

Programme specification

1. Overview/ factual information

Programme/award title(s)	BA Hons English Pathway Communication and New Media
Teaching Institution	Anatolia American University-ULE (AAU)
Awarding Institution	The Open University (OU)
Date of first OU validation	2025
Date of latest OU (re)validation	
Next revalidation	2026-27
Credit points for the award	BA Hons 480 credits
UCAS Code	N/A
HECoS Code	N/A
LDCS Code (FE Colleges)	N/A
Programme start date and cycle of starts if appropriate.	Fall 2025
Underpinning QAA subject benchmark(s)	https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-communication-media-film-and-cultural-studies.pdf
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	https://www.nottingham.ac.uk/english/about/equality-diversity-and-inclusion/decolonising-the-curriculum-in-english-studies-at-uon.aspx https://www.enl.auth.gr/index_en.html https://www.media.uoa.gr/ https://www.jour.auth.gr/en/
Professional/statutory recognition	N/A
For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face)	PT, FT

Apprenticeship	N/A
Duration of the programme for each mode of study	FT 4 years, PT 10 years max
Dual accreditation (if applicable)	
Date of production/revision of this specification	Spring 2025

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the student handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

AAU's BA Hons in English features two pathways, one in Language and Literature, and a second in Communication and New Media. The programme of studies has been designed to be fresh, modern, and relevant to the academic and professional realities of today. It offers a synthesis of traditional and contemporary module content. Students take courses in literature, social media and communication, teaching methodologies and practices, creative writing, film studies and digital content. Emphasis is placed on a creative and analytical approach to learning. The classic becomes contemporary; texts meet technology. The English majors are encouraged to be critical and creative while exploring the written and visual culture of the world around them, both past and present. They learn how language has developed, how the words and texts we read today are influenced by social factors such as technology, marketing, and cultural norms, and why literary and media canons need to be challenged and change.

The aims and of the objectives of the BA Hons English are to:

- provide students with vital knowledge in the subject areas of literature, media and communication, language and culture, with particular emphasis on interdisciplinary connections and perspectives;
- develop students' conceptual, analytical, critical, and creative skills for academic and professional purposes;
- help students become more astute readers, critical thinkers, and effective communicators;
- enhance students' adaptability to change and their ability for life-long learning and self-development;
- challenge students to operate efficiently and innovatively in dynamic multicultural academic and working environments;

- cultivate confidence, open-mindedness, collaborative ethos and a commitment to collective and individual progress;
- prepare students for postgraduate studies and professional settings

Throughout, learning strategies acknowledge, respect and encourage a wide variety of learning styles and activities, offering a balance between the provision of information (direct or resource-based) and opportunities for active assimilation, application, questioning, debate and critical reflection.

The learning outcomes below distinguish as needed the two pathways.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

The programme has a number of cross-listed modules with the other AAU programmes. These are clearly sign-posted in the Curriculum map and submitted with the validation documents. Most are optional modules or modules to be selected among a set (for example, one module among Marketing 200, Marketing 214, Soc Sc 215 for Level 5 in this pathway).

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 and academic content are organised with the award.

N/A

2.4 List of all exit awards

Certificate of Higher Education in English 120 credits at Level 4
 Diploma of Higher Education in English 240 credits (120 at Level 4, 120 at Level 5)
 BA Ordinary English (Language and Literature) 300 credits (120 at Level 4, 120 at Level 5, 60 at Level 6)

3. Programme structure and learning outcomes

Enhancement modules

These modules ensure that students receive a well-rounded, skills-based education and may also include modules that enhance knowledge and skills in their subject area. Employers look for candidates who can analyze information, collaborate and adapt. The Enhancement modules equip students with highly desirable skills that maximize their learning experience and enhance both personal and professional growth, preparing them to navigate an ever-changing world. As part of their co-curricular studies, students, students are expected to master foundational skills that:

- **Develop Critical Skills**

The Enhancement module build essential skills like critical thinking, communication, problem-solving, and analytical reasoning.

- **Encourage Interdisciplinary Thinking**

By taking modules in sciences, humanities, and social sciences, students learn how different fields connect, making them more adaptable and innovative thinkers.

- **Boost Career Readiness**

Employers look for well-rounded candidates who can analyze information, collaborate, and adapt—skills reinforced through general education modules.

- **Promote Lifelong Learning**

These modules expose students to new subjects they might not have explored otherwise, helping them become more curious and engaged learners.

Enhancement modules

Eight (8) credit-bearing enhancement modules

Politics 101: Contemporary Politics

History 120: The Modern World

English 102: Composition II

Computer Science 101: Digital Literacy

English 204: Business/Professional Communication

Mathematics 100: Mathematics for Decision Making

Philosophy 101: Introduction to Philosophy and Critical Reasoning

Psychology 101: Introduction to Psychology

Eight (8) non-credit-bearing enhancement modules, including 3 free electives.

This list includes (but is not limited to) the following modules:

English 101 Composition I

Nutrition 130 Fundamentals of Human Nutrition

Music 120 Traditional and Contemporary Greek Music

Art 120 Art Appreciation: Principles of Design

Philosophy 203 Ethics

Sociology 101 Contemporary Society

Ecology 110 Ecological Principles

Art 130 Introduction to Photography, from the analog to digital era

Computer Science 108 Digital Tools for the Humanities

Programme Structure – Enhancement modules					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in

Intended learning outcomes for Enhancement modules are listed below:

<u>Learning Outcomes</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Upon completion of the level, students will demonstrate:</p> <p>A1 an awareness of foundational concepts, key theories, and terminology in relevant subject areas (including mathematics, digital technologies, humanities, and social sciences).</p> <p>A2 an understanding of how people think, learn and behave, and how societies organize and govern themselves.</p>	<p><u>Learning and teaching strategy</u></p> <p>Engage students in close reading, class discussions and group work; utilise a variety of audiovisual resources (videos, films, new media, websites).</p> <p><u>Assessment methods</u></p> <p>Written exams and quizzes on core subject matter.</p> <p>Short-answer or essay assignments evaluating conceptual understanding.</p> <p>Reading comprehension tests.</p>
3B. Cognitive Skills	

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Upon completion of the level, students will be able to:</p> <p>B1 Interpret information, data and arguments critically, drawing on both quantitative and qualitative reasoning.</p> <p>B2 Evaluate different perspectives, theories, or solutions and make informed judgements.</p>	<p><u>Learning and teaching strategy</u> Lectures, student led activities and group work, workshops, discussion groups</p> <p><u>Assessment methods</u></p> <ul style="list-style-type: none"> • Analytical essays and case study write-ups. • Comparative reviews of scholarly texts. • Structured debates or panel discussions.
<p>3C. Practical and professional skills</p>	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Upon completion of the level, students will demonstrate:</p> <p>C1 skills to assess and use a basic set of digital tools (e.g., word processing, spreadsheets, research databases) for academic, research, or professional projects.</p> <p>C2 skills to follow discipline-specific procedures (e.g., mathematical modeling, experimental methods,</p>	<p><u>Learning and teaching strategy</u> Individual and group projects, class discussions, class presentations, participation in events organised by the Division.</p> <p><u>Assessment methods</u></p> <ul style="list-style-type: none"> • Computer-based assignments, simulations, or projects.

<p>information retrieval) and apply them in practical contexts. C3 an ability to produce well-organized, professional-quality communications (written, oral, visual).</p>	<ul style="list-style-type: none"> • Oral presentations and role-play scenarios. • Business communications such as memos, reports, or emails.
<p><u>3D. Key/transferable skills</u></p>	
<p>Learning outcomes:</p>	<p>Learning and teaching strategy/ assessment methods</p>
<p>Upon completion of the level, students will be able to:</p> <p>D1. Plan and review study plans while collaborating effectively in diverse teams, showing adaptability and interpersonal communication.</p> <p>D2. Comprehend and communicate ideas clearly in both writing and speaking, tailoring language for academic, professional, and interdisciplinary audiences.</p> <p>D3. Demonstrate an understanding of the role of professional bodies and lifelong learning strategies, self-reflection, and adaptability to new challenges.</p>	<p><u>Learning and teaching strategy</u></p> <p>Systematic use of information literacy, group discussions, research tasks, oral presentations, workshops.</p> <p><u>Assessment methods</u></p> <ul style="list-style-type: none"> • Group projects and/or peer evaluations. • Reflective journals and portfolios documenting skill development. • Presentations targeting diverse audiences. • Feedback from team-based activities or collaborative assignments.

Programme Structure - LEVEL 4					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
English 120: Introduction to Literature	15	Major Elective	15	N/A	TBC
English 224: Post World War II British and American Drama	15				
English 250: Advanced Writing and Professional Communication	15				
English 210: Creative Writing/Major Elective	15				
Comm 215: Foundations of Contemporary Media	15				
Comm 219: Introduction to Film Studies	15				
Comm 270: Digital Content and Storytelling	15				

Major electives level 4 (two of the following are required):

- English 210: Creative Writing
- English 221 Short Fiction
- English 273: Introduction to Linguistics
- English 235: Introduction to Literary Theories and Criticism
- English 275: Sociolinguistics: Introduction to Language and Society

- English 220: Introduction to Twentieth Century Poetry and Drama
- English 299: Teaching Approaches and Methods Past and Present
- Comm 127: Communication, Culture and Society
- His 201: Women in Modern Times
- Soc Sc 210: Introduction to Global Studies and Human Geographies

Intended learning outcomes at Level 4 are listed below:

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
A1 Awareness of the different ideas and concepts represented in the subject of English, and a range of concepts, theories and approaches necessary to Communication and Media Studies.	<u>Learning and teaching strategy</u> Lectures, workshops, discussions, student led activities and group work, audio-visual materials.
A2 An awareness of the range of principal genres in literature and film.	<u>Assessment methods</u> Short responses, presentations, quizzes, tests, short essays, reflective journal entries, annotated bibliographies, portfolios, exams, projects, term papers.
A3 Awareness of contemporary debates/developments in the field of English and Media Studies.	
A4 Awareness of the way in which culture, language, technology, politics and economics affect how, where and by whom texts are produced and received.	

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
B1 Ability to discover and synthesize information and diverse evidence in texts.	<u>Learning and teaching strategy</u> Lectures, workshops, discussions, student led activities and group work, audio-visual materials. <u>Assessment methods</u> Short definition responses, presentations, quizzes, tests, short essays, close reading activities, exams, creative and/or multimedia projects, research/term papers, long essays.
B2 Ability to read closely and critically.	
B3 Ability to articulate their own and other people's ideas concisely, accurately and persuasively both orally and in writing.	
B4 Comprehension of how different social groups variably make use of, and engage with, forms of communication, media, film and culture.	

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 Ability to apply scholarly bibliographic skills appropriate to the subject.</p> <p>C2 Aptitude to deliver work to a given length, format, brief and deadline, properly referencing sources and ideas.</p> <p>C3 Ability to cultivate attention to detail, open-mindedness, and organizational skills.</p> <p>C4 Ability to present information within wider contexts while being encouraged to be critical of dominant perspectives.</p>	<p><u>Learning and teaching strategy</u></p> <p>Individual and group projects, class discussions, class presentations, information literacy workshops, use of a range of technological systems for accessing data, resources, and for acquiring effective production skills.</p> <p><u>Assessment methods</u></p> <p>Academic papers, multimedia presentations, web based research and projects, case studies, report writing.</p>

3D. Key/transferrable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1 Ability to work in a group and a collaborative environment.</p> <p>D2 Skills in creating work in various formats with the use of digital tools.</p> <p>D3 Acquisition of information gathering, evaluation, and presentation skills.</p> <p>D4 Ability to plan and execute basic tasks and projects.</p>	<p><u>Learning and teaching strategy</u></p> <p>Lectures, systematic use of information literacy, group discussions, research tasks, oral presentations, workshops.</p> <p><u>Assessment methods</u></p> <p>Group projects, report and project writing, tests and quizzes.</p>

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

Programme Structure - LEVEL 5					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable ?	Semester runs in
English 230 British Literature and Culture	15	Major Elective	15	N/A	TBC
English/Hum 246 American Literature and Culture	15	Major Elective	15		
Comm 315 Intercultural Understanding and Communication	15				
Marketing 200- Public Relations (B)/Marketing 214- Advertising (B)/Soc Sc. 215- Society and Culture (Pol &IR)	15				
Comm 233 Introduction to Journalism	15				
Comm 327-Research Methods and Practice	15				

Major electives level 5 (two of the following are required):

- CS 206: Web Development
- English 292: Literature, Art and Culture in language education
- English 284: Literature through Performance
- English 350: Semiotics and Discourse Analysis: Writing for Social Change
- Hum 221: History on Film/Film on History
- Comm 217: Media in Transition
- CS 306: Advanced Web Development
- English 274: Applied Linguistics in Teaching Theory and Practice

- English 268: Women and Literature
- English 325: Pedagogical Foundations in Second Language Acquisition

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1 A wide knowledge of the subject and the ability to deploy a conceptual grasp of its central concerns in literature, communication, and culture.</p> <p>A2 Awareness of how diverse social and contexts affect styles and codes of communication in a variety of fields.</p> <p>A3 Familiarity with contemporary debates/developments and methodologies in the field of English and Media Studies, while recognizing and challenging the colonial roots and Western biases of our own perception.</p> <p>A4 Awareness of professional ethics, codes of conduct, and legal considerations relevant to the production of cultural forms and products.</p>	<p><u>Learning and teaching strategy</u> Lectures, workshops, discussions, student led activities and group work, audio-visual materials, individual research in library and web-based databases, student participation in research, guest lectures, visits to professional settings (i.e. media agencies, language schools).</p> <p><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, and teaching practicum.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1 Ability to articulate a critical understanding of complex texts and ideas (and of their historical relations where appropriate).</p> <p>B2 Competence in the appropriate choice, synthesis and use of material according to theories and concepts.</p> <p>B3 Ability to systematically identify underlying theoretical frameworks, key issues and biases in texts.</p> <p>B4 Understanding of the range of attitudes and values arising from the complexity and diversity of contemporary communications, media, film, culture and society.</p>	<p><u>Learning and teaching strategy</u> Lectures, student led activities and group work, workshops, discussion groups, independent reading of academic/specialized texts, individual research.</p> <p><u>Assessment methods</u> Short responses, presentations, tests, long essays, book/film reviews, exams, projects, research papers, take – home exams, individual or group portfolios of work (whether critical, creative or reflective, relating to the outcome of professional practice), portfolios.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 Skills in the systematic gathering, evaluation, critical analysis and interpretation of concepts and data from a wide range of sources.</p> <p>C2 Fluency and effectiveness in the communication of ideas, sophisticated writing ability, and an understanding of writing as a process (including revision and editing).</p>	<p><u>Learning and teaching strategy</u> Individual and group projects, class discussions, class presentations, information literacy workshops, use of a range of technological systems for accessing data, and for acquiring effective production skills.</p>

3C. Practical and professional skills	
<p>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.</p> <p>C4 Ability to collate, organize and deploy ideas and information in order to formulate arguments cogently, and express them effectively in written, oral or other forms.</p>	<p>Participation in events organized by the college and the Division (career week, seminars on CV writing and interview techniques, etc.)</p> <p><u>Assessment methods</u> Academic papers, multimedia presentations, web based research and projects, case studies, report writing.</p>

3D. Key/transferrable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1 Ability to respond creatively and imaginatively to research tasks.</p> <p>D2 Ability to use a variety of computer-based skills ranging from basic competences to web-based technology and digital multimedia.</p> <p>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</p> <p>D4 Ability to collate, critically evaluate and understand a variety of research material within and beyond academic literature.</p>	<p><u>Learning and teaching strategy</u> Continuous engagement with information literacy, group discussions, research tasks, oral presentations, workshops.</p> <p><u>Assessment methods</u> Group projects and presentations, research paper writing, exams, portfolios, multimedia assessments (i.e. infographics, video presentations, blog writing)</p>

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)

Programme Structure - LEVEL 6					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable ?	Semester runs in
English 320-The Other in Literature and Media	15	Major Elective	15	N/A	TBC
English 390-Senior Thesis I	15	Major Elective	15		
English 395-Senior Thesis II	15				
Comm 227: Media Theory	15				
Comm 317-Communicating through New Media	15				
Comm 345: Media Ethics in the Digital Age: Challenges for the Media Industry and the Public	15				

Major electives level 6 (two of the following are required):

- English 370: Literature and Film
- English 310: Design and Evaluation of Teaching and Assessment Materials
- Mkt 324: E-Marketing
- CS 219: Video Game Design with Unity and 3ds Max

- Marketing 324: E-Marketing
- Practicum 300
- English 259: Postcolonial Literature
- English 340: Comparative Literature
- English 380: The business of Literature

Intended learning outcomes at Level 6 are listed below:

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
A1 Ability to develop independent and imaginative interpretations of cultural products and social phenomena.	<u>Learning and teaching strategy</u> Lectures, workshops, discussions, student led activities and group work, student participation in research, audio-visual materials, individual research in library and web-based databases, guest lectures, visits to professional settings (i.e. media agencies, language schools, book-stores). Senior thesis seminars and workshops, tutorials, debates and group work, use of audiovisual materials, focused research in library and web-based databases. <u>Assessment methods</u>
A2 Ability to recognize the potential limits of knowledge, which includes self-reflectivity and a critical stance towards dominant discourses.	
A3 A detailed, systematic and comparative understanding of the debates/developments in the field of Cultural and Media Studies, with a focus on knowledge systems that aim at adjusting cultural perceptions and power relations in real and significant ways.	
A4 A thorough knowledge and critical stance towards the theories of media and its ethical dimensions.	

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
	<p>Critical and scholarly written work, with research components phased in progressively in a variety of formats building from previous levels.</p> <p>Senior thesis, comparative projects, portfolios, multimedia assessments (i.e. infographics, video presentations, blog writing).</p>
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1 Understanding of how critical, analytical and creative approaches produce knowledge.</p> <p>B2 Independence of mind and originality of approach in interpretative and written practice culminating in the writing of a major project such as the senior thesis.</p> <p>B3 Ability to test, interpret and analyze information and evidence independently and critically, producing from that analysis cogent arguments and decisive judgements.</p>	<p><u>Learning and teaching strategy</u></p> <p>Lectures, group work, workshops, guest lectures, discussion groups, individual research, audio-visual materials, personal advising by thesis mentors, tutorials.</p> <p><u>Assessment methods</u></p> <p>Senior thesis, academic papers, book/film reviews, exams, projects, research projects, take – home exams, individual or group portfolios of work (whether critical, creative or reflective, relating to the outcome of professional practice), portfolios.</p>

3B. Cognitive skills	
B4 Understanding of the role of readers in shaping texts and the relationships between different genres and different media, critical, theoretical, linguistic and stylistic concepts and terminology.	

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>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.</p> <p>C2 Ability to deliver original work (e.g. long essays, senior thesis) based on thorough knowledge of the state of the art, data harnessed through empirical research, and providing a comparative/critical perspective.</p> <p>C3 Familiarity with various research methodologies, and ability to conduct independent research and organize relevant information to formulate an appropriate written argument or response.</p>	<p><u>Learning and teaching strategy</u></p> <p>Extensive engagement with individual and group projects, continuous engagement in events organized by the University (career week, workshops on thesis writing, seminars with professionals in the field of English and the Media, events, etc.).</p> <p><u>Assessment methods</u></p> <p>Multimedia presentations, web based research and projects, case studies, research and report writing.</p> <p>Advanced seminars and guest lectures, extracurricular placement in internships and volunteerships.</p>

3C. Practical and professional skills	
C4 Ability to locate, understand, and apply the research ethical codes produced by relevant subject associations, and understand and comply with the ethical standards appropriate to research in their field of interest.	

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
D1 Skills to critically evaluate arguments, abstract concepts and data.	<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).
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 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.	

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 480 Credits

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - 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 within the subject (for example, additional modules in teaching and education can be offered if a particular group of students declares such an interest and is so career-oriented). As a result, some electives will be offered more regularly than others. Given the above scheme, students can decide on their pathway half way through level 4.

All students majoring in English can choose to do an Internship in Level 6, either on campus (Anatolia English Programs, Learning Hub, Library, etc.) or locally (mainly various NGOs), depending on their pathway and career interests.

5. Support for students and their learning.

Academic Support Services include:

Financial Aid

An academic advising programme through which each student is assigned an advisor upon entering his/her freshman year who will offer advice on the students' academic and career plans. Students are expected to meet with their advisors regularly throughout the term, and especially when they face academic problems or want to withdraw from a module. Students are expected to consult with their advisors prior to registration.

Counselling services for students experiencing emotional and other challenges.

A Learning Hub, open to all students, to help with writing projects since many are not familiar with project-oriented education and are used to lecture-based classes. The Learning Hub also provides Math tutors.

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 programmes 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.

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.

AAU students have the opportunity to study abroad for one summer or term during their time as a student through the International Programs Office at AAU.

Office facilitating and advising on Study Abroad opportunities.

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

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

Students are informed in detail of all services and facilities during their induction (Orientation Session), through meetings with their advisers as well as through accessing e-documents (Undergraduate Student Handbook) and the AAU website.

For more details on the support, please see the background document nos. 7, 18,19.

6. Admission Criteria

- Greek or foreign citizens who hold a Greek General High School Diploma (GEL) or Vocational High School Diploma (EPAL) with an average score in the four (4) nationwide examination subjects equal to or higher than the minimum admission threshold. This threshold is determined by the lowest of the average scores of all candidates within each scientific field, multiplied by the coefficient zero point eight (0.8) for the year of their participation.

- Holders of equivalent secondary education diplomas (S.E.) from recognized foreign schools operating in Greece (level 4 of the National Qualifications Framework).

Holders of international secondary education diplomas awarded by schools in Greece or abroad, foreign citizens who hold an equivalent secondary education diploma or an equivalent vocational education diploma that grants them the right to enter higher education institutions in the country where they studied.

During the application evaluation process, the following are considered:

- The grades from the last three years of high school or equivalent.
- A certificate of English language proficiency at a minimum CEFR B2 level, obtained within the last three years. For certificates older than three years, an

interview with a faculty member from English department is required. The acceptable certificates are the following:

- Test of English as a Foreign Language (TOEFL), overall score iBT score 80
- First Certificate in English Cambridge University or Cambridge Assessment English or First Certificate in English, Cambridge Assessment English overall score 160-179.

International English Language Testing System (IELTS), University of Cambridge Local Examinations Syndicate (UCLES) or Cambridge Assessment English – The British Council – IDP Education Australia IELTS Australia score 5,5 - 6,5.

- ECCE - Certificate of Competency in English, Michigan University (English Language Institute or Cambridge Michigan Language Assessments - CaMLA or Michigan Language Assessment.)

7. Language of study

English

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

Every assessment in every module has an associated threshold value (mark), which is set to 25 for all assessments. Students would need to achieve this minimum value (mark) in order to ensure that they have made a genuine attempt at each and every assessment.

In order to pass a module, the student has to:

1. Achieve a mark that is above threshold (25) in all assessments.
2. Have an overall weighted average in the module that is 40 or higher. In the case that the student fails to accomplish one of the above, they will need to re-sit the failed component and the re-sit results will be capped at 40 as per the current regulations.

Based on this for a piece of assessment, the student can:

1. 'Pass' the assessment: score 40 or better
2. 'Make a genuine attempt' at the assessment: score between 25 and 39
3. 'Fail' the assessment: score 24 or less

Cases 1 & 3 follow the current rules – pass and re-sit respectively. In case 2, if the student has an overall module average of 40 or better, they are seen to have met the associated learning outcomes of the module collectively to pass the module and do not have to re-sit the assessment.

The above proposal does not apply to:

- The Thesis modules. In these modules, the student has to re-sit an assessment when the mark is below 40 as per the current regulations.
- The Enhancement Modules. In these modules, there is no re-sit provision. In case of a failing mark, the student will need to retake the module.

In general, marking and assessment procedures are explained in the module descriptors, the programme handbook and are also available on the AAU website (Student Handbook and Regulations). They are therefore easily understood by

students. Homework, exams and term papers are marked with constructive and positive feedback and returned to students in due time.

All academic programmes offered at AAU have specifically-stated learning outcomes at both the degree and the module level.

All majors publicize their degree programme outcomes, while all module descriptors include clearly articulated module outcomes, with respect to both knowledge and skills.

At the module level student assessment measures include:

- module and homework assignments (formative assessment)
- examinations (summative assessments)
- quizzes (formative assessments)
- term and research papers (summative assessments)
- class reports (formative assessments)
- fieldwork observations (summative assessments)
- class oral presentations (summative assessments)
- class participations and discussion (formative assessments)
- case-study analysis e.g. business modules (summative assessments)

Student Assessment Strategies aim at:

- Creating an organic relationship between Assessment and curriculum design - assessment is a central feature of the process of programme design and curriculum development;

- Developing clear and consistent Assessment criteria;
- Putting in place an assessment feedback mechanism to students that is (a) timely; (b) balanced between formative and summative feedback, which promotes learning and achievement, and encourages improvement;
- Building a system that facilitates students learning and supports student progression;
- Enabling students through academic support to develop the academic skills that will enable them to progress and achieve on the programs of their choice;
- Creating a management of assessment that is efficient, especially regarding the amount and timings of assessment, staff and student workloads, and in the provision of time for reflection by students.

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 evaluating and improving the quality and standards of teaching and learning.

Standard evaluating methods are into place and overseen by the Coordinators, Chairs and the Academic Dean, as needed: evaluating through student evaluation forms, grade averages, sit-in observation and ad hoc focus groups as well as interviews, formal or informal, with both students and faculty. All relevant information is passed on to individual instructors and teaching team so it can be used to improve teaching and learning strategies. Wherever necessary, the academic supervisors conduct individual or group faculty mentoring. The Module Reports provide opportunities for self-reflection on teaching strategy and assessment methods, thus adding to the methods available for evaluation. The departmental meetings, division meetings and the academic council function as means to address issues for improving the quality and standards of teaching and learning.

An institution-wide policy on Academic Integrity is in place (included in the Student Handbook and all module descriptors) to safeguard quality and standards of learning.

English 224: Post World War II British and American Drama	x	x		x	x	x			x	x		x		x		x
English 250: Advanced Writing and Professional Communication		x			x		x			x		x		x	x	x
English 210: Creative Writing/Major Elective		x		x			x			x		x		x		x
Comm 215: Foundations of Contemporary Media	x	x	x	x			x	x	x	x		x		x	x	x
Comm 219: Introduction to Film Studies	x	x	x	x		x		x	x	x		x		x	x	x
Comm 270: Digital Content and Story-Telling		x		x			x	x		x		x		x	x	x
OPTIONAL MODULES																
English 221: Short Fiction	x	x	x		x	x	x			x				x		x
English 220 Introduction to Twentieth Century Poetry and Drama	x	x	x	x	x	x	x	x	x	x		x				x
English 275: Sociolinguistics	x		x	x			x	x	x	x		x	x			x
Hist 201: Women in Modern Times (Pol & IR)				x	x	x	x		x	x		x	x		x	x
Soc Sc 210: Introduction to Global Studies and Human Geographies (Pol & IR)				x			x	x	x	x		x	x			x
CS 206: Web Development (BC)	x							x		x	x	x	x	x	x	x
Comm 127: Communication, Culture and Society	x		x	x		x	x	x	x	x		x	x		x	x

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Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	
5	English 230: British Literature and Culture	x	x	x		x		x	x	x	x		x			x	x	
	English/Hum 246: American Literature and Culture	x	x	x		x		x	x	x	x		x			x	x	
	Comm 315: Intercultural Understanding and Communication	x	x	x					x	x	x	x				x	x	
	Marketing 200: Public Relations (B)	x	x		x				x	x	x	x		x	x	x		
	Marketing 214: Advertising (B)	x	x		x				x	x	x	x		x	x	x		
	Soc Sc. 215: Society and Culture (Pol &IR)	x	x	x		x		x	x	x	x		x			x	x	
	Comm 233: Introduction to Journalism	x	x		x		x	x	x	x	x	x	x	x	x	x	x	x
	Comm 327: Research Methods and Practice	x		x	x	x	x	x	x	x	x		x	x	x	x	x	x
OPTIONAL MODULES																		
	Hum 221 : History on Film/Film on History (Pol &IR)	x	x	x		x		x	x	x	x		x			x	x	
	English 292 : Literature, Art and Culture in Language Education	x	x			x		x	x		x		x	x		x	x	
	English 284: Literature through Performance	x	x	x				x	x		x	x	x	x		x		
	English 350: Advanced Writing/Writing for Social Change	x	x	x		x	x	x	x		x	x	x	x			x	
	Comm 217: Media in Transition		x		x	x			x	x		x	x		x		x	
	CS 306 Advanced 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	
6	English 320: The Other in Literature and Media	x	x	x	x	x		x	x	x	x			x			x	
	English 390: Senior Thesis I	x	x	x	x	x	x	x		x	x	x	x	x		x	x	
	English 395: Senior Thesis II	x	x	x	x	x	x	x		x	x	x	x	x		x	x	
	Comm 227: Media Theory	x	x	x	x	x		x	x	x	x			x	x	x	x	
	Comm 317: Communicating through New Media	x	x	x	x	x		x	x	x	x			x	x	x	x	
	Comm 345: Media Ethics in the Digital Age: Challenges for the Media Industry and the Public			x	x	x		x	x	x	x		x	x	x			x
	OPTIONAL MODULES																	
	English 310: Design and Evaluation of Teaching and Assessment Materials		x	x		x		x	x	x	x	x			x		x	x
	English 370: Literature and Film	x		x		x	x	x	x	x	x				x		x	
	Marketing 324: E-Marketing (B)	x				x			x					x		x	x	x
CS 219: Video Game Design with Unity and 3ds Max (BC)	x				x			x							x	x	x	
	Practicum 300 (common to all programmes)	x		x				x			x	x	x		x	x	x	

Annex 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 - The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**:
<http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 - Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-politics-and-international-relations.pdf?sfvrsn=73e2cb81_5
- 4 - In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 - Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.