

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 Media
Subsidiary award(s)	CertHE in English and Media; DipHE in English and Media; BA in English and Media
Honours type	Joint
Duration and mode(s) of study	3 years; full time
Start date (this version)	September 2017
Periodic review next due (<i>acad. year</i>)	2022/23
JACS subject code(s) (<i>Level 3</i>)	Q300 + P303 + P313 (50:25:25)
UCAS course code & code name	QP33
SITS codes (<i>Course / Pathway / Route</i>)	UENGAMED
Delivery venue(s)	Leeds Trinity University

2. Aims of the programme

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

The Leeds Trinity University English and Media programme is designed to combine the critical study of contemporary literature with the theoretical analysis of media and with the practical media production. On completion of the module you will have studied the creative techniques and processes required to produce creative works in writing, film, and modern digital media platforms. You will also have had opportunities to put this knowledge into practice in your own creative work. The Leeds Trinity University programme in English and Media 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. There is a suite of modules across all

3 Levels that explores storytelling techniques specifically and reads literary texts as a resource for contemporary creativity (*Mapping Genres; Roots of Stories, and Postmodern Fiction*). These modules allow you to choose stories (films, novels, poems, graphic novels, &c) that excite you and 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 imitation.

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 media organisations and 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.

Within the 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 works in the principal genres of literature, film, and television, and the theories, concepts and methods required to analyse and produce them.
- 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 influence the production, distribution and the reception of literature and media.
- K3 **Knowledge of Subject Conventions and Resources** – sound knowledge and understanding of the scholarly conventions appropriate to the production and analysis of both English literature and Media 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 media 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 critical concepts, theories and skills in the close reading, analysis, interpretation, and evaluation of literary and media, whether one's own or those of others, and in the production of such works.

I2 **Contextualisation** – an ability to relate a critical interpretation of literary and media texts to their historical and socio-cultural contexts and to explore the role of creative imagination in responding to, exploring, or shaping social and cultural issues.

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 literary and media texts in relation to ethical debates, and reflect from 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 Media 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>
- AA [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. Advice should be sought from AQSO before this section is completed.

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>Generic learning outcomes for the award of <u>Certificate of Higher Education</u>:</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"> 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;

<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 & 5.</p> <p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 & 6.</p>	<p>and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.</p> <p>Generic learning outcomes for the award of <u>Diploma of Higher Education</u>:</p> <p>On successful completion of 240 credits, including 120 at Level 5, students will have demonstrated, in addition to the outcomes for a Certificate:</p> <ul style="list-style-type: none"> 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; <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>Generic learning outcomes for the award of an <u>Ordinary Degree</u>:</p> <p>On successful completion of 300 credits, including 60 at Level 6, students will have demonstrated, in addition to the outcomes for a Diploma:</p> <ul style="list-style-type: none"> 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; <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>
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5. Content

<p>Summary of content by theme (providing a 'vertical' view through the programme)</p> <p>The English and Media programme enables students to develop discipline-specific skills in four core themes: literary research; story (forms, traditions, genres, and techniques); interdisciplinary analysis, and professional practice. In addition there are 2 further themes that can be followed through option choices: media production 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.</p> <p>In the chart of themes, listed below, core modules are in bold text:</p> <p>Literary Research – focus on research techniques for creative use</p> <ul style="list-style-type: none"> • L4 – ENG 4412 <i>Research and Essay Writing 1: Focus on Plays</i> • L5 – MFC 5032 <i>Researching Media, Film and Culture</i> • L6 – ENG 6174 <i>English Dissertation</i> [40 credits] • L6 – MFC 6234 <i>Media Research Dissertation</i> [40 credits] <p>Story Forms, Traditions, Genres and Techniques</p> <ul style="list-style-type: none"> • L4 – ENG 4882 <i>Mapping Genres</i>
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- **L5 – ENG 5132 *Roots of Stories***
- L6 – ENG 6912 *Postmodern Fiction*

Interdisciplinary Analysis – the content of these modules is interdisciplinary

- **L4 – MFC 4022 *Analysing Media and Culture***
- **L5 – MFC 5022 *Media, Culture, Society***
- **L5 – ENG 5152 *Writing America***
- L5 – ENG 5542 *Shakespearean Drama*
- L6 – ENG 6212 *Gothic*
- L6 – ENG 6772 *The Child and the Book*
- L6 – ENG 6552 *The Continuing Middle Ages*
- L6 – MFC 6182 *Science Fiction*

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)*
- L5 – ENG 5852 *Literature in Contemporary Culture*

Media Production [optional theme]

- L4 – MFC 4141 *Radio and Podcast Production* [10 credits]
- L4 – MFC 4151 *Television Production* [10 credits]
- L5 – MFC 5052 *Radio and Podcast Production*
- L6 – MFC 6022 *Creative Media*
- L6 – MFC 6032 *Radio and Podcast Production*

Creative Digital and Social Media [optional theme]

- L4 – MFC 4362 *Online Storytelling*
- L5 – MFC 5062 *Digital Effects*
- L5 – MFC 5572 *Digital Narratives*
- L6 – MFC 6564 *Transmedia Production* [40 credits]

Creative Writing [optional theme]

- L4 – MFC 4362 *Online Storytelling*
- L5 – ENG 5742 *Creative Writing Workshop 2*
- L6 – ENG 6742 *Creative Writing Workshop 3*

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 Media

Duration: 3 years full-time

Total credit rating: 360 (ECTS:180)

Level 4

Entry requirements: see Undergraduate Prospectus.

Core: Candidates 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
ENG 4882	Mapping Genres	Sem 2	20 credits

MFC 4022	Analysing Media and Culture	Sem 1&2	20 credits
ENG 4332	Professional Development and Placement	Sem 2	20 credits

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

Option: and are required to choose 20 credits from:

MFC 4141	Radio and Podcast Production	Sem 1 or 2	10 credits
MFC 4151	Television Production	Sem 1&2	10 credits
MFC 4362	Online Storytelling	Sem 2	20 credits

Level 5

Core: Candidates are required to take:

ENG 5132	Roots of Stories	Sem 1	20 credits
ENG 5152	Writing America	Sem 2	20 credits
MFC 5022	Media, Culture, Society	Sem 1&2	20 credits
MFC 5032	Researching Media, Film and Culture	Sem 1&2	20 credits

Option A: and are also required to choose 20 credits from:

ENG 5012	Professional Development and Placement	Sem 1&2	20 credits
ENG 5112	Professional Development and Placement (Volunteering)	Sem 1&2	20 credits

Option B: and are also required to choose 20 credits from:

ENG 5542	Shakespearean Drama	Sem 1&2	20 credits
ENG 5742	Creative Writing Workshop 2	Sem 1&2	20 credits
ENG 5852	Literature in Contemporary Culture	Sem 1&2	20 credits
MFC 5052	Radio and Podcast Production	Sem 2	20 credits
MFC 5062	Digital Effects	Sem 1&2	20 credits
MFC 5572	Digital Narratives	Sem 1&2	20 credits

Level 6

Core Option: Candidates are required to take 40 credits from the following:

ENG 6174	English Dissertation	Sem 1&2	40 credits
MFC 6234	Media Research Dissertation	Sem 1&2	40 credits

Option A: and are required to take 40 credits from:

ENG 6212	Gothic	Sem 1&2	20 credits
ENG 6742	Creative Writing Workshop 3	Sem 1&2	20 credits
ENG 6552	The Continuing Middle Ages	Sem 1	20 credits
ENG 6912	Postmodern Fiction	Sem 2	20 credits
ENG 6772	The Child and the Book	Sem 2	20 credits

Option B: and are required to take 40 credits from:

MFC 6182	Science Fiction	Sem 1&2	20 credits
MFC 6022	Creative Media	Sem 1&2	20 credits
MFC 6564	Transmedia Production*	Sem 1&2	40 credits
MFC 6032	Radio and Podcast Production*	Sem 1	20 credits

*There is a prerequisite for enrolment on this module – see section 10.

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 Media 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 Media 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, 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 4022 *Analysing Media and Culture* explores the key theoretical concepts and perspectives used in the analysis of a wide range of cultural texts and practices. 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.
 - **Level 5 (Range and Exploration):** student research and writing are given more scope in Level 5. Students 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 through a range of stories. 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 Level 6 research projects 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.
 - **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*. In each of these modules, you can choose the content you work with and through which you will demonstrate your full-range of abilities. In each of the dissertation modules the focus can be on media, film, literature or a blend of these. At Level 6, the provision tends to be research-led (rather than research-informed). You will choose from a range of modules in which staff research is used to demonstrate and model cutting-edge developments or creative / innovative approaches to the disciplines.

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 research modules, the creative media modules and in the digital production modules formative assessment is central. In the creative writing theme, students not only receive formative feedback from lecturers, but are expected to provide formative 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, media production, 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. The Level 6 equivalent module, ENG 6202 *When Elizabeth Bennet met Bridget Jones* the final demonstration of knowledge and understanding is through a negotiated format. At Level 6, in general, negotiated assessment formats can be addressed through the nature and student-led design of the work undertaken.

Programme Level Assessment: Students 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. At Level 6 ENG 6174 *Dissertation* and MFC 6234 *Media Research Dissertation* both perform an equivalent integrative and demonstrative function.

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 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 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 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.

MFC 5572 *Digital Narratives* is a pre-requisite for enrolment on MFC 6564 *Transmedia Production*: the Level 5 module provides key creative and practical skills and knowledge without which students will be at a disadvantage at Level 6.

MFC 5052 *Radio and Podcast Production* is a pre-requisite for enrolment on MFC 6032 *Radio and Podcast Production*: the Level 5 module provides key creative and practical skills and knowledge, without which students will be at a disadvantage at Level 6.

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 *Creative Writing Workshop 2* and ENG 6742 *Creative Writing Workshop 3*, 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)

Study abroad option is available with Leeds Trinity's partner universities. The standard period for taking this is Level 5, Semester 2.

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 will be welcomed on the course and all reasonable adjustments will be made wherever possible to accommodate their individual needs. Students with serious visual or hearing impairments may be unable to achieve some of the learning outcomes of some modules and, wherever possible, alternative forms of learning and assessment will be devised to compensate for this. The specific details of each individual student's needs can be discussed at the application stage.