Leeds Trinity University

PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	**Leeds Trinity University**
Teaching institution	**Leeds Trinity University**
Professional accreditation body *(if applicable)*	**n/a**
Final award *(eg. BA Hons)*	**BA (Hons) Joint Honours**
Title of programme(s)	**English and Film Studies**
Subsidiary award(s) *(if any)*	
In the case of a Scheme of Study, the other Scheme(s) with which it may be combined	**n/a**
Duration and mode(s) of study	**3 years Full-Time / Equivalent Part-Time**
Start date (this version) *(month and year)*	**September 2014**
Periodic review next due *(acad. year)*	**2019**
UCAS course code & code name	**QP3H**
Delivery venue(s)	**Leeds Trinity**

2. Aims of the programme

Rationale and general aims
1. To encourage students in their enjoyment of and commitment to literature.
2. To deliver a diverse curriculum which encourages the understanding and analysis of the functions of language and literature, including from periods before 1800.
3. To develop students' capacity to analyse, evaluate and formulate critical opinion and to provide appropriate evidence in support of it.
4. To encourage students to respond creatively to literature and to develop the ability to produce new knowledge and generate fresh perspectives on existing knowledge.

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

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

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

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

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

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

11. To provide students with an understanding of specific roles and activities within the film and related industries

12. To develop students' understanding of the social, industrial and organisational aspects of film

13. To provide students with an awareness of the range of approaches to the study of film.

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:

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.

Film Studies

- ability to plan and carry out activities relevant to working in the film industry;

- systematic understanding of the film industry internationally in historical and contemporary contexts;

- critical understanding and analytical ability in applying a wide range of concepts and theoretical approaches to the study of film;

- ability to recognise and respond positively to ethical issues raised in film

Employability skills

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4. Learning outcomes for subsidiary awards

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

5.   Content

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

Module changes – AG 26.1.18
Formalisation of title change ENG 6742 - Chair's action 15.2.18
ENG6552/ENG6532 module titles changed as a result of English and CW review August 2018

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__English__

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

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

Level 6: Focus and Specialisation

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

__Film Studies__
Film Studies considers the phenomenon of film internationally and examines historical developments, the contemporary context and projections for the future. It explores the historical and global significance of film and engages students in critical debates about the social, political and ethical issues that film presents. Ethical issues are addressed implicitly throughout the course and explicitly in a number of modules.

The Film Industry strand contains one compulsory module at levels 4 and 5 and concentrates primarily on critical understanding of industrial, commercial and organisational dimensions of cinema. The Film Analysis strand also contains one compulsory module at levels 4 and 5 and concentrates on the ability to analyse films, evaluate concepts and apply theoretical material. In level 6 all students continue to follow at least one of these two strands and complete a Film Research module which requires them to show skills of independent learning, applied to a topic of their choice.

__Employability__
During the first part of Level 5 Semester 2 all students will take a *Professional Development and Placement* module (ENG 5012 or MFC 5012), completing a placement in a context relevant to either English or Film Studies; 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.

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6.   Structure

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BA (Hons) English and Film Studies (Joint Honours)

Duration: 3 years full-time / 6 years part-time

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Total credit rating:	360		

Level 4 – run out programme – final cohort for year: 2016/17

Level 5 – run out programme – final cohort for year: 2017/18

Level 6 – run out programme – final cohort for year: 2018/19

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

Core Option: Candidates are required to take:			
ENG 6522	Victorian Literature	Sem 1	20 credits
MFC 6232	Media, Film & Culture Research B	Sem 1 & 2	40 credits

and are required to choose 20 credits from:

MFC 6102	Mapping the Audio-Visual Landscape	Sem 1 & 2	20 credits
MFC 6112	European Cinema	Sem 1 & 2	20 credits

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

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 6182	Science Fiction	Sem 1 & 2	20 credits
MFC 6202	Contemporary Cult TV	Sem 1	20 credits

and are required to choose at least 20 credits from:

ENG 6532	From the Tatler to Frankenstein: Reading Eighteenth-Century and Romantic Texts	Sem 1	20 credits
ENG 6552	Dreaming the Middle Ages	Sem 2	20 credits
ENG 6912	Postmodern Fiction	Sem 2	20 credits
ENG 6302	Authors in Depth	Sem 1 & 2	20 credits
ENG 6742	Creative Writing Workshop 3: Experimental Writing	Sem 1 & 2	20 credits
ENG 6772	The Child and the Book	Sem 1 & 2	20 credits
HUM 6252	Professional Learning Through Work	Sem 1 & 2	20 credits

Learning, teaching and assessment

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

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 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 Research Report the core 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 developments 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;
- enable active learning opportunities for working with digital humanities.
- safeguarding the integrity and reliability of assessment for the scheme.

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

(iv)   Review
The programme's teaching and learning is continually monitored and changes are made in the light of feedback from the following sources:
- Module mark profiles (by individual assessment and module as a whole). At programme review there is an automatic trigger for consideration of the 3 lowest- and highest-scoring average marks for module and assessment task.
- Module Evaluation Questionnaires
- Module Evaluation reports, considered at the Student-Staff Academic Committees
- External Examiner's report.

7b) Module details

Module number and name *Include both as shown below*	Learning and teaching methods *These must be easily classifiable into the three KIS categories of Scheduled learning and teaching activities, Guided independent study & Placement/study abroad.*	Assessment				Teaching staff (Module co-ordinator shown as first name, in **bold** script)	Venue (if not Leeds Trinity premises)
		Component form *Each must be easily classifiable into one of the three KIS categories of Written exams, Coursework & Practical exams.*	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
Level 4							
ENG4562 Words on the Page	Workshops	Skills Audit Unseen exam	2,000 words 1.5 hours	50% 50%	End Sem 1 End Sem 2	**Jane deGay**	
ENG 4572 Language in Theory / Context	Seminars Tutorials	Essay Essay Online tests	1,500 words 2,000 words	40% 60% Pass/Fail	End Sem1 Mid Sem2 End Sem2	**Richard Storer**	
ENG 4742 Writing Practices 1: Introduction to Genre	Workshops	Creative Writing (Prose) Creative Writing (Poetry)	1,500 words 60 lines + 500 word commentary	50% 50%	End Sem1 End Sem2	**Paul Hardwick**	
ENG 4782 English Project	Workshops Group Tutorials Individual Tutorials Guided independent group work	Group Project Reflective Report	Project completion: 2,000 words equivalent 2,000 words	50% 50%	End Sem 2 End Sem 2	**TBA**	
MFC 4072 Film Industry 1	Lectures Seminars	Essay Group presentation	2000 words 20 minutes	50% 50%	End Sem 1 End Sem 2	**Tom Donnelly**	
MFC 4082 Film Analysis 1	Lectures Workshops	Portfolio Essay	2000 word equiv 2000 words	50% 50%	End Sem 1 End Sem 2	Nicholas Redfern	
MFC 4012 Professional Development and Placement	Lectures Workshops Placement supervision	Group presentation and report Professional Blog Placement Report	500 words Six weeks 2000 words	50% Pass / Fail Pass / Fail 50%	During Sem 1 During Sem 2 During Sem 2	**Elric Williams**	
MFC4092 Screening Character	Workshops	Portfolio Essay	1000 word equiv 3000 words	Pass / Fail 100%	End Sem 2	**Nicholas Redfern**	
Level 5							
MFC 5072 Film Industry 2	Lectures Seminars Workshops	Report Group presentation Report	2000 words 15 minutes 1000 words	50% 25% 25%	End Sem 1 During Sem 2 End Sem 2	**Liz Rymer**	

Code / Title	Teaching	Assessment	Length	Weight	Timing	Tutor	
MFC 5082 Film Analysis 2	Lectures Workshops	Essay Essay	2000 words 2000 words	50% 50%	End Sem 1 End Sem 2	**Nicholas Redfern**	
MFC 5012 Professional Development and Placement	Lectures Tutorials Placement supervision	Portfolio Placement Report	2000 word equiv 6 weeks(or equivalent) 3000 words	40% PASS / FAIL 60%	End Sem 1 During Sem 2 During Sem 2	**Graham Roberts**	
ENG 5012 Professional Development and Placement	Workshops	Portfolio Report Placement	1,500 words 3,000 words 6 Weeks (or equivalent)	30% 70% PASS/FAIL	End Sem 1 End of placement period End of placement period	**Amina Alyal** Juliette Taylor-Batty	
ENG 5522 Literary Period: The Middle Ages	Lectures Seminars	Exam Essay	1.5 hours 2,000 words	50% 50%	Mid Sem 1 End Sem 1	**Paul Hardwick** Jane deGay	
ENG 5542 Literary Period: The Renaissance	Plenary Lectures Seminars	Unseen exam Essay	1.5 hours 2,000 words	50% 50%	Mid Sem 1 End Sem 1	**Susan Anderson** Amina Alyal	
ENG 5412 Liteary Period: Twentieth-Century Literature	Plenary Workshops Seminars	Take-away paper Essay	1,000 words 3,000 words	25% 75%	Mid Sem 2 End Sem 2	**Jane DeGay** Juliette Taylor-Batty	
ENG 5312 Linguistic Topics	Seminars	Essay Online tests	3,000 words Online Tests	100% Pass / Fail	End Sem 2 End Sem 2	**Dr Richard Storer** Dr Nathan Uglow	
ENG 5722 Writing and War	Workshops	Report Group Presentation	2,000 words 10 minutes	50% 50%	Mid Sem 2 End Sem 2	**Nathan Uglow** Jane deGay	
ENG 5732 Constructions of Gender	Workshops	Essay Presentation	2,000 words 10 minutes	50% 50%	Mid Sem 2 End Sem 2	**Jane DeGay** Nathan Uglow	
ENG 5742 Writing Practices 2	Workshop	Creative Writing Creative Writing	1,250 words (prose) or 75 lines (poetry) 2,000 words (prose) or 120 lines (poetry)	40% 60%	End Sem 1 End Sem 2	**Martyn Bedford** Paul Hardwick	
ENG 5822 Magical Realism in World Fiction	Seminars	Essay Essay	2,000 words 2,000 words	50% 50%	End Sem 1 End Sem 2	**Juliette Taylor-Batty** Roberto Rodriguez-Saona	
HUM 5902 Introduction to Spanish Language and Hispanic Culture and Society	Seminar Workshop	Skills Audit Practical	2, 000 words 1.5 hours	50% 50%	End Sem 2 End Sem 2	**Roberto Rodriguez-Saona**	

Module	Teaching	Assessment	Length	Weight	Timing	Tutor	
MFC 5092 Screening American Cultural History	Lectures Seminars	Portfolio ESsay	2000 word equiv 2000 words	50% 50%	End Sem 1 End Sem 2	**Tom Donnelly**	
MFC 5102 Screening Performance	Lectures Seminars Workshops	Portfolio Essay	1000 word equiv 3000 words	25% 75%	End Sem 1 End Sem 2	**Maggie Roux**	
MFC 5112 Understanding Disney	Lectures Seminars Workshops	Portfolio Essay	1000 word equiv 3000 words	25% 75%	End Sem 1 End Sem 2	**Jason Scott**	
MFC 5122 Myths Meanings and Movies	Lectures Seminars Workshops	Essay	4000 words	100%	End Sem 2	**Maggie Roux**	
MFC 5132 Television Genres	Lectures Seminars Tutorials	Essay Essay	2000 words 2000 words	50% 50%	End Sem 1 End Sem 2	**David Dodd**	
Level 6							
ENG 6522 Literary Period: Victorian Literature	Workshops Small Group Tutorials Individual Tutorials	Report	4,000 words	100%	End Sem 1	**Nathan Uglow** Amina Alyal	
MFC 6132 Film Research B	Workshops Tutorials	Proposal Essay	1000 words 5000 words	Pass / Fail 100%	End Sem 1 End Sem 2	**Tom Donnelly**	
ENG 6702 English Research Report	Workshops Individual Tutorials	Report	4,000 words	100%	End Sem 2	**Jane de Gay** All staff	
ENG 6532 From The Tatler to Frankenstein	Seminars	Essay Essay	1,750 words 2,250 words	40% 60%	Mid Sem 1 End Sem 1	**Richard Storer** Jane deGay	
ENG 6742 Writing Practices 3: Experimental Writing	Workshops Individual Tutorials	Essay Creative Writing + Commentary	1,000 words 3,000 words	25% 75%	End Sem 1 End Sem 2	**Paul Hardwick** Martyn Bedford	
ENG 6162 Literary Period: Seventeenth-Century Literature	Seminars	Individual Presentation Essay	10 minutes 2,000 words	50% 50%	Mid Sem 1 End Sem 1	**Susan Anderson** Amina Alyal	
ENG 6302 Authors in Depth	Seminars	Essay Essay	2,000 words 2,000 words	50% 50%	Mid Sem 2 End Sem 2	**Richard Storer** Jane deGay	
ENG 6412 Professional Development for English	Workshops Tutorials	Report Presentation	2,500 words 10 minutes	50% 50%	End Sem 2 End Sem 2	**TBA**	
ENG 6512 Literary Period: The Twentieth-Century	Plenary Workshops Seminars	Take-away paper Essay	1,000 words 3,000 words	25% 75%	Mid Sem 2 End Sem 2	**Jane DeGay** Juliette Taylor-Batty	

ENG 6552 Dreaming the Middle Ages	Seminars Guided Independent Study	Essay Essay	1,750 words 2,250 words	40% 60%	End Sem 1 End Sem 2	**Paul Hardwick** Nathan Uglow	
ENG 6562 Elizabethan Love Poetry	Lecture/ Workshops Independent Learning	Presentation Essay	10 minutes 2,000 words	50% 50%	Mid Sem 2 End Sem 2	**Amina Alyal**	
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	**Susan Anderson**	
ENG 6912 Postmodern Fiction	Seminars	Essay Essay	2,000 words 2,000 words	50% 50%	Mid Sem 2 End Sem 2	**Juliette Taylor-Batty**	
HUM 6012 Roots of ideas: The Foundations of Western Thought	Lectures/Seminars/Workshops Individual Tutorials Guided independent study	Individual presentation and debate with handout	1 x 30 mins	100%	S2, week 32	**Rosemary Mitchell** Nathan Uglow	
MFC 6102 Mapping the Audio-Visual Landscape	Lectures Workshops	Report Group presentation Report	2500 words 20 minutes 1250 words	50% 25% 25%		**Stefano Odorico**	
MFC 6112 Film Analysis 3	Lectures Seminars	Essay Essay	2500 words 2500 words	25% 25%	End Sem 1 End Sem 2	**Nicholas Redfern**	
MFC 6162 Film and Television Adaptation	Lectures Seminars	Essay Essay	2500 words 2500 words	50% 50%	End Sem 1 End Sem 2	**Jason Scott**	
MFC 6172 Spiritualities	Lectures Seminars	Essay	5000 words	100%	End Sem 2	**Maggie Roux**	
MFC 6182 Science Fiction	Seminars Workshops	Essay Essay	2500 words 2500 words	50% 50%	End Sem 1 End Sem 2	**Liz Rymer**	

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

Legend for shading: ■ = darker shading (core), ░ = lighter/hatched shading (not core, ie. not all students on this programme will undertake these).

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

	Assessed learning outcomes of programme (English)										Skills development								
	K1	K2	K3	K4	I1	I2	I3	I4	I5	I6	E1	E2	E3	E4	E5	E6	E7	E8	E9
	Literary Knowledge	Contextual Knowledge	Knowledge of Subject Conventions and Resources	Knowledge about Language	Interpretative Skills	Relating to Context	Creating Solutions	Communicating Solutions	Linguistic Self-Reflection	Ethical Self-Awareness	Self-management	Teamworking	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / enterprise	Social, cultural & civic awareness
ENG 4562 (Words on Page)	■	■			■	■		■	■		■			■	■				
ENG 4572 (Language)			■	■				■	■		■			■	■		■		
ENG 4742 (W. Practices 1)	░			░	░			░	░		░			░	░				░
ENG 5012 (Placement)	■		■		■		■	■			■	■	■	■	■			■	■
ENG 5312 (Linguistic Topics)		░	░	░	░		░	░	░		░			░	░				
ENG 5412 (20th Century)	■	■	■		■	■		■	■	■	■			■	■			■	■
ENG 5522 (Middle Ages)	■	■	■	■	■	■	■	■			■			■	■				■
ENG 5542 (Renaissance)	■	■	■	■	■	■	■	■	■		■			■	■			■	■
ENG 5722 (Writing and War)	░	░			░	░		░		░	░	░			░			░	░
ENG 5732 (Gender)	░	░		░	░			░	░		░			░	░			░	░
ENG 5742 (W. Practices 2)		░	░		░	░		░	░		░	░			░			░	░
ENG 5822 (Magical Realism)	░	░			░	░		░			░			░	░			░	░
HUM 5902 (Intro to Spanish)		░	░	░	░	░	░	░	░		░			░	░			░	░

Course																				
ENG 6162 (C17 Lit)	▨	▨	▨	□	▨	▨	▨	▨	▨	▨		▨	□	□	▨	▨	□	□	▨	▨
ENG 6302 (Authors in Depth)	▨	▨	▨	□	▨	▨	▨	▨	□	□		▨	□	□	▨	▨	□	▨	▨	▨
ENG 6412 (L6 Placement)	□	□	□	□	▨	▨	▨	▨	□	▨		▨	▨	▨	▨	□	□	▨	▨	
ENG 6522 (Victorian Lit)	■	■	■	□	■	■	■	■	□	□		■	□	□	■	■	□	■	■	■
ENG 6532 (From The Tatler)	■	■	■	□	■	■	■	■	□	□		■	□	□	■	■	□	□	■	■
ENG 6552 (Dreaming Middle Ages)	▨	▨	▨	□	▨	▨	▨	▨	□	□		▨	□	□	▨	▨	□	▨	▨	▨
ENG 6562 (Elizabethn Poetry)	▨	▨	▨	▨	▨	▨	▨	▨	▨	□		▨	□	□	▨	▨	□	▨	▨	▨
ENG 6702 (Research Report)	▨	▨	▨	□	▨	▨	▨	▨	□	▨		▨	▨	▨	▨	▨	□	▨	▨	▨
ENG 6742 (W. Practices 3)	▨	▨	▨	▨	▨	▨	▨	▨	▨	□		▨	□	□	▨	▨	□	▨	▨	▨
ENG 6772 (Child n Book)	▨	▨	□	□	▨	▨	▨	▨	▨	▨		▨	□	□	▨	▨	□	▨	▨	▨
ENG 6912 (P-modern Fict)	▨	▨	▨	□	▨	▨	▨	▨	▨	□		▨	□	□	▨	▨	□	▨	▨	▨
HUM 6012 (Roots of Ideas)	▨	▨	▨	□	▨	▨	▨	▨	□	▨		▨	□	□	▨	▨	□	▨	▨	▨

8. Entry requirements

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

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

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

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

9. Progression, classification and award requirements

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

10.   Prerequisites

| Details of modules which <u>must</u> be passed before enrolment on a module at a higher level
Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required. |
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| Successful completion of ENG4742 *Writing Practices 1* is required for progression to ENG5742 *Writing Practices 2*. The L5 module depends upon awareness and experience of the writing skills taught and trained in the L4 module.

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

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

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

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

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

11.   External examining arrangements

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

Results for ENG modules and HUM 5902 will be approved by the Panel of Examiners for English and covered by existing external examiner arrangements for English programmes. There will normally be one external examiner for all English programmes. Results for MFC modules will be approved by the relevant external examiners for Media, Film and Culture programmes.

12.   Additional information

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

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

There are no particular factors that might impose restrictions on participation in or engagement with the English side of the programme.   A number of events will normally be organised by the department to support student learning on the programme (eg theatre trips, public poetry events, and the writers' festival). Students will be encouraged to participate but will not be disadvantaged, in relation to completion of their programme or of individual modules within the programme, if they are unable to participate. Regular film screenings will be organised to complement the teaching programme and increase opportunities for students to view appropriate material. Students with disabilities will be welcomed on the course and reasonable adjustments will be made wherever possible to accommodate their 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/TV. As this is a core requirement of the programme, the implications of this will be discussed with the applicant at the application stage.