

Programme Title: BA (Hons) English and Film



Programme Specification (UG)

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
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:

International Exchange Partners in cases where students spend a semester abroad.

Programme outline

The English and Film degree offers a detailed investigation of the range of theoretical and critical approaches that have shaped these subjects in recent years. The programme combines a mixture of close textual, visual analysis and practical elements 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, diverse and accessible programme that promotes the study of literature and film to a broad and well-qualified constituency of students.

2. To develop advanced skills of literary and cultural analysis, with attention to genre, period, form and style.
3. To cultivate a knowledge and understanding of the history, practice, critique, and theory, of film.
4. To help students to develop an understanding of the historical, cultural, political, aesthetic, ethical and intellectual contexts for the development of different forms of film practice.
5. To learn about the pre- production, production and post-production phases of filmmaking including the opportunity to have hands-on experience of how to produce, script, plan, research, film, edit and post-produce films.
6. To enable students to develop independent critical thinking and judgment and to undertake both practical group projects and independent research tasks.
7. 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: [list of Learning outcomes]

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:

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, political, and cultural movements such as decolonisation, psychoanalysis, feminism, modernism and post-modernism.

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A3	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, cultural, and political history.
A4	To utilise technology appropriate to performance making, filmmaking, and digital communications.

Disciplinary Skills - able to:	
B1	To analyse a literary or film text with sophistication and from diverse and decolonising perspectives.
B2	To identify the literary, political, historical and cultural contexts that inform the production and reception of an individual literary or film product.
B3	To make theoretically informed connections between texts of different periods, literatures, and cultures.
B4	Construct cogent and sophisticated essays, written, creative, experiential and reflective coursework output with evidence of independent study, research and initiative.
B5	To formulate theoretically informed arguments and express these clearly and effectively in the form of oral presentations and use technology appropriate to filmmaking, and its basic applications.
B6	To demonstrate and deploy a range of key transferable skills appropriate to analytical investigation and independent critical thinking.
B7	Demonstrate mature and confident styles for writing and other forms of presentation, appropriate to the communication of ideas, arguments and critical thought.
B8	Make informed distinctions between different critical approaches and positions to identify the ideologies implicit in your own position.
B9	Acquire some hands-on experience of filmmaking

Attributes:	
C1	To demonstrate and deploy a range of key transferable skills appropriate to analytical investigation and independent critical thinking.
C2	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.
C3	To work effectively with others, to listen to others' points of view and to express one's own in a sensitive, inclusive, and enabling manner whilst also demonstrating the independent learning ability required for continuing professional development.
C4	Utilise effective time-management abilities in order to work to deadlines and pursue several different assignments or tasks simultaneously.
C5	To demonstrate respect for the opinions of others and a willingness to act inclusively.
C6	Utilise effective verbal and written communication skills, using IT competently, and adapting communication appropriately according to the social, professional or cultural setting.

How will you learn?

Teaching takes a number of forms, including:

- Lectures, including team-delivered lectures
- Seminars, involving a variety of forms of group work

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- Small-group tutorials (normally with adviser)
- Screenings;
- Filmmaking
- Film curatorship;
- Engagements with film festivals;
- Field trips, performance and gallery visits;
- Presentations by and discussions with visiting artists and writers;
- Lab work using multi-media resources;
- Individual guidance and feedback on written work;
- Independent work by students, including research, presentations and peer review;
- Group discussion of written work;
- Individual supervision of dissertations;
- Writing retreats, writing workshops and student-led review sessions.
- Workshops

Learning is supported by:

- Coherently designed and effectively delivered modules;
- The provision of detailed guidance about reading for each module;
- The provision of key materials, either in libraries, in the bookshop, through on-line resources including the Virtual Learning Environment, or as module-packs;
- Availability of lecture recordings where applicable;
- The design of an appropriate range of learning activities and assessment tasks within each module;
- Encouraging active participation by all students in seminar discussions and other group work;
- Encouraging the use of learning journals, and portfolios;
- Regular review of individual student progress by advisers, and detailed guidance in relation to this;
- the SED Writing and Reference Guide (an online learning resource);
- the work of the Royal Literary Fund Fellows.

How will you be assessed?

Assessment takes a number of forms within the programme. The nature of the assessment is closely connected to the desired learning outcomes and the mode of teaching within each module. Forms of assessment include:

- Critical and research essays;
- Close-reading exercises and critical commentaries;
- Written exercises (e.g. blog posts, blurbs, walking journals, creative non-fiction, reviews, imitations, bibliographical exercises);
- Unseen examinations (open and closed book);
- Translation exercises;
- Film practice exercises;
- Presentations (group and individual), posters;
- Portfolios (written and e-portfolios), log books and learning journals;
- Multi-media (e.g. podcasts, annotated videos, websites);
- Short film production
- Dissertation/research projects

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 / Level 4

Students take 60 credits ESH modules (all compulsory):

- ESH126 London Global (30 credits)
- ESH129 Literatures in Time (15 credits);
- ESH124 Poetry (15 credit)

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Students take 60 credits in Film Studies:

FLM4204 US Cinema: Key Concepts (30 credits compulsory);

FLM4205 Decolonising Approaches to Film 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 / Level 5

Students take a total of 120 credits.

- Minimum 90 credits at level 5, maximum 30 credits at level 6, normally 60 credits in each semester.
- Minimum 45 credits/Maximum 75 credits of ESH-prefixed modules;
- Minimum 45 credits/Maximum 75 credits of FLM-prefixed modules.

In English, students choose modules from four Lists.

- List 1: a list of modules in the Medieval and Early Modern Subject Area;
- List 2: a list of modules in the Eighteenth Century, Romantic, and Nineteenth Century Subject Area;
- List 3: a list of modules in the Modern, Contemporary and Postcolonial Studies Subject
- List 4 Special Options: 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.

You choose 60 credits from at least two different lists, and including at least 30 credits from List 1 or List 2.

In Film, students take:

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

NOTE - FLM5206 Digital Filmmaking is non-compulsory but this module *must* be taken if students wish to take other/further filmmaking modules at Level 5 and Level 6.

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 advisor).

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

Normally Year 2 students may not take any modules at level 4 with the exception of level 4 language modules in the School of Languages, Linguistics and Film (30 credits maximum) and level 4 BSc/LMM modules (15 credits maximum).

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

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 / Level 6

Students take 120 credits (minimum 90 credits at level 6, maximum 30 credits at level 5), normally 60 credits in each semester and an equal number of credits from both English and Film Studies. Final Year students may not take credits at level 4.

Students take either:

1. English (ESH6000 English Research Dissertation), and normally 30 credits of ESH-prefixed modules, and 60 credits of FLM-prefixed modules.

or

2. Film (FLM6202 Film Studies Research Project), and normally 30 credits of FLM-prefixed modules, and 60 credits of ESH-prefixed modules, including at least one 30-credit ESH module.

Minimum 45 credits/ Maximum 75 credits optional modules to be chosen from FLM-coded modules at level 6.

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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 (subject to space available on modules and with the guidance of the student's advisor).

Students must ensure that they take an overall minimum of 90 credits at level 6 in their final year.

Academic Year of Study

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester

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 an Education Committee, or equivalent, which advises the School Director of Education 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.

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 Student-Staff 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. Student-Staff Liaison Committees meet regularly throughout the year.

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

The School of English and Drama hosts a dedicated 'Your Voice' page on its online learning environment, designed to highlight the profiles of student representatives, bring together information about student representations and feedback on surveys etc., and forums for updates and consultations.

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 advisors.

Each student's academic progress and personal welfare is monitored by an adviser in each Department, with whom regular meetings are scheduled. Advisors 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 drop-in 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.

The School of English and Drama hosts a dedicated site on its online learning environment with referencing and writing advice and support.

How inclusive is the programme for all students, including those with disabilities?

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.

Programme-specific rules and facts

N/A

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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, practical, 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, creative industries, 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:

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

Programme Specification Approval

Person completing Programme Specification:

Person responsible for management of programme:

Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:

Date Programme Specification approved by Taught Programmes Board: