning experience;</li> <li>iv) effective communication of the results of their work in a variety of forms;</li> </ul> <p>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.</p>

## 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 requirement to complete a 4000-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.

#### **Journalism**

At Level 4 the course is designed to provide a sound foundation in multiplatform practical and academic skills culminating in a six week professional block where the skills learned can be put into practice.

At Level 5, key professional skills will be further developed through a 40-credit Specialist Reporting module, which encourages them to develop the skills and knowledge to report on a number of selected niche areas. Students will work in a newsroom setting, file content to deadline and with a content management system.

At Level 6 the course provides the opportunity for students to enhance their academic and professional skills through independent supported study culminating in a professional multiplatform portfolio.

Students will learn writing skills relevant to multiplatform journalism at all three levels. They will gain a foundation in multiplatform practical skills at Level 4 in the 6-week professional block. A knowledge of law as it applies to journalism is integrated throughout the programme.

#### **Employability**

During the first part of Level 5 Semester 2 all students will take a *Professional Development and Placement* module (ENG 5012 or JOU 5942), completing a placement in a context relevant to either English or Journalism; this further prepares them for future employment and requires them to reflect on the application of their knowledge and skills to problems and challenges in the workplace. A further opportunity to prepare for employment by completing a placement is provided at Level 6.

## 6. Structure

### BA (Hons) English and Journalism (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
ENG 4742	Writing Practices 1	Sem 1 & 2	20 credits
JOU 4426	Practical Journalism 1	Sem 1 & 2	60 credits
JOU/ENG4000	Programme Level Assessment		

**Programme-level Assessment:** Level 4 students in AY 2015/16 will study modules worth 120 credits and at the end of the year will also take a Programme Level Assessment (PLA). This takes place over three weeks and brings together the skills and knowledge you have developed across all of the modules studied. The PLA is marked on a Pass/Fail basis and you must achieve a pass in the PLA to pass the first year and progress into Level 5 (also see the section on [Taught Course Academic Regulations](#)).

#### **Level 5**

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

**Core:** Candidates are required to take:

JOU 5404	Practical Journalism 2: Newswriting	Sem 1 & 2	40 credits
----------	-------------------------------------	-----------	------------

and are required to choose 20 credits from

JOU 5962	Practical Journalistic Styles	Sem 1 & 2	20 credits
JOU 5992	PR in practice	Sem 1 & 2	20 credits

and are required to choose 20 credits from

ENG 5012	Professional Development and Placement	Sem 1 & 2	20 credits
JOU 5942	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 2	20 credits
ENG 5542	Literary Period: The Renaissance	Sem 1	20 credits

and are required to choose 20 credits from

ENG 5412	Literary Period: Twentieth-Century Literature	Sem 1	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 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 2	20 credits
*ENG 5542	Literary Period: The Renaissance	Sem 1	20 credits

\* if not already chosen from the list above.



## **Level 6**

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

<b>Core:</b>	Candidates are required to take:		
ENG 6522	Literary Period: Victorian Literature	Sem 1	20 credits
ENG 6702	English Research Report	Sem 1 & 2	20 credits
JOU 6174	Digital Media Portfolio	Sem 1 & 2	40 credits
JOU 6902	Law for Journalists	Sem 1 & 2	20 credits

and are required to choose 20 credits from

ENG 6532	Literary Period: Classicism and Romanticism	Sem 1	20 credits
ENG 6302	Authors in Depth	Sem 1 & 2	20 credits
ENG 6552	The Continuing Middle Ages	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	Great Thinkers: Applying Political Ideas	Sem 1 & 2	20 credits
HUM 6252	Professional Learning Through Work	Sem 1 & 2	20 credits
JOU 6352	Professional Learning Through Work	Sem 1 & 2	20 credits

## 6. Learning, teaching and assessment

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

Awaiting generic LTA statement to cover the LTAS - from DVP

## **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. Students 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 *ENG6522 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)
- Module Evaluation Questionnaires
- Module Evaluation reports, considered at the Student-Staff Academic Committees
- External Examiner's report.

## Journalism

The structure and content of the core academic/theoretical modules are such that, from one level to the next, material is offered in a logical, coherent and progressive fashion which progresses student learning and critical understanding of the subject. The modules are designed to ensure that students are fully informed of contemporary media and journalistic institutions and practices, but can also interrogate, challenge and analyse practice in the context of current debates and key theoretical ideas.

The academic core modules and strands at levels 4 and 5 provide the opportunity for students to learn higher level skills of analysis and critical thinking. At level 6 students apply their learning from levels 4 and 5 through independent but supported in-depth study. All students are required to take a research based module at Level 6 and they have a number to choose from providing greater or less direction depending on the choice.

The programme has been developed in such a way that the amount of independent study increases over the three years. At Level 4 the emphasis is on teaching the basic skills through an all-core curriculum. Level 5 sees a move towards independent study through the level and with greater choice in terms of core preferences. In Level 6, the emphasis is on learning rather than teaching with students exercising choice in terms of modules and managing their own workload in a supportive environment.

Practical journalistic skills form a core throughout the programme in the modules named *Practical Journalism*. These modules are designed to develop and strengthen the skills through the levels and also inform practice across levels in other practically based modules. Students are introduced to Radio and TV skills and have to utilise multi-platform story-telling in the final year *Digital Media Portfolio*.

Professional development is specifically addressed through the two modules: *Practical Journalism 1* at Level 4 and *Professional Development and Placement* (PDPM) at Level 5, which students on this programme can select as an option and which includes some preparation for placement in terms of media law. The former introduces students to the key competence skills of shorthand and sees the year culminate in a 6-week college-based news production project.

An understanding of the ethical issues relating to journalism is built into the course throughout the core and core preference modules.

Group work is an integral part of the programme. Assessment of group work is informed by good practice across the sector. Wherever group work leads to a group summative mark, an individual report is also required that must include an evaluation of the group work experience.

The programme uses a range of teaching methods, including lectures, tutorials, seminars and workshops as appropriate to the subject matter and student numbers. The focus in all practical journalism classes is on replicating industry experience and industry standards.

Assessment in the programme in Journalism:

1. uses a variety of written forms and practical activities and productions in order to reflect the academic and vocational elements of the programme;
2. uses a combination of coursework in order to test students' ability to work to different time-scales and within different constraints;
3. uses forms of work which are modelled on related professional practice as far as is consistent with working conditions and the requirements of effectiveness;
4. as a consequence of 3, is applied to group work only in strictly controlled situations;
5. progressively moves from testing breadth to depth of knowledge, understanding and skills;
6. as a consequence of 5, progressively limits the number of items per module required for assessment.
7. spreads the workload in some modules across the first semester in level 4 to support transition to HE
8. reflects the College's mission by its concern with development and the affirmation of individual learners;
9. achieves effectiveness by means of College and Faculty procedures, policies and guidelines for design, marking and administration of processes.

In determining the appropriate form of assessment for each module due regard was given to the nature of the module and the best means of enabling student to demonstrate they have met the objectives. Assignments will be set carefully to diminish as much as possible the likelihood of students resorting to plagiarism.

Several modules throughout the programme area assessed by portfolio where students are given the opportunity to build their skills through the production of short pieces of work before moving on to more heavily weighted (in terms of assessment) work later in the module.

## 7b) Module details

Module number and name <i>Include both as shown below</i>	Learning and teaching methods <i>These must be easily classifiable into the three KIS categories of Scheduled learning and teaching activities, Guided independent study &amp; Placement/study abroad.</i>	Assessment				Teaching staff (Module co-ordinator shown as first name, in <b>bold</b> script)	Venue (if not Leeds Trinity premises)
		Component form <i>Each must be easily classifiable into one of the three KIS categories of Written exams, Coursework &amp; Practical exams.</i>	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
<i>Level 4</i>							
ENG4562 Words on the Page	Workshops Guided independent study	Directed Activities  Skills Audit Unseen exam	Pass = 100% of 10%; Fail = 0% 2,000 words 1.5 hours	10%  45% 45%	Sem 1  End Sem 1 End Sem 2	<b>Jane deGay</b>	
ENG 4572 Language in Theory / Context	Seminars Tutorials Guided independent study	Directed Activities  Essay Essay Online tests	Pass = 100% of 10%; Fail = 0% 1,500 words 2,000 words	10%  35% 55% Pass/Fail	Sem 1 & Sem 2  End Sem 1 Mid Sem 2 End Sem 2	<b>Richard Storer</b>	
ENG 4742 Writing Practices 1	Workshops Guided independent study	Directed Activities  Creative Writing (Prose) Creative Writing (Poetry)	n/a  1,500 words 60 lines + 500 word commentary	Pass = 100% of 10%; Fail = 0% 45% 45%	Sem1  End Sem 1 End Sem 2	<b>Paul Hardwick</b>	
JOU 4426 Practical Journalism 1:	Workshops Shorthand News production Guided independent study	Directed Activities  Portfolio 1 Shorthand Portfolio 2	  6,000 word-equiv  6,000 word equiv	Pass = 100% of 10%; Fail = 0%  40% Pass/Fail 50%	  During Sem 1 & 2 During Sem 2 End of Sem 2	<b>Jan Winter</b> <b>Katherine Blair</b> Paul Marsden Dean Naidoo Lindsay Eastwood Richard Horsman Bob Walmsley Derm Tanner	
<i>Level 5 – Core</i>							
JOU 5404 Practical Journalism 2: <b>News</b> writing	Workshops Guided independent study	Portfolio 1 Portfolio 2 In-class assessment	1,600 word equiv 2,400 word equiv 16 x 100 words	30% 70% Pass/Fail	During / end Sem 1 During / end Sem 2 During Sem 1 & 2	<b>Lindsay Eastwood</b>	
<i>Level 5 - Options</i>							
JOU 5962 Practical Journalistic Styles	Workshops Guided independent study	Portfolio 1 Portfolio 2	2,000-word equiv. 2,000-word equiv.	50% 50%	End Sem 1 End Sem 2	<b>Jan Winter</b>	
JOU 5992 PR in Practice	Lectures, seminars, workshops and Guided independent study	Essay Group Presentation Peer assessment	2,000 words 20 mins 20 mins	50% 25% 25%	End sem 1 End sem 2 End sem 2	<b>Amy Lund</b>	

JOU 5942 Professional Development and Placement	Lectures Tutorials Workshops Placement Liaison Guided independent study	Law exam  Placement Report Portfolio	1.5 hours  6 weeks or equiv. 1,500 words 500 word equiv.	50%  Pass / Fail 50% 10%	End of Sem 2  During Sem 2 During Sem 2 During Journalism week.	<b>Dean Naidoo</b> Nigel Green All progress tutors	
ENG 5012 Professional Development and Placement	Workshops Guided independent study	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	<b>Amina Alyal</b> Juliette Taylor-Batty	
ENG 5522 Literary Period: The Middle Ages	Lectures Seminars Guided independent study	Critical Commentary  Assessed Essay	1,750 words  2,250 words	40%  60%	Mid Sem 2  End Sem 2	<b>Paul Hardwick</b> K Lister	
ENG 5542 Literary Period: The Renaissance	Plenary Lectures Seminars Guided independent study	Online task  Essay	2,000 words  2,000 words	50%  50%	Mid Sem 1  End Sem 1	<b>Susan Anderson</b> Amina Alyal	
ENG 5412 Literary Period: The Twentieth-Century	Plenary Workshops Seminars Guided independent study	Take-away paper  Essay	1,000 words  3,000 words	25%  75%	Mid Sem 1  End Sem 1	<b>Jane DeGay</b> Juliette Taylor-Batty	
ENG 5312 Linguistic Topics	Seminars Guided independent study	Essay Online tests	3,000 words Online Tests	100% Pass / Fail	End Sem 2 End Sem 2	<b>Richard Storer</b> Nathan Uglow	
ENG 5732 Constructions of Gender	Workshops Guided independent study	Essay  Presentation	2,000 words  10 minutes	50%  50%	Mid Sem 2  End Sem 2	<b>Jane DeGay</b> 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	<b>Martyn Bedford</b> Paul Hardwick	
ENG 5822 Magical Realism in World Fiction	Seminars Guided independent study	Essay  Essay	2,000 words  2,000 words	50%  50%	End Sem 1  End Sem 2	<b>Juliette Taylor-Batty</b> Roberto Rodriguez-Saona	
HUM 5902 Introduction to Spanish Language and Hispanic Culture and Society	Tutorials Seminars Workshops Guided independent study	Skills Audit  Practical	  1.5 hours	50%  50%	End Sem 2  End Sem 2	Roberto Rodriguez-Saona	

<i>Level 6 – Core</i>							
ENG 6522 Literary Period: Victorian Literature	Workshops Small Group Tutorials Individual Tutorials	Report  Presentation	3,000 words  10 Mins	70%  30%	End Sem 1	<b>R Storer</b> Amina Alyal	
ENG 6702 English Research Report	Workshops Individual supervision Guided independent study	Report	4,000 words	100%	End Sem 2	<b>Dr Jane de Gay</b> All staff	
JOU 6174 Digital Media Portfolio	Lectures Workshops Independent supervision Guided independent study	Pitch presentation Online Portfolio Professional Job Application	5 minutes 8000 word-equiv. Professional interview	10% 70% 20%	During Sem 1 During Sem 2 During Sem 2	<b>Katherine Blair</b> Lisa Bradley Catherine O'Connor	
JOU 6902 Law for Journalists	Lectures Seminars Guided independent study	Essay Unseen Exam	2500 words 1.5 hours	50% 50%	End of Sem 1 End of Sem 2	<b>Nigel Green</b>	
Level 6 - Options							
ENG 6532 Literary Period: Classicism and Romanticism	Seminars Guided independent study	Essay  Essay	1,750 words  2,250 words	40%  60%	Mid Sem 1  End Sem 1	<b>Richard Storer</b> Dr Jane deGay	
ENG 6742 Writing Practices 3: Experimental Writing	Workshops Guided independent study	Essay  Creative Writing + Commentary	1,000 words  3,000 words	25%  75%	End Sem 1  End Sem 2	<b>Paul Hardwick</b> Martyn Bedford	
ENG 6302 Authors in Depth	Seminars Guided independent study	Essay  Essay	2,000 words  2,000 words	50%  50%	End Sem 1  End Sem 2	<b>Richard Storer</b> Jane deGay	
ENG 6552 The Continuing Middle Ages	Seminars Guided Independent Study	Report  Essay	1,750 words  2,250 words	40%  60%	End Sem 1  End Sem 2	<b>Paul Hardwick</b> Nathan Uglow	
ENG 6772 The Child and the Book	Seminars Guided independent study	Individual Presentation  Essay	10 minutes  2,000 words	50%  50%	End Sem 1  End Sem 2	<b>Susan Anderson</b>	
HUM 6012 Roots of Ideas: Political Thought	Lectures/Seminars/Work shops Individual Tutorials Guided independent study	Individual presentation and debate with handout	1 x 30 mins	100%	S2, week 32	<b>R Mitchell</b> N Uglow	
HUM 6252 Professional Learning through Work	Tutorials Telephone support Guided independent study	Project Proposal Final Project Report Oral Presentation	1,000 word equivalent 3,000 words 10 minutes	Pass/fail 75% 25%	Start of A/Y Sem 2, week 34 Sem 2, week 35	<b>R Storer</b>	

JOU 6532 Professional Learning through Work	Seminars Telephone support Guided independent study	Project Report Oral presentation	4,000 words 10 minutes	75% 25%	End of Sem 2 End of Sem 2	<b>Catherine O'Connor</b> Paul Marsden	
---	--	-------------------------------------	---------------------------	------------	------------------------------	---	--





JOU 5942 (PDP)																			
JOU 5962 (Pract Journ Style)																			
JOU 5992 (PR in Practice)																			
ENG 6302 (Authors in Depth)																			
ENG 6522 (Victorian Lit)																			
ENG 6532 (Class n Rom)																			
ENG 6552 (Cont Midd Age)																			
ENG 6702 (Research Report)																			
ENG 6742 (W. Practices 3)																			
ENG 6772 (Child n Book)																			
HUM 6012 (Roots of Ideas)																			
HUM 6252 (PDPM)																			
JOU 6352 (Professional Learn)																			
JOU 6714 (Digital Portfolio)																			
JOU 6902 (Law for Journalists)																			

## 7. Entry requirements

A strong rationale must be provided for any deviation from the following norms; as a minimum, the "Other non-certificated requirements..." section must be completed:

### 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.

## 8. 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 must be achieved in a specific module; any modules 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.

## 9. Prerequisites

### Details of modules which must 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.

Successful 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.

Students must have passed ENG 5012 *Professional Development and Placement Module* or equivalent at >60% to be eligible to take HUM 6252 *Professional Learning Through Work*. 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.

## 10. 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 JOU modules will be approved by the Panel of Examiners for Journalism and covered by existing external examiner arrangements for Journalism programmes.

## 11. 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)

## 12. 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.

Some students with physical impairments might encounter difficulties with lifting and managing camera equipment. In some cases this might require personal assistance. These matters will be discussed as individual cases arise. Shorthand is a competence standard and so whilst every effort will be made to support students with disabilities to take the modules that include shorthand, the physical ability to take shorthand is a requirement.