



**CORPORATE AND ACADEMIC SERVICES**

**PROGRAMME SPECIFICATION**

<b>Part 1: Basic Data</b>		
<b>Awarding Institution</b>	UWE	
<b>Teaching Institution</b>	UWE	
<b>Delivery Location</b>	UWE (St Matthias and Frenchay)	
<b>Faculty responsible for programme</b>	Faculty of Arts, Creative Industries and Education	
<b>Department responsible for programme</b>	Arts	
<b>Modular Scheme Title</b>		
<b>Professional Statutory or Regulatory Body Links</b>		
<b>Highest Award Title</b>	BA (Hons) English and Journalism	
<b>Default Award Title</b>	N/A	
<b>Fall-back Award Title</b>	BA (Hons) General BA (Hons) Humanities	
<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>	FT, PT	
<b>Codes</b>	<b>UCAS:</b> QP3M	<b>JACS:</b>
	<b>ISIS2:</b> QP3M	<b>HESA:</b>
<b>Relevant QAA Subject Benchmark Statements</b>	English Benchmark Statement Communications, Media, Journalism and Cultural Studies Benchmark Statement	
<b>CAP Approval Date</b>	30 <sup>th</sup> May 2013	
<b>Valid from Date</b>	September 2013	
<b>Valid until Date</b>	September 2018	
<b>Version</b>	2.1	

## Part 2: Educational Aims of the Programme

The educational aims of Programme are to:

- provide a current curriculum which offers depth within and breadth across the subject areas 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 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, lectures, workshops and virtual learning environments;
- foster a progressive academic culture in which students mature and develop independence over the course of their degree;
- 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;
- establish a critical approach to both the practice and study of journalism;
- understand and reflect upon a broad range of conventional and emergent journalistic forms;
- provide knowledge of cultural and media forms and processes and an understanding of their role within contemporary society;
- develop students' ability to undertake independent and innovative research into journalism in relation to the processes of news productions, distribution, reception and consumption within a sustainable context;
- equip students with practical journalistic production skills including a knowledge of writing, subbing or reversioning copy for different news organisations, audiences, platforms and purposes;
- enable students to inform their journalistic practice with a critical understanding of established industry frameworks;
- 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;
- understand and reflect upon journalistic cultures around the world and how they relate to social, political and economic institutions;
- develop students' ability to pursue complex tasks in an independent and self disciplined manner;
- prepare students for careers which require a high level of analytical and communication skills.

### Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

This programme encourages students to produce academic work of the highest calibre, by achieving the stipulated learning outcomes for all of their modules. The programme brings together a developed knowledge of literature and journalism with an application of this knowledge to industry-facing scenarios and real-world tasks. Teaching, learning and assessment across all modules focuses on the development of skills applicable to a variety of careers aimed at the Cultural Industries and beyond. Students are advised to engage in extra-curricular activities, such as joining the English Society. In English, at level 3 the Kate Fullbrook Award is presented to the student who best exemplifies achievement in adversity; the Keith Davey Memorial Prize for the best English Independent Project is awarded to the highest achieving student on the module. The National Union of Journalists sponsors a prize for the best piece of journalism produced each year at each level of study.

### **Part 3: Learning Outcomes of the Programme**

#### **A. Knowledge and Understanding**

On successful completion of this award students will be able to demonstrate knowledge and understanding of the following:

- a wide range of literature in English from the nineteenth and twentieth and twenty-first centuries, with some knowledge of pre-1800 literature;
- the cultural and historical contexts, which shaped and were shaped by the authors and texts studied;
- the formal and aesthetic dimensions of the three main genres of fiction, poetry, and drama;
- the key terms and concepts used in the analysis and interpretation of literary ideas;
- the range and variety of modern approaches to the study of literary texts;
- the interrelations of literary study with the knowledge produced within other disciplines;
- the conceptual frameworks employed in the study of journalism and public relations as exemplified in key studies;
- the relationship of journalism to debates about citizenship and democracy;
- the importance of historical contexts in the study of journalism;
- approaches and methodologies for analysing and interpreting genres of news discourse in relation to their production, reception and consumption;
- the evaluation and use of theoretical and interpretative frameworks in rigorous and imaginative ways;
- the design and realisation of sustained research projects;
- to equip students with practical journalistic production skills including knowledge of writing, subbing or reversioning copy for different news organisations, audiences, platforms and purposes;
- academic and professional research methods relevant to a specific research project and to the workplace.

#### **B. Intellectual Skills**

On successful completion of this award students will be able to demonstrate the following skills:

- the ability to identify the complexities of the major literary genres and other forms of written and oral communication;
- the ability to analyse the roles, methodologies, ideologies and historical contexts of literary critical traditions;
- the ability to write critical essays, which demonstrate an ability to form arguments and synthesise critical ideas;
- the ability to think and write creatively in response to a variety of literary forms and genres;
- an awareness of how literature and language produce and reflect cultural difference;
- comprehension of the overall complexities of the discipline and its relationship to other disciplines and forms of language.
- analyse genres of news discourse with rigour and insight;
- manage and control diverse and complex discursive material i.e: locate, select, synthesise, précis and evaluate;
- identify key questions, issues and debates central to the profession and to undertake analyses of their implications in Journalism;
- the ability to plan and carry out a piece of research, either individually or as a member of a group;

- the ability to use a variety of specialised IT packages for retrieving information, analysing data, creating texts and writing assignments.

#### C. Subject/Professional/Practical Skills

On successful completion of this award students will be able to demonstrate the following skills:

- the ability to apply appropriate techniques of literary criticism and theory to the written interpretation and analysis of texts;
- the ability to deploy appropriate critical language in written and oral communication;
- knowledge of the conventions of literary research and presentation, including citation and referencing;
- the ability to design and produce a substantial piece of independent research or personal writing;
- the ability to work, communicate and participate in groups;
- the ability to write journalistic pieces across a range of genres and platforms (such as news story, feature, opinion column, editorial leader, sports report, investigation);
- the development of basic skills in journalistic production and layout;
- conduct interviews with a range of sources;
- acquire knowledge of the full range of regulatory codes governing best professional practice in journalism;
- reflect critically on their journalistic practice through direct engagement with ethical/political and ideological dimensions of their work;
- industry-facing skills emanating from the subject area and applicable to specific careers.

#### D. Transferable Skills and other attributes

On successful completion of this award students will be able to demonstrate the ability to:

- produce effective written communication;
- marshal their ideas in a limited time;
- study effectively and manage their time efficiently;
- locate and evaluate information sources and extract relevant information;
- use IT for a variety of purposes, from research to the production of work for written and presentational assessments;
- use initiative and work independently;
- communicate effectively orally;
- work efficiently as members of a team;
- organise and self-direct substantial projects.

### Part 3: 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:

<i>Learning Outcomes:</i>	UPGPPT-30-1	UPGPPU-30-1	UACALG-30-1	UACAJK-15-1	UPGPPH-30-2	UPGPPM-30-2	UPGPPK-30-2	UPGPTA-30-2	UPGPPPL-30-2	UPGPTB-30-2	UPGPTM-30-2	UACAKF-15-1	UACAJP-15-2	UACAJX-15-2	UPCPRN-30-2	UPGPPD-30-3	UPGPPR-30-3	UPGPFS-30-3	UPGPTF-30-3	UPGPPA-30-3	UPGPFH-30-3	UPGPPP-30-3	UPGPPS-30-3	UACAH5-15-3	UACA97-30-3	UACASU-15-3	UACASS-1-5-3	UACPMG-30-3	UACASV-15-3	UACAST-15-3
<b>A) Knowledge and understanding of:</b>																														
a wide range of literature in English from the nineteenth, twentieth and twentieth-first centuries, with some knowledge of pre-1800 literature	x	x			x	x	x	x	x	x	x					x	x	x	x	x	x	x	x							
the cultural and historical contexts which shaped and were shaped by the authors and texts studied	x	x			x	x	x	x	x	x	x					x	x	x	x	x	x	x	x							
the formal and aesthetic dimensions of the three main genres of fiction, poetry, and drama	x	x			x	x	x	x	x	x	x					x	x	x	x	x	x	x	x							
the key terms and concepts used in the analysis and interpretation of literary ideas	x	x			x	x	x	x	x	x	x					x	x	x	x	x	x	x	x							
the range and variety of modern approaches to the study of literary texts	x	x			x	x	x	x	x	x	x					x	x	x	x	x	x	x	x							
the interrelations of literary study with the knowledge produced within other disciplines	x	x			x	x	x	x	x	x	x					x	x	x	x	x	x	x	x							
the conceptual frameworks employed in the study of journalism and public relations as exemplified in key studies			x									x	x	x												x	x			
the relationship of journalism to debates about citizenship and democracy			x	x								x		x										x		x		x	x	x
the importance of historical contexts in the study of journalism				x										x										x			x	x	x	x
approaches and methodologies for analysing and interpreting genres of news discourse in relation to their production, reception and consumption				x								x	x	x	x									x		x	x	x	x	x
the evaluation and use of theoretical and interpretative frameworks in rigorous and imaginative ways	x	x			x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x					x	x	x
the design and realisation of sustained research																x									x	x		x	x	x



**Part 3: Learning Outcomes of the Programme**

<b>(C) Subject/Professional/Practical Skills</b>																												
the ability to apply appropriate techniques of literary criticism to the written interpretation and analysis of texts	x	x			x	x	x	x	x	x	x					x	x	x	x	x	x	x						
the ability to design and produce a substantial piece of independent research or personal writing																x						x		x				
knowledge of the conventions of literary research and presentation, including citation and referencing	x	x			x	x	x	x	x	x	x					x	x	x	x	x	x	x	x					
the ability to work, communicate and participate in groups	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
acquiring complex information of diverse kinds, from a variety of sources (library, internet, corpora, discussion with peers)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
the ability to use and present material clearly, and to reason and argue effectively, both orally and in writing, using the appropriate register and style and with proper referencing	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
the ability to write journalistic pieces across a range of genres and platforms (such as news story, feature, opinion column, editorial leader, sports report, investigation)			x													x										x		
the development of basic skills in journalistic production and layout			x													x										x		
conduct interviews with a range of sources			x										x			x										x	x	
acquire knowledge of the full range of regulatory codes governing best professional practice in journalism			x										x			x										x	x	
reflect critically on their journalistic practice through direct engagement with ethical/political and ideological dimensions of their work			x	x									x	x	x	x									x			
industry-facing skills emanating from the subject area and applicable to specific careers	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
<b>(D) Transferable skills and other attributes</b>																												
effective written and communication skills	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
use IT for a variety of purposes, from research to the production of work for written and presentational assessments	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	

**Part 3: Learning Outcomes of the Programme**

study effectively and manage their time efficiently	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
locate and evaluate diverse information sources and extract relevant information	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
thinking and working independently	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
the ability to work autonomously under pressure and to meet deadlines	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
the ability to work co-operatively as a constructive team member	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Marshal their ideas in a limited time	x		x	x	x	x	x	x	x	x		x	x	x	x		x		x		x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Organise and self-direct substantial projects																x						x			x	x							x	x			x	x	



## Part 4: Student Learning and Student Support

### Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

The acquisition of knowledge is achieved through a combination of lectures, lectorials, seminars, and workshops, as appropriate to each module. 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.

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. 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 ways, including coursework assignments and examinations. Guidance on the planning and production of independent work is given through tutorial support.

Students learn writing skills not only through formal assignments, examinations and tests but also through written exercises in seminars and workshops. Some of these have time limits set on them. Some students form self-help study groups and are aided by a PAL mentoring scheme. They learn to manage their time by dealing with the time constraints of deadlines and balancing the demands of different modules; they can also gain advice about time management. They are introduced to the library's resources including IT provision in induction and during core modules at each level; they can follow this up by attending IT training courses. 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 Project modules. They practise their oral communication in seminars on all modules, and in some modules they are expected to do a reading, give an assessed individual or group presentation or lead a session. Some modules specifically encourage teamwork by, for example, requiring groups of students to give a presentation.

From the outset, and across the programme, there is a focus on the careers which are possible on successful completion. In various modules students learn how the knowledge and skills they are developing relate to areas such as:

- creative/professional writing
- journalism
- editing
- marketing and advertising
- teaching
- further study

The programme enables students' acquisition and awareness of key transferable skills through our assessment strategy, and throughout core modules including Creativity, Critique and Literature, Forms of Reading/Reading Forms, the English Independent Project module, Newsgathering, Introduction to Public Relations, project modules and work placement..

Visiting speakers are brought in to speak to students to enrich the curriculum and inform students of career possibilities, while supplementary mentoring schemes offer support which is more tailored to individual student needs.

There are opportunities for learning and participation outside the formal curriculum through the

#### Part 4: Student Learning and Student Support

English Society. Students are encouraged to test their journalistic skills on Western Eye and Hub Radio. There are also external visits and engagement with employers. The English Society produce, edit and publish *Cellar Door*, a magazine for students' original creative writing.

At UWE, Bristol there is a policy for a minimum requirement of 12 hours/week contact time averaged over the course of the full undergraduate programme. This contact time encompasses a range of face-to-face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the English and Journalism programme there is a mix of scheduled teaching and independent learning.

**Scheduled learning** includes lectures, seminars, tutorials, project supervision, synchronous virtual learning, workshops, fieldwork, external visits, visiting speakers and work based learning. Scheduled sessions may vary slightly depending on the module choices made.

**Independent learning** includes hours engaged with essential reading, intellectual development, assignment preparation and completion. Students are encouraged to work individually and with peers.

#### Description of any Distinctive Features

English modules offer diverse opportunities to engage creatively with texts, for example, writing soliloquies and sonnets. 'Reading Forms/Forms of Reading' is a compulsory level two module which slows the reading process down and requires students to produce creative/professional writing as one of its assessments. The employability orientated English Independent Project is an optional level three module designed to provide pathways to future careers. Students can choose from: Dissertation; Research-based Creative Writing; Module Design; Anthology; Criticism and Review; Work Experience; Group Project.

Journalism modules are a mix of very practical courses where students get to grips with industry-standard hardware and software and more critical approaches where they can reflect upon the practices of the craft. Assessment by continually producing material across a range of platforms and for a variety of audiences allows students to engage with swathe of production processes.

#### Part 5: Assessment

Approved to [University Regulations and Procedures](#)

## Part 5: Assessment

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

Students are assessed in a variety of ways across the programme in line with QAA benchmark expectations. Typically on completion of the programme a student will have demonstrated their learning outcomes through traditional critical essays and extended essays, evaluations of critical sources, bibliographical exercises, film analyses, journals, reflections on group presentations, creative writing assignments, portfolios, oral presentations, group work, the academic essay, creative/professional writing, exams (seen/unseen), reports, projects and dissertations.

Assessment is strongly biased towards outward-facing skills and the continuous assessment of written work. Students may also complete an English Independent Project, an extended and demanding piece of coursework or a Journalism Production portfolio which demonstrates technical ability and organizational skills and acts as a 'calling card' for potential employers. In accordance with University regulations, at least 25% of the assessment on each module is carried out under controlled conditions, which usually means seen or unseen examinations, but which also includes assessed in-class presentations.

Throughout the programme summative work is supported by formative opportunities, one-to-one and written feedback (allied with APT provision) and peer review.

### Assessment Map

The programme encompasses a range of **assessment methods** including written coursework and portfolios, reports, presentations and peer assessment, tests, seen and unseen examinations, and dissertations. These are detailed in the following assessment map:

#### Assessment Map for English and Journalism

		Unseen Written Exam	Seen Written Exam	Oral assessment and/or written report	Reading Log	Annotated Bibliography	Essay, Extended Essay, and/or assignment plan	Review	Anthology	Creative Writing and/or Critical Commentary	Portfolio	Extended and/or Independent Project
Compulsory Modules Level 1	UPGPPT-30-1		A (25)		B (23)						B (52)	
	UPGPPU-30-1			A (25)		B (26)	B (49)					
	UACALG-30-1										100	
	UACAJK-15-1						100					
	UACAKF-15-1										100	
Compulsory Modules Level 2	UPGPPH-30-2*		A (40)				B (30) & (30)	B (30)		B (30)		
	UACAJP-15-2						100					
	UACAJX-15-2						100					
	UPCPRN-30-2										100	
Optional Modules Level 2	UPGPPL-30-2		A (40)	B (15)			B (5) & (40)					
	UPGPPM-30-2		A (25)				B (25)		B (40)	B (10)		
	UPGPTA-30-2		A (35)				B (25) & (40)					
	UPGPPK-30-2	A (25)			B (30)		B (45)					

## Part 5: Assessment

Compulsory Modules Level 3	UPGPTB-30-2	A (40)			B (25) & (35)					
	UPGPTM-30-2		A (25)		B (52)				B (23)	
Optional Modules Level 3	UACA97-15-3				100					
	UPGPPR-30-3	A (25)			B (26)				B (49)	
	UPGPPD-30-3				A (10)					A (90)
	UPGPF5-30-3		A (25)		B (35) & (40)					
	UPGPFH-30-3	A (30)			B (25) & (45)					
	UPGPTF-30-3	A (45)			B (35) & (20)					
	UPGPPA-30-3		A (25) B (5)		B (25)					B (45)
	UPGPPP-30-3	A (25)							B (75)	
	UPGPPS-30-3		A (25)		B (19)				B (56)	
	UACA97-30-3									A
	UACPMG-30-3								A	
	UACASU-15-3								A	
	UACASV-15-3								A	
UACAST-15-3								A		

Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

\*Students complete a close reading essay (30%), a creative writing piece or review (30%), and an essay (30%); the best two out of three marks count.

## Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including: level and credit requirements, interim award requirements, module diet including compulsory and optional modules

ENTRY			
Year 1	Compulsory Modules	Optional Modules	Interim Awards
	UPGPPT-30-1 Creativity, Critique and Literature	None	Cert HE English and Journalism  Other requirements: None
	UPGPPU-30-1 Literature and Ideas		
	UACALG-30-1 Newsgathering		
	UACAJK-15-1 Journalism and Society		
	UACAUF-15-1 Introduction to Public Relations and Communication		
UACAUF-15-1 Introduction to Public Relations and Communication			
Year 2	Compulsory Modules	Optional Modules: Students must take 30 credits from:	Interim Awards
	UPGPPH-30-2 Forms of Reading/Reading Forms	UPGPPM-30-2 Shakespeare's World of Words	Dip HE English and Journalism  Other requirements: None
	UACAJP-15-2 Researching Journalism	UPGPPK-30-2 Romanticism Unbound	
	UACAJS-15-2 Journalism and Public Communication	UPGPTA-30-2 Exploring the Eighteenth Century	
	UPCPRN-30-2 Visual Journalism	UPGPTB-30-2 British Writing 1900-1950	
		UPGPTM-30-2 Imagining America	
	UPGPPL-30-2 Victorian Frictions		
VCU Year: see International Variant (Appendix 1).			
Year 3	Compulsory Modules	Optional Modules: Students must take: 60 English and 45 Journalism credits from:	Interim Awards
	UACAUF-15-3 Journalism Futures	UPGPPR-30-3 Children's Fiction since 1900	
		UPGPPP-30-3 Moving Words: Travel Writing and Modernity	
		UPGPTF-30-3 Fiction in Britain since 1970	
UPGPPS-30-3 Cross-currents: Modernity, Literature and Colonialism			

		UPGPFH-30-3 Literature and Culture in Britain 1885 – 1915	
		UPGPPA-30-3 Contemporary American Narrative	
		UPGPFS-30-3 Gothic Literature	
		<b><u>For Journalism: Students will choose 45 credits from:</u></b>	
		UACA97-30-3 Journalism Production Project (taught)	
		UACAPMG-30- 3 Journalism Dissertation (independent study). There is a choice constraint on this module. Students can only choose one independent study module across the 120 credits.	
		UACASU-15-3 Feature writing	
		UACASS-15-3 Newsroom Journalism	
		UACASV-15-3 Global Journalism	Other requirements: None
		UACAST-15-3 Journalism Lab.	

## GRADUATION

### Part time:

The following structure diagram demonstrates the **ideal** student journey from Entry through to Graduation for a typical **part time student**.

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
Year 1.1		UPGPPT-30-1 Creativity, Critique and Literature	None	Other requirements:
		UACALG-30-1 Newsgathering		
Year 1.2		Compulsory Modules	Optional Modules	Interim Awards
		UPGPPU-30-1 Literature and Ideas	None	Other requirements:
		UACAJK-15-1 Journalism and Society		
	UACAKF-15-1 Introduction to Public Relations and Communication			

Year 2.1	Compulsory Modules	Optional Modules	Interim Awards
	UPGPPH-30-2 Forms of Reading/Reading Forms	None	Other requirements:
	UACAJP-15-2 Researching Journalism		
	UACAJX-15-2 Journalism and Public Communication		
Year 2.2	Compulsory Modules	Optional Modules	Interim Awards
	UPCPRN-30-2 Visual Journalism	UPGPPM-30-2 Shakespeare's World of Words	Other requirements:
		UPGPPK-30-2 Romanticism Unbound	
		UPGPTA-30-2 Exploring the Eighteenth Century	
		UPGPPL-30-2 Victorian Frictions	
		UPGPTB-30-2 British Writing 1900-1950	
		UPGPTM-30-2 Imagining America	
Year 3.1	Compulsory Modules	Optional Modules: <b>English</b>	Interim Awards
	UACAH5-15-3 Journalism Futures	UPGPPR-30-3 Children's Fiction Since 1900 <b>OR</b>	
		UPGPFS-30-3 Gothic Literature <b>OR</b>	
		UPGPPH-30-3 Literature and Culture in Britain, 1885-1930 <b>OR</b>	
		UPGPPA-30-3 Contemporary American Narrative <b>OR</b>	
		UPGPPP-30-3 Moving Words <b>OR</b>	
		UPGPPS-30-3 Cross-currents: Modernity, Literature and Colonialism	

		<p>Optional Modules: <b>Journalism</b></p> <p><u>For Journalism Students will choose 45 credits from:</u></p> <p>UACA97-30-3 Journalism Production Project (taught)</p> <p>UACAPMG-30-3 Journalism Dissertation (independent study). There is a choice constraint on this module. Students can only choose one independent study module across the 120 credits.</p> <p>UACASU-15-3 Feature writing</p> <p>UACASS-15-3 Newsroom Journalism</p> <p>UACASV-15-3 Global Journalism</p> <p>UACAST-15-3 Journalism Lab</p>	Other requirements:
	<b>Compulsory Modules</b>	<b>Optional Modules: English</b>	<b>Interim Awards</b>
Year 3.2		<p>UPGPPR-30-3 Children's Fiction Since 1900 <b>OR</b></p> <p>UPGPFS-30-3 Gothic Literature <b>OR</b></p> <p>UPGPPH-30-3 Literature and Culture in Britain, 1885-1930 <b>OR</b></p> <p>UPGPPA-30-3 Contemporary American Narrative <b>OR</b></p> <p>UPGPPP-30-3 Moving Words <b>OR</b></p>	
		<p>UPGPPS-30-3 Cross-currents: Modernity, Literature and Colonialism</p>	



		Optional Modules: <b>Journalism</b>	Other requirements:
		<u>For Journalism Students will choose 45 credits from:</u> UACA97-30-3 Journalism Production Project (taught)	
		UACAPMG-30-3 Journalism Dissertation (independent study). There is a choice constraint on this module. Students can only choose one independent study module across the 120 credits.	
		UACASU-15-3 Feature writing	
		UACASS-15-3 Newsroom Journalism	
		UACASV-15-3 Global Journalism	
		UACAST-15-3 Journalism Lab	

### Part 7: Entry Requirements

The University's Standard Entry Requirements apply.

### Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

[QAA UK Quality Code for HE](#)

National qualification framework

Subject benchmark statements

[University strategies and policies](#)

The learning outcomes that underlie the educational aims of the UWE undergraduate English and Journalism programme are broadly in line with QAA Benchmark Statements (2007 and 2008) and FHEQ qualification descriptors (2008). Learning outcomes are level-specific, increasing in terms of sophistication and complexity with each level. The learning outcomes of UWE English increasingly involve creative opportunities in line with the QAA Benchmark Standards (2007). In the case of the English Independent Project, which has several types of assessment, specific learning outcomes clearly express the equivalence of the range of projects. Assessments operate within QAA Benchmarking guidelines and within the regulatory framework offered by the University's 'Academic Regulations and Procedures' and 'The Academic Quality Management and Enhancement Framework.' Staff research feeds into modules at various levels, and in particular at level three, where modules are created in line

## Part 8: Reference Points and Benchmarks

with staff expertise as well as what will develop and be of practical use to our students in the workplace. Students are encouraged to attend staff research papers and activities. We have consulted closely with Careers, and part of the programme development was informed by a UWE Learning and Teaching Fellowship project run by a member of the team. Employability skills are developed across modules through appropriate methods of teaching and learning to improve students' employment prospects.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

- Formal and informal student feedback (e.g., Student Representative Staff Forum, Module Evaluation);
- Focus groups with current students;
- Ongoing consultation with Careers;
- Feedback from Academic Review in 2012 (the English Programme was reviewed), for which the panel included current and former students as well as external colleagues;
- Case studies as part of a UWE Learning and Teaching fellowship project - a University wide feedback study;
- Expertise from the Association for Journalism Education;
- Advice from industry organizations such as the National Union of Journalists, Broadcast Journalism Training Council and National Council for Training Journalists;
- Feedback from employers as a result of professional links and work placements.

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, available on the [University's website](#).

## **Appendix 1: VCU International variant**

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

**NOTE: Students must take a total of 10 (US 3-credit – Level 300/400) modules**

**1. At least three of the following pre-1800 modules (or their equivalent) must be selected:**

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

**2. The balance of the 10 modules should be chosen from the following (or their equivalent):**

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