

KEY PROGRAMME INFORMATION

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| Originating institution(s) Bournemouth University | Faculty responsible for the programme Faculty of Media and Communication |
| Final award(s), title(s) and credit BA (Hons) English - 120 (60 ECTS) Level 4 / 120 (60 ECTS) Level 5 / 120 (60 ECTS) Level 6 credits | |
| Intermediate award(s), title(s) and credits Diploma of Higher Education in English - 120 (60 ECTS) Level 4 / 120 (60 ECTS) Level 5 credits Certificate of Higher Education in English - 120 (60 ECTS) Level 4 credits | |
| UCAS Programme Code(s) (where applicable and if known) Q300 | HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load. 100320 |
| External reference points <ul style="list-style-type: none"> The revised UK Quality Code for Higher Education (2018). Part A: Setting and maintaining academic standards. Chapter A1: UK and European reference points for academic standards (October 2013) - incorporates Framework for Higher Education Qualifications; Chapter A2: Degree-awarding bodies reference points for academic standards (October 2013); Chapter A3: Securing academic standards and an outcomes based approach to academic standards. QAA Subject benchmark statement for English (2023) Academic developments in the fields of English and related disciplines. UN Sustainable Development Goals. | |
| Professional, Statutory and Regulatory Body (PSRB) links N/A | |
| Places of delivery Talbot Campus, Bournemouth University. | |
| Mode(s) of delivery Full-time Full-time sandwich Part-time | Language of delivery English |
| Typical duration Full-time: 3 years Full-time Sandwich placement: 4 years Part-time: 6 years | |
| Date of first intake September 2024 | Expected start dates September |
| Maximum student numbers Maximum: 60 | Placements Professional placement of 4 weeks (standard) or Industrial placement minimum of 30 weeks (sandwich) compulsory |
| Partner(s) N/A | Partnership model N/A |
| Date of this Programme Specification: April 2023 | |
| Version number v3.0-0924 | |
| Approval, review or modification reference numbers E222323 | |
| Author: Roy Watson | |

Programme Specification – Section 1

PROGRAMME STRUCTURE

| Programme Award and Title: | | | | | | | | |
|---|-----------------|-------------------|----------------------------------|----------|----------|--|------------------------|--|
| Year 1/Level 4 | | | | | | | | |
| Students complete 6 core units | | | | | | | | |
| Unit Name | Core/ Option | No. of Credits | Assessment Element Weightings | | | Expected Contact hours per unit | Unit Version No. | HECoS Code (plus balanced or major/ minor load) |
| | | | Exam 1 | Cwk 1 | Cwk 2 | | | |
| Approaches to Literature | Core | 20 | | 50 | 50 | 36 | v3.0 | 100320 |
| The Creative Writer as Critic: Influence, Analysis, Transcendence | Core | 20 | | 100 | | 36 | v1.0 | 100320 |
| Genres, Forms, and Contexts | Core | 20 | | 100 | | 36 | v1.0 | 100320 |
| Adventures in Popular Culture | Core | 20 | | 40 | 60 | 36 | v1.0 | 100444 |
| Introduction to Storytelling | Core | 20 | | 50 | 50 | 36 | v1.0 | 100444 |
| Placing Past and Present | Core | 20 | | 80 | 20 | 40 | v1.0 | 100320 |
| Progression requirements: 120 credits | | | | | | | | |
| Exit qualification: Certificate of Higher Education | | | | | | | | |

Programme Specification – Section 1

| Year 2/Level 5 | | | | | | | | |
|---|-----------------|-------------------|----------------------------------|----------|----------|--|------------------------|--|
| Students complete 5 core units and choose 1 option unit. | | | | | | | | |
| Unit Name | Core/ Option | No. of Credits | Assessment Element Weightings | | | Expected Contact hours per unit | Unit Version No. | HECoS Code (plus balanced or major/ minor load) |
| | | | Exam 1 | Cwk 1 | Cwk 2 | | | |
| Fact and Fiction | Option | 20 | | 50 | 50 | 36 | v3.0 | 100320 |
| The Changing Coastal Resort | Option | 20 | | 100 | | 36 | v2.0 | 100320 |
| Remix Cultures | Core | 20 | | 40 | 60 | 36 | v1.0 | 100444 |
| Narrative Structures | Core | 20 | | 50 | 50 | 36 | v3.0 | 100320 |
| Children’s Literature | Core | 20 | | 60 | 40 | 36 | v3.0 | 100320 |
| Experimental Literature from Modernism to Postmodernism | Core | 20 | | 50 | 50 | 36 | v1.0 | 100320 |
| Intersectionality in Practice: Voice and Power | Core | 20 | | 100 | | 36 | v1.0 | 100320 |
| Progression requirements: 240 credits | | | | | | | | |
| Exit qualification: DipHE English | | | | | | | | |
| Compulsory/Optional placement year in industry/business: The placement is compulsory. Students can elect to do a short Professional placement (minimum 4 weeks) or a long / sandwich Industrial placement (30 weeks). Students who successfully complete this 30 week/one year placement will be awarded a degree in sandwich mode. | | | | | | | | |
| Progression requirements: 120 Level 4 credits and 120 Level 5 credits | | | | | | | | |

Programme Specification – Section 1

| Year 3/Level 6 Students complete 1 core unit and choose 4 option units. | | | | | | | | |
|--|-----------------|-------------------|----------------------------------|----------|----------|--|------------------------|--|
| Unit Name | Core/ Option | No. of Credits | Assessment Element Weightings | | | Expected Contact hours per unit | Unit Version No. | HECoS Code (plus balanced or major/ minor load) |
| | | | Exam 1 | Cwk 1 | Cwk 2 | | | |
| Celebrity Culture | Option | 20 | | 100 | | 36 | v3.0 | 100444 |
| Media and Trauma | Option | 20 | | 80 | 20 | 40 | v2.0 | 100320 |
| Interactive Digital Storytelling | Option | 20 | | 100 | | 36 | v1.0 | 100320 |
| Writing, Editing and Publishing | Option | 20 | | 100 | | 36 | v3.0 | 100320 |
| All Our Futures | Option | 20 | | 100 | | 36 | v1.0 | 100320 |
| Unstable Pasts; Crime and Gothic Fictions | Option | 20 | | 100 | | 36 | v1.0 | 100320 |
| Space, Place and Environment | Option | 20 | | 100 | | 40 | v3.0 | 100320 |
| World Literature Today | Option | 20 | | 35 | 65 | 36 | v1.0 | 100320 |
| Literature, Law and Human Rights | Option | 20 | | 100 | | 36 | v1.0 | 100320 |
| Dissertation | Core | 40 | | 100 | | 12 | v2.0 | 100320 |
| Exit qualification: BA (Hons) English. 120 Level 4 credits, 120 Level 5 credits, 120 Level 6 credits. | | | | | | | | |
| Sandwich UG award: BA (Hons) English with Sandwich year. | | | | | | | | |
| Full-time UG award: BA (Hons) English | | | | | | | | |

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME

The aims of the programme are as follows:

- to produce graduates in English who are equipped with high-level critical skills, subject understanding and creative capacity for careers in the media industry broadly defined; or for further study at Master's or doctoral level.
- to offer distinctive units with the emphasis on the study and analysis of cultural 'texts' within the context and history of print and digital media.
- to explore the fundamental roles played by narrative in thought, society, literature and the media so that students learn to critically evaluate a variety of texts drawn from film, television, the internet, literature and popular culture, and to relate those texts to the wider fields of which they are a part.
- to provide an up-to-date and contemporary programme of study that meets the needs of employers looking for lifelong independent learners who have strong communication skills and the ability to work in teams.

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

This programme is informed by and aligned with the BU 2025 strategic plan and fusion ethos to inspire learning, advance knowledge and enrich society through the fusion of education, research and practice. The BU 2025 values of excellence, inclusivity, creativity and responsibility are woven throughout the programme.

LEARNING HOURS AND ASSESSMENT

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits is the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

The assessment workload for a unit should consider the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection).

Assessment per 20 credit unit should normally consist of 3,000 words or equivalent. Dissertations and Level 6 and 7 Final Projects are distinct from other assessment types. The word count for these assignments is 10, 000 words per 20 credits, recognising that undertaking an in-depth piece of original research as the capstone to a degree is pedagogically sound.

STAFF DELIVERING THE PROGRAMME

Students will usually be taught by a combination of senior academic staff with others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, demonstrators/technicians and research students.

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

PROGRAMME AND LEVEL 6 INTENDED PROGRAMME OUTCOMES

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| <p>A: Subject knowledge and understanding</p> <p>This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p> |
| <p>A1 major thinkers, debates and intellectual paradigms relevant to communication, cultural studies, media and English studies</p> <p>A2 critical interpretations of contemporary culture and society, including the UN Sustainable Development Goals</p> <p>A3 a wide variety of written and visual texts, including interactive digital media</p> <p>A4 specialist, vocational areas of the field of English studies such as journalism, publishing and editing</p> <p>A5 the distinctive character of texts written in the principal literary genres of fiction, poetry and drama</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Lectures (A1-5) • Student-centred seminars (A1-5) • Workshops (A2, A3, A4) • Screenings (A2, A3) • Tutorials (A2, A3, A4) • Field Trips (A1, A2, A4) • Use of the VLE (A2, A4) • Guided independent study (A1-5) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Academic Essay (A1, A2, A3, A5) • Creative Task (A3, A4, A5) • Graded Presentation (A1, A2, A3, A5) • Group Presentation (A1, A2, A3, A4) • Dissertation (A1-5) |
| <p>B: Intellectual skills</p> <p>This programme provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme outcomes:</p> |
| <p>B1 Think critically, logically and creatively</p> <p>B2 Consider and evaluate their own work in a reflexive manner, with reference to academic and/or professional issues, debates and conventions</p> <p>B3 Retrieve and generate information and evaluate sources in carrying out independent research</p> | <p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • Lectures (B1, B5) • Student-centred seminars (B1, B2, B4, B5) • Workshops (B1-5) • Screenings (B3, B4) • Tutorials (B2, B3, B4) • Field Trips (B2, B3, B4) • Use of the VLE (B2, B3) • Guided independent study (B1-5) |

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| <p>B4 Apply a problem-solving approach to activities such as research, group work, practical projects and production of creative artefacts</p> <p>B5 Analyse, synthesise and respond to a range of ideas, concepts and attitudes</p> | <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • <i>Academic Essay (B1-5)</i> • <i>Creative Task (B1, B2, B4, B5)</i> • <i>Graded Presentation (B1, B2, B3, B5)</i> • <i>Group Presentation (B1, B2, B4, B5)</i> • <i>Dissertation (B1-5)</i> |
| <p>C: Practical skills</p> <p>This programme provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p> |
| <p>C1 Perform detailed analysis, close reading and critique of a range of literary texts</p> <p>C2 Evaluate diverse theoretical approaches to texts from a variety of forms and genres</p> <p>C3 Produce competent professional writing and/or creative artefacts for a variety of intended audiences/ readerships</p> <p>C4 Apply appropriate communication skills to interact effectively in a variety of social and professional contexts</p> <p>C5 Conduct primary and secondary research and present it appropriately using current conventions</p> | <p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • <i>Lectures (C1, C2, C5)</i> • <i>Student-centred seminars (C1-5)</i> • <i>Workshops (C3, C4, C5)</i> • <i>Screenings (C2)</i> • <i>Tutorials (C3, C4, C5)</i> • <i>Field Trips (C4, C5)</i> • <i>Use of the VLE (C1, C2, C4, C5)</i> • <i>Guided independent study (C1-5)</i> <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • <i>Academic Essay (C1, C2, C3)</i> • <i>Creative Task (C3, C4, C5)</i> • <i>Graded Presentation (C1, C2, C5)</i> • <i>Group Presentation (C1, C2, C4, C5)</i> • <i>Dissertation (C1-5)</i> |
| <p>D: Transferable skills</p> <p>This programme provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p> |
| <p>D1 Communicate effectively in academic and professional contexts in a variety of media including digital communication</p> <p>D2 Work productively both independently and in groups or teams</p> <p>D3 Construct and justify complex arguments orally and/or in writing</p> <p>D4 Produce appropriately referenced work to a given format, brief and deadline</p> <p>D5 Demonstrate an awareness of the wider context in which higher education operates</p> | <p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • <i>Lectures (D1, D5)</i> • <i>Student-centred seminars (D1-5)</i> • <i>Workshops (D1-5)</i> • <i>Screenings (D5)</i> • <i>Tutorials (D1, D2, D3)</i> • <i>Field Trips (D1, D5)</i> • <i>Use of the VLE (D1, D4, D5)</i> • <i>Guided independent study (D1-5)</i> <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • <i>Academic Essay (D1, D3, D4)</i> • <i>Creative Task (D1, D2, D4)</i> • <i>Graded Presentation (D2, D3, D4, D5)</i> • <i>Group Presentation (D1-5)</i> • <i>Dissertation (D1-5)</i> |

LEVEL 5/DipHE INTENDED LEVEL OUTCOMES

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| <p>A: Knowledge and understanding</p> <p>This level provides opportunities for students to develop and demonstrate knowledge and understanding of:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p> |
| <p>A1 a variety of literary texts and genres in their social and historical contexts</p> <p>A2 a range of methods and approaches for carrying out research</p> <p>A3 the power of words and images to generate meaning and exert influence</p> <p>A4 key issues and theoretical approaches to the study of the media and its audiences</p> <p>A5 the relationship between literary texts and popular culture</p> | <p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • <i>Lectures (A1-5)</i> • <i>Student-centred seminars (A1, A2, A4, A5)</i> • <i>Workshops (A2, A3, A4)</i> • <i>Screenings (A4, A5)</i> • <i>Tutorials (A1, A2, A3)</i> • <i>Field Trips (A1, A2)</i> • <i>Use of the VLE (A3, A4)</i> • <i>Guided independent study (A1-5)</i> <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • <i>Academic Essay (A1-5)</i> • <i>Creative Task (A2, A3)</i> • <i>Graded Presentation (A1, A2, A3, A4)</i> • <i>Group Presentation (A1-5)</i> • <i>Research Activity (A1, A2, A4, A5)</i> • <i>Examination (A1, A2, A3)</i> |
| <p>B: Intellectual skills</p> <p>This level provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p> |
| <p>B1 Analyse a range of textual material in the light of underlying theories and concepts</p> <p>B2 Evaluate and apply relevant principles and theoretical frameworks to textual analysis</p> <p>B3 Critically engage with different approaches to media and cultural texts</p> <p>B4 Demonstrate independent critical judgement in the close reading of texts</p> <p>B5 Synthesise a range of critical perspectives into a wider argument</p> | <p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • <i>Lectures (B1-5)</i> • <i>Student-centred seminars (B1-5)</i> • <i>Workshops (B1, B2, B4, B5)</i> • <i>Screenings (B3, B5)</i> • <i>Tutorials (B4, B5)</i> • <i>Field Trips (B3, B4, B5)</i> • <i>Use of the VLE (B2, B5)</i> • <i>Guided independent study (B1-5)</i> <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • <i>Academic Essay (B1-5)</i> • <i>Creative Task (B3, B4, B5)</i> • <i>Graded Presentation (B1, B2, B3, B4)</i> • <i>Group Presentation (B1, B2, B3, B5)</i> • <i>Research Activity (B1-5)</i> • <i>Examination (B1, B2, B4, B5)</i> |

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| <p>C: Practical skills</p> <p>This level provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p> |
| <p>C1 Analyse a variety of different kinds of narratives including film, television, news, journalism, fiction and popular culture</p> <p>C2 Situate major developments in literary history within their appropriate cultural and discursive milieu</p> <p>C3 Evaluate a variety of critical and theoretical perspectives on literature and society</p> <p>C4 Apply the conventions and formats of professional writing to a range of tasks, including their own professional placement</p> <p>C5 Undertake independent research into a variety of topics and present their findings</p> | <p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • <i>Lectures (C2, C3, C5)</i> • <i>Student-centred seminars (C1, C2, C3, C5)</i> • <i>Workshops (C1, C2, C4, C5)</i> • <i>Screenings (C3, C4)</i> • <i>Tutorials (C3, C4, C5)</i> • <i>Field Trips (C2, C5)</i> • <i>Use of the VLE (C4, C5)</i> • <i>Guided independent study (C1-5)</i> <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • <i>Academic Essay (C1, C2, C3, C5)</i> • <i>Creative Task (C2, C4, C5)</i> • <i>Graded Presentation (C1, C2, C3, C5)</i> • <i>Group Presentation (C1, C2, C3)</i> • <i>Research Activity (C1-5)</i> • <i>Examination (C1, C2, C3)</i> |
| <p>D: Transferable skills</p> <p>This level provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p> |
| <p>D1 Communicate ideas successfully in a variety of formats</p> <p>D2 Function equally effectively when working independently or when part of a team</p> <p>D3 Manage communication process in groups and teams</p> <p>D4 Present material using effective oral presentation skills</p> <p>D5 Reflect upon and appraise personal development</p> | <p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • <i>Lectures (D1, D5)</i> • <i>Student-centred seminars (D1-4)</i> • <i>Workshops (D1-5)</i> • <i>Screenings (D2, D3, D4)</i> • <i>Tutorials (D5)</i> • <i>Field Trips (D2, D3)</i> • <i>Use of the VLE (D1, D2, D3, D5)</i> • <i>Guided independent study (D1-5)</i> <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • <i>Academic Essay (D1, D2)</i> • <i>Creative Task (D1-5)</i> • <i>Graded Presentation (D1, D2, D4, D5)</i> • <i>Group Presentation (D1, D3, D4, D5)</i> • <i>Research Activity (D1, D2, D5)</i> • <i>Examination (D1, D5)</i> |

LEVEL 4/Cert HE INTENDED LEVEL OUTCOMES

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| <p>A: Knowledge and understanding</p> <p>This level provides opportunities for students to develop and demonstrate knowledge and understanding of:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p> |
| <p>A1 The principles of good written English</p> <p>A2 Basic theoretical approaches to genre</p> <p>A3 How texts relate to their social and historical contexts</p> <p>A4 The relationship between literature and the media</p> <p>A5 The different audiences for literature and the media</p> | <p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • <i>Lectures (A1-5)</i> • <i>Student-centred seminars (A2-5)</i> • <i>Workshops (A1, A4, A5)</i> • <i>Screenings (A2, A4, A5)</i> • <i>Tutorials (A1, A2, A3)</i> • <i>Field Trips (A3, A4, A5)</i> • <i>Guided independent study (A1-5)</i> <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • <i>Academic Essay (A1-5)</i> • <i>Creative Task (A4, A5)</i> • <i>Graded Presentation (A1, A4, A5)</i> • <i>Group Presentation (A1, A4, A5)</i> • <i>Research Activity (A2, A3, A4, A5)</i> • <i>Examination (A2, A3)</i> |
| <p>B: Intellectual skills</p> <p>This level provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p> |
| <p>B1 Think critically and creatively in response to a range of tasks</p> <p>B2 Develop their ability to construct an argument</p> <p>B3 Carry out initial research into a given topic</p> <p>B4 Compare the effects of different forms of communication.</p> <p>B5 Identify the implication of new ideas and concepts.</p> | <p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • <i>Lectures (B2, B3, B4, B5)</i> • <i>Student-centred seminars (B1-5)</i> • <i>Workshops (B1, B3, B4)</i> • <i>Screenings (B1, B4, B5)</i> • <i>Tutorials (B1, B2, B3, B4)</i> • <i>Field Trips (B1, B3)</i> • <i>Guided independent study (B1-5)</i> <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • <i>Academic Essay (B1, B2, B3, B5)</i> • <i>Creative Task (B1, B3, B4, B5)</i> • <i>Graded Presentation (B1-5)</i> • <i>Group Presentation (B1-5)</i> • <i>Research Activity (B2, B3, B5)</i> • <i>Examination (B1, B2, B5)</i> |
| <p>C: Practical skills</p> <p>This level provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:</p> |

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| <p>C1 Carry out analysis of individual texts</p> <p>C2 Write accurately and persuasively in a range of genres</p> <p>C3 Produce work that is appropriately presented and targeted according to the needs of a variety of formats</p> <p>C4 Use wider reading to develop their ideas and reference their sources accurately</p> <p>C5 Summarise key points from a range of sources including lectures and scholarly articles</p> | <p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • <i>Lectures (C1-5)</i> • <i>Student-centred seminars (C1, C3, C4, C5)</i> • <i>Workshops (C1, C2, C3, C5)</i> • <i>Screenings (C1, C3)</i> • <i>Tutorials (C1, C2, C3, C4)</i> • <i>Field Trips (C5)</i> • <i>Guided independent study (C1-5)</i> |
| | <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • <i>Academic Essay (C1-5)</i> • <i>Creative Task (C1, C2, C3, C5)</i> • <i>Graded Presentation (C1, C3, C4, C5)</i> • <i>Group Presentation (C1, C3, C4, C5)</i> • <i>Research Activity (C2, C4, C5)</i> • <i>Examination (C1, C2, C5)</i> |
| <p>D: Transferable skills</p> <p>This level provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p> |
| <p>D1 Communicate ideas in a variety of formats, including presentations</p> <p>D2 Work to a given brief, including meeting deadlines where relevant</p> <p>D3 Work independently while managing their own time and workload</p> <p>D4 Participate in group activities and work as a member of a team</p> | <p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • <i>Lectures (D1, D2, D5)</i> • <i>Student-centred seminars (D1-5)</i> • <i>Workshops (D1-5)</i> • <i>Screenings (D4)</i> • <i>Tutorials (D1, D2, D3, D5)</i> • <i>Field Trips (D4)</i> • <i>Guided independent study (D1-5)</i> |
| <p>D5 Demonstrate academic integrity</p> | <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • <i>Academic Essay (D2, D3, D5)</i> • <i>Creative Task (D1-5)</i> • <i>Graded Presentation (D1, D2, D3, D5)</i> • <i>Group Presentation (D1, D2, D4, D5)</i> • <i>Research Activity (D1-5)</i> • <i>Examination (D3, D5)</i> |

PROGRAMME SKILLS MATRIX

Matrix table showing the relationship between programme ILOs and its constituent units:

| | Programme Intended Learning Outcomes Units | A 1 | A 2 | A 3 | A 4 | A 5 | B 1 | B 2 | B 3 | B 4 | B 5 | C 1 | C 2 | C 3 | C 4 | C 5 | D 1 | D 2 | D 3 | D 4 | D 5 |
|----|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| L6 | Celebrity Culture | X | | X | | | X | | X | | X | | | X | X | X | X | X | X | X | |
| L6 | Media and Trauma | | X | X | X | | X | X | X | X | | | | X | X | X | X | X | | X | X |
| L6 | Interactive Digital Storytelling | | X | X | X | X | X | X | | X | X | | X | X | X | | | X | | X | X |
| L6 | Writing, Editing and Publishing | | X | X | X | X | X | X | X | X | | X | | X | X | | X | X | X | X | |
| L6 | All Our Futures | X | X | X | | X | X | | X | X | X | X | X | | X | X | X | | X | X | X |
| L6 | Unstable Pasts: Crime and Gothic Fictions | X | X | X | | X | X | X | | | X | X | X | | | X | X | X | X | X | |
| L6 | Space, Place and Environment | X | X | X | | | | X | X | X | | X | | | X | X | | X | X | X | X |
| L6 | World Literature Today | X | X | X | | X | X | X | X | | X | X | X | | | X | X | | X | X | X |
| L6 | Literature, Law and Human Rights | X | X | | X | X | X | | X | X | X | X | X | X | | X | X | | X | X | X |
| L6 | Dissertation | X | X | X | X | X | X | X | X | X | X | X | X | X | | X | X | X | X | X | |
| L5 | Fact and Fiction | | X | X | X | X | X | | X | X | | X | X | X | X | | X | X | | X | |
| L5 | Remix Cultures | X | X | X | | X | | | X | X | X | | X | X | X | X | X | X | X | X | |
| L5 | Narrative Structures | X | | X | | X | X | | X | X | X | X | X | | | X | X | | X | X | |
| L5 | Children's Literature | | | X | X | X | | X | | X | X | X | X | X | | X | | X | X | X | X |
| L5 | Experimental Literature from Modernism and Postmodernism | X | X | X | | X | X | | X | | X | X | X | | | X | X | | X | X | |
| L5 | Intersectionality in Practice: Voice and Power | X | X | X | | X | X | X | X | | X | X | X | | X | X | X | X | X | | X |
| L5 | The Changing Coastal Resort (NB OC) | | X | | X | | X | X | X | X | | | | X | X | X | X | X | | X | X |
| L5 | Professional/Industrial Placement Unit | | | | X | | X | X | X | X | | | | X | X | X | X | X | | | X |
| L4 | Approaches to Literature | X | X | X | | X | X | X | | X | X | X | X | | | X | X | X | X | X | |
| L4 | The Creative Writer as Critic: Influence, Analysis, Transcendence | | | X | X | X | X | X | | X | X | X | X | X | X | | X | X | | X | X |
| L4 | Genres, Forms, and Contexts | X | X | X | | X | X | | X | X | X | X | X | | | X | X | X | X | X | |
| L4 | Adventures in Popular Culture | X | X | X | | X | | X | X | | X | X | X | | | X | | X | X | X | |
| L4 | Introduction to Storytelling | | X | X | X | | X | X | X | X | | | | X | X | X | X | X | | X | X |
| L4 | Placing Past and Present | X | X | X | | X | X | | X | X | X | X | X | | X | X | X | X | | X | X |

ADMISSION REGULATIONS

Please refer to the course website for further information regarding admission regulations for this programme: [Courses | Bournemouth University](#)

PROGRESSION ROUTES

In order to take advantage of exciting new approaches to learning and teaching, as well as developments in industry, the current, approved Articulation/Recognition/Progression route(s) for this programme may be subject to change. Where this happens students will be informed and supported by the Faculty as early as possible.

Recognition arrangements provide formally approved entry or progression routes through which students are eligible to apply for a place on a programme leading to a BU award. Recognition does not guarantee entry onto the BU receiving programme only eligibility to apply. In some cases, additional entry criteria such as a Merit classification from the feeder programme may also apply. Please see the [recognition register](#) for a full list of approved Recognition arrangements and agreed entry criteria.

ASSESSMENT REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Assessment Regulations.

WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS

The four week professional placement (see Unit Directory for specification) is a key feature in developing students' ability to practice professionally. It provides an opportunity for students to integrate the academic and skills-based learning acquired during the first two levels. It enables students to analyse and evaluate their own learning in the context of self and employer appraisals.

The placement is mandatory but students who have previous relevant work experience may apply for exemption on production of suitable evidence.

It is not defined as a credit-bearing unit and is assessed on a pass/fail basis using the Personal Development Portfolio and employer appraisal. Students usually complete the placement before entering the third level and must normally have completed the minimum of four weeks before the final Exam Board in order to graduate.

Students must complete a minimum of 4 weeks' work experience, but (with sufficient notice) can choose to do a minimum 30 week placement instead should they wish. The work placement must take place between the second and final year of study and typically be in the broad area of communication and media. In order to be allowed to proceed to the final year of study, students must:

- Complete a minimum of 30 weeks satisfactory work experience;
- Complete the Personal Development Portfolio satisfactorily; this may include assignments relating to the nature of their work and the organisation they are working in;
Satisfactorily meet the performance criteria of the placement as determined by the completed assessment forms from the company, the Placement Development Advisor and the student.

For students studying on the full-time mode at least 4 working weeks of work experience is a graduation requirement (not a progression requirement into their final year as for the sandwich degrees).

The supervised work placement year draws on some or all of the units studied on the first two levels of the programme. It provides the opportunity for the student to develop their abilities and understanding of communication and media and related subjects, as well as providing a platform for successful entry into the profession following graduation. It applies and develops understanding and skills acquired in Levels 4 and 5, makes a major contribution to the understanding of the final level units, further develops final projects or dissertation research by utilising the context of the work experience as appropriate and enhances students' prospects of future employment