

Programme Specification [BA English and Creative Writing]

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NOTE: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) at <http://www.bcu.ac.uk/pme/school-of-english>, (2) in the Module Specifications and (3) in the Student Handbook.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

Awarding Institution / Body:	Birmingham City University
Teaching Institution:	Birmingham City University
Interim Awards and Final Award:	CertHE, DipHE, BA, BA(Hons)
Programme Title:	BA English and Creative Writing
Main fields of Study:	English literature and Creative writing
Modes of Study:	Full-time, Part-time
Language of Study:	English
UCAS Code:	QW38
	Q300
JACS Code:	

Relevant subject benchmark statements and other external reference points used to inform programme outcomes:

Benchmark statement for: English
University Learning & Teaching Strategy
University Award Descriptors
Academic staff expertise and research

Programme philosophy and aims

English is a subject that combines passion and analysis, history and the contemporary, the word and the image, knowledge and self-discovery, the creative and the critical, the social and the personal. The English suite of programmes

enables students to become independent learners, with possible specialisms in literary and/or linguistic study, creative writing or drama. Intellectual curiosity is stimulated through a variety of teaching and learning strategies, especially although not exclusively underpinned by social constructivist principles.

The programme aims to provide learners with:

1. an understanding of verbal creativity and the formal and aesthetic dimensions of imaginative texts across a variety of forms;
2. the ability to initiate, develop and realise distinctive and creative work within various forms of writing;
3. skills in the analysis of, the appreciation of and understanding of language, writing, performance, cultures and literary movements;
4. a critical and historical understanding of the literary, cultural and theoretical considerations constructing literature in English as cultural phenomena and objects of study;
5. an ability to read, understand, analyze and critically evaluate texts, ideas and movements;
6. an ability to communicate effectively, and to a high standard, in speech and writing, individually and in groups;
7. skills and abilities which will equip them for future careers;
8. independent and critical learning and research skills.

Intended learning outcomes and the means by which they are achieved and demonstrated:

Learning Outcomes¹

1. knowledge and understanding of literature in English past and present (including texts from a range of genres, historical and cultural contexts and periods), together with relationships between imaginative writing and its contexts, including process and method in writing and performance
2. a critical awareness of how the varieties of forms of imaginative writing engage with cultural change and difference and of the creative processes involved in a range of literary forms.
3. the ability to apply, synthesise and evaluate literary, theatrical and historical concepts, to identify and solve problems, and to analyse and interpret concepts, data, literature, texts
4. the ability to independently retrieve, sift and select information from a variety of sources, and to communicate effectively both orally and in writing, showing an awareness of audience

Learning teaching, and assessment methods used

A combination of: lectures, small group discussions (using a variety of discussion

¹ Guidance on the specification of learning outcomes is available from the Centre for the Enhancement of Learning and Teaching.

strategies), practical workshop sessions, student led study groups, individual tutorials and consultations. Throughout, the learner is encouraged to undertake independent reading to supplement and consolidate what is being taught and learnt, and to broaden individual knowledge and understanding of the subject. In addition, learning methods include the preparation of questions, creative writing, analytical exercises, reading, and viewing performances, either independently or in class.

A combination of: unseen written examinations, assessed coursework in the form of essays, reports, research projects, portfolios, oral presentations, student-led classes. Students are provided with assessment criteria for each assessment and individual feedback appropriate to the nature of the assignment.

Programme structure and requirements, levels, modules, credits and awards

The structure of the course, the modules, levels and credit values, and the awards which can be gained are shown in the diagram below.

Level 4

Module number	Module name	Credit
	Reading Literature: Prose	15
	Approaches to Reading: Criticism	15
	Studying Language	15
	Drama	15
	Reading Literature: Poetry	15
	Approaches to Reading: Contexts	15
	Describing Language	15
	Adaptation	15
	Total	120

Award: Cert HE (120 credits)

Level 5

Module Number	Module Name	Credit
	Creative Writing (core)	30
	Life Writing (core)	30
	Literature 1660-1830 (core)	30
	Any English Option	30

Award: Dip HE (240 credits)

Level 6

Module Number	Module Name	Credits
	Two Creative Writing options	60
	Literature 1880-present (core)	30
	Any English option	30

Award: BA (Hons) (360 credits)

Support for Learning including Personal Development Planning (PDP)

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to meet those needs:

- A one week induction programme dealing with orientation and the dissemination of essential information
- Level 4 modules dealing with study skills , including library use, research skills, bibliography and referencing, essay writing, oral presentation and examination techniques
- A Student Handbook containing information relating to the University, the School of English, the course and the modules
- Access to administrative staff, a personal tutor to whom the student will be attached for the duration of the course as well as the Course Director and Head of School at reasonable times. All modules are supported by one hour tutorial support in addition to the usual lectures, seminars and workshops. All teaching staff post 3-4 hours per week when students can consult without prior appointment, but in addition are available at other times by appointment
- Access to the services of the Faculty Librarian who provides both induction programmes and later introduces students to the more sophisticated learning and research tools that the library provides
- Assistance and support for learning skills from the Academic Skills Centre
- A dedicated student room where students can meet and set up informal study groups
- Access to the University's online Personal Development Planning service.
- Access to the University's Student Services, including those offered by the careers service, financial advisers, medical centre, disability service, crèche, counselling service and chaplaincy

Criteria for admission

Candidates must satisfy the general admission requirements of the programme.

The current admission requirements can be found under the 'Entry Requirements' tab of the web page for this course.

Methods for evaluation and enhancement of quality and standards including listening and responding to views of students

Committees:	Mechanisms for review and evaluation:
Boards of Studies	Validation and revalidation of courses
Examination Boards	Annual Course Monitoring
Faculty Academic Quality Committee	Peer Appraisal of Teaching
Faculty Learning & Teaching Committee	External Examiners' Reports
Faculty Board	Student Feedback on learning
Faculty Student Experience Committee	Staff Feedback on teaching
	Annual Staff Individual Performance Review