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**Programme Specification**

**Title of Course: BA (Hons) Publishing with English**

**Date Specification Produced: October 2018**

**Date Specification Last Revised: June 2022**

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in the Course Handbook on Canvas and in individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Title:** | BA (Hons) Publishing with English  |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** | Penrhyn Road  |
| **Programme Accredited by:** | None |

**SECTION2: THE PROGRAMME**

1. **Programme Introduction**

The new BA Publishing with English offers a varied and content-rich programme with strong student marketability in terms of attractiveness to publishing employers, while also equipping students with a highly transferable skillset relevant to the creative economy and wider employment landscape. This interdisciplinary course offers students the chance to explore related topics and debates in the fields of Publishing, Creative Writing and English which will complement and enhance their learning experience.

Publishing today is a wide-ranging, fast-changing content management activity where print, digital and web-based products and services are built around consumer interests and networks. The UK industry is a world leader and publishing plays a major role in the creative economy. In the wider context, publishing transforms lives and impacts on international communities. This programme is designed to equip students with the knowledge and expertise to understand the world of publishing and to engage with it as practitioners, together with the development of critical and creative skills that will enable them to innovate in a fast-changing environment.

The course also provides students with transferable skills that are of use in related fields and a variety of other professions. These include the capacity to carry out independent research, and to demonstrate initiative and leadership through group work and project management; interpersonal skills such as communication, collaboration, and team-working, and the ability to produce precise and accurate written work. Students are also expected to reach a competent level in the use of various forms of technology, ranging from social media platforms to standard, commercially available software packages.

Students are given insights into the practice of publishing combined with theory at every level, requiring students both to analyse and reflect on current central issues and debates in publishing and to test out their ideas and understanding in a variety of settings and contexts. The academic staff team is made up of publishing and media and communications practitioners, published authors and scholars of English Literature who have worked at and been published by a range of publishers and related content providers, and who, with their wide experience of all aspects of the industry, embody a creative and entrepreneurial approach to publishing education. The lecturers combine teaching and research with their own professional work and writing, enabling them to bring the experience of contemporary publishing into the classroom. At the same time, the degree is enriched by the close involvement of other industry professionals and those with related interests. Guest lectures and workshops are run by professionals working across the spectrum of publishing operations, from large corporations (such as Penguin Random House, HarperCollins, Macmillan, Hachette) to medium and smaller independents (such as Faber, Bloomsbury, Canongate), from authors and agents to retailers and distributors, as well as sector-related organisations. Guest lectures are audio recorded for accessibility wherever possible.

Students are encouraged to use their creativity to produce a portfolio of work over the course of their degree programme. An important feature of the practical modules is the direct engagement with Kingston University Press as a student-run independent publishing house. Students work individually and in teams to select and publish content to build up lists that have visibility within the university, the local area, the publishing industry and wider reading communities. Kingston University Press also provides a conduit for the students’ own writing output, as well as building their commissioning skills from external sources. As hands-on publishers, students can learn about the supply chain, marketing and business strategies needed to sustain a commercially viable publishing operation. By building up a portfolio of publications the students are able to demonstrate their skills to potential employers.

A structured work placement in industry, for a minimum of two weeks, is undertaken between the second and third year of study. The placement is supported in the core second year module by specialist workshops, and employability-building activities to prepare students for the workplace, run in conjunction with the university Careers and Employability Services team and external training providers and recruiters. In addition, students have the opportunity to study languages as part of the Kingston Language Scheme, and to Study Abroad in their second year at institutions in Europe, the United States, Australia and New Zealand.

Graduates from the programme will be in a good position to seek employment in publishing and the broader worlds of the creative and communications industries. The publishing-specific course elements will therefore be enhanced by the opportunity to acquire and nurture a writing skillset. The Creative Writing modules align with aspects of the course concerned with self-publishing. The English modules selected provide a broader context to the study of books and authorship and the evolution of publishing as reflective of social history. The Media and Communication module provides competence in digital media production and visual communication and design. Understanding the fit of writing and publishing within wider society will enable students to direct their skillset in the direction of a wide range of employment opportunities e.g. journalism, public relations, advocacy and campaigning, professional writing (including creative writing), advertising and marketing, reviewing and literary criticism, events and festival marketing organisations supporting the development of literacy and reading for pleasure. This course will provide the historical, cultural and contemporary context needed for students to make sense of publishing’s place in the current environment. In terms of practice, adaptability and employability, it will equip students with the cutting-edge commercial, technical and creative skills required for delivery of content across diverse media, sectors and markets.

The publishing industry is actively seeking to increase diversity and inclusivity in its workforce and to ensure this is reflected in its publications. Kingston has a good reputation for supporting students from a wide variety of backgrounds - more black and minority ethnic (BME) graduates come from Kingston each year than any other UK university. Our aim is to support future changes in the industry and to encourage more BME entrants into employment in publishing and its related fields. We are working with our industry partners to improve access to a publishing career for all diverse groups through our teaching, research and collaboration. The Kingston University Big Read, a university-wide reading scheme run by a Publishing lecturer, is the 2018 winner of The Times Higher Education Award for Widening Participation or Outreach Initiative of the Year, a testament to our commitment to inclusivity. Particular attention in the programme is paid to themes of race, gender, sexuality, and location, each emphasising the dynamic role of the written word in shaping cultures and communities. A period on work placement as part of the course gives students the vital workplace experience needed to secure a job in the industry, without entailing long periods of unpaid employment, thus removing the barriers to inclusivity.

In addition to the standard three year programme, this degree is also available with a foundation year for those who would benefit from preparation for university study. Further details about this option can be found in the Foundation Humanities programme specification.

1. **Aims of the Course**
* provide students from a wide range of backgrounds with the opportunity to engage in the study and practice of publishing with English
* provide the historical, cultural and contemporary context needed for students to understand the place of publishing and its outputs in industry and society, and to develop an informed and critical awareness of the forces and dynamics (social, cultural, political, economic and technological) shaping the publishing environment
* provide students with an opportunity to engage critically with literature, creative writing and the publishing sector across different platforms, formats, media and markets and to foster a self-reflective approach to individual and collective practice
* enable students to develop a range of relevant practical and transferable skills which will provide them with a sound basis for pursuing a career in publishing or the wider context of the creative and communications industries
* support innovation and entrepreneurship, equipping students with the cutting-edge business, writing, content and creative skills required for publishing or related industry practice
* develop independent research skills as core
* enable students to develop an ethically informed and critical awareness of the role and responsibility of publishing in contemporary society
1. **Intended Learning Outcomes**

The programme outcomes are referenced to the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student.

There is no QAA subject benchmark statement relating exclusively to Publishing. It is, however, covered in the statement on Communication, Media, Film and Cultural Studies (2019). This statement covers a very broad area and does not seek to be prescriptive, acknowledging that different programmes may select appropriately, as this programme does, from a wide set of aims and learning outcomes. The design of the course has been informed by the Publishing benchmarks set by Creative Skillset.

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas:

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| **Programme Learning Outcomes** |
|  | **Knowledge and Understanding****On completion of the course students will be able to:** |  | **Intellectual skills** **On completion of the course students will be able to:** |  | **Subject Practical skills** **On completion of the course students will be able to:** |
| A1 |  Understand the central dynamics and forces which shape and frame publishing as an industry and the role publishing and literature plays in contemporary society | B1 | Identify the publishing value chain and recognise the processes, systems and organisational structures that impact on it  | C1 | Undertake independent research using a variety of primary and secondary sources Present that research effectively and use it produce publishable content |
| A2 | Understand the development of different kinds and forms of publishing and writing across sectors, markets and international contexts | B2 | Analyse past, current and future developments in the production and consumption of published products and services and be able to apply that knowledge to their own practice | C2 | Use their initiative to interact effectively with individuals, groups and organisations to find, frame and disseminate content  |
| A3 | Demonstrate the key features of professional practice in a variety of settings and contexts | B3 | Recognise the strengths and weakness in the development of their own content | C3 | Create content in a variety of formats for a range of different platforms |
| A4 | Evidence a range of visual and verbal practices which publishers and writers need to master  | B4 | Identify ways in which content writing might be improved | C4 | Identify the demands of different audiences and readerships |
| A5 | Understand the ways in which current developments in publishing and literature can be understood in relation to technological, social, cultural, political and economic changes  | B5 | Deploy and manipulate practices appropriate to different kinds of publishing | C5 | Demonstrate time management skills, produce work to tight deadlines and to stakeholder/client requirements |
| A6 | Understand the processes through which publishing products are conceived, developed, sold, distributed and consumed in contemporary society | B6 | Show an ability to follow and assess arguments | C6 | Revise their work through the process of drafting, editing and rewriting and edit the work of others  |
| A7 | Recognise the ethical and cultural and intellectual framework within which publishers and writers operate  | B7 | Reflect on and evaluate their own development and evaluate research through independent work | C7 | Use the basic technology and techniques of the trade |
| A8 | Understand the dynamics of effective team working  | B8 | Analyse texts and identify key themes and issues  | C8 | Write with clarity, simplicity and precision  |
|  |  |  |  | C9 | Work collaboratively in teams and demonstrate project management skills  |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of Key Skills as follows:

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| **Key Skills** |
| **Self-Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

1. **Entry Requirements**

The minimum typical entry qualifications for the programme are:

From A levels: 112 points to include two A-levels or equivalent, one of which should be an English Language / Literature / related subject (32 points required).

 BTEC National: We will consider a range of alternative qualifications or experience that are equivalent to the typical offer.

Access Diploma: We will consider a range of alternative qualifications or experience that are equivalent to the typical offer.

Plus: GCSE English grade 9 - 4 required.

Applications from mature students are welcome and will be considered on an individual basis: please contact us for more information. Applications from international students with equivalent qualifications are also welcome. A minimum IELTS score of 6.5 with no element below 5.5 or equivalent is required for those for whom English is not their first language.

The Course will allow recognition of prior certified or experiential learning (RPCL and RPEL).

1. **Programme Structure**

This programme is offered as a full field in full-time, part-time and in sandwich mode, and leads to the award of BA Hons Publishing with English. Entry is normally at Level 4 with A-level or equivalent qualifications (See section D). Transfer from a similar course is possible at Level 5 with passes in comparable Level 4 modules, but is at the discretion of the course team. Intake is normally in September.

**E1. Professional and Statutory Regulatory Bodies**

N/A

**E2. Work-based learning, including sandwich courses**

Work placements are a requirement of one module, and while the search and application process is supported, it is the responsibility of individual students to source and secure such placements. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

This degree is also available with a sandwich option. Students selecting this route will be supported by the placements office in finding a suitable work placement.

**E3. Outline Programme Structure**

Each level is made up of four modules each worth 30 credits. Typically a student must complete 120 credits at each level. All students will be provided with the University regulations. Full details of each module will be provided in module descriptors and student module guides.

A comprehensive list of all possible options is provided here. The option list in any given year will be carefully constructed to ensure that the course curriculum is coherent, enabling students to achieve the programme learning outcomes via their chosen selection of modules.

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| **Level 4** (all core) |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |
| How Publishing Works | PU4001  | 30 | 4 | 1&2 |
| Publishing in Context  | PU4002  | 30 | 4 | 1&2 |
| Reading London  | EL4006 | 30 | 4 | 1&2 |
| Writing that Works  | CW4004  | 30 | 4 | 1&2 |

These four mandatory modules at Level 4 constitute a general incremental induction to the subjects covered on the degree. There is an emphasis on the acquisition of subject-specific skills and knowledge and how these fit together. The personal tutor system, providing academic and personal support is embedded in module PU4001.

This course permits progression from Level 4 to Level 5 with 90 credits at Level 4 or above. The outstanding 30 credits from Level 4 can be trailed into Level 5 and must be passed before progression to Level 6.

Students exiting the field/course at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education in Publishing.

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| **Level 5** (at least 60 credits = core) |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |
| Contemporary Critical Issues in Publishing | PU5003 | 30 | 5 | 1&2 |
| Digital Media Production  | MD5009  | 30 | 5 | 1&2 |
| **Option modules** |
| Publishing Research Project  | PU5004 | 30 | 5 | 1&2 |
| Magazine Journalism  | JO5006  | 30 | 5 | 1&2 |
| Transforming Realities | EL5011 | 30 | 5 | 1&2 |
| Content, Form and Creativity | CW5003 | 30 | 5 | 1&2 |

Students must take PU5003 and MD5009 and two other modules selected from PU5004, JO5006, EL5011, and CW5003 The personal tutor system, providing academic and personal support, is embedded in core module PU5003.

The two mandatory modules shift the emphasis from basic content skills to how value can be added through the publishing process. Optional modules add context and offer students a choice of subjects depending on their area of interest, bringing greater understanding of the theories and forces which shape contemporary publishing and challenges its landscape.

The core modules PU5003 and MD5009 prepare students for employment in a number of ways. Students will develop their technical competence, and also their understanding of commercial markets and the global business and leisure environment. Project management and team working will be central to the learning experience, enhancing transferable skills and marketability. They will also be able to evidence their skillset to future employers through the creation of work portfolios across a variety of media and platforms, including promotional videos, an academic journal and a commissioned website (PU5003 and MD5009). Work based learning and employability workshops are offered in PU5003 to prepare students for work placements in the transition between level 5 and 6. In addition, students opting to take JO5006 will produce a commercial magazine. Students who opt to take PU5004 will develop research skills relevant to, and in-depth knowledge of, a specific area of publishing while those opting to CW5003 will deepen their knowledge and practice of a range of creative writing forms. Students who opt to take EL5001 will develop specialist skills in the area of contemporary literary texts. Tables showing a selection of pathways to model the student journey, mapping potential module choices back to Learning Outcomes and illustrating how these are delivered through module optionality can be found in the Appendix to this programme specification.

This course permits progression from Level 5 to Level 6 with 90 credits at Level 5 or above. The outstanding 30 credits from level 5 can be trailed into Level 6 and must be passed before consideration for an award.

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Diploma of Higher Education in Publishing.

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| **Level 6** (at least 60 credits = core) |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |
| Publishing in Practice | PU6001 | 30 | 6 | 1&2 |
| Marketing and Communications in Publishing | PU6002 | 30 | 6 | 1&2 |
| **Option modules** |
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| Media Research Project  | MD6002  | 30 | 6 | 1&2 |
| Radical Writers | EL6023 | 30 | 6 | 1&2 |
| Gender and Sexuality  | EL6030 | 30 | 6 | 1&2 |
| Black and Asian Writing  | EL6032 | 30 | 6 | 1&2 |

Students must take PU6001 and PU6002 and two other modules selected from PU6003, PU6004, EL6023, EL6030, EL6032, and MD6002. The personal tutor system, providing academic and personal support, is embedded in core module PU6001.

Two mandatory modules at Level 6 provide professional preparation for working in the publishing industry with options providing both practical and academic research routes and modules concerned with key aspects pertinent to the publishing landscape – authorship and diversity.

Preparation for the workplace is delivered through the structured work placement in the core module PU6001, supported by interactive careers and employability seminars and PDP (Personal Development Planning) workshops. Through both core and option modules students will have the opportunity to develop transferable skills such teamwork, problem solving, project management, presentation and critical thinking skills (in modules PU6001, PU6002 and MD6002), alongside the acquisition of technical competency in content creation and digital workflow, copywriting, editing, business modelling and social media (in modules PU6001 and PU6002). Knowledge of international markets and cutting-edge sales and marketing theory and practice, together with an understanding of copyright, IP, ethics and brand management, (acquired in PU6002) will ensure students’ marketability not only within the creative industries but in employment destinations such as the leisure and heritage sectors, events management, advertising, marketing, advocacy and not-for-profit organisations. Students who opt to take the media research module MD6002 will develop strong research skills and detailed knowledge of a particular sector of publishing and the creative industries which will serve as useful preparation for industry research and /or further study. Students who select options from English Literature (EL6023, EL6030 and EL6032) will strengthen their critical knowledge of key genres, debates and issues in a range of literary texts.

Level 6 requires the completion of the compulsory modules and 2 option modules. See Appendix for a sample of student journeys through different module options.

**Sandwich Route**

Students taking a four year sandwich degree complete their placement between Levels 5 and 6. This is subject to the successful completion on 120 credits at Level 4 and 120 credits at Level 5.

Students on the sandwich route follow the programme as outlined above, with the addition of HU5001 during their placement year. They then continue to complete Level 6 in the following academic year.

1. **Principles of Teaching, Learning and Assessment**

The approach to teaching and learning in this field is founded on the assumption that students, besides acquiring transferable skills, should emerge with a qualification that will help them to secure employment in content and publishing related environments. The curriculum has been devised to reflect industry theory and practice and is enriched by industry involvement in both content and delivery. Reading and writing are the core activities of the Creative Writing and English modules, centring upon student interaction with written texts. Students will learn how to apply principles through immersive practice, carrying out a wide range of tasks and working on a variety of projects. Through industry-facing teaching and practice and project led learning the course aims to produce confident graduates who are grounded in the reality of publishing as a creative industry and creative economy at large. It also aims to produce graduates who are responsive, adaptable and able to apply themselves in different contexts. Students will become reflective practitioners who are aware of ethical and legal compliance. Graduates will stand out for their digital literacy, creativity and their critical and strategic thinking. They will be enterprising, adaptable and flexible. Most importantly they will be able to evidence their skills through a portfolio of relevant work and commentary. The approach taken provides a thorough grounding in the business of publishing, is up to date, and prepares students well for the working environment.

The teaching and learning strategy is underpinned by the development of a number of key areas essential to the world of publishing:

* contextual knowledge - social, contemporary, historical, cultural, ethical
* industry principles and practice – how publishing works
* the creative process
* content creation, evaluation, editing, management and dissemination
* communication (written, oral, presentation, briefing, pitching)
* collaboration and teamwork
* use of multimedia technologies and platforms
* in class short tests
* career and professional development

Knowledge and practice around these areas are built on systematically throughout the course. Reflecting these priority areas, the first level includes mandatory modules which introduce students to the skills required to conceive, produce, market and distribute publishing products and services. Level Four constitutes a general, incremental induction into the subjects covered on the degree and there is an emphasis on the acquisition of subject specific skills. In Level Five the teaching emphasis shifts from basic content development skills to how value can be added through the publishing process. Over the course of the contextual modules student learning moves towards a greater understanding of the theories and forces which shape contemporary publishing and challenges its landscape. Academic and transferable skills are threaded throughout the course. Effective writing and communication skills will be developed as core to strategic activities. Students will make use of the digital computer labs with industry-standard software, the publishing archives and the comprehensive library. Supporting materials for these modules are available to students via Canvas, the university’s virtual learning environment.

The teaching and learning strategy is delivered through a variety of lively and interactive learning structures, from lectures and seminars to practical workshops which relate theory and industry practice to hands-on learning. For example, lectures introduce the principles of academic theory and the statistics that support industry understanding; practical workshops provide hands-on experience of producing work to industry standard, supported by formative feedback from module tutors. The immersive practical modules progress skills in content evaluation, editing and management skills, alongside practical project management and team-working as students work to design, produce and promote a multi-format published products. Students will be able to draw on material that is relevant to their own experience and background. Later sessions allow students to build on the foundations of the earlier sessions and develop their own personal interests and strengths. Opportunities to work within practice-based learning projects within Kingston University such as Kingston University Press and the Kingston University Big Read extend their learning in a practical and immediate context.

There is progressive training from Level 4 across a range of group work activities, from pairs and small groups, to larger teams, encouraging peer learning and collaborative working. This provides the opportunity to undertake group work in non-assessed situations, thus preparing students for formative and summative group assessments, whilst building confidence in readiness for the workplace. Seminars and interactive workshops delivered by Kingston Careers & Employability and external specialist training providers cover topics such as effective group dynamics and personality types, skills and competencies, and project management, enabling students to appreciate the benefits of team work and to critically evaluate their roles.

The teaching and learning strategy is supported by a wide variety of assessments which include pitches, presentations, portfolios of work, critical blogs, plans, essays, reports and critical reflection. Set at regular intervals throughout the year these assessments are designed to allow students to demonstrate both the practical skills required by employers in the publishing industry and allied sectors and the critical engagement necessary to operate as an effective publisher in a fast-changing environment. The diversity of assessment forms used also help to develop personal qualities such as persistence, accuracy, judgement, timeliness, and the ability to work with others in the pursuit of a specific goal.

Personal Tutors will provide academic and personal support throughout the degree: students meet regularly with their personal tutor in the first year both in tutor groups and in individual meetings. This is timetabled as part of the students’ first year programme. The personal tutor supervises the tutee throughout their academic career meeting in second and third year to discuss the student’s achievements and progress.

For additional help with academic writing and oral skills, students at all levels are encouraged to attend the School of Humanities’ Writing and Oral Skills Series (WOS) and to make use of the Centre for Academic Skills and Employability (CASE), as well as the university-wide course runs by EAPD (English for Academic and Professional Development) workshops.

Overall, the programme of study and assessment will enable students to tailor their degree to suit their interests and employment or enterprise goals. It will support them in developing the ability and confidence to research concepts, add value and take ideas to market through professional-standard publishing processes.

1. **Support for Students and their Learning**

Students are supported by:

* a Module Leader for each module
* a Course Leader to help students understand the programme structure
* personal Tutors to provide academic and personal support
* a placement tutor to give general advice on placements
* technical support to advise students on IT and the use of software
* a designated Course Administrator
* an induction week at the beginning of each new academic session
* a staff Student Consultative Committee
* VLE/Canvas – a versatile online interactive intranet and learning environment accessible both on and off-site
* Lynda.com – an online platform offering self-paced software tutorials
* a substantial Study Skills Centre that provides academic skills support for both UG and PG students
* student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
* a Student Achievement Officer who provides pastoral support
* support for students with disabilities
* the Union of Kingston Students
* careers and Employability Services team who will provide support for students prior to undertaking work placement(s)
* workplace mentors whilst on work placement where they are part of the course requirements
1. **Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* External Examiners
* Boards of Study with student representation
* annual Monitoring and Enhancement
* periodic review undertaken at subject level
* student evaluation including MEQs, Level Surveys and the NSS
* moderation policies
* feedback from employers and work placement providers
1. **Employability Statement**

Students graduating from this course have the skills and knowledge to pursue careers in publishing and a range of related areas such as other creative industries and media environments. The course equips them with the practical skills base necessary for careers in different publishing sectors and business types encompassing major publishing companies, small independent presses, specialists in children’s, educational, scientific, technical, medical, academic, business to business, magazines, web content and app development businesses, and literacy organisations. It also equips students to work in related areas such as communications and publications departments in both public and private sector companies; events management, public relations, marketing, advertising and copywriting; recruitment; heritage and museums; educational institutions, charities and professional organisations; and advocacy and campaigning. Graduates from the course are well placed to pursue a range of careers (commissioning, editing, marketing and customer/data insight, design and production, sales and rights, agents, distribution and customer service) in a variety of publishing contexts.

From the teaching staff’s extensive contact with the publishing industry and the active involvement of guest lecturers and speakers the department has established a substantial network of employer associations and has a database of work placement providers to which our students apply for work experience. We have good working relationships with several local and multinational companies based in London and beyond, such as: Penguin Random House, HarperCollins, Pearson, Bloomsbury and Hachette and the Independent Publishers Guild. We have also developed bespoke work placement partnerships with providers such as The National Archives and The Caine Prize for African Writing. There is a growing body of Kingston alumni now working in senior positions within the publishing industry, who are eager to encourage and share their experiences and contacts, often coming to talk to the course, and who turn first to Kingston when seeking placement students and new employees. Students are able to work for the Kingston University Press (KUP) either through bursary appointments, on placement or as volunteers. KUP is embedded in the Department of Journalism Publishing and Media to provide students with experience on a variety of live publications throughout their development and of a range of external authors and clients.

Publishing and the related discipline of English are well known for their opportunity for freelance careers and business start-ups (especially digital) and students will graduate with skills and knowledge which will equip them to pursue these options.

Students taking Publishing with English, with the opportunity to select English and Creative Writing modules, will emerge with a strong understanding of the publishing industry, which promotes their ability to embark on the wider dissemination and promotion of their work, or the use of publishing skills in other areas. This has proved beneficial in a variety of contexts with former students using their experience of publishing in the furtherance of their writing careers, and also within other organisations such as charities, schools and retailing environments.

1. **Approved Variants from the Undergraduate Regulations**

There are no variants to the Undergraduate Regulations

1. **Other sources of information that you may wish to consult**

**Creative Skillset**

<http://creativeskillset.org/creative_industries/publishing>

**EQUIP**

<http://equalityinpublishing.org.uk/>

**Higher Education Information Database**

<http://www.heidi.ac.uk/>

**Kingston University MA Publishing course web pages**

<http://www.kingston.ac.uk/postgraduate-course/publishing-ma/course-features.html>

**Course page on the KU Website**

https://www.kingston.ac.uk/undergraduate-course/publishingenglishba/

**Kingston Publishing Blog: Inspiring Future Publishers**

<https://kingstonpublishing.wordpress.com/>

**Writers’ Centre Kingston**

<https://www.kingston.ac.uk/faculties/kingston-school-of-art/research-and-innovation/wck/>

**The All Party Parliamentary Publishing Group**

<http://www.allpartypublishinggroup.org.uk/index.html>

**The Creative Industries**

<http://www.thecreativeindustries.co.uk/>

**The Publishers Association**

<https://www.publishers.org.uk/>

**Development of Course Learning Outcomes in Modules**

This map identifies where the course learning outcomes are **summatively** assessed across the modules for this field/course. It provides an aid to academic staff in understanding how individual modules contribute to the field/course aims, a means to help students monitor their own learning, personal and professional development as the field/course progresses and a checklist for quality assurance purposes

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|  | **Level 4** | **Level 5** | **Level 6** |
| **Module Code** | **PU4001**  | **PU4002** | **CW4004** | **EL4006** | **MD5009** | **PU5003**  | **PU5004** | **JO5006** | **EL5011** | **CW5003** | **PU6001** | **PU6002**  |  **MD6002** | **EL6023** | **EL6030** | **EL6032** |
| **Knowledge & Understanding** | A1 | S | S |  | S |  | S | S | S |  |  | S | S | S | S | S | S |
| A2 | S | S |  | S |  | S | S | S | S |  | S | S | S | S | S | S |
| A3 |  | S | S | S |  | S |  |  |  |  | S |  |  |  |  |  |
| A4 |  |  |  | S |  | S | S | S |  | S | S | S |  | S |  | S |
| A5 | S | S |  | S |  | S | S | S | S |  | S | S |  | S | S | S |
| A6 | S | S | S | S | S | S | S | S |  |  | S | S | S |  |  |  |
| A7 | S | S | S | S | S | S | S | S | S |  | S | S | S | S | S | S |
| A8  | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |
| **Intellectual Skills** | B1 | S |  | S | S | S | S | S | S |  |  | S | S |  |  |  | S |
| B2 |  | S |  |  | S | S | S | S |  |  | S | S |  |  |  |  |
| B3 | S |  |  |  | S | S | S | S | S | S | S |  |  | S |  | S |
| B4 | S |  |  |  | S |  | S | S | S | S | S |  |  | S |  | S |
| B5 |  |  | S | S | S | S |  |  |  | S | S | S |  |  |  |  |
| B6 | S | S | S | S | S | S | S | S | S | S |  |  | S | S | S | S |
| B7 | S | S | S | S | S | S | S | S | S | S | S |  |  | S | S | S |
| B8 |  |  |  |  |  |  |  | S |  | S |  |  |  | S | S | S |
| **Practical Skills** | C1 |  |  | S |  | S | S | S | S | S | S | S | S |  |  | S |  |
| C2 |  |  | S |  | S | S | S | S |  | S | S |  |  |  |  |  |
| C3 |  |  | S |  | S | S | S | S |  | S | S | S |  |  |  |  |
| C4 | S |  | S |  | S | S | S | S | S | S | S | S |  | S |  | S |
| C5 |  | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |
| C6 | S | S | S |  | S | S | S | S | S | S | S | S |  | S | S | S |
| C7 | S |  | S |  | S | S | S | S | S | S | S | S |  | S |  | S |
| C8 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |
| C9 | S | S | S | S | S | S |  | S | S | S | S | S |  | S | S | S |

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Technical Annex**

|  |  |  |
| --- | --- | --- |
| **Final Award(s):** |  | BA (Hons) Publishing with English  |
| **Intermediate Award(s):** |  | Cert HE, Diploma HE, Ordinary degree |
| **Minimum period of registration:** |  | 3 years Full-time 4 years Full-time with Foundation year 4 years Sandwich 5 years Sandwich with Foundation year 6 years Part-time  |
| **Maximum period of registration:** |  | 6 years Full-time, 7 years Full-time with Foundation year8 years Sandwich9 years Sandwich with Foundation year12 years Part-time |
| **FHEQ Level for the Final Award:** |  | Honours |
| **QAA Subject Benchmark:** |  | None |
| **Modes of Delivery:** |  | Full-time, Part-time and Sandwich |
| **Language of Delivery:** |  | English |
| **Faculty:** |  | Kingston School of Art |
| **School:** |  | Creative and Cultural Industries |
| **Department:** |  | Journalism, Publishing and Media |
| **UCAS Code:** |  | P400 |
| **Course/Route Code:** |  | UFPUB1ENG20 (Full-time) |
|  |  |  |
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**Appendix**

**Module Pathways**

The following tables show a selection of pathways to model the student journey, mapping potential module choices back to Learning Outcomes and illustrating how these are delivered through module optionality.

**PATHWAY 1**

**LEVEL 4**

All core

**LEVEL 5**

**Core**

MD5009 Digital Media Production

PU5003 Contemporary Critical Issues in Publishing

**Options**

JO5006 Magazine Journalism

EL5011 Transforming Realities

**LEVEL 6**

**Core**

PU6001 Publishing in Practice

PU6002 Marketing and Communications in Publishing

**Options**

EL6030 Gender and Sexuality

EL6023 Radical Writers

|  |  |  |  |
| --- | --- | --- | --- |
| **Module Code** | **Level 4** | **Level 5** | **Level 6** |
| **PU4001**  | **PU4002** | **CW4004** | **EL4006** | **MD5009** | **PU5003**  |  | **JO5006** | **EL5011** |  | **PU6001** | **PU6002**  |  | **EL6030**  | **EL6023** |  |  |  |
| **Knowledge & Understanding** | A1 | S | S |  | S |  | S |  | S |  |  | S | S |  | S | S |  |  |  |
| A2 | S | S |  | S |  | S |  | S | S |  | S | S |  | S | S |  |  |  |
| A3 |  | S | S | S |  | S |  |  |  |  | S |  |  |  |  |  |  |  |
| A4 |  |  |  | S |  | S |  | S |  |  | S | S |  | S | S |  |  |  |
| A5 | S | S |  | S |  | S |  | S | S |  | S | S |  | S | S |  |  |  |
| A6 | S | S | S | S | S | S |  | S |  |  | S | S |  |  |  |  |  |  |
| A7 | S | S | S | S | S | S |  | S | S |  | S | S |  | S | S |  |  |  |
| A8  | S | S | S | S | S | S |  | S | S |  | S | S |  | S | S |  |  |  |
| **Intellectual Skills** | B1 | S |  | S | S | S | S |  | S |  |  | S | S |  |  |  |  |  |  |
| B2 |  | S |  |  | S | S |  | S |  |  | S | S |  |  |  |  |  |  |
| B3 | s |  |  |  | S | S |  | S | S |  | S |  |  | S | S |  |  |  |
| B4 | s |  |  |  | S |  |  | S | S |  | S |  |  | S | S |  |  |  |
| B5 |  |  | S | S | S | S |  |  |  |  | S | S |  |  |  |  |  |  |
| B6 | S | S | S | S | S | S |  | S | S |  |  |  |  | S | S |  |  |  |
| B7 | S | S | S | S | S | S |  | S | S |  | S |  |  | S | S |  |  |  |
| B8 |  |  |  |  |  |  |  | S |  |  |  |  |  | S | S |  |  |  |
| **Practical Skills** | C1 |  |  | S |  | S | S |  | S | S |  | S | S |  |  |  |  |  |  |
| C2 |  |  | S |  | S | S |  | S |  |  | S |  |  |  |  |  |  |  |
| C3 |  |  | S |  | S | S |  | S |  |  | S | S |  |  |  |  |  |  |
| C4 | S |  | S |  | S | S |  | S | S |  | S | S |  | S | S |  |  |  |
| C5 |  | S | S | S | S | S |  | S | S |  | S | S |  | S | S |  |  |  |
| C6 | S | S | S |  | S | S |  | S | S |  | S | S |  | S | S |  |  |  |
| C7 | S |  | S |  | S | S |  | S | S |  | S | S |  | S | S |  |  |  |
| C8 | S | S | S | S | S | S |  | S | S |  | S | S |  | S | S |  |  |  |
| C9 |  |  | S |  | S | S |  | S | S |  | S | S |  | S | S |  |  |  |

**PATHWAY 2**

**LEVEL 4**

All core

**LEVEL 5**

**Core**

MD5009 Digital Media Production

PU5003 Contemporary Critical Issues in Publishing

**Options**

PU5004 Publishing Research Project

CW5003 Content Form and Creativity

**LEVEL 6**

**Core**

PU6001 Publishing in Practice

PU6002 Marketing and Communications in Publishing

**Options**

MD6002 Media Research Project

EL6032 Black and Asian Writing

|  |  |  |  |
| --- | --- | --- | --- |
| **Module Code** | **Level 4** | **Level 5** | **Level 6** |
| **PU4001**  | **PU4002** | **CW4004** | **EL4006** | **MD5009** | **PU5003**  | **PU5004** |  |  | **CW5003** | **PU6001** | **PU6002**  |  | **MD6002** |  |  |  | **EL6032** |
| **Knowledge & Understanding** | A1 | S | S |  | S |  | S | S |  |  |  | S | S |  | S |  |  |  | S |
| A2 | S | S |  | S |  | S | S |  |  |  | S | S |  | S |  |  |  | S |
| A3 |  | S | S | S |  | S |  |  |  |  | S |  |  |  |  |  |  |  |
| A4 |  |  |  | S |  | S | S |  |  | S | S | S |  |  |  |  |  | S |
| A5 | S | S |  | S |  | S | S |  |  |  | S | S |  |  |  |  |  | S |
| A6 | S | S | S | S | S | S | S |  |  |  | S | S |  | S |  |  |  |  |
| A7 | S | S | S | S | S | S | S |  |  |  | S | S |  | S |  |  |  | S |
| A8  | S | S | S | S | S | S | S |  |  | S | S | S |  | S |  |  |  | S |
| **Intellectual Skills** | B1 | S |  | S | S | S | S | S |  |  |  | S | S |  |  |  |  |  | S |
| B2 |  | S |  |  | S | S | S |  |  |  | S | S |  |  |  |  |  |  |
| B3 | S |  |  |  | S | S | S |  |  | S | S |  |  |  |  |  |  | S |
| B4 | S |  |  |  | S |  | S |  |  | S | S |  |  |  |  |  |  | S |
| B5 |  |  | S | S | S | S |  |  |  | S | S | S |  |  |  |  |  |  |
| B6 | S | S | S | S | S | S | S |  |  | S |  |  |  | S |  |  |  | S |
| B7 | S | S | S | S | S | S | S |  |  | S | S |  |  |  |  |  |  | S |
| B8 |  |  |  |  |  |  |  |  |  | S |  |  |  |  |  |  |  | S |
| **Practical Skills** | C1 |  |  | S |  | S | S | S |  |  | S | S | S |  |  |  |  |  |  |
| C2 |  |  | S |  | S | S | S |  |  | S | S |  |  |  |  |  |  |  |
| C3 |  |  | S |  | S | S | S |  |  | s | S | S |  |  |  |  |  |  |
| C4 | S |  | S |  | S | S | S |  |  | S | S | S |  |  |  |  |  | S |
| C5 |  | S | S | S | S | S | S |  |  | S | S | S |  | S |  |  |  | S |
| C6 | S | S | S |  | S | S | S |  |  | S | S | S |  |  |  |  |  | S |
| C7 | S |  | S |  | S | S | S |  |  | S | S | S |  |  |  |  |  | S |
| C8 | S | S | S | S | S | S | S |  |  | S | S | S |  | S |  |  |  | S |
| C9 |  |  | S |  | S | S | S |  |  | S | S | S |  |  |  |  |  | S |

**PATHWAY 3**

**LEVEL 4**

All core

**LEVEL 5**

**Core**

MD5009 Digital Media Production

PU5003 Contemporary Critical Issues in Publishing

**Options**

EL5011 Transforming Realities

CW5003 Content, Form and Creativity

**LEVEL 6**

**Core**

PU6001 Publishing in Practice

PU6002 Marketing and Communications in Publishing

**Options**

EL6023 Radical Writers

EL6032 Black and Asian Writing

|  |  |  |  |
| --- | --- | --- | --- |
| **Module Code** | **Level 4** | **Level 5** | **Level 6** |
| **PU4001**  | **PU4002** | **CW4004** | **EL4006** | **MD5009** | **PU5003**  |  |  | **EL5011** | **CW5003** | **PU6001** | **PU6002**  |  |  | **EL6023** |  |  | **EL6032** |
| **Knowledge & Understanding** | A1 | S | S |  | S |  | S |  |  |  |  | S | S |  |  | S |  |  | S |
| A2 | S | S |  | S |  | S |  |  | S |  | S | S |  |  | S |  |  | S |
| A3 |  | S | S | S |  | S |  |  |  |  | S |  |  |  |  |  |  |  |
| A4 |  |  |  | S |  | S |  |  |  | S | S | S |  |  | S |  |  | S |
| A5 | S | S |  | S |  | S |  |  | S |  | S | S |  |  | S |  |  | S |
| A6 | S | S | S | S | S | S |  |  |  |  | S | S |  |  |  |  |  |  |
| A7 | S | S | S | S | S | S |  |  | S |  | S | S |  |  | S |  |  | S |
| A8  | S | S | S | S | S | S |  |  | S | S | S | S |  |  | S |  |  | S |
| **Intellectual Skills** | B1 | S |  | S | S | S | S |  |  |  |  | S | S |  |  |  |  |  | S |
| B2 |  | S |  |  | S | S |  |  |  |  | S | S |  |  |  |  |  |  |
| B3 | S |  |  |  | S | S |  |  | S | S | S |  |  |  | S |  |  | S |
| B4 | S |  |  |  | S |  |  |  | S | S | S |  |  |  | S |  |  | S |
| B5 |  |  | S | S | S | S |  |  |  | S | S | S |  |  |  |  |  |  |
| B6 | S | S | S | S | S | S |  |  | S | S |  |  |  |  | S |  |  | S |
| B7 | S | S | S | S | S | S |  |  | S | S | S |  |  |  | S |  |  | S |
| B8 |  |  |  |  |  |  |  |  |  | S |  |  |  |  | S |  |  | S |
| **Practical Skills** | C1 |  |  | S |  | S | S |  |  | S | S | S | S |  |  |  |  |  |  |
| C2 |  |  | S |  | S | S |  |  |  | S | S |  |  |  |  |  |  |  |
| C3 |  |  | S |  | S | S |  |  |  | S | S | S |  |  |  |  |  |  |
| C4 | S |  | S |  | S | S |  |  | S | S | S | S |  |  | S |  |  | S |
| C5 |  | S | S | S | S | S |  |  | S | S | S | S |  |  | S |  |  | S |
| C6 | S | S | S |  | S | S |  |  | S | S | S | S |  |  | S |  |  | S |
| C7 | S |  | S |  | S | S |  |  | S | S | S | S |  |  | S |  |  | S |
| C8 | S | S | S | S | S | S |  |  | S | S | S | S |  |  | S |  |  | S |
| C9 |  |  | S |  | S | S |  |  | S | S | S | S |  |  | S |  |  | S |

**PATHWAY 4**

**LEVEL 4**

All core

**LEVEL 5**

**Core**

MD5009 Digital Media Production

PU5003 Contemporary Critical Issues in Publishing

**Options**

JO5006 Magazine Journalism

CW5003 Content Form and Creativity

**LEVEL 6**

**Core**

PU6001 Publishing in Practice

PU6002 Marketing and Communications in Publishing

**Options**

EL6030 Gender and Sexuality

MD6002 Media Research Project

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Level 4** | **Level 5** | **Level 6** |
| **Module Code** | **PU4001**  | **PU4002** | **CW4004** | **EL4006** | **MD5009** | **PU5003**  |  | **JO5006** |  | **CW5003** | **PU6001** | **PU6002**  |  |  |  **MD6002** | **EL6030** |  |
| **Knowledge & Understanding** | A1 | S | S |  | S |  | S |  | S |  |  | o | S |  |  | S | S |  |
| A2 | S | S |  | S |  | S |  | S |  |  | S | S |  |  | S | S |  |
| A3 |  | S | S | S |  | S |  |  |  |  | S |  |  |  |  |  |  |
| A4 |  |  |  | S |  | S |  | S |  | S | S | S |  |  |  |  |  |
| A5 | S | S |  | S |  | S |  | S |  |  | S | S |  |  |  | S |  |
| A6 | S | S | S | S | S | S |  | S |  |  | S | S |  |  | S |  |  |
| A7 | S | S | S | S | S | S |  | S |  |  | S | S |  |  | S | S |  |
| A8  | S | S | S | S | S | S |  | S |  | S | S | S |  |  | S | S |  |
| **Intellectual Skills** | B1 | S |  | S | S | S | S |  | S |  |  | S | S |  |  |  |  |  |
| B2 |  | S |  |  | S | S |  | S |  |  | S | S |  |  |  |  |  |
| B3 | S |  |  |  | S | S |  | S |  | S | S |  |  |  |  |  |  |
| B4 | S |  |  |  | S |  |  | S |  | S | S |  |  |  |  |  |  |
| B5 |  |  | S | S | S | S |  |  |  | S | S | S |  |  |  |  |  |
| B6 | S | S | S | S | S | S |  | S |  | S |  |  |  |  | S | S |  |
| B7 | S | S | S | S | S | S |  | S |  | S | S |  |  |  |  | S |  |
| B8 |  |  |  |  |  |  |  | S |  | S |  |  |  |  |  | S |  |
| **Practical Skills** | C1 |  |  | S |  | S | S |  |  |  |  |  |  |  |  |  |  |  |
| C2 |  |  | S |  | S | S |  | S |  | S | S |  |  |  |  |  |  |
| C3 |  |  | S |  | S | S |  | S |  | S | S | S |  |  |  |  |  |
| C4 | S |  | S |  | S | S |  | S |  | S | S | S |  |  |  |  |  |
| C5 |  | S | S | S | S | S |  | S |  | S | S | S |  |  | S | S |  |
| C6 | S | S | S |  | S | S |  | S |  | S | S | S |  |  |  | S |  |
| C7 | S |  | S |  | S | S |  | S |  | S | S | S |  |  |  |  |  |
| C8 | S | S | S | S | S | S |  | S |  | S | S | S |  |  | S | S |  |
| C9 |  |  | S |  | S | S |  | S |  | S | S | S |  |  |  | S |  |