

Programme Specification BA (Hons) English and Media

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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 (Hons) English and Media
Main fields of Study:	English and Media
Modes of Study:	Full time
Language of Study:	English
UCAS Code:	QP33
JACS Code:	XXXXXXX

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

The content and learning outcomes of the programme are guided by the following QAA benchmark statements for BA courses in English and Communication, Media, Film and Cultural studies:

- **Knowledge** of language and literature, media and cultural forms and processes chosen for study;
- **Understanding** of a range of concepts, theories and approaches appropriate to the study of those objects and processes, and the capacity to apply these;
- **Skills** in critical analysis, research, and communication appropriate to learning tasks set, as well as an array of generic and creative skills.

Programme philosophy and aims

English and Media studies interrogate a number of shared central concerns including the role of communication within particular cultural contexts, the dynamic interplay of discourse and identity, the possibilities and practices of creative endeavour. The programme enables students to become independent learners, who will develop knowledge of a wide range of literary and media texts including prose, drama, poetry, film, television, journalism, advertising and digital texts. 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:

- A common academic framework, with opportunities to follow subjects which are relevant to their particular needs;
- A rigorous curriculum that provides a range of subjects to facilitate the development of abilities, pursuit of interests and promotion of wide career choices;
- A firm and critical grounding in English Studies, media theory and research that provides graduates with skills in analysis, expression and writing;
- An independent approach to learning where learners become increasingly responsible for organizing their own study and pursuing individual questions;
- Skills in critical and creative thinking, especially in relation to the contemporary world;
- An understanding of the ways human experiences are profoundly shaped by a range by a variety cultural and creative practices and systems;
- Opportunities to reflect on their own and others' engagement with production, distribution and consumption of the media;
- An awareness of the many educational opportunities for lifelong learning after graduation;
- Encouragement to fulfil their personal and academic potential.

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

Learning Outcomes¹

1. Knowledge and understanding of:

- i. A range of authors, texts and periods of English Literature;
- ii. The distinctive qualities of texts in literary and non-literary genres;
- iii. Awareness of the role of critical methodology in shaping the understanding of language, literature and media texts.
- iv. The conventions of media texts, including narrative, genre and representation, through which sounds, images and words make meaning, the ways in which specific media and their attendant technologies make different forms possible, and the key analytical approaches used in their study;
- v. The key theories of the relationship between power, language, culture and identity, the way media meanings order societies, and how social divisions play key roles in access to the media and representation in media texts;
- vi. The ways in which forms of media and cultural consumption are embedded in everyday life, and used in cultures and subcultures;
- vii. The provisional and multi-faceted nature of the discipline, and its complex relationship to other disciplines.
- viii. The role and power of imagination in the creation and consumption of literary and media texts.

2. Intellectual / cognitive skills:

- i. Demonstrate the ability to undertake close textual analysis of material from a range of genres, periods and contexts;
- ii. Demonstrate sensitivity to generic conventions and circumstances of authorship, production and audience in a range of texts;
- iii. Demonstrate rhetorical skills if effective argument, both oral and written, in a range of production contexts;
- iv. Demonstrate command of a broad range of vocabulary and appropriate critical terminology;
- v. Demonstrate the ability to evaluate sources of information and opinion within the discipline and be reflexive;

3. Practical, research and independent learning skills:

- i. Work independently in constructing own learning models, plan and undertake tasks including working to deadlines, and accept accountability for own learning decisions;
- ii. Communicate effectively both orally and in writing, showing an awareness of audience (within this show the ability to construct arguments, make use of a broad range of vocabulary and appropriate terminology).
- iii. Develop a critical capacity to analyse and interpret existing data, for example,

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

- official statistics;
- iv. Prepare a realistic research proposal;
 - v. Formulate appropriate research questions and employ appropriate methods and resources for exploring those questions;
 - vi. Evaluate and draw upon the range of sources and the conceptual frameworks appropriate to research in the chosen area;
 - vii. Draw on the strengths and understand the limits of the major quantitative and qualitative research methods, and be able to apply this knowledge critically in their own work;
 - viii. Apply relevant technical concepts and theories; draw and reflect upon the relevance and impact of the student's own cultural commitments and position to the practice of research;
 - ix. Further develop basic skills of practical research;
 - x. Draw independent conclusions based on rigorous, analytical and critical assessment of different viewpoints;
 - xi. Cite references and compile bibliographies correctly.

4. Transferable / key skills:

- i. Communicate effectively, with technical accuracy and in appropriate registers, in inter-personal settings, in writing, to a range of audiences;
- ii. Deliver work to a given length, format, brief and deadline, properly referencing sources and ideas and making use, as appropriate, of a problem-solving approach;
- iii. Make effective oral and written presentations which are coherent and well communicated to others;
- iv. Organise and manage supervised and self-directed projects;
- v. Work productively in a group or team, showing abilities at different times to listen, contribute and lead effectively;
- vi. Make effective use of relevant IT packages including word-processing, spreadsheets, World Wide Web, e-mail, SPSS, and electronic information retrieval systems.

Teaching, learning and assessment methods used:

Typically a learning experience comprising:

- staff presentations or lead lectures that introduce topics and establish key concepts;
- directed study tasks involving academic or production activities;
- set readings that allow students to explore subject matter further and aid their preparation for seminar discussions;
- interactive forums, discussion and collaborative projects through Moodle and other on-line platforms;
- seminars where lecturers lead and facilitate students' discussion of issues;
- task-centred workshops and presentations where students are encouraged to work in small groups and to take on role responsibilities;
- work-based experience;
- individual tutorial sessions;
- independent research and analysis.

Assessment takes a variety of forms including:

- presentations;
- proposal documents;
- portfolios of work;
- evaluation reports;
- essays;
- research or analysis reports;
- unseen short answer and essay papers under exam conditions;
- Moodle tasks;
- dissertations.

Programme Structure

Students will divide their study equally between modules taken in the two schools, i.e. 50% of the credit is assigned to English modules and 50% of the credit is assigned to Media modules. This is true at all levels of the curriculum. At level 4, there is no optionality. At levels 5 and 6, students may elect modules from a selected bank of modules provided by both schools. The structure is summarised below:

Level 4

Module Number	Module Name	Credit
	<i>English modules</i>	
	Reading Literature: Prose	15
	Approaches to Reading: Criticism	15
	<i>Media Modules:</i>	
	Core Theory (401)	15
	Professional Studies	15
	<i>English Modules:</i>	
	Reading Literature: Poetry	15
	Approaches to Reading: Contexts	15
	<i>Media Modules:</i>	
	Core Theory 41X	15
	Popular Culture	15
	Total	120

Level 5

Module Number	Module Name	Credit
	<i>English modules</i>	
	Any English option	30
	<i>Media Modules:</i>	
	Media Theory option	15
	Professional Studies	15
	<i>English Modules:</i>	
	Any English option	30
	<i>Media Modules:</i>	
	Media Theory Option	15
	Cultural Theory and Dissertation Preparation	15

	Total	120
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Level 6

Module Number	Module Name	Credit
	<i>English modules</i> Any English option	30
	<i>Media Modules:</i> Media Theory option	15
	Professional Studies	15
	<i>English Modules:</i> Any English option	30
	<i>Media Modules:</i> Media Theory Option	15
	Dissertation	15
	Total	120

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
- Personal Development Planning is central to the Professional Studies programme

which is core to each modules and is taught through the following modules:

MC 403 Professional Studies

MC 503 Professional Studies

MC 603 Professional Studies

- 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

The comments and reports from our external examiners provide a crucial overview of our course and assessment methods and offer important opportunities for re-evaluation.

Board of Studies – Student representatives attend meetings per year when they are informed of course events and developments and have the opportunity to express comments and concerns about their course.

Students are invited to complete Module Feedback forms at the end of each module. This gives them the opportunity to comment on specific aspects of teaching and learning and their comments are used by staff as part of a regular re-evaluation of course content, and teaching and assessment methods.

The School has taken action in response to comments on the National Student Survey.

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