# Queen Mary
## University of London

# Programme Specification (UG)

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| Awarding body / institution: | Queen Mary University of London |
| Teaching institution: | Queen Mary University of London |
| Name of final award and programme title: | BA (Hons) English and Film Studies |
| Name of interim award(s): | |
| Duration of study / period of registration: | 3 years |
| QMUL programme code / UCAS code(s): | QW36 |
| QAA Benchmark Group: | English; Communication; Media; Film and Cultural Studies |
| FHEQ Level of Award : | Level 6 |
| Programme accredited by: | |
| Date Programme Specification approved: | |
| Responsible School / Institute: | School of English & Drama |

**Schools / Institutes which will also be involved in teaching part of the programme:**

School of Languages, Linguistics & Film

**Collaborative institution(s) / organisation(s) involved in delivering the programme:**

## Programme outline

This degree offers a detailed investigation of the range of theoretical and critical approaches that have shaped English and Film Studies in recent years. The programme combines a mixture of close textual and visual analysis with an exploration of  the critical theories that are applied to film and literature. You will also be encouraged to reflect on how the two disciplines – film and literature – can overlap. We are proud of our strong commitment to undergraduate teaching, and you will be taught by our internationally recognized researchers who will expose you to the most innovative work in the two disciplines.

## Aims of the programme

The programme aims:

1. To provide a coherent, innovative and accessible programme that promotes the study of literature and film to a broad and well-qualified constituency of students.

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2. To develop advanced skills of literary and cultural analysis, with attention to genre, period, form and style.

3. To foster an understanding of the historical, aesthetic and intellectual contexts for the development of different forms of filmic texts, practices and critiques.

4. To offer knowledge and understanding of the history, practice and theory of film studies, of cinema as institution and cultural practice and of performance and mise-en-scene as forms of communication, expression and socio-political intervention.

5. To enable students to develop independent critical thinking and judgment and to undertake both practical group projects and independent research tasks.

6. To develop a range of skills necessary to the effective communication of ideas and arguments (interpretation, analysis, synthesis, critical appreciation, argumentation, presentation, communication, and research).

## What will you be expected to achieve?

Students completing this programme of study will be able to:

**Please note that the following information is only applicable to students who commenced their Level 4 studies in 2017/18, or 2018/19**

In each year of undergraduate study, students are required to study modules to the value of at least 10 credits, which align to one or more of the following themes:

- networking

- multi- and inter-disciplinarity

- international perspectives

- enterprising perspectives.

These modules will be identified through the Module Directory, and / or by your School or Institute as your studies progress.

| | Academic Content: |
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| A 1 | To demonstrate knowledge and understanding of a wide range of primary and secondary material related to English and Film Studies including cultural products (literary works, films, screenplays, reviews, critical works) and the concepts and techniques necessary to understand, analyse and produce them. |
| A 2 | To demonstrate knowledge and understanding of intellectual and cultural movements such as psychoanalysis, feminism, modernism and post-modernism. |
| A 3 | To demonstrate knowledge and understanding of the national and international contexts of the texts studied, and the relation of these to aesthetic forms and to social and political history. |

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| A 4 | To use technology appropriate to filmmaking, and its basic applications. |
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| Disciplinary Skills - able to: | |
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| B 1 | To analyse a literary or film text with sophistication. |
| B 2 | To identify the literary, historical and cultural contexts that inform the production and reception of an individual literary or film product. |
| B 3 | To make theoretically informed connections between texts of different periods, literatures, and cultures. |
| B 4 | To construct cogent and sophisticated critical essays with evidence of independent study and initiative. |
| B 5 | To formulate theoretically informed arguments and express these clearly and effectively in the form of oral presentations. |
| B 6 | To demonstrate and deploy a range of key transferable skills appropriate to analytical investigation and independent critical thinking. |

| Attributes: | |
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| C 1 | To demonstrate and deploy a range of key transferable skills appropriate to analytical investigation and independent critical thinking. |
| C 2 | To use IT skills to present and communicate using electronic means, to find and lodge information in the internet, to search databases and to produce electronic documents. |
| C 3 | To work effectively with others, to listen to others' points of view and to express one's own in a sensitive and enabling manner. |
| C 4 | To develop effective time-management abilities in order to work to deadlines and pursue several different assignments or tasks simultaneously. |

## How will you learn?

The programme is structured around a combination of lectures, seminars and workshops, and independent work:

Lectures: to convey information, to introduce students to the basic concepts of the discipline and to develop examples of sustained interpretation and analysis.

Seminars: to apply and practice the concepts and approaches presented in the lectures and encountered in viewing and reading for the module.

Workshops: to permit practice of methods and concepts encountered in lectures and in viewing and reading for the module. Independent work (groups, pairs, individually): to enable the assimilation of material, ideas and concepts presented in class.

## How will you be assessed?

Assessment will typically be via a combination of examination and coursework, or coursework portfolio. This will vary according to the content of the module. Examination may take the form of discursive essays or sequence analysis exercises. Coursework may consist of essays, research projects, short film production, textual commentaries, critical reviews. Non- assessed oral or visual presentations in class may also be used.

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## How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

Students take a total of 120 credits in each year.

Year 1
Students take 60 credits in English, to include:
ESH102 Reading, Theory and Interpretation (30 credits compulsory);
and either:
ESH101 Shakespeare (30 credits); or
ESH110 Literatures In Time: Texts and Contexts from the Eighth to the Sixteenth Century (30 credits); or
both ESH124 Poetry (15 credits) and ESH123 Narrative (15 credits); and
ESH125 English in Practice (0 credits compulsory);
Students take 60 credits in Film:
FLM4200 Concepts and History (30 credits compulsory);
FLM4201 Approaches and Analysis (30 credits compulsory).

Progression Requirements to Year 2
To progress successfully from Year 1 to Year 2 students must meet the overall credit requirements for progression under the Academic Regulations which apply to them.

Year 2
Students take 120 credits (minimum 90 credits at level 5, maximum 30 credits at level 6), normally 60 credits in each semester.

In English, students choose modules from four Lists. Lists 1-3 correspond to the following subject areas: Medieval and early Modern; Eighteenth century, Romanticism, and Nineteenth century; Modern, Postcolonial, and Contemporary. List 4 contains options from all subject areas.
Students choose 1 x 30 credit module from List 1 or List 2, and a minimum of 15 credits from either List 3 or List 4.
List 1: a list of up to three modules in the Medieval and Early Modern Subject Area;
List 2: a list of up to three modules in the Eighteenth Century, Romantic, and Nineteenth Century Subject Area;
List 3:  a list of up to three modules in the Modern, Contemporary and Postcolonial Studies Subject Area.
List 4: this list includes all level 5 modules not already included in Lists 1 to 3 above. List 4 provision is amended and expanded as modules are proposed, amended, withdrawn and approved through the Queen Mary Quality Assurance processes. Each list includes ESH-prefixed modules identified as QMUL Model modules.

In Film, students take:
FLM5203 What is Cinema? Critical Approaches (30 credits compulsory); and
minimum 15 credits /maximum of 45 optional modules in Film.

Minimum 0 credits/ Maximum 30 credits optional modules to be chosen from all modules offered in the Faculty of Humanities and Social Sciences, subject to space available on modules and with the guidance of the student's adviser, which may include QMUL Model modules.

Up to 30 credits may be taken at level 6 with the adviser's agreement.

Selection must include a minimum of 15 credits of QMUL Model modules, BA/LLM/BSc modules in the Faculty of Humanities and Social Sciences (maximum 30 credits), Central QMUL Model modules (maximum 15 credits).

Normally Year 2 students may not take any modules at level 4 with the exception of level 4 language or film modules in the School of Languages, Linguistics and Film (30 credits maximum) and level 4 BSc/LMM modules (15 credits maximum), where these fulfil the QMUL Model module requirement.

Students may not take more than 30 credits outside ESH- or FLM-prefixed modules.

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Progression Requirements to Final Year
To successfully progress to the Final Year students must meet the overall credit requirements for progression under the Academic Regulations which apply to them.

Final Year
Students take 120 credits (minimum 90 credits at level 6, maximum 30 credits at level 5), normally 60 credits in each semester, to include minimum of 15 credits of QMUL Model modules.

Minimum 45 credits/ Maximum 75 credits optional modules to be chosen from FLM-coded modules at level 6.
Minimum 45 Credits/Maximum 75 Credits optional modules to be chosen from ESH-coded modules at level 6.
Minimum 0 credits/ Maximum 30 credits optional modules may be chosen from all modules offered in the Faculty of Humanities and Social Sciences, which may include QMUL Model modules, or central QMUL Model modules subject to space available on modules and with the guidance of the student's adviser.
Students must ensure that they take an overall minimum of 90 credits at level 6 in their final year.
Final year students may not take level 4 modules.

Academic Year of Study

| Module Title | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester |
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## What are the entry requirements?

The entry requirements are as stated in the Queen Mary prospectus for current entry, and on the Queen Mary website http://www.qmul.ac.uk/undergraduate/coursefinder/index.html

## How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

Each School operates a Learning and Teaching Committee, or equivalent, which advises the School Director of Taught Programmes on all matters relating to the delivery of taught programmes at School level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee's work in a number of ways, such as through student membership, or consideration of student surveys.

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All Schools operate an Annual Programme Review of their taught undergraduate and postgraduate provision. The process is normally organised at a School-level basis with the Head of School, or equivalent, responsible for the completion of the school's Annual Programme Reviews. Schools/institutes are required to produce a separate Annual Programme Review for undergraduate programmes and for postgraduate taught programmes using the relevant Undergraduate or Postgraduate Annual Programme Review pro-forma. Students' views are considered in this process through analysis of the NSS and module evaluations.

The Staff-Student Liaison Committee provides a formal means of communication and discussion between Schools and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

Students are given the opportunity to provide feedback through the Module Evaluation system, and through Queen Mary and national surveys.

## What academic support is available?

All students beginning study on the programme participate in a series of Welcome Week activities, which involve introductions to the programme and specific inductions in the use of the online learning environment. These events also include opportunities for social interaction, and scheduled small group and individual meetings with personal advisers.

Each student's academic progress and personal welfare is monitored by an adviser in each Department, with whom regular meetings are scheduled. Advisers are the designated members of staff with whom students can raise issues and problems, and from whom they can seek advice and guidance.

All teaching staff hold regular office hours in which students are actively encouraged to discuss their work and their progress.

There is a dedicated Student Support Administrator in both Schools, who works with academic staff to assist students in need of support.

Both the Student Support Administrators and all advisers are able to refer students, where appropriate to relevant professional service departments in the College, including Disability and Dyslexia, Welfare, and Counselling.

A dedicated post of E-Strategy Manager supports students in their use of the online learning environments used on all modules.

Both Schools collaborate with the QMUL Thinking Writing team and Language Centre to support students in the development of their writing skills. Additional support is provided by the Royal Literary Fund Fellows.

## Programme-specific rules and facts

## Specific support for disabled students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:
• Finding out if you have a specific learning difficulty like dyslexia
• Applying for funding through the Disabled Students' Allowance (DSA)
• Arranging DSA assessments of need
• Special arrangements in examinations
• Accessing loaned equipment (e.g. digital recorders)
• Specialist one-to-one "study skills" tuition
• Ensuring access to course materials in alternative formats (e.g. Braille)
• Providing educational support workers (e.g. note-takers, readers, library assistants)
• Mentoring support for students with mental health issues and conditions on the autistic spectrum.

## Links with employers, placement opportunities and transferable skills

A BA in English and Film Studies encourages students to develop a life-long love for learning and equips them with a set of rigorous analytical and communication skills. This gives graduates some particularly sought-after qualities in the workplace. Whether they choose to go into the world of business, media, or journalism, to enter the public or not-for-profit sectors, or to pursue further academic study or professional training, graduates of the English programme can expect to have developed:

o communication skills, as students are challenged to express themselves in both speech and writing.
o presentation skills, as students are asked to introduce seminars, make points clearly and effectively, maintain discussion, and field questions.
o reading skills, using a range of approaches to tackle different kinds of texts.
o analytical abilities, as students respond to and assess their underlying agendas and meanings.
o writing abilities, through preparing a range of assignments (including reports, learning journals, and research essays).
o research skills, locating, sifting, and interpreting a range of sources (from printed books to electronic journals).
o time-management skills and the ability to work under pressure, as students organise and fulfill extensive reading commitments and written assessments.
o team-working skills, as students participate with peers in seminars and group research presentations.

English and Film Studies graduates are successful in the huge range of careers that seek out candidates with these attributes. Publishing, print journalism, and the broadcast media are all popular choices for students who want to use their communication skills, creative and production skills. Others use their ability to write critically and persuasively to go into public relations, marketing, and advertising. In addition, many of our graduates embark upon professional careers in finance, management, law, and teaching; whilst every year the Departments see a number of students progress to take higher degrees, both at Queen Mary and elsewhere.

Students are regularly notified of placement opportunities via our link with QProjects (part of QM Careers Service).

## Programme Specification Approval

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| **Person completing Programme Specification:** | Markman Ellis, Director of Taught Programmes |
| **Person responsible for management of programme:** | Rachael Gilmour, Head of English Department |
| **Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:** | 21.01.19 |
| **Date Programme Specification approved by Taught Programmes Board:** | |

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