



**PROGRAMME SPECIFICATION**

Select approval stage

**PART 1: COURSE SUMMARY INFORMATION**

<b>Course summary</b>		
Final award	BA (Hons) English Language and Creative Writing	
Intermediate award	BA English Language and Creative Writing Diploma in HE English Cert in HE	
Course status	Proposed	
Awarding body	University of Brighton	
School	Humanities	
Location of study/ campus	Falmer	
<b>Partner institution(s)</b>		
<i>Name of institution</i>	<i>Host department</i>	<i>Course status</i>
1.		SELECT
2.		
3.		
<b>Admissions</b>		
Admissions agency	UCAS	
Entry requirements  <i>Include any progression opportunities into the course.</i>	<p><i>Check the University's website for current entry requirements.</i></p> <p>Individual offers may vary. Entrants to the BA (Hons) English Language and Creative will normally have achieved one category from a) b) or c) as follows:</p> <p>a) A-level grades BCC or above, including A-level English Language or Literature or English Language/Literature combined minimum grade B</p> <p>b) International Baccalaureate: 31 points</p> <p>c) QAA-approved access course: PASS (45 credits)</p>	

	<p>refer to the General Examination and Assessment Regulations for Taught Courses [GEAR])</p> <p>Applicants whose first language is not English should have achieved an IELTS score of 6.5 overall, with 6.0 in writing and a minimum of 5.5 in the other elements.</p> <p>In most cases, applicants for this course will not be invited for interview at the university. The admissions tutor will select candidates for an offer of a place on the basis of their academic record, their referee's report and their personal statement.</p> <p>In other cases where applicants do not offer the normal qualifications stated above, the admissions tutor may invite applicants for an interview to discuss the nature of their qualifications and experience.</p>		
Start date (mmm-yy) <i>Normally September</i>	Sept 2016		
<b>Mode of study</b>			
<b>Mode of study</b>	<b>Duration of study (standard)</b>	<b>Maximum registration period</b>	
Full-time	Select 3 years	8 years	
Part-time	Select 6 years	Select 8 years	
Sandwich	4 years	Select 10 years	
Distance	Select n/a	Select n/a	
<b>Course codes/categories</b>			
UCAS code	Q310		
<b>Contacts</b>			
Course Leader (or Course Development Leader)	Dr Jess Moriarty and Ross Adamson		
Admissions Tutor	Dr Jess Moriarty and Ross Adamson		
<b>Examination and Assessment</b>			
<b>External Examiners</b>	Professor Neil McCaw	University of Winchester	2021
	Dr Claire Nally	University of Northumbria	2019
<b>Examination Board(s) (AEB/CEB)</b>	Joint area and course examination board Falmer Undergraduate Programme.		
<b>Approval and review</b>			
	<b>Approval date</b>	<b>Review date</b>	

Validation	June 2016 <sup>1</sup>	June 2021
Programme Specification	September 2016 <sup>3</sup>	2017 <sup>4</sup>
Professional, Statutory and Regulatory Body 1 (if applicable):		5
Professional, Statutory and Regulatory Body 2 (if applicable):		
Professional, Statutory and Regulatory Body 3 (if applicable):		

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<sup>1</sup> Date of original validation.

<sup>2</sup> Date of most recent periodic review (normally academic year of validation + 5 years).

<sup>3</sup> Month and year this version of the programme specification was approved (normally September).

<sup>4</sup> Date programme specification will be reviewed (normally approval date + 1 year). If programme specification is applicable to a particular cohort, please state here.

<sup>5</sup> Date of most recent review by accrediting/ approving external body.

## PART 2: COURSE DETAILS

### AIMS AND LEARNING OUTCOMES

#### Aims

The aims of the course are:

In line with the QAA Benchmark Statements, the aims of the course are to:

1. Provide students with comprehensive opportunities to explore the complementary study of English Language and Creative Writing through reading and writing across a range of genres, periods and cultures.
2. Develop students' reading strategies, argument, critical analysis and imaginative thinking, writing and research.
3. Develop students' understanding of a comprehensive range of concepts and theoretical approaches to the study of English Language and Creative Writing.
4. Foster students' ability to explore the impact of historical, political and social contexts on writings and their own individual and collective identities as writers
5. Develop the students' understanding of the formal/aesthetic and social dimensions of texts and the contribution that readers and audiences make to the realisation of text
6. Inspire students to develop a life-long critical and creative enthusiasm for reading and writing and to become active and confident readers and writers.
7. Support students in working and engaging with others - peers, tutors and community partners - to foster interpersonal and civic understanding

#### Learning outcomes

The outcomes of the main award provide information about how the primary aims are demonstrated by students following the course. These are mapped to external reference points where appropriate<sup>6</sup>.

Knowledge and theory	<p>At the end of the course graduates will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate a high degree of awareness of the history, structure, and discourse functions of a wide range of texts across social, regional and global varieties of the English Language</li> <li>2. Demonstrate a high degree of awareness of creative writing processes and their relationship to reading and the body of work that surrounds these practices</li> <li>3. Use precise critical terminology and theory appropriately and effectively, demonstrating awareness of the range and variety of approaches to the craft of writing and study of English Language</li> <li>4. Demonstrate a critical awareness and knowledge of linguistic, literary, cultural, artistic, socio-historical and theoretical contexts and their interrelationships with textual practices</li> <li>5. Apply and critically evaluate a variety of different approaches and theories to the analysis of texts across literary and non-literary genres incorporating different modalities</li> <li>6. View themselves as practitioners and demonstrate reflexivity and understanding of self in processes of creative expression</li> </ol>
Skills	In addition, graduates will be able to:

<sup>6</sup> Please refer to *Course Development and Review Handbook* or QAA website for details.

Includes intellectual skills (i.e. generic skills relating to academic study, problem solving, evaluation, research etc.) and professional/ practical skills.	<ol style="list-style-type: none"> <li>7. Produce clear, imaginative and technically sophisticated written work, which articulates a combination of research and creative ideas</li> <li>8. Employ research and bibliographic skills appropriate to their disciplines</li> <li>9. Use the critical skills of editing, close reading, argument, analysis in the interpretation and production of texts</li> <li>10. Use effective rhetorical skills to articulate knowledge and ideas in a range of expressive modes addressing different audiences</li> <li>11. Demonstrate a critical sensitivity to the ways in which generic conventions, conditions of production, and socio-historical contexts affect and construct meaning</li> <li>12. Take responsibility for time-management, task prioritization, self-direction in learning, working with others and self-assessment</li> <li>13. Interact and work effectively with others showing sensitivity to social and cultural contexts</li> </ol>
QAA subject benchmark statement (where applicable) <sup>7</sup>	<p>QAA English benchmark statement 2014</p> <p><a href="http://www.qaa.ac.uk/en/Publications/Documents/SBS-consultation-English.pdf">http://www.qaa.ac.uk/en/Publications/Documents/SBS-consultation-English.pdf</a></p>

<b>PROFESSIONAL, STATUTORY AND REGULATORY BODIES (where applicable)</b>	
Where a course is accredited by a PSRB, full details of how the course meets external requirements, and what students are required to undertake, are included.	
n/a	

<b>LEARNING AND TEACHING</b>	
<p><b>Learning and teaching methods</b></p> <p>This section sets out the primary learning and teaching methods, including total learning hours and any specific requirements in terms of practical/ clinical-based learning. The indicative list of learning and teaching methods includes information on the proportion of the course delivered by each method and details where a particular method relates to a particular element of the course.</p>	
<p>The information included in this section complements that found in the Key Information Set (KIS) with the programme specification providing further information about the learning and teaching methods used on the course.</p> <p>The learning and teaching methods on this course are designed to be appropriate to the achievement of effective learning in the study of English Language and Creative Writing. They aim to promote a positive attitude to learning, the development of questioning approaches, and an increased autonomy and independence for students. The range of strategies adopted help to direct students' work, to develop critical understanding, creative ability and confidence, and to provide support for self-development. The emphasis is on students as active agents not passive consumers in the teaching and learning process. Teaching methods and delivery recognise the importance of informal learning arrangements, which students encounter individually or in peer groups through non-contact research and study time.</p>	

<sup>7</sup> Please refer to the QAA website for details.

Module descriptions detail the specific teaching and learning strategies employed in each module.

All students will experience most of the following teaching and learning methods:

- Induction
- Tutor-led lectures
- Seminars
- Discussion groups
- 'My Course' sessions
- Workshops
- Creative writing workshops
- Personal tutorial support
- Electronic tutorials
- Theatre and film festival visits
- External speaker lectures
- Virtual Learning Environment (studentcentral)
- Research activities
- Student presentations
- Email tutorial support
- Electronic feedback
- Master classes
- Blogs
- Peer feedback

## ASSESSMENT

### Assessment methods

This section sets out the summative assessment methods on the course and includes details on where to find further information on the criteria used in assessing coursework. It also provides an assessment matrix which reflects the variety of modes of assessment, and the volume of assessment in the course.

The information included in this section complements that found in the Key Information Set (KIS) with the programme specification providing further information about how the course is assessed. The course contains some compulsory assessments not included in the breakdown provided on KIS because they cannot be directly linked to credit. For example, a pass/fail skills test included in one of the modules, or as a course requirement. Full details of assessments within a module can be found on the University's VLE, studentcentral.

<b>Learning Outcome</b>	<b>Assessment methods</b>	<b>Modules</b> *Not exclusive lists
1. Demonstrate a high degree of awareness of the history, structure, and discourse functions of a wide range of texts across social, regional and global varieties of the English Language	Essays, exam, portfolios, seminar presentations, dissertation, research reports	LX451, LX452, LX453, LZ522, LL690, LL655
2. Demonstrate a high degree of awareness of creative writing processes and their relationship to reading and the body of work that surrounds these practices	Presentations, essays, portfolios, journals, dissertation, research reports	LL431, LL412, LL513, LZ500, LL614
3. Use precise critical terminology and theory appropriately and effectively, demonstrating awareness of the range and variety of approaches to the craft of writing and study of English Language	Presentations, essays, portfolios/writing projects	LL412, LL414, LL431, LZ500, LZ522, LX555, LX661, LL614, LA690, LZ678, LL655
4. Demonstrate a critical awareness and knowledge of linguistic, literary, cultural, artistic, socio-historical and theoretical contexts and their interrelationships with textual practices	Essays, journals, portfolios, presentations, research reports	LL412, LX451, LX453, LL414, LL515, LL520, LL505, LL531, LL532, LL608, LL625, LL640, LL650, LL630, LL645, LX600, LX601.
5. Apply and critically evaluate a variety of different approaches and theories to the analysis of texts across literary and non-literary genres incorporating different modalities	Essays, filmmaking, journals, photography portfolios, creative writing, essays, presentations	LL412, LL414, LL431, LZ513, LX555, LL513, LL536, LA613, HD602, LL640, LL614, LL607, LL650, LL630, LL645, LL655
6. View themselves as practitioners and demonstrate reflexivity and understanding of self in processes of creative expression	Journals, photography portfolios, creative writing, essays, presentations	LL412, LL414, LL515, LZ513, LL520, LL505, LL531, LL532, LL608, LL625, LL640, LL614, LL607, LL650, LL630, LL645, LL600, LL655

7. Produce clear, imaginative and technically sophisticated written work, which articulates a combination of research and creative ideas	Creative writing, portfolios, photography, documentary, presentations, reviews	LL412, LL414, LL515, LL513, LL520, LL505, LL531,LL532, LZ522, LL608, LL625, LL640, LL614, LL607, LL650, LL630, LL645, LL600, LL655
8. Employ research and bibliographic skills appropriate to their disciplines	Essays, photographic portfolios, dissertation, creative project, research report writing	LL414, LL412, LL513, LL536, LZ513, LL532, LX555,LA613, HD602, LL640, LL614, LL607, LL650, LL630, LL645
9. Use the critical skills of editing, close reading, argument, analysis in the interpretation and production of texts	Essays, projects, portfolios, seminar presentations, drama performances, journals, dissertation	LL412, LL414, LL515, LL607, LL601, LL400, LL532, LL531, LL535, LA690, LL640, LL635, LL650, LL625, LL600, LL608, LL655
10. Use effective rhetorical skills to articulate knowledge and ideas in a range of expressive modes addressing different audiences	Dissertation, essays, projects, portfolios, creative and transformative writing.	LL412, LL414, LL431, LZ500, LL513, LA690, LL607, LL645, LL635, LL630, LL640, LL603, LL620, LL609, LL655
11. Demonstrate a critical sensitivity to the ways in which generic conventions, conditions of production, and socio-historical contexts affect and construct meaning	Writing projects, creative and transformative writing, essays, seminar presentations.	LL412, LL414, LL531, LL532, LL607, LL601, LL635, LL650, LL640, LA616, LL600; LL603; LL609
12. Take responsibility for time-management, task prioritization, self-direction in learning, working with others and self-assessment	Seminar presentations, research reports, essays, filmmaking and script writing, conference planning and production	All modules
13. Interact and work effectively with others showing sensitivity to social and cultural contexts	Journals, creative portfolios, dissertations, presentations, articles, reports, reviews, conference planning and production	All modules



## Assessment Matrix, module-by module

MODULE TITLE AND CODE	ASSESSMENT
<b>YEAR ONE</b>	
The Structure and Grammar of English LX451	1. Exam (3 hours) (100%)
Practices of Reading and Writing LL412	1. Portfolio 80% 2 x 500 words of creative/critical writing Essay (1000 words) 2. Group presentation (mark to include seminar contribution 20%)
Narrative Literary Texts LL414	1. Short oral presentation of a sample entry (mark to include seminar contribution) (20%) 2. Reading Journal (2000 words) (80%)
Text Design: Genre and Style LX452	1. Exam (3 hours) (100%)
Perspectives on the History of the English Language LX453	1. Essay (2000 words) (100%)
Storying the Self LL431	1. Presentation 40% (10 mins). A 10 minute presentation on 'The story of the story' – an account of creative processes of storying 2. A 1000 word essay discussing the story in the light of autobiography theory (1000 words) (40%) 3. Creative work in response to essay (20%) (500 words)
<b>YEAR TWO</b>	
<b><u>Compulsory Modules</u></b>	
Creative Writing: Process and Craft LL513	1. Portfolio (100%). 2 X 500 word creative writing pieces, 1 x 2000 word extended creative writing piece, 1 x 1500 critical commentary
Research and Practice LL536	1. A 3000 research journal comprising weekly written responses to module content (75%) 2. A 1500 word pilot study linking critical and creative processes (25%)

Power and Persuasion LZ522	1. Individual Presentation and seminar contribution (30%) 2. Essay (2500 words) (70%)
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Image and Text: The Language of Comics and Graphic Novels LX555	1.Portfolio (100%) – to include written and spoken work produced individually and/or in pairs to address three tasks set by the tutors during the semester
<b>Options</b>	
Writing for Stage, Radio and Screen LZ500	1. Portfolio of writing (4000 words) (75%) 2. Commentary (1000 words) (25%)
Videogames Cultures HD5117	1. Presentation 1 (10 mins) (25%) 2. Presentation 2 (10 mins) (25%) 3. Essay (3500 words) (50%)
Introduction to Journalism LZ505	1. A portfolio (100%) of journalistic features, articles and press releases (3000 words) with a critical reflective commentary (1000 words)
Modernisms LL520	1. Short writing task (20%) (750 words) 2. Essay (2500 words) (80%)
Science Fiction: Screens, Texts, Theories HD520	1. Student-led Seminar with Plan (40%) 2. 3,000-word Essay (60%)
British Television Drama HD525	1. Presentation (30%) 2. A 3,500 word portfolio (70%) consisting of: 1. Viewing Log (1500 words) 2. Essay (2000 words)
Memory, History and Trauma Onscreen HD535	1. 1,500-word Critical Report on a Case Study (40%) 2. 2,500-word Essay (60%)
Regional Englishes LX556	1. Exam (30%) 2. Data analysis (70%)
Photography: From painting with light to zeroes and ones LZ513	1. Critical Portfolio (4000 words) (90%) 2. Photography Portfolio (500 words equivalent) (10%)
Documentary Filmmaking: Theory and Practice LZ516	1. Documentary production (6 mins.) (60%) 2. 1000 word reflective/critical production commentary (40%)
Contested Stories LZ524	1. Seminar participation (40%) 2. 3,000-word essay (60%)
American Literature 1850-1945 LL535	1. 7-10 minute Presentation to include seminar contributions (20%) 2. Critical Essay (2200 words: 80%)
Studying Travel Writing LL505	1. Critical essay (3000 words) (100%)
Queer Writing LL531	1. Seminar contribution and paper (30%) 2. Critical Essay (2500 words: 70%)
Media in Practice LZ501	1. Reflective journal to include CV (2000 words) (40%) 2. Presentation (10 mins.) (40%) 3. Group organisation of final module event (20%)

Television Studio Production LZ512	<ol style="list-style-type: none"> <li>1. Group Production Portfolio (50%)</li> <li>2. Individual commentary (50%)</li> </ol>
Literature in Practice LL532	<ol style="list-style-type: none"> <li>1. Reflective journal to include CV (2000 words: 40%)</li> <li>2. Presentation at conference event (40%)</li> <li>3. Group organisation of event (20%)</li> </ol>
Literature and Art History LL533	<ol style="list-style-type: none"> <li>1. 1,000-word review of a work of art (30%)</li> <li>2. 2,500-word Essay (70%)</li> </ol>
Multilingualism LN521	<ol style="list-style-type: none"> <li>1. 3,000-word essay (100%)</li> </ol>
Sign Language Linguistics LN541	<ol style="list-style-type: none"> <li>1. 500-word data analysis (25%)</li> <li>2. 2,000-word Essay (75%)</li> </ol>
UCML – French/Italian/Spanish/German + Intercultural Awareness (IK500) or Reflective Language Learning Assignment	French/Italian/Spanish/German + Intercultural Awareness (IK500) or Reflective Language Learning Assignment
<b>YEAR THREE</b>	
<b><u>Compulsory Modules</u></b>	
Dissertation LA690 [COMPULSORY]	Dissertation (10000 words) (100%)  OR  Creative Project (image and/or writing based) (50%) plus critical commentary (at least 4500 words) (50%)
Final Year Conference LL655 [COMPULSORY]	<ol style="list-style-type: none"> <li>1. Conference Portfolio: (30%)</li> <li>2. Contribution to conference proceedings (40%)</li> <li>3. Lifelong Learning Portfolio: (30%)</li> </ol>
<b><u>Options</u></b>	
Approaches to Analysing Discourse LX661	<ol style="list-style-type: none"> <li>1. A 4,000 word written assignment which is an analysis of spoken or written discourse using appropriate theoretical material (100%).</li> </ol>
World Englishes LX601	<ol style="list-style-type: none"> <li>1. Group presentation (25%)</li> <li>2. Critical reviews of research articles (2,500 words) (75%),</li> </ol>
Language of Gender and Sexuality LX602	<ol style="list-style-type: none"> <li>1. Evaluation of a theoretical framework (25%)</li> <li>2. Research essay (75%)</li> </ol>
Script to Screen LZ613	<ol style="list-style-type: none"> <li>1. Film Portfolio (100%)</li> </ol>
Language, Culture and Ideology LX600	<ol style="list-style-type: none"> <li>1. An essay which will give an explicit theoretical and critical perspective through an examination and evaluation of a relevant ideological framework. (3000 words) (100%)</li> </ol>

English Language Teaching LX672	1. A portfolio which will include written and spoken work from the semester (100%)
Gothic: Texts and Contexts LL625	1. E-Gothic Portfolio (3000 words) (100%)
Postcolonial Literatures LL645	1. Essay (2500 words) (75%) 2. Re-writing intervention (750 words) (25%)
Writing the Contemporary LL640	1. Critical essay (2500 words: 70%) 2. Presentation to include seminar contribution (1000 words: 30%)
European Literatures and Film LL650	1. Critical essay (2500 words) (80%) 2. Presentation to include seminar contribution (20%)
(Re) Viewing Shakespeare LL601	1. Two performance reviews (1500 words: 30%) 2. Facsimile theatre programme (70%)
Women's Writing and Feminist Theory LL607	1. Seminar paper (30%) 2. Essay (3000 words) (70%)
Adaptations LL609	1. Critical case study analysis (2500 words: 75%) 2. Production of an extract of an adaptation with critical commentary (1500 words: 25%)
Russian Literature and Culture: The Golden Age and Beyond LL600	1. Seminar paper and contribution (15%) 2. Research paper to be submitted to journal (3500 words: 85%)
Creative Writing Project LL614	1. Portfolio (100%): i) Extended piece of creative writing (5000 words, or equivalent) ii) Critical commentary (2000 words)
Restoration Dramas LL608	1. Work-in-progress presentation, to include seminar contribution (20%) 2. Production of a contemporary theatre programme (80%)
Victorian Sexualities LL630	1. Sample case study (20%) 2. Case history - editing and annotation of material (3500 words: 80%)
Brighton Rocks LL635	1. Critical essay (1500 words: 50%) 2. Creative textual production and critical commentary (1500 words: 50%)
Culture Wars: Revisiting The Great Divide LL660	1. Presentation (30%) 2. 2,500-word essay (70%)
Post-War American Literature LL604	1. Presentation (7-10 mins.) (20%) 2. Essay (2500 words) (80%)

Literature and Philosophy LL603	1. Presentation (30%) 2. Critical essay (3500 words: 70%)
Apocalypse, Dystopia, Utopia LL602	1. 10 minute Presentation (30%) 2. Critical Essay (2,500 words: 70%)
Community Placement: Theory in Practice LA616	1. Seminar presentation of evaluation and outcomes of project (formative) 2. Two critical essays (2000 + 2200 words) (100%)
Television News Production LZ610	1. Group assignment (50%) 2. 2500-word essay (50%)
Popular Culture LZ611	1. Presentation (30%) 2. 3000-word essay (70%)
Images of War LZ617	1. 4000-word essay (100%)
Autobiography and the Screen LZ677	1. 15 minute presentation plus 15 minutes discussion (30%) 2. 3000 word essay (70%)
Media Ethics and Conflict LZ678	1. Mid-term essay plan (pass/fail) 2. Essay (4000 words) (100%)
UCML – French/Italian/Spanish/German + Intercultural Awareness (IK600) or Cultural Project	French/Italian/Spanish/German + Intercultural Awareness (IK500) or Reflective Language Learning Assignment

#### SUPPORT AND INFORMATION

Institutional/ University	<p><b>All students benefit from:</b></p> <ul style="list-style-type: none"> <li>University induction week</li> <li>Student Contract - <a href="https://www.brighton.ac.uk/current-students/my-studies/student-policies-and-regulations/index.aspx">https://www.brighton.ac.uk/current-students/my-studies/student-policies-and-regulations/index.aspx</a></li> <li>Course Handbook</li> <li>Extensive library facilities</li> <li>Computer pool rooms</li> <li>E-mail address</li> <li>Welfare service</li> </ul>
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<p><b>Course-specific</b></p> <p>Additional support, specifically where courses have non-traditional patterns of delivery (e.g. distance learning and work-based learning) include:</p>	<p><b>In addition, students on this course benefit from:</b></p> <p><b>Virtual Learning environment (studentcentral)</b></p> <p>All modules have a presence on studentcentral, and learning material is made available online and updated on a weekly basis. Studentcentral is used for informing and communicating with students.</p> <p><b>Academic/Personal Tutors</b></p> <p>On entry students are allocated to an academic/personal tutor. The personal tutor has an overview of students' academic progress; her/his primary roles are to review periodically students' academic development, to advise on any broad issues that relate to progress through the course, and particularly to present and guide students in the option choices. It is also the personal tutor's responsibility to prepare references on the basis of student records.</p> <p><b>Student Support and Guidance Tutors</b></p> <p>In accordance with the developments across the University, the programme has a well-established Student Support and Guidance Tutor system which works alongside the School's Retention Project and in accordance with the developments in the area of student support across the institution. Staff have been trained by the University's Student Services department on a range of welfare, health and financial issues students may face and have close working relationships with colleagues in the Student Services department, particularly the counselling services, the dyslexia team and colleagues who are specialists in mental health work.</p> <p>Currently, the School has two SSGTs who work closely with personal tutors. The differences between the two systems of support lie in the specialist dealings that SSGTs often face, particularly with students who have long-term issues or have severe personal or welfare problems. The SSGTs also operate on a University level through the SSGT support group which has regular meetings, including University wide student support committees.</p> <p><b>Programme of Guest Speakers</b></p> <p>Many of our modules invite local writers, artists and creative professionals to give talks and lead workshops with students, giving them opportunities to gain insights into how the skills and knowledge they are developing at university might be applied post-graduation.</p> <p><b>TV Studio and media services</b></p> <p>The purpose built Falmer TV studio in the new Checkland Building provides state of the art digital TV production facilities. This resource is open to all schools in the University however students studying on the Falmer Humanities undergraduate programme make particularly extensive use of the studio through a range of compulsory and options modules. Media services at Falmer loan digital audio visual recording equipment as well as a small video editing suite. The school also supports its media provision</p>
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through the availability of video editing facilities in a dedicated computer suite as well as a range of audio visual equipment for loan by students for individual or group productions associated with their course. Two technicians in the school provide advice and expertise on such equipment. Software designed to monitor the hiring of equipment assists them in this function.

### **Creativity Centre**

Some modules containing a Creative Writing element are held in the Creativity Centre in Moulsecoomb. The centre provides a safe and dynamic space where students feel able to enhance their creative process and develop their writing. Local writers and guest speakers have held workshops in the centre that have been very well received.



### COURSE STRUCTURE

This section includes an outline of the structure of the programme, including stages of study and progression points. Course Leaders may choose to include a structure diagram here.

1 <sup>st</sup> Year	
LL414 Narrative Literary Texts <u>20 Credits</u>	LX452 Text Design: Genre and Style <u>20 Credits</u>
LX451 Structure and Grammar of English <u>20 Credits</u>	LX453 Perspectives on the History of the English Language <u>20 Credits</u>
LL412 Practices of Reading and Writing <u>20 Credits</u>	LL431 Storying the Self <u>20 Credits</u>
2 <sup>nd</sup> Year	
LL513 Creative Writing: Process and Craft <u>20 Credits</u>	LX555 Image and Text: The Language of Comics and Graphic Novels  <u>20 Credits</u>
LZ522 Power and Persuasion <u>20 Credits</u>	LL536 Research and Practice <u>20 Credits</u>
Option* <u>20 Credits</u>	Option* <u>20 Credits</u>
3 <sup>rd</sup> Year	
LA 690 Dissertation <u>40 Credits</u>	
Option (WRITING) <u>20 Credits</u>	LL655 Final Year Conference <u>20 Credits</u>
Option (LANGUAGE) <u>20 Credits</u>	Option (FREE) <u>20 Credits</u>

<b>Modules</b>				
<b>Status:</b> M = Mandatory (modules which must be taken and passed to be eligible for the award) C = Compulsory (modules which must be taken to be eligible for the award) O = Optional (optional modules)				
A = Additional (modules which must be taken to be eligible for an award accredited by a professional, statutory or regulatory body, including any non-credit bearing modules)				
<i>* Optional modules listed are indicative only and may be subject to change, depending on timetabling and staff availability</i>				
<b>Level<sup>s</sup></b>	<b>Module code</b>	<b>Status</b>	<b>Module title</b>	<b>Credit</b>
4	LL412	C	Practices of Reading and Writing	20
4	LL414	C	Narrative Literary Texts	20
4	LL431	C	Storying the Self	20
4	LX451	C	The Structure and Grammar of English	20
4	LX452	C	Text Design: Genre and Style	20
4	LX453	C	Perspectives on the History of the English Language	20
5	FR523	O	French (Reflective Language Learning Module)	20
5	GE533	O	German (Reflective Language Learning Module)	20
5	HD5117	O	Videogames Cultures	20
5	HD520	O	Science Fiction: Screens, Texts, Theories	20
5	HD525	O	British Television Drama	20
5	HD535	O	Memory, History and Trauma Onscreen	20
5	IK500	O	Intercultural Awareness Module	20
5	LL505	O	Studying Travel Writing	20
5	LL513	C	Creative Writing: Process and Craft	20
5	LL531	O	Queer Writing	20
5	LL532	O	Literature in Practice	20
5	LL533	O	Literature and Art History	20
5	LL535	O	American Literature 1850-1945	20
5	LL536	C	Research and Practice	20
5	LN521	O	Multilingualism	20
5	LN541	O	Sign Language Linguistics	20

5	LX555	C	Image and Text: The Language of Comics and Graphic Novels	20
5	LX556	O	Regional Englishes	20
5	LZ500	O	Writing for Stage, Radio and Screen	20
5	LZ501	O	Media in Practice	20

<sup>8</sup> All modules have learning outcomes commensurate with the FHEQ levels 0, 4, 5, 6, 7 and 8. List the level which corresponds with the learning outcomes of each module.

5	LZ505	O	Introduction to Journalism	20
5	LZ512	O	Television Studio Production	20
5	LZ513	O	Photography: From painting with light to zeroes and ones	20
5	LZ516	O	Documentary Filmmaking: Theory and Practice	20
5	LZ522	C	Power and Persuasion	20
5	LZ524	O	Contested Stories	20
5	SP543	O	Spanish (Reflective Language Learning Module)	20
6	FR623	O	French (Cultural Project Module)	20
6	GE633	O	German (Cultural Project Module)	20
6	HD600	O	Screen Comedy	20
6	HD603	O	Children's Screen Cultures	20
6	HD668	O	Framing Women: The 'Female' in Popular Screen Culture	20
6	LA616	O	Community Placement: Theory in Practice	20
6	LA690	C	Dissertation	40
6	LL600	O	Russian Literature and Culture: The Golden Age and Beyond	20
6	LL601	O	(Re)Viewing Shakespeare	20
6	LL602	O	Apocalypse, Utopia and Dystopia	20
6	LL603	O	Literature and Philosophy	20
6	LL604	O	Post-War American Literature	20
6	LL607	O	Women's Writing and Feminist Theory	20
6	LL608	O	Restoration Drama	20
6	LL609	O	Adaptations	20

6	LL614	O	Creative Writing Project	20
6	LL625	O	Goths: Texts and Contexts	20
6	LL630	O	Victorian Sexualities	20
6	LL635	O	Brighton Rocks	20
6	LL640	O	Writing the Contemporary	20
6	LL645	O	Postcolonial Literatures	20
6	LL650	O	European Literatures and Film	20
6	LL655	C	Final Year Conference	20
6	LL660	O	Culture Wars: Revisiting the Great Divide	20
6	LX600	O	Language, Culture and Ideology	20
6	LX601	O	World Englishes	20
6	LX602	O	Language of Gender and Sexuality	20
6	LX661	O	Approaches to Analysing Discourse	20
6	LX672	O	English Language Teaching	20
6	LZ610	O	Television News Production	20
6	LZ611	O	Popular Culture: Europe and Beyond	20
6	LZ613	O	From Script to Screen	20
6	LZ617	O	Images of War	20
6	LZ677	O	The Autobiography and the Screen	20
6	LZ678	O	Media Ethics and Conflict	20
6	SP643	O	Spanish (Cultural Project Module)	20

**Status:**

M = Mandatory (modules which must be taken and passed to be eligible for the award)

C = Compulsory (modules which must be taken to be eligible for the award)

O = Optional (optional modules)

**A = Additional (modules which must be taken to be eligible for an award accredited by a professional, statutory or regulatory body, including any non-credit bearing modules)**

AWARD AND CLASSIFICATION							
Award type	Award*	Title	Level	Eligibility for award		Classification of award	
				Total credits <sup>9</sup>	Minimum credits <sup>10</sup>	Ratio of marks <sup>11</sup> :	Class of award
Final	BA Hons	English Language and Creative Writing	6	Total credit Select 360	Minimum credit at level of award Select 90	Levels 5 and 6 (25:75)	Honours degree
Intermediate	BA	English Language and Creative Writing	6	Total credit Select 300	Minimum credit at level of award 60	Levels 5 and 6 (25:75)	Not applicable
Intermediate	DipHE	English Language and Creative Writing	5	Total credit Select 240	Minimum credit at level of award 90	Level 5 marks	Not applicable
Intermediate	CertHE	English Language and Creative Writing	4	Total credit Select 120	Minimum credit at level of award 90	Level 4 marks	Not applicable
Select			Select	Total credit Select	Minimum credit at level of award Select	Select	Select
<b>*Foundation degrees only</b>							
Progression routes from award:							
<b>Award classifications</b>		<b>Mark/ band %</b>	<b>Foundation degree</b>	<b>Honours degree</b>		<b>Postgraduate<sup>12</sup> degree (excludes PGCE and BM BS)</b>	
		70% - 100%	Distinction	First (1)		Distinction	
		60% - 69.99%	Merit	Upper second (2:1)		Merit	
		50% - 59.99%	Pass	Lower second (2:2)		Pass	
		40% - 49.99%		Third (3)			

<sup>9</sup> Total number of credits required to be eligible for the award.

<sup>10</sup> Minimum number of credits required, at level of award, to be eligible for the award.

<sup>11</sup> Algorithm used to determine the classification of the final award (all marks are credit-weighted). For a Masters degree, the mark for the final element (e.g., dissertation) must be in the corresponding class of award.

<sup>12</sup> Refers to taught provision: PG Cert, PG Dip, Masters.

## EXAMINATION AND ASSESSMENT REGULATIONS

Please refer to the *Course Approval and Review Handbook* when completing this section.

**The examination and assessment regulations for the course should be in accordance with the *University's General Examination and Assessment Regulations for Taught Courses* (available from staffcentral or studentcentral).**

Specific regulations which **materially** affect assessment, progression and award on the course

e.g. Where referrals or repeat of modules are not permitted in line with the *University's General Examination and Assessment Regulations for Taught Courses*.

The course regulations are in accordance with the University's General Examination and Assessment Regulations (available from the School office or the Registry).

In accordance with GEAR, modules at levels 5 and 6 in ancillary languages studied and passed at any stage may be included in the determination of honours classification in the same way as other level 5 and 6 modules.

Exceptions required by PSRB

These require the approval of the Chair of the Academic Board

N/A