



## PROGRAMME SPECIFICATION

### Section 1: Basic Data

<b>Awarding institution/body</b>	UWE
<b>Teaching institution</b>	UWE
<b>Delivery Location(s)</b>	UWE Frenchay and St Matthias
<b>Faculty responsible for programme</b>	Faculty of Arts, Creative Industries and Education
<b>Modular Scheme title</b>	
<b>Professional Statutory or Regulatory Body Links (type and dates)</b>	NA
<b>Highest award title</b>	BA (Hons)English and Journalism
<b>Default award title</b>	BA English and Journalism
<b>Interim award titles</b>	BA English and Journalism Dip HE English and Journalism Cert HE English and Journalism
<b>UWE progression route</b>	
<b>Mode(s) of delivery</b>	
<b>Codes</b>	
<b>UCAS code</b> QP3M	<b>JACS code</b>
<b>ISIS code</b> QP3M	<b>HESA code</b>
<b>Relevant QAA subject benchmark statements</b>	
<b>Valid until</b>	Ongoing
<b>Valid from</b>	September 2012
<b>Original Validation Date:</b>	
<b>Latest Committee Approval... ACE CAP</b>	<b>Date:... 1<sup>st</sup> June 2012</b>

## **Version Code 2**

*For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications*

## **Section 2a English: Educational aims of the programme**

Joint Honours English students may expect the programme to:

- provide a current curriculum which offers depth within and breadth across the subject area through distinctive modules based on staff expertise;
- provide students with a thorough knowledge of English literary culture by exposing them to canonical and non-canonical texts from the renaissance to the twenty-first century;
- develop in students critical practices that stress the crucial balance between close reading and theoretical/contextual models of interpretation;
- extend students' knowledge of the historical and intellectual frames of reference from which literature emerges;
- offer a distinctively varied learning and assessment portfolio which encourages the development of analytic skills, creative expression and critical argument;
- provide a supportive and responsive framework for students' academic and personal development;
- provide intellectually challenging and student-focused teaching that is informed and enriched by staff research;
- offer distinctive and varied teaching practices, including individual tutorials, student-led seminars, lectorials and lectures;
- foster a progressive academic culture in which students mature and develop independence over their 3 years;
- offer a compulsory curriculum that develops outward-facing, employable students who are fully conscious of the value of their subject-specific knowledge and skills;
- encourage students to practice their subject-specific knowledge and skills in real working environments through the employability strategy;
- offer modules that engage and connect with cognate programmes across the faculty, facilitating integrated learning opportunities;
- offer opportunities that address UWE's wider agenda, such as sustainability, childhood and the creative industries.

## Section 2b Journalism: Educational aims of the programme

- To establish a critical approach to both the practice and study of journalism.
- To understand and reflect upon a broad range of conventional and emergent journalistic forms.
- To provide knowledge of cultural and media forms and processes and an understanding of their role within contemporary society.
- To develop students' ability to undertake independent and innovative research into journalism in relation to the processes of news production, distribution, reception and consumption within a sustainable context.
- To equip students with practical journalistic production skills including a knowledge of writing, subbing or reversioning copy for different news organisations, audiences, platforms and purposes.
- To enable students to inform their journalism practice with a critical understanding of established industry frameworks.
- To develop students' understanding of the political economy and organisation of journalistic practice and news operations within the broader context of the media and public relations industries.
- To understand and reflect upon journalistic cultures around the world and how they relate to social, political and economic institutions.
- To develop students' ability to pursue complex tasks in an independent and self disciplined manner.
- To prepare students for future careers which require a high level of analytical and communication skills.

## Section 3a English: Learning outcomes of the programme

*The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: ...*

### A Knowledge and understanding: English

Learning outcomes	Teaching, Learning and Assessment Strategies
<p><b>A Knowledge and understanding of:</b></p> <ol style="list-style-type: none"> <li>1 a wide range of literature in English from the nineteenth and twentieth centuries, with some knowledge of pre-1800 literature;</li> <li>2 the cultural and historical contexts, which shaped and were shaped by the authors and texts studied;</li> <li>3 the formal and aesthetic dimensions of the three main genres of fiction, poetry, and drama;</li> <li>4 the key terms and concepts used in the analysis and interpretation of literary ideas;</li> </ol>	<p><b>Teaching/learning methods and strategies:</b></p> <p>Acquisition of skill 1 is through the required reading on core and optional modules, through constant encouragement to undertake wider, independent reading in support of the required reading, and through the support given to students to pursue individual interests and enthusiasms in their dissertations.</p> <p>Acquisition of skills 2 - 6 is through a combination of lectures, seminars, and workshops, as appropriate to each module, with dissertation supervision provided through a mixture of small-group sessions and individual tutorials. On most modules, students are expected to deepen their</p>

<p>5 the range and variety of modern approaches to the study of literary texts;</p> <p>6 the interrelations of literary study with the knowledge produced within other disciplines.</p>	<p>understanding of topics by immersing themselves in the secondary literature, on which detailed guidance is given in module handbooks.</p> <p><b>Assessment:</b></p> <p>Assessment is strongly biased towards the continuous assessment of written work, which includes traditional critical essays and extended essays, evaluations of critical sources, bibliographical exercises, film and performance analyses, journals, reflections on group presentations and performance pieces, creative writing assignments and portfolios of writing. In accordance with University regulations, at least 25% of the assessment on each module is carried out under controlled conditions, which usually means, but is not limited to, seen or unseen examinations.</p>
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**Section 3b Journalism: Learning outcomes of the programme**

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following

**A Knowledge and understanding: Journalism**

Learning outcomes	Teaching, Learning and Assessment Strategies
<p><b>A Knowledge and understanding of:</b></p> <ol style="list-style-type: none"> <li>1. conceptual frameworks employed in the study of journalism and public relations as exemplified in key studies;</li> <li>2. the relationship of journalism to debates about citizenship and democracy;</li> <li>3. the importance of historical contexts in the study of journalism;</li> <li>4. approaches and methodologies for analysing and interpreting genres of news discourse in relation to their production, reception and consumption;</li> <li>5. the evaluation and use of theoretical and interpretative frameworks in rigorous, systematic and imaginative ways;</li> <li>6. the design and realisation of sustained research projects;</li> <li>7. To equip students with practical journalistic production skills including knowledge of writing, subbing or reversioning copy for different news organisations, audiences, platforms and purposes.</li> </ol>	<p><b>Teaching/learning methods and strategies:</b></p> <p>Acquisition of understanding 1 to 3 has a primary focus in the lectures and seminars of the core module ‘News Media &amp; Society’ and ‘Introduction to Public Relations and Communications’ and required readings.</p> <p>Acquisition of understanding 4 has a primary focus in the lectures and seminars of the core module ‘Journalism and Public Communication’ and ‘Researching Journalism’.</p> <p>The acquisition of understanding 5 and 6 is more widely encouraged and developed throughout the programme. It is a primary focus of Level 3 work in modules such as ‘Journalism Dissertation’, ‘Conflict Journalism’, ‘Sport, Journalism and the Media’ and ‘Media Campaigns and Activism’.</p> <p>The acquisition of understanding 7 will form the basis of ‘Newsgathering’ (Level 1) and be elaborated primarily in ‘Visual Journalism’ (Level 2) and, optionally, in ‘Journalism Production Project’ (Level 3).</p> <p>Throughout, the learner is encouraged to undertake further independent reading to supplement and consolidate what is being taught/learnt, and to broaden their individual knowledge and understanding of the subject.</p> <p><b>Assessment:</b> Assessment is primarily through course work, which takes the form of written seminar papers, essays, items of journalistic writing and projects. Other elements include seminar presentations and written examinations under controlled conditions.</p>

## B Intellectual Skills: English

<p>On successful completion of this award students will be able to demonstrate the following skills:</p> <ol style="list-style-type: none"> <li>1 the ability to identify the complexities of the major literary genres and other forms of written and oral communication;</li> <li>2 the ability to analyse the roles, methodologies, ideologies and historical contexts of literary critical traditions;</li> <li>3 the ability to write critical essays, which demonstrate an ability to form arguments and synthesise critical ideas;</li> <li>4 an awareness of how literature and language produce and reflect cultural difference;</li> <li>5 comprehension of the overall complexities of the discipline and its relationship to other disciplines and forms of language.</li> </ol>	<p><b>Teaching/learning methods and strategies:</b></p> <p>Intellectual skills are developed for skills 1 and 2 through attending lectures and intellectual debate in seminars and reading both primary and critical material. Skills 3 and 4 are acquired by writing critical essays and, where appropriate, creative writing portfolios. Skill 5 is achieved through a combination of these and progression through the award from core modules through to more self directed learning on optional modules and the dissertation.</p> <p><b>Assessment:</b></p> <p>The variety of assessment methods employed all place great emphasis (as shown in the subject's assessment criteria) on the learner's ability to demonstrate skills 1-5 through short and long essays, dissertations and creative writing, and seen and unseen examinations. A minimum of 25% of modular assessment is based on controlled conditions exercises.</p>
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## B Intellectual Skills: Journalism

<p><b>B Intellectual Skills:</b></p> <p>Students should develop the ability to:</p> <ol style="list-style-type: none"> <li>1. read academic and other complex texts closely and critically;</li> <li>2. analyse genres of news discourse with rigour and insight;</li> <li>3. construct coherent and defensible arguments;</li> <li>4. present complex ideas with clarity in writing, verbally, and by using other media;</li> <li>5. manage and control diverse and complex discursive material ie: locate, select, synthesise, précis and evaluate.</li> <li>6. identify key questions, issues and debates central to the profession and to undertake analyses of their implications in Journalism.</li> </ol>	<p><b>Teaching/learning methods and strategies:</b></p> <p>Intellectual skills are developed as an integral part of the leaning and teaching strategies outlined in Section A above.</p> <p><b>Assessment:</b></p> <p>A variety of assessment methods are employed. Those centred upon writing and production test all of these skills. In addition, students' seminar presentations test skills 4 and 5.</p>
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## C Subject/Professional/Practical Skills: English

<p><b>C Subject/Professional/Practical Skills:</b></p> <p>On successful completion of this award students will be able to demonstrate the following skills:</p> <ol style="list-style-type: none"><li>1 the ability to apply appropriate techniques of literary criticism to the written interpretation and analysis of texts;</li><li>2 the ability to deploy appropriate critical language in written communication;</li><li>3 the ability to deploy appropriate critical language in oral communication;</li><li>4 knowledge of the conventions of literary research and presentation, including citation and referencing;</li><li>5 the ability to design and produce a substantial piece of independent research or personal writing.</li></ol>	<p><b>Teaching/learning methods and strategies:</b></p> <p>Students receive guidance in the use of appropriate critical terminology via lectures and seminar discussion, one-to-one tutorials, and in feedback on written work. The English Student Handbook and individual Module Handbooks offer guidelines on the presentation of literary research. Seminar preparation, participation and more formal presentations offer opportunities for developing competence in oral communication. Writing competencies are tested in a variety of written assignments, including coursework assignments and examinations. Guidance on the planning and production of independent work is given through tutorial support in the compulsory dissertation module and guidelines in the appropriate module handbook.</p> <p><b>Assessment:</b></p> <p>Skills 1, 2 and 4 are assessed through a variety of written assessments, ranging from the short essay (500 words) to the extended essay (4000 words), portfolio of writing and formal test and examination. Skill 5 is assessed through the dissertation (compulsory for single honours students), which includes a progress report component (worth 5% of the assessment). Skill 3 is not formally assessed, but is developed through seminar participation.</p>
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## C Subject, Professional and Practical Skills: Journalism

<b>C Subject/Professional/Practical Skills:</b>	<b>Teaching/learning methods and strategies:</b>
<p>Students should develop the ability to:</p> <ol style="list-style-type: none"><li>1. write journalistic pieces in a range of genres and platforms (such as news story, feature, opinion column, editorial leader, sports report, investigation).</li><li>2. Develop basic skills in production and layout</li><li>3. conduct interviews with a range of sources</li><li>4. acquire knowledge of the full range of regulatory codes governing best professional practice in journalism</li><li>5 reflect critically on their journalistic practice through direct engagement with ethical/political and ideological dimensions of their work</li></ol>	<p>These skills are acquired accumulatively through seminar discussion, tutorial guidance, workshops and feedback on assignments given to students across their programme of study. The acquisition of these skills will form the basis of Journalism Writing (level 1) and be elaborated primarily in Local and Global Journalism (level 2) and optionally in Critical Reporting (Level 3)</p> <p><b>Assessment:</b></p> <p>These skills are primarily assessed through the preparation of coursework</p>



## D Transferable Skills and other attributes: English

<p>On successful completion of this award students will be able to demonstrate the ability to:</p> <ol style="list-style-type: none"><li>1 produce effective written communication;</li><li>2 marshal their ideas in a limited time;</li><li>3 study effectively;</li><li>4 manage their time efficiently;</li><li>5 locate and evaluate information sources and extract relevant information;</li><li>6 use a computer for word processing, obtaining information, and presenting data;</li><li>7 take responsibility for their own learning;</li><li>8 communicate effectively orally;</li><li>9 work efficiently as members of a team.</li></ol>	<p><b>Teaching/learning methods and strategies:</b></p> <p>Students learn writing skills not only through formal assignments, examinations and tests but also through written exercises in seminars and workshops (skill 1). Some of these have time limits set on them (skill 2). Students learn to study effectively by attending the faculty's study skills workshops or tutorials, or by consulting study skills books or computer packages as well as by receiving feedback from staff in tutorials. Some of them form self-help study groups (skill 3). They learn to manage their time by dealing with the time constraints of deadlines and balancing the demands of different modules; they can also attend time management tutorials (skill 4). They are introduced to library and IT skills in induction; they can follow this up by attending IT training courses (skills 5 and 6). They are encouraged to take responsibility for their own learning in a variety of ways; for example, by formulating their own essay titles, making choices about their learning, following up their own interests, and in particular studying for their dissertation (skill 8). They practice their oral communication in seminars on all modules, and in some modules they are expected to do a reading, give a presentation or lead a session (skill 8). Many modules specifically encourage team work by, for example, requiring groups of students to give a presentation, present an improvisation or put on a play reading (skill 9)</p> <p><b>Assessment:</b></p> <p>All modules in English are assessed by at least two pieces of writing and many by three (skill 1). These pieces include essays, bibliographical exercises, pastiches, creative writing and journals. On each module one of these pieces is written under controlled conditions and in a limited time (skill 2). In order to be successful in all assessments, students need study skills (skill 3) and time management skills (skill 4). For their coursework they also need to be able to access information (skill 5) and are required to present their work in typewritten form (skill 6). In all modules, they are expected to take at least some responsibility for their own learning (skill 7); this is particularly true for</p>
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	the dissertation. Oral communication (skill 8) and teamwork (skill 9) are not formally assessed.
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### D Transferable Skills and other attributes: Journalism

<p><b>D Transferable skills and other attributes:</b></p> <p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. communicate effectively in writing and verbally;</li> <li>2. work independently on complex tasks;</li> <li>3. organise and self-direct substantial projects;</li> <li>4. access and evaluate bodies of information from diverse sources;</li> <li>5. manage time and work effectively within given limits;</li> <li>6. use appropriate information technology effectively for research, presentation, and writing;</li> <li>7. work as a supportive member of a team or group.</li> </ol>	<p><b>Teaching/learning methods and strategies:</b></p> <p>These transferable skills and attributes are developed as an integral part of the learning and teaching strategies outlined in Section A above.</p> <p><b>Assessment:</b></p> <p>The assessment of the acquisition and use of these skills is entailed across the range of assessment methods used.</p>
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**Section 4: Programme structure**

<p><b>ENTRY</b> ↓</p>		<p><b>Compulsory modules for English</b></p> <p>UPGPPQ-60-1 Literature, Creativity and Critique</p> <p><b>Compulsory modules for Journalism</b></p> <p>Newsgathering UACALG-30-1</p> <p>Journalism and Society UACAJK-15-1</p> <p>Introduction to Public Relations and Communication UACAUF-15-1</p>	<p><b>Optional modules</b></p> <p>There are no optional modules for this stage.</p>	<p><b>Interim Awards:</b></p> <ul style="list-style-type: none"> <li>• Credit requirements 120 – Certificate in Higher Education</li> <li>• Other requirements None</li> </ul>
	<p><b>Year 1/Level 1</b></p>	<p><b>Core modules</b></p> <p>There are no core modules at this stage of this award.</p>		
		<p><b>Compulsory modules for English</b></p> <p>UPGPPH-30-2 Reading Forms/Forms of Reading</p> <p><b>Compulsory modules for Journalism</b></p> <p>Researching Journalism UACAJP-15-2</p> <p>Journalism and Public Communication UACAJS-15-2</p> <p>Visual Journalism UPCPRN-30-2</p>	<p><b>Optional modules for English</b></p> <p>30 credits to be taken from: UPGPPM-30-2: Shakespeare's World of Words UPGPPK-30-2: Romanticism Unbound UPGPTA-30-2 : Exploring the Eighteenth Century UPGPTB-30-2: British Writing 1900-1950 UPGPTM-30-2: Imagining America</p> <p><b>Optional modules for Journalism</b></p> <p>There are no optional modules at this stage of this award.</p>	<p><b>Interim Awards:</b></p> <ul style="list-style-type: none"> <li>• Credit Requirements – 240 – Diploma in Higher Education</li> <li>• Other requirements None</li> </ul>
	<p><b>Year 2/Level 2</b></p>	<p><b>Core modules</b></p> <p>There are no core modules for this stage of this award.</p>		

	<b>VCU Year</b>	(See International Variant: Appendix 1)		
		<p><b>Compulsory modules for English and Journalism</b></p> <p>There are no compulsory modules at this stage.</p>	<p><b>Optional modules for English</b></p> <p>60 credits must be taken from:  UPGPPD-30-3 English Independent Project  UPGPTD-30-3: Children's Fantasy Fiction  UPGPTF-30-3: Fiction in Britain since 1970  UPGPEG-30-3: Gender, Sexuality and Writing  UPGPFH-30-3: Literature and Culture in Britain: 1885-1930  UPGPPA-30-3: Contemporary American Narrative  UPGPFS-30-3: Gothic Literature  UPGPPP-30-3: Moving Words: Travel Writing and Modernity</p>	<p><b>Prerequisite requirements</b></p> <ul style="list-style-type: none"> <li>• Minimum credit/module requirements – 120</li> <li>• other - none</li> </ul>
	<b>Year 3/Level 3</b>	<p><b>Core modules</b></p> <p>Journalism Futures  UACAH5-15-3</p>	<p><b>Optional modules for Journalism</b></p> <p>45 credits must be taken from:</p> <p>Journalism Project  UACAHT-30-3</p> <p>Conflict Journalism  UACA KC-15-3</p> <p>Media Campaigns and Activism  UACA HG-15-3</p> <p>Sport, Journalism and the Media  UACA KE-15-3</p> <p>Work Placement And Experience  UACA 9A-20-3</p>	<p><b>Awards:</b></p> <ul style="list-style-type: none"> <li>• Target/highest BA (Hons)</li> <li>• Default title – BA</li> </ul> <p><b>Credit requirements</b>  BA (Hons) – 360  BA - 300</p>
<b>→ GRADUATION</b>				

## **Section 5: Entry requirements**

Candidates must be able to satisfy the general admissions requirements of the University of the West of England with specific requirements as detailed below:

A & AS Levels

Tariff points as appropriate for the year of entry.

BTEC - An appropriate National Diploma with good standing and final year grades within the range 3 Distinctions and 3 Merits – 5 Distinctions and 1 Merit.

Irish Highers – Passes with grades within the following range: BBB – ABBB.

Access Courses – Validated access course in appropriate subjects.

Baccalaureate – European with between 70% and 76%. International with between 28 and 32 points.

## **Section 6: Assessment Regulations**

**A: Approved to University Academic Regulations and Procedures**

**B: Approved variant to University Academic Regulations and Procedures (insert title of variant)**

## **Section 7: Student learning: distinctive features and support**

- One week's Induction Programme for orientation and study skills.
- Student Handbooks and Module Guides.
- Extensive library and other learning resources and facilities.
- Dedicated office hours for all staff, student email system, trained counsellors for both pastoral and academic support.
- A wide range of teaching and learning strategies and an equally varied range of assessment modes across the award.
- Strong emphasis on the skills of the independent learner and researcher.

## **Section 8 Reference points/benchmarks**

The following reference points and considerations were used in designing the programme:

- University teaching and learning policies.
- Staff research projects.
- QAA Subject Benchmark statements.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.

## Appendix 1: VCU International variant

### UWE Level 2 (VCU Level 300/400 modules)

**NOTE: Students must take a total of 5 (US 3-credit – Level 300/400) modules together with 5 modules relating to the other half award:**

ENGL 320  
18th-Century British Literature

ENGL 335  
Literature of the English Renaissance

ENGL 400  
Shakespeare: The Early Works

ENGL 401  
Shakespeare: The Later Works

ENGL 402  
Chaucer

ENGL 403  
Milton

ENGL 407  
Medieval Epic and Romance

ENGL 409  
Medieval Studies

ENGL 410  
Renaissance Studies

ENGL 411  
18th-century British Studies

ENGL 320  
18th-Century British Literature

ENGL 335  
Literature of the English Renaissance

ENGL 400  
Shakespeare: The Early Works

ENGL 401  
Shakespeare: The Later Works

ENGL 402  
Chaucer

ENGL 403  
Milton

ENGL 407  
Medieval Epic and Romance

ENGL 409  
Medieval Studies

ENGL 410  
Renaissance Studies

ENGL 411  
18th-century British Studies

ENGL 313  
Southern Literature

ENGL 314/AFAM 314 African-American Literature

ENGL 315  
The Modern Novel

ENGL 316  
Modern Poetry

ENGL 317  
Modern Drama

ENGL 318  
Contemporary Poetry

ENGL 321  
British Literature of the Romantic Era

ENGL 322  
Victorian Poetry

ENGL 323  
Early 20th-century British Literature

ENGL 324  
Later 20th-century British Literature

ENGL 351/TEDU 351  
Children's Literature I

ENGL 352/WMNS 352 Feminist Literary Theory

ENGL 361/RELS 361 The Bible as Literature

ENGL 363/AFAM 363/INTL 366 African Literature

ENGL 365/AFAM 365/INTL 367 Caribbean Literature

ENGL 367  
Eastern Thought in Western Literature

ENGL 371 American Literature: Colonial and Federal

ENGL 372  
American Literature: American Romanticism

ENGL 373  
American Literature: Realism and Naturalism

ENGL 374  
American Literature: Early 20th Century

ENGL 375

American Literature: Contemporary

ENGL 381  
Fiction into Film

ENGL 384/WMNS 384 Women Writers

ENGL 385/ENVS 385 Nature Writing

ENGL 386/ANTH 386 Introduction to Folklore

ENGL 387/WMNS 387 Lesbian Texts/Queer Theories

ENGL 391 Topics in Literature

\* WE ARE AIMING IN THE FUTURE FOR STUDENTS TO TAKE *UP TO TWO* (US – Level 300/400) MODULES FROM ELSEWHERE IN THE VCU UNDERGRADUATE SCHEME