Programme specification

(Notes on how to complete this template are provide in Annexe 3)

1. Overview/ factual information

Programme/award title(s)	BA Hon English, Pathway Language and Literature
Teaching Institution	American College of Thessaloniki-ACT
Awarding Institution	The Open University (OU)
Date of first OU validation	2013
Date of latest OU (re)validation	**20**22
Next revalidati	

	N/A
HECoS Code	N/A
LDCS Code (FE Colleges)	N/A
Programme start date and cycle of starts if appropriate.	Fall 2022
Underpinning QAA subject benchmark(s)	https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-english.pdf

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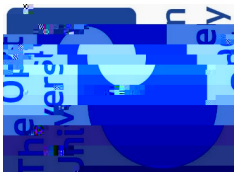
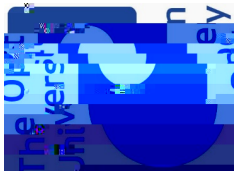
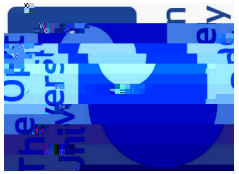


2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning

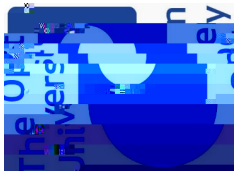


3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 An awareness of the range of principal literary genres across prose, poetry and drama; A2 An awareness of the main concepts, theories and methodology in the basic disciplines of English; A3 An appreciation of the subject's past and continuing social, cultural, political and economic importance; A4 Awareness of how culture, language, technology, politics and economics affect how, where and by whom texts are produced and received.	<u>Learning and teaching strategy</u> Lectures, workshops, discussions, student led activities and group work, audio-visual materials. <u>Assessment methods</u> Short responses, presentations, quizzes, tests, short essays, reflective journal entries, annotated bibliographies, portfolios, exams, projects, term papers.

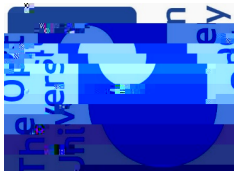


3B. Cognitive skills	
writing; B4 Ability to recognise and utilise the expressive resources of language	Assessment methods Short definition responses, presentations, quizzes, tests, short essays, close reading activities, exams, creative and/or multimedia projects, research/term papers, long essays.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Ability to apply scholarly bibliographic skills appropriate to the subject. C2 Aptitude to deliver work to a given length, format, brief and deadline, properly referencing sources and ideas. C3 Ability to Cultivate attention to detail, open-mindedness and organizational skills; C4 Ability to present information within wider contexts while being encouraged to be critical of dominant perspecEMC /Tc -0. ⊀MCID 23 ƀDC -1.5 -i	

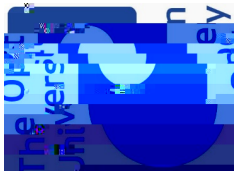


Programme Structure - LEVEL 5					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable ?**	**Semester runs in**



A3 Familiarity with contemporary debates/developments and methodologies in the field of English and Cultural Studies while recognising and challenging roots and Western biases of our own perception; A4 A self-reflective awareness of the critical, theoretical, linguistic and pedagogical concepts and terminology and how these inform research;	<u>Assessment methods</u> Critical and persuasive written work, with research components phased in progressively in a variety of formats building from level 4. Interviews, questionnaires, advanced multimedia assessments, blogs, podcasts, lesson plans, teaching practicum.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**



3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Skills in the systematic gathering, evaluation, critical analysis and interpretation of concepts and data from a wide range of sources. C2 Fluency and effectiveness in the communication of ideas, sophisticated writing ability, and an understanding of writing as a process (including revision and editing). C3 Subject-specific and generic skills, including skills of investigation and enquiry, oral and written communicative skills, the use of a range of digital systems for accessing data, resources, contacts and literature, and media production skills and creativity.	

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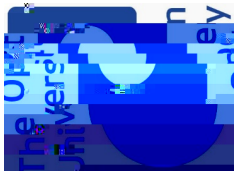
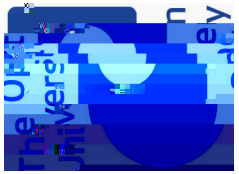


3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Ability to respond creatively and imaginatively to research tasks. D2 Ability to use a variety of computer-based skills ranging from basic competences to web-based technology and digital multimedia. D3 Aptitude to work productively in a group or team, and to develop working relationships by respecting and showing sensitivity to cultural contexts when working with others D4 Ability to collate, critically evaluate and understand a variety of research material within and beyond academic literature.	<u>Learning and teaching strategy</u> Continuous engagement with information literacy, group discussions, research tasks, oral presentations, workshops. <u>Assessment methods</u> Group projects and presentations, research paper writing, exams, portfolios, multimedia assessments (i.e. infographics, video presentations, blog writing)

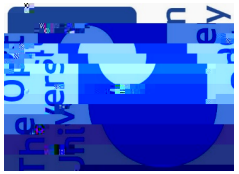
Exit Award: If the learning outcomes have been met, then the student is entitled to receive a Diploma of Higher Education in English 240 credits (120 at Level 4, 120 at Level 5)

<u>Programme Structure - LEVEL 6</u>					
Compulsory modules	**Credit**	**Optional modules**	**Credit**	**Is module**	**Semester**

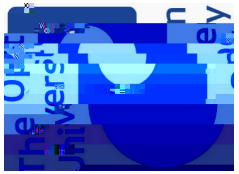


Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
	assessments (i.e. infographics, video presentations, blog writing).

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**



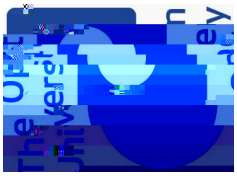
3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Aptitude to engage in critical analysis, whether of texts, fields of knowledge, concepts or cultural or production practices, including the ability to contextualize the analysis and engage in critical debates through discursive argument.	



3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Skills to critically evaluate arguments, abstract concepts and data. D2 Adaptability, creativity and reflectivity in producing output for a variety of audiences and in a variety of multi-platform media. D3 Ability to select and apply advanced research methods and techniques to produce original work; D4 Ability to work in flexible, creative and independent ways, showing self-discipline awareness of relevant ethical considerations, self-direction and reflectivity.	<u>Learning and teaching strategy</u> Lectures, group discussions, research tasks, oral presentations, workshops. <u>Assessment methods</u> Senior thesis, academic papers, group projects and presentations, research paper writing, exams, portfolios, multimedia assessments (i.e. infographics, video presentations, blog writing).

Exit Award: If the learning outcomes have been met, then the student is entitled to receive a BA Ordinary in English 300 credits (120 at Level 4, 120 at Level 5, 60 at Level 6)

BA (Hons) English 360 Credits



4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive featurs such as:**

¾ where in the structure above a professional/placement year fits in and how it may affect progression

¾ any restrictions regarding the availability of elective modules
¾ where in the programme structure students must make a choice of pathway/route

- **Additional considerations for apprenticeships:**

¾ how the delivery of the academic award fits in with the wider apprenticeship
¾ the integration of the 'on the job' and 'off the job' training
¾ how the academic award fits within the assessment of the apprenticeship

Required modules unique in one pathway can be taken as elective modules to satisfy this elective requirement in the pathway. In addition, the programme coordinator, in consultation with the teaching team, selects from an available list (attached with this submission) of elective modules as need and student interest arises. The electives are listed per level and serve to strengthen a particular field

academic problems or want to withdraw from a course. Students are expected to consult with their advisors prior to registration. In the case of English, the English Coordinator assumes fully responsibility over the English majors and their programme of study.

Counselling services for students experiencing emotional and other challenges.

An optional but highly recommended English Language Preparatory Program prior to the first term at ACT for those students who need support in building their English language proficiency.

A Learning Hub (prior Writing Center), open to all students, to help with writing, math and science projects since many are not familiar with project-oriented education and are used to lecture-based classes.

A Business Liaison and Career Services Office through which students are provided assistance with their efforts in preparing graduate school applications and employment search, as well building bridges with the professional world. The office also develops programs and workshops to help with the students' future career plans. Detailed information on its services is provided in the Background document.

An I.T. center which provides technical assistance and advice, as well as information technology instructional services.

In the Niarchos Technology center, students have access to computer labs and printing services.

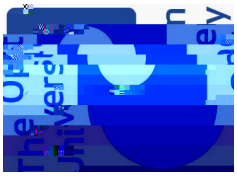
Office facilitating and advising on Study Abroad opportunities.

Extensive Library facilities and assistance. Remote access to all e-resources is available to students.

A concise, student-friendly guide to the Harvard citation style (to be used across the institution) is available on Bissell Library's website.

ACT has a learning disability policy in practice and provides appropriate assistance and compensation to students that have certified needs.

ACT maintains a long-established Committee on Academic Standards and Performance.



Application Requirements (US Degree-Seeking Admission)

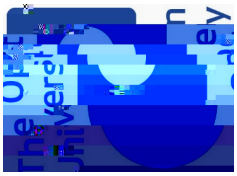
US applicants are required to submit the following when applying for admission to the program:

An Application Form

Official transcripts of 9th, 10th, 11th grade and a grade report of the 12th grade. Candidates should have earned a minimum overall grade average of C+ in their final year or a minimum score of 24 in the IB grading system to be admitted.

7. Language of study
English

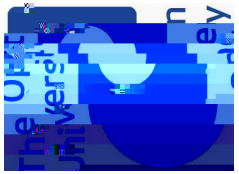
8. Information about non-OU standard assessment regulations (including PSRB requirements)



The above proposal does not apply to the Thesis modules. In these modules, the student has to resit an assessment when the mark is below 40 as per the current regulations.

9. For apprenticeships in England End Point Assessment (EPA). *(Summary of the approved assessment plan and how the academic award fits within this and the EPA)*
N/A

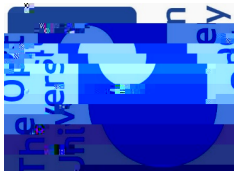
10. Methods for evalua 12 -1 6085 re.004 Tc 0./MCID 324 (a (o)3 ev)61 6085 r(th)4 (qN/)-1 (u)4 (



Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (x) particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4



CS 206: Web Development (BC)	x		x		x	x		x	x	x	x

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
6	English 259-Postcolonial Literature	x	x	x	x			x	x	x	x			x	x		