

PROGRAMME SPECIFICATION

Section 1: Basic Data

Awarding institution/body	UWE
Teaching institution	UWE
Delivery Location(s)	UWE Frenchay and St Matthias
Faculty responsible for programme	Faculty of Arts, Creative Industries and Education
Modular Scheme title	
Professional Statutory or Regulatory Body Links (type and dates)	NA
Highest award title	BA (Hons)English and Journalism
Default award title	BA English and Journalism
Interim award titles	BA English and Journalism Dip HE English and Journalism Cert HE English and Journalism
UWE progression route	
Mode(s) of delivery	
Codes	
UCAS code QP3M	JACS code
ISIS code QP3M	HESA code
Relevant QAA subject benchmark statements	
Valid until	Ongoing
Valid from	September 2011

Original Validation Date:

Latest Committee Approval... CAC

Date:... November 2011

Version Code 1

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 an intellectually challenging and rewarding curriculum in English.
- To provide teaching that is informed and enriched by the research of members of the School of English.
- To provide a supportive environment for students' academic and personal development.
- To allow students to pursue their own literary interests and enthusiasms.
- To prepare students for the variety of career paths which favour self-disciplined, self-motivated graduates with good thinking and communication skills.

Section 2b Journalism: Educational aims of the programme

- To establish a questioning and intellectually challenging approach to the study of journalism.
- To provide opportunities for the rigorous and critical study of the issues, debates and theories that have emerged in response to developments in journalism and the news media.
- To encourage students to evaluate and demonstrate the usefulness of studies and histories of journalism in analysing the contemporary forms and practices of news reporting.
- To equip students to undertake independent and innovative research into journalism in relation to the processes of news production, distribution, reception and consumption.
- To encourage students to draw on a range of appropriate disciplines and intellectual traditions to develop critical perspectives on journalism.
- To prepare students for future careers which require a high level of analytical and communication skills.
- To equip students to pursue complex tasks in an independent and self disciplined manner.
- To equip students with basic practical multiplatform journalistic 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>A Knowledge and understanding of:</p> <ol style="list-style-type: none">1 a wide range of literature in English from the nineteenth and twentieth centuries, with some knowledge of pre-1800 literature;2 the cultural and historical contexts, which shaped and were shaped by the authors and texts studied;3 the formal and aesthetic dimensions of the three main genres of fiction, poetry, and drama;4 the key terms and concepts used in the analysis and interpretation of literary ideas;5 the range and variety of modern approaches to the study of literary texts;6 the interrelations of literary study with the knowledge produced within other disciplines.	<p>Teaching/learning methods and strategies:</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 understanding of topics by immersing themselves in the secondary literature, on which detailed guidance is given in module handbooks.</p> <p>Assessment:</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>

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>A Knowledge and understanding of:</p> <ol style="list-style-type: none">1. conceptual frameworks employed in the study of journalism as exemplified in key studies;2. the relationship of journalism to debates about citizenship and democracy;3. the importance of historical contexts in the study of journalism;4. approaches and methodologies for analysing and interpreting genres of news discourse in relation to their production, reception and consumption;5. the evaluation and use of theoretical and interpretative frameworks in rigorous, systematic and imaginative ways;6. the design and realisation of sustained research projects;7. forms of news writing within an exploratory and critical framework	<p>Teaching/learning methods and strategies:</p> <p>Acquisition of understanding 1 to 3 has a primary focus in the lectures and seminars of the core module 'News Media & Society' and its required reading.</p> <p>Acquisition of understanding 4 has a primary focus in the lectures and seminars of the core module 'Journalism and Public Communication.'</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.</p> <p>The acquisition of understanding 7 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>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>Assessment: 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"> 1 the ability to identify the complexities of the major literary genres and other forms of written and oral communication; 2 the ability to analyse the roles, methodologies, ideologies and historical contexts of literary critical traditions; 3 the ability to write critical essays, which demonstrate an ability to form arguments and synthesise critical ideas; 4 an awareness of how literature and language produce and reflect cultural difference; 5 comprehension of the overall complexities of the discipline and its relationship to other disciplines and forms of language. 	<p>Teaching/learning methods and strategies:</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>Assessment:</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 Intellectual Skills:</p> <p>Students should develop the ability to:</p> <ol style="list-style-type: none"> 1. read academic and other complex texts closely and critically; 2. analyse genres of news discourse with rigour and insight; 3. construct coherent and defensible arguments; 4. present complex ideas with clarity in writing, verbally, and by using other media; 5. manage and control diverse and complex discursive material ie: locate, select, synthesise, précis and evaluate. 6. identify key questions, issues and debates central to the profession and to undertake analyses of their implications in Journalism. 	<p>Teaching/learning methods and strategies:</p> <p>Intellectual skills are developed as an integral part of the leaning and teaching strategies outlined in Section A above.</p> <p>Assessment:</p> <p>A variety of assessment methods are employed. Those centred upon writing 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>C Subject/Professional/Practical Skills:</p> <p>On successful completion of this award students will be able to demonstrate the following skills:</p> <ol style="list-style-type: none">1 the ability to apply appropriate techniques of literary criticism to the written interpretation and analysis of texts;2 the ability to deploy appropriate critical language in written communication;3 the ability to deploy appropriate critical language in oral communication;4 knowledge of the conventions of literary research and presentation, including citation and referencing;5 the ability to design and produce a substantial piece of independent research or personal writing.	<p>Teaching/learning methods and strategies:</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>Assessment:</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

C Subject/Professional/Practical Skills:	Teaching/learning methods and strategies:
<p>Students should develop the ability to:</p> <ol style="list-style-type: none">1. write journalistic pieces in a range of genres and platforms (such as news story, feature, opinion column, editorial leader, sports report, investigation).2. Develop basic skills in production and layout3. conduct interviews with a range of sources4. acquire knowledge of the full range of regulatory codes governing best professional practice in journalism5 reflect critically on their journalistic practice through direct engagement with ethical/political and ideological dimensions of their work	<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>Assessment:</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">1 produce effective written communication;2 marshal their ideas in a limited time;3 study effectively;4 manage their time efficiently;5 locate and evaluate information sources and extract relevant information;6 use a computer for word processing, obtaining information, and presenting data;7 take responsibility for their own learning;8 communicate effectively orally;9 work efficiently as members of a team.	<p>Teaching/learning methods and strategies:</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>Assessment:</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 the dissertation. Oral communication (skill 8) and teamwork (skill 9) are not formally assessed.</p>
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D Transferable Skills and other attributes: Journalism

<p>D Transferable skills and other attributes:</p> <p>Students should be able to:</p> <ol style="list-style-type: none"> 1. communicate effectively in writing and verbally; 2. work independently on complex tasks; 3. organise and self-direct substantial projects; 4. access and evaluate bodies of information from diverse sources; 5. manage time and work effectively within given limits; 6. use appropriate information technology effectively for research, presentation, and writing; 7. work as a supportive member of a team or group. 	<p>Teaching/learning methods and strategies:</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>Assessment:</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

ENTRY ↓	Year 1/ Level 1	<p>Compulsory modules for English</p> <p>UPGPFV-60-1 Writing about Reading</p> <p>Compulsory modules for Journalism</p> <p>UACAAV-30-1 Journalism Foundations 1 UACAAW-30-1 Journalism Foundations 2</p>	<p>Optional modules</p> <p>There are no optional modules for this stage.</p>	<p>Interim Awards:</p> <ul style="list-style-type: none"> • Credit requirements 120 – Certificate in Higher Education • Other requirements None
		<p>Core modules</p> <p>There are no core modules at this stage of this award.</p>		

	Year 2/Level 2	<p>Compulsory modules for English</p> <p>UPGPPH-30-2 Reading Forms/Forms of Reading</p> <p>Compulsory modules for Journalism</p> <p>UPCPRM-30-2 Journalism and Public Communication UPCPRN-30-2 Visual Journalism</p>	<p>Optional modules for English</p> <p>30 credits to be taken from:</p> <p>UPGPPJ-30-2 UPGPPK-30-2 UPGPTA-30-2 UPGPTB-30-2 UPGPTL-30-2 UPGPPL-30-2</p> <p>Optional modules for Journalism</p> <p>There are no optional modules at this stage of this award.</p>	<p>Interim Awards:</p> <ul style="list-style-type: none"> Credit Requirements – 240 – Diploma in Higher Education Other requirements None
		<p>Core modules</p> <p>There are no core modules for this stage of this award.</p>		
	VCU Year	(See International Variant: Appendix 1)		
	Year 3/Level 3	<p>Compulsory modules for English and Journalism</p> <p>There are no compulsory modules at this stage.</p>	<p>Optional modules for English</p> <p>60 credits must be taken from:</p> <p>UPGPTD-30-3 UPGPPFD-30-3 UPGPTF-30-3 UPGPEG-30-3 UPGPFH-30-3 UPGPPA-30-3 UPG-PFS-30-3 UPGPPD-30-3</p> <p>Optional modules for Journalism</p> <p>Students must take <u>two</u> of the Journalism modules (following advice from tutors) on offer:</p> <p>UACA97-40-3 Journalism Production Project UACA99-40-3 Journalism Dissertation UACA9A-20-3 Work Placement UACA98-20-3 Journalism Futures</p>	<p>Prerequisite requirements</p> <ul style="list-style-type: none"> Minimum credit/module requirements – 120 other - none
		<p>Core modules</p> <p>There are no core modules at this stage.</p>	<p>Awards:</p> <ul style="list-style-type: none"> Target/highest BA (Hons) Default title – BA <p>Credit requirements BA (Hons) – 360 BA - 300</p>	
→ GRADUATION				

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