



University of Central Lancashire

Course Handbook

# MA Publishing

2020/21

**Course Leader:** Debbie Williams

School of Journalism, Media and Performance



Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained

written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.

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## 1. Welcome to the course

We are delighted to welcome you to the School of Journalism, Media and Performance for the MA in Publishing, the first industry-accredited publishing programme in England (we obtained the Skillset excellence tick two years ago). The MA, available both full and part time, is an exciting opportunity to bring together academic excellence and practical experience of publishing.

The School of Journalism, Media and Performance has an excellent reputation for working closely in partnership with industry to ensure that its courses meet the needs of potential employers. The Division of Journalism (the academic 'home' for the MA Publishing) has developed links with a range of national publishers including Canongate, Faber and Faber, HarperCollins, Hodder Hachette, Bloomsbury and Penguin Random House, as well as regional publishing houses such as Liverpool University Press and Manchester University Press. Our programme is designed to give you a broad range of skills and expertise to pursue a successful career in the publishing and book industries and an excellent understanding of publishing within the wider context of the creative, cultural and media industries.

This course aims to prepare you for a career in the publishing industry. The content is highly vocational and taught by industry experts. You will have 24 hour access to the Greenbank Building and exclusive use of our publishing house which is fully equipped with InDesign, Macs, meeting space and printers. You will work on all aspects of book publishing projects from conception to production and from marketing to sales. We encourage creative and innovative thinking and research which we believe is essential to the future of the book industry.

The first part of the course is intensive, equipping you with the technical skills to carry out publishing projects as well as providing a background to the industry. The second part is very practical, allowing you to test your new skills in a number of real publishing projects and through work experience placements.

### 1.1 Rationale, aims and learning outcomes of the course

The course is modular over three semesters and emphasises both practical and theoretical knowledge. Our students are enabled to contribute to discussion and debate and to engage fully with the concepts of the publishing world, developing, communicating and evaluating individual thoughts and ideas through group participation. Written work is supported by experienced tutors who will offer advice in sessions and through one-to-one mentoring sessions. By the end of the programme, you will be equipped with the knowledge and practical skills to take your part in the future of publishing.

We aim to develop, at an advanced level:

1. Knowledge and understanding of the process of producing a book from commissioning to retailing
2. Understanding of the publishing and book business including markets, structures, business models and innovation
3. Entrepreneurial skills in a publishing context

## Learning Outcomes

<b>A. Knowledge and Understanding</b> On successful completion of this programme you will be able to:
<ol style="list-style-type: none"><li>1. Understand potential career options within publishing and related industries.</li><li>2. Identify emerging commercial digital publishing opportunities and demonstrate a practical and critical understanding of IPR and copyright</li></ol>
<b>B Subject-specific skills</b> On successful completion of this programme you will be able to:
<ol style="list-style-type: none"><li>1. Apply appropriate concepts of a range of markets, market segmentation, distribution networks and sales techniques in the context of publishing.</li><li>2. Conduct theoretical and applied investigations in key areas of publishing</li><li>3. Demonstrate knowledge of the role of publishing regionally, nationally and internationally.</li><li>4. Participate fully within the publishing business.</li><li>5. Use key software packages essential to the publishing industry</li></ol>
<b>C Thinking Skills</b> On successful completion of this programme you will be able to:
<ol style="list-style-type: none"><li>1. Demonstrate developed knowledge of a significant component of publishing</li><li>2. Engage in debates about the future shape and direction of publishing.</li></ol>
<b>D. Other skills relevant to employability and personal development</b> On successful completion of this programme you will be able to:
<ol style="list-style-type: none"><li>1. Demonstrate an advanced capacity for independent study through the practical application of analytical and evaluative skills.</li><li>2. Manage an extended project.</li><li>3. Demonstrate skills in project organisation, structure and management.</li><li>4. Evaluation own performance, personally and professionally.</li><li>5. Demonstrates practical skills through work-related learning and RWE projects.</li></ol>

### 1.2 Course Team & Expertise

**Debbie Williams:** Course Leader for MA Publishing, Founder and Head of UCLan Publishing and Lecturer on other programmes in Journalism and Business. Debbie leads the following modules: Business of Books, Professional Practice, Issues and Innovations in Publishing, Children's Writing and Publishing modules. She administrates the Editorial and Production module and contributes to the Final Year Project/Dissertation module.

Debbie has worked in the publishing and book business at a senior executive level for over 15 years (including as a buyer, events manager and special project manager at Waterstone's Head Office). She retains close contacts in the publishing industry and organises large-scale, collaborative (and often international) projects with business and community groups. She is also a Jacqueline Wilson character (you may recognise her as Ellie from the Girls' series!)

In her spare time, Debbie is a keen fell hiker, spends a lot of time training her two Shetland Sheepdogs, Django and Ella, for obedience trials and is also an artist, sculptor and classical pianist. She is married to Stuart Hampton-Reeves who is Director of Research at UCLan, a Shakespearean Professor and current Chair of the British Shakespeare Association.

**Wayne Noble:** Lecturer in Digital Publishing and Project Officer for UCLan Publishing. Wayne is currently more than half way through a Doctoral Research project which focuses upon the field of cyber-crime and deviant behaviour online. In particular he is examining online behaviour with reference to existentialism and criminology, paying particular attention to the philosophical concepts of Nietzsche, Camus and Heidegger and the socio/criminological notions of Matza, Goffman and Owen. His intention is to develop and establish his own theoretical perspective (that of 'Causal Probability'), and to bring the view that deviant/criminal behaviour stems from existential and biological origins within the individual. He is also currently involved with co-editing a collection of academic works about cyber-crime and is making plans for a book of 'Criminal Philosophies'. Wayne is an avid horror fan and has made many eBooks embedded with sound and movies on this theme. At home, he collects rescue cats and is a volunteer for his local shelter.

**Tony Mason:** Lecturer in Commissioning Editing on the Editorial and Production module. Tony is currently also Senior Commissioning Editor with responsibility for Social Sciences at Manchester University Press, the third largest university press in England, where he has worked for almost fifteen years. Before that he worked for Blackhall Publishing, a business publisher based in Dublin and a range of London based companies including Kogan Page, Prentice Hall and Gee Publishing. Tony has done some external assessment for the MA Publishing course in the past and also mentored students on their work placements with Manchester University Press and was delighted to take on a more involved role in the course. In his spare time he is a passionate supporter of Rochdale FC, an avid reader and a big fan of real ale.

**Kevin Duffy:** Joining us this year as Lecturer in Copy Editing and Fiction Commissioning. Kevin is the founder of the award-winning Northern publisher BlueMoose Books. Bluemoose Books is an independent publisher based in Hebden Bridge, West Yorkshire. Kevin and Hetha Duffy started Bluemoose in 2006 and as a 'family' of readers and writers who are passionate about the written word and stories.

Kevin was born in Ely, Cambridgeshire but grew up in Woodley just outside Stockport. He lives in Hebden Bridge with Hetha, co-founder of Bluemoose, his two sons and their dog, Eric.

**Becky Chilcott:** Lecturer in Production and Graphic Design. Becky is one of the most well respected freelancers in the publishing sector and we are honoured to have her on board. Becky is a graduate in graphic design from the Surrey Institute of Art and Design (now the University for the Creative Arts) and is passionate about book design. She worked for Random House (now Penguin Random House) designing children's fiction and picture books for four years before going freelance in 2007. She has worked with many of the main publishing houses in the UK including Bloomsbury, Penguin Random House, HarperCollins, Palgrave Macmillan, Egmont and many more.

As part of ongoing work at Penguin Random House, Becky designs the covers and interiors of Jacqueline Wilson's books and has recently worked on the newest editions of Harry Potter books with Bloomsbury. You will know her work already as she has designed many of the well-known covers you see on bookshelves and Amazon pages.

Becky also voluntarily curates the events programme at the St Bride Library tucked away down an alley near Fleet Street. The lectures are designed to help promote awareness of the library and the incredible collections it holds, as well as raise much needed funds to keep it running for future generations to enjoy.

In her spare time, Becky can be found rummaging through second hand book shops, walking up big hills, drinking tea and making print-based inky messes.

**Alexa Gregson:** Lecturer in Publishing. Alexa was one of the first graduates of MA Publishing at UCLan. She went on to work in publishing in the marketing and sales departments at Palgrave and Macmillan and has now returned to teach on the course in those areas. She has also worked in employability and is passionate about preparing students for the workplace.

In her spare time, Alexa love to spend time with her little boy, Ezra, and visiting her sister in Southern Italy who also works for Macmillan as Head of Sales in that territory. She also can be found riding horses in the Trough of Bowland and loves nothing more than relaxing with a glass of wine and a good book.

### 1.3 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic advice and support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, providing insight and direction to enable you to realise your potential.



### 1.4 Administration details

Course Administration Services provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

### Computing and Technology Building

Art, Design and Fashion

Computing

Journalism, Media and Performance

Engineering

telephone: 01772 891994/891995

email: [CandTHub@uclan.ac.uk](mailto:CandTHub@uclan.ac.uk)

### 1.5 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

The team will generally make contact with you via your university email account. When contacting your tutors, please ensure that you use that account to ensure that communication can be maintained effectively. We also have a course Facebook page where we post job adverts, links to interesting and useful articles and other useful information. We do not close this to those students who have graduated and therefore you will be able to seek advice from graduates from the course now working in the publishing industry.

## 1.6 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically:

Alison Baverstock – Kingston University (Publishing Department). Alison is well respected in the publishing industry and has also published several books about publishing and writing.



## 2. Structure of the course

### 2.1 Overall structure

**Full-time Study: One Year**

Semester 1		Semester 2	Semester 3
JN4403 Editorial and Production (40 credits) (year-long)		JN4404 Independent Publishing Study (40 credits)	JN4404 Independent Publishing Study (40 credits) (year-long)
JN4405 Professional Practice (20 credits) (assessments completed in semester two due to timings of work placements)		JN4403 Editorial and Production (40 credits) (year-long)	
JN4407 Issues and Innovations in Publishing (20 credits)		JN4604 Children's Writing and Publishing (20 credits)	
		JN4402 Business of Books – Sales, marketing and Events (20 credits)	
		JN4401 Digital Publishing (20 credits)	

**For part time see below...**

**Part-time Study: Two Years**

## Year One

Semester 1	Semester 2	Semester 3
JN4405 Professional Practice (20 credits)	JN4604 Children's Writing and Publishing (20)	Major Project topic to be researched
JN4407 Issues and Innovations in Publishing Optional	JN4401 Digital Publishing Compulsory	

## Year Two

Semester 1	Semester 2	Semester 3
JN4403 Editorial and Production (40 credits) (year-long)	JN4404 Independent Publishing Study (40 credits) (year-long)  JN4403 Editorial and Production (40 credits) (year-long)  JN4402 Business of Books – Sales, marketing and Events (20 credits)	JN4404 Independent Publishing Study (40 credits) (year-long)

## Work-Related Learning

Work placements should take place in the third semester of your studies so as not to disrupt taught sessions. We have a range of publishers on your panel, both regionally and nationally. Students will be accepted on a first-come, first-served basis so should ensure that they make a decision about their work experience as early as possible. Each placement should last for at least one week, which can be taken one a week over an extended period, in consultation with the publisher. Both timing and length of placement are subject to negotiation and we aim for flexibility to suit needs of students both part time and full time as well as the busy schedule of the publishers. No funding is available for placements and students must cover all costs incurred through placements themselves.

### 2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits.

**Professional Practice: 20 credits** This module will develop your understanding and knowledge of publishing and related industries, considering the evolution of editing, product development, publishing production and sales/marketing within a range of delivery platforms, including book, journal and digital media. The module will also provide opportunities to apply that knowledge on a

practical basis through exercises and to participate fully in the processes of publishing within a guided and supportive framework.

**Digital Publishing: 20 credits** explores the rapidly evolving digital landscape, equips you with current practical skills in programmes such as CSS, HTML, InDesign and Nielsen and provides you with an understanding of the issues involved in Intellectual Property, Digital Rights Management and piracy. There will also be a strong element of entrepreneurship and innovation as we debate what the digital future of publishing will look like. For this, there will be input from futurists and digital innovators in the industry.

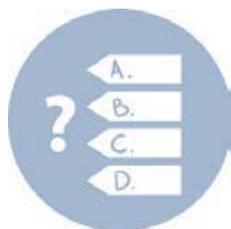
**Editorial and Production: 40 credits** explores every aspect of the work of editors within book publishing, from commissioning to copy-editing to production and graphic design. It also develops a wide range of practical skills in all areas of book production, including design, typography and layout. Students will be shown how to use industry-standard software to prepare final print-ready copy, and will also learn about contracts, budgets, project management, and how to deal with authors.

**Children's Writing and Publishing: 20 credits** looks at the significant market for children's books in publishing. Students work in practical project groups with other disciplines and community groups outside the University to conceptualise and initiate a real children's book.

**Business of Books: 20 credits** is a vocational module which introduces the concept of books as a product. It will give you an understanding of how sales, marketing and events work in selling books. You will be given opportunities to work on real, live projects in collaboration with business and community groups.

**Issues and Innovations in Publishing: 20 credits** explores the issues and entrepreneurial ventures in the contemporary publishing industry. The module is highly dynamic and encourages lively debate between students and industry professionals.

You will also complete a **major project or dissertation (40 credits)**, which will investigate an original topic relating to the publishing and book industry. You can work choose to with a work with a publisher on a project (which you will negotiate with them and the course leader), select a practical project from a list provided by the course leader or produce a research study of an aspect of publishing.



### 2.3 Course requirements

#### Awards

All modules are compulsory. In total, you must complete 180 credits to pass the course in order to achieve the award of **MA in Publishing**. The following alternate awards are also available:

**Post-graduate Diploma in Publishing:** this is awarded after successful completion of 120 credits.

**Post-graduate Certificate in Publishing:** this is awarded after successful completion of 60 credits which would normally include: JN4403 **AND** one of the following: JN4402, JN4405, JN4604 and JN4110.

## 2.4 Module Registration Options

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

## 2.5 Study Time

### 2.5.1 Weekly timetable

A timetable will be available once you have enrolled on the programme, through the student portal.

### 2.5.2 Expected hours of study

You will receive approximately 3 hours tuition per week per module. In addition to this you will be expected to do independent study including work based learning and placements. Self-study time will be approximately 10 hours per week per module.



### 2.5.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to:

Debbie Williams (course leader) [DJWilliams1@uclan.ac.uk](mailto:DJWilliams1@uclan.ac.uk)

## 3. Approaches to teaching and learning

### 3.1 Learning and teaching methods

Our MA programmes are taught primarily through a combination of interactive lectures, seminar and workshop sessions with tutorials for supporting activities. You may find the way that we teach is quite different from your previous institution and this is because we use innovative teaching techniques which require students to have a high level of participation. Our Publishing House provides students with a unique opportunity to explore real work through onsite facilities developed in the Media Factory. Students will also undertake work placements in publishing houses selected from our panel. Guest speakers from publishing houses will regularly feature in lecture and workshop sessions at UCLan, to discuss the profession with students, and offer advice of potential career pathways.

In the seminar sessions, emphasis is placed on the activity of students, both as presenters and as participants in feedback. Seminar discussion and, in some modules, formal presentations, enable students to further develop their subject-specific knowledge and understanding, strengthen their communicative skills, and pursue research projects either independently or in teams. Tutorials enable students to discuss issues and ideas with their tutors either individually or in small groups.

### 3.2 Study skills

We consider the development of study skills to be a key part of our programme and our weekly sessions, formal assessments and learning and teaching strategies all work to embed skills acquisition. You will be asked, during your time on this programme, to produce presentations, design posters, conduct quantitative and qualitative research, interpret database figures and, crucially, consider the distinctions between statistic and fact, received, or 'popular' opinion and research-informed propositions.

There are a variety of services to support students and these include

WISER <http://www.uclan.ac.uk/students/study/wiser/index.php>

Study Skills - 'Ask Your Librarian'

[https://www.uclan.ac.uk/students/support/study/it\\_library\\_trainer.php](https://www.uclan.ac.uk/students/support/study/it_library_trainer.php)

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as "My lecturer says I need a wider variety of sources in my references, what do I do?"

"I need to find research articles, where do I start?"

"How do I find the Journal of ...?"

"How do I use RefWorks?"



### 3.3 Learning resources

#### 3.3.1 Learning and Information Services (LIS)

The best place to start when exploring the Library resources available to you is;

- Your 'Subject Guide' can be found in the [Library Resources](#)
- Your 'My Library' tab in the [Student Portal](#)
- [Library search](#)

Extensive Resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study. For more information go to:

WISER [https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab\\_tab\\_group\\_id=33\\_1](https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=33_1)

LIS [https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab\\_tab\\_group\\_id=25\\_1](https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=25_1)

We have unique access to databases such as Nielsen Bookscan which will be very helpful in providing information for your studies in Publishing. This can be accessed here:

[http://www.uclan.ac.uk/students/study/library/e\\_databases.php](http://www.uclan.ac.uk/students/study/library/e_databases.php)

### 3.3.2 Electronic Resources

We have unique access to databases such as Nielsen Bookscan which will be very helpful in providing information for your studies in Publishing. This can be accessed here:

[http://www.uclan.ac.uk/students/study/library/e\\_databases.php](http://www.uclan.ac.uk/students/study/library/e_databases.php)

### 3.4 Personal development planning

As is made clear in our learning objectives for this MA, personal development planning is of paramount importance in establishing yourself as a publishing professional. We have ensured that, in addition to providing you with practical skillsets for publishing, we will enable you to reflect on your learning, and gather knowledge about yourself as a postgraduate learner and a member of a publishing team. You will be given the opportunity, during taught sessions, to analyse your strengths and weaknesses, within an informed and supportive environment, and work towards filling gaps in skills, knowledge and provide you with an understanding of your potential.



### 3.5 Preparing for your career

The MA Publishing is a highly vocational program designed to help you gain a foothold in the publishing and related industries. We try to make sure that our graduates have an edge over their competitors by producing real, commercial publications, being employed in a real publishing house, undertaking placements and being exposed to excellent contacts in the publishing world.

## 4. Student Support

Information on the support available is at: <https://www.uclan.ac.uk/students/>

As well as regular and personal contact with the course leader and other tutors there is a centralised Student and Academic Support Service which has The 'i' Student Information Centre as its first point of contact. You can obtain information on a wide range of topics including student administration such as Council Tax and letters to verify your status plus Scholarships, Counselling, Student Finance, Mentoring, Studying Abroad, Disability Advice, Independent Academic Advice, International Advice, Multi Faith Centre, Pre School Centre, Medical Centre and general life in Preston/Burnley.

You will receive all support documentation at your Induction meeting. Student Support Assistants have recent experience of what it is like to be a student and can advise you of the support systems available. They work towards improving your student experience here at UCLan.



### 4.1 Academic Advisors

At the start of your course you will be assigned an academic advisor who will regularly meet with you. The Academic Advisor will be a key person to help you with your personal development, including developing skills in self-awareness, reflection and action planning.

### 4.2 Students with disabilities

If you have a disability that may affect your studies, please let one of the course team know as soon as possible. The University will make reasonable adjustments to accommodate your needs and to

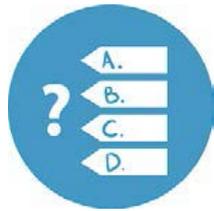
provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

### 4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website:

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

## 5. Assessment



### 5.1 Assessment Strategy

#### Methods of assessment

A range of methods will be used to evaluate progress, including essays based on research, reflection and/or analysis, presentations and pitches, business plans, project plans, new product proposals, reflective learning logs and critical analyses.

### 5.2 Notification of assignments and examination arrangements

Deadlines for submission of coursework will be set by individual module tutors. If you have arranged to post coursework because of illness, it is essential that you (a) keep a copy and (b) use recorded delivery. At the end of each module you may be asked to hand in all coursework to the course tutor, who will then return it to you after the Assessment Boards.

Some Module Tutors also make arrangements for online submission through E-learn or e-mail.

Guidance will be given in your seminar sessions.

### 5.3 Referencing

We have decided to recommend one style for citation and documentation purposes for your course: Harvard Style.

Using the Harvard system (or style) of referencing, citations in the body of your writing should give the author's surname with the year of publication. The full details of all these sources should be listed alphabetically by author name as a reference list at the end of your writing.

Continued...

## Harvard Style Guide

### Books

#### In text:

According to Bell (2010, p.23) the most important part of the research process is...

**Reference list:**

Bell, J. (2010) *Doing your research project*. 5<sup>th</sup> ed. Buckingham: Open University Press.

**Articles/Chapters from an Edited Book****In text:**

The view proposed by Taruskin (1988, p.137-207)

**Reference list:**

Taruskin, R. (1988) The pastness of the present and the present of the past. In Kenyon, N. (ed.) *Authenticity and early music*. Oxford: Oxford University Press, p.137-20.

**Journal Articles****In text:**

French *et al* (2006) concluded...

**Reference list:**

French, C., Ost, J. and Wright, D. (2006) Recovered and false memories. *The Psychologist*, 19 (6), p.352-355.

**Thesis or dissertation**

Most theses or dissertations are unpublished. If published, it should be cited as a book.

**In text:**

Jones (1974) describes Faure's piano style ...

**Reference list:**

Jones, J.B. (1974) *The piano and chamber works of Gabriel Fauré*. Unpublished PhD dissertation. Cambridge University.

**Newspaper Articles****In text:**

**McElvoy (2003) accused the Government of bad faith.**

**Reference list:**

McElvoy, A. (2003) Can they ever stop the spin? *The Evening Standard*, 30 July 2003, p.11.

If there is no author, use the title of the newspaper followed by the date.

**Articles from an Encyclopedia**

Kalyanaraman, Sriram. "Online Relationships." *The Encyclopaedia of Children, Adolescents, and the Media*. Ed. Jeffrey Jensen Arnett. Vol. 2. Thousand Oaks: Sage Publications, 2007. Print.

**Government Publications**

United States. Cong. Joint Committee on Printing. *Congressional Directory 2007-2008*: 110th Congress. Washington: GPO, 2007. Print.

**E-book****In text:**

Griffiths (1995) points out that ...

**Reference list:**

Griffiths, P. (1995) *Modern music and after*. MyLibrary [Online]. Available at: <http://www.mylibrary.com> [Accessed: 4 August 2008].

**Online Video**

*The Descent of Finance*. Perf. Niall Ferguson and Adi Ignatius. Harvard Business Publishing, 2009. *YouTube.Com*. Web. 3 Aug. 2009.

**E-Journal****In text:**

Hunt (2008) describes the sub-prime mortgage problem...

**Reference list:**

Hunt, A. (2008) Explaining the credit crunch. *Economist*, 387 (8584), p.20. *EBSCOhost: Business Source Premier* [Online]. Available at: <http://search.ebscohost.com> [Accessed: 30 July 2008].

**Web Article****In text:**

To keep sound in and out of your studio White (2008) advises...

### **Reference list:**

White, P. (2008) Practical soundproofing. *Sound on Sound*, May 2008 [Online]. Available at: <http://www.soundonsound.com/sos/may08> [Accessed: 6 August 2008].

### **Article from online newspaper**

If the name of the journalist or writer is given, start with this.

#### **In text:**

Hygiene in NHS hospitals is described by Lister (2006)

### **Reference list:**

Lister, S. (2006) Basic hygiene is failing in a third of NHS hospitals. *Timesonline.co.uk*, March 22 2006 [Online]. Available at: <http://www.timesonline.co.uk/tol/news/uk/health/article744018.ece> [Accessed: 24 July 2008].

If the journalist or writer isn't named, start with the title of the online newspaper followed by the date in round brackets.

#### **In text:**

Guardian.co.uk (2008) describes the human rights situation in China...

### **Organisation or personal web site**

#### **In text:**

Yau (2001) provided information about the Chinese community.

### **Reference list:**

Yau, T. (2001) *Dragon project*. [Online]. Available at: <http://www.geocities.com/dragonproject2000/> [Accessed: 1 August 2008].

For web pages where no author can be identified, use the web page's title. Where no author or title can be identified, use the web page's URL.

#### **In text:**

The process for compressing video files is described at (<http://www.newmediarepublic.com/dvideo/compression.html>, 2008)

### **Blog**

Author(s) Last name, First name. (Year site published/Last updated) 'Title of message', *Title of Internet Site*, Day Month of posted message. Available at: internet address (Accessed Day Month Year).

Example: O'Connor, John (2010) 'Global warming and the future', *Jane Murphy Blog*, 14 January. Available at: <http://janemurphyblog.com/blogs/archive/2010/01/14/115.aspx> (Accessed 13 April 2010).

**Email communication**

Sender Last name, Initials (Year of message) Medium of communication Receiver of communication, Day Month of communication.

Example: Scott, G. (2010) E-mail to John Bryce, 26 February.

**Interviews**

Last name, Initials of person interviewed. (Year of interview) 'Title of the interview (if any)'. Interview by/with Interviewer's First name Last name, *Title of publication*. Medium in which the interview appeared (journal, radio, video etc), Publication details.

Example: Cowen, B. (2010) Interviewed by Brian Dobson, *Six One News*, video, RTE One,

**In text**

Cowen (2010) claimed in an interview....  
 In an interview on RTE (Cowen, 2010)....

**Example of a reference list using the Harvard system.**

References	Source
Abraham, S. (2008) <i>Eating disorders</i> . 6 th rev. ed. Oxford : Oxford University Press	Book
Ake, D. (2002) Learning jazz, teaching jazz. In: Cooke, M. and Horn, D. (eds.) <i>The Cambridge companion to jazz</i> . Cambridge : Cambridge University Press, p.255-269.	Chapter from an edited book
Ang, L. and Taylor, B. (2005) Managing customer profitability using portfolio matrices. <i>Journal of Marketing</i> , 12 (5), p.298-304.	Journal article
Benoit, B. (2007) G8 faces impasse on global warming. <i>Financial Times</i> , 29 May 2007, p.9.	Newspaper article
European Commission (2004) <i>First report on the implementation of the internal marketing strategy 2003-2006</i> . Luxembourg : Office for Publications of the European Communities.	Report

Garcia-Sierra, A. (2000) <i>An Investigation into electronic commerce potential of small to medium-sized enterprises</i> . Unpublished PhD thesis, Cardiff University .	PhD thesis
Huber, D.M. (2005) <i>Modern recording techniques</i> . 6 th ed. Dawsonera [Online]. Available at: <a href="http://dawsonera.com">http://dawsonera.com</a> [Accessed: 30 July 2008].	Electronic book
Hunt, A. (2008) Explaining the credit crunch. <i>Economist</i> , vol. 387, issue 8584, p.20 <i>EBSCOhost: Business Source Premier</i> [Online]. Available at: <a href="http://search.ebscohost.com">http://search.ebscohost.com</a> [Accessed: 24 July 2008].	Electronic journal (from database)
Neilson, J.P. (2007) Symphysis-fundal height measurement in pregnancy [Systematic Review]. Cochrane Pregnancy and Childbirth Group <i>Cochrane Database of Systematic Reviews</i> [Online]. Available at: <a href="http://ovidsp.uk.ovid.com">http://ovidsp.uk.ovid.com</a> [Accessed 30 July 2008].	Review from Cochrane database
<i>R. v. Edwards (John)</i> (1991) 93 Cr. App. R.48	Law report
Thompson, B. (2008) <i>Can the tech community go green ?</i> [Online]. Available at: <a href="http://news.bbc.co.uk/1/hi/technology/7240440.stm">http://news.bbc.co.uk/1/hi/technology/7240440.stm</a> [Accessed: 24 July 2008].	Web page

### Further reading

Pears, Richard and Shields, Graham (2010) *Cite Them Right: The Essential Referencing Guide (Palgrave Study Skills series)*. 8<sup>th</sup> ed. Palgrave Macmillan

### 5.4 Confidential material

During the course of your study you may handle confidential material such as publisher's designs, manuscripts and business figures. Please do not share this information with anyone outside the module unless you are given permission.

### 5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

### 5.6 How do I know that my assessed work had been marked fairly?

Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students' assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades but can act as 'critical friends' and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

## 6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.



## 7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give. You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

We have incorporated changes to the structure of the programme in response to student feedback, notably in designing a module that embeds work placements into the learning process, now established as JN4405: Professional Practice. We also added a new module Issues and Innovations in Publishing in response to feedback from graduates now working in the publishing industry.

The SLO and the Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

### 7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook. Through the Student Union a representative will be elected for the course. They will then attend a student-staff liaison meeting once per semester during which student feedback will be communicated to the course teaching team.



## 8. Appendices

### 8.1 Programme Specification(s)

**UNIVERSITY OF CENTRAL LANCASHIRE**

**Programme Specification**

This Programme 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 he/she takes full advantage of the learning opportunities that are provided.

***Sources of information on the programme can be found in Section 17***

<b>1. Awarding Institution / Body</b>	University of Central Lancashire
<b>2. Teaching Institution and Location of Delivery</b>	University of Central Lancashire; Preston campus
<b>3. University School/Centre</b>	Journalism, Media and Performance
<b>4. External Accreditation</b>	Creative Skillset
<b>5. Title of Final Award</b>	MA Publishing

<b>6. Modes of Attendance offered</b>	Full Time/Part Time
<b>7a) UCAS Code</b>	Postgraduate programme
<b>7b) JACS Code</b>	P400
<b>8. Relevant Subject Benchmarking Group(s)</b>	No benchmarking at this level
<b>9. Other external influences</b>	Publishing Industry, UKAPE, community groups
<b>10. Date of production/revision of this form</b>	May 2017 December 2018
<b>11. Aims of the Programme</b>	
<ul style="list-style-type: none"> <li>• Knowledge and understanding of the process of producing a book from commissioning to retailing</li> <li>• Understanding of the publishing and book business including markets, structures, business models and innovation</li> <li>• Entrepreneurial skills in a publishing context</li> </ul>	

## **12. Learning Outcomes, Teaching, Learning and Assessment Methods**

### **A. Knowledge and Understanding**

- A1. Understand potential career options within publishing and related industries
- A2. Identify emerging commercial digital publishing opportunities and demonstrate a practical and critical understanding of IPR and copyright

### **Teaching and Learning Methods**

Lectures, seminars, workshops, visiting speakers from publishing profession, project work, case studies, group work and tutorials.

### **Assessment methods**

Including a range of assessment strategies such as essays, reflective statements, tests, presentations and skills portfolios.

### **B. Subject-specific skills**

- B1. Apply appropriate concepts of a range of markets, market segmentation, distribution networks and sales techniques in the context of publishing.
- B2. Conduct theoretical and applied investigations in key areas of publishing
- B3. Demonstrate knowledge of the role of publishing regionally, nationally and internationally.
- B4. Participate fully within the publishing business.
- B5. Use key software packages essential to the publishing industry

### **Teaching and Learning Methods**

Coursework undertaken will develop the students' practical skills and understanding of the publishing industry and the context in which it currently sits. Teaching will use a number of methods including lectures, seminars, interactive lectures, individual and group tutorials, work-based learning, workshops and discussions

### **Assessment methods**

Assessments will concentrate on developing the students' practical skills as well helping them to gain a thorough understanding of the publishing and book industry in context. There will be a full range of assessment formats including professional case studies,

business plans, presentations, the creation of books and eBooks and content, reflective documents and essays.

### **C. Thinking Skills**

C1. Practical and theoretical approaches to publishing and the book related book industry

C2. Appraisal of industry approaches to the issues concerning the publishing in the current context

C3. The ability to successfully analyse current approaches, methods and discussions in the professional publishing industry

C4. The ability to thinking creatively and develop a coherent argument and analysis

### **Teaching and Learning Methods**

Lecture notes and other material, group and seminar work, set reading and individual/group tutorial support as well as the student's own individual research..

### **Assessment methods**

Case studies, presentations, essays, reflective work, group projects on to appraise the extent of the students own critical analysis and understanding

### **D. Other skills relevant to employability and personal development**

D1. Demonstrate an advanced capacity for independent study through the practical application of analytical and evaluative skills.

D2. Manage an extended project.

D3. Demonstrate skills in project organisation, structure and management.

D4. Evaluation own performance, personally and professionally.

D5. Demonstrates practical skills through work-related learning and UCLan Publishing projects

### **Teaching and Learning Methods**

Seminars, workshops, work-based learning, tutorials and independent study all adhering to strict deadlines and considering the context of the current publishing and book industry.

**Assessment methods**

The assessments will appraise the student's level of understanding of the practical skills which are needed to work in the publishing and book industries as well as consolidating and reflecting on the varied learning which the student has undertaken throughout the duration of the course.

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 7	JN4401	Digital Publishing	20	<b>Masters Degree in Publishing</b>
	JN4604	Children's Writing and Publishing	20	
		Audio Books	20	<b>Postgraduate diploma in Publishing</b>
	JN4420	Editorial and Production Process	40	
	JN4403	The Business of Books	20	<b>Postgraduate certificate in Publishing</b>
	JN4402	Independent Publishing Study	40	
	JN4404	Issues and Innovations in Publishing	20	
	JN4407			
<b>15. Personal Development Planning</b>				
<p>1. The programme is designed to foster and develop academic and professional skills, enabling students to consider a range of career choices within publishing and also related industries, and also provides a platform to hone general knowledge and analytical thinking within an accommodating environment.</p>				

2. The programme will provide access to work-based learning, in publishing houses and UCLan Publishing, supporting knowledge exchange and applied, practical experience supported by academic tutors.
3. We will also, as part of learning and teaching sessions, provide access to a range of industry professionals to support academic study and potential career choices.
4. The learning and teaching methods encourage students to develop critical thinking and self-expression, and to be receptive to new ideas and ways of thinking.
5. We offer the opportunity to develop an independent project, with tutorial support and clear goals, which will help students to become responsible for their learning, within a vocational setting that emphasises the role and value of commitment to learning in the work place.
6. Students will learn about career choices and, through analysis and application, evaluate their own personal strengths and weaknesses, helping you to identify appropriate and fulfilling choices.

#### **16. Admissions criteria \***

(including agreed tariffs for entry with advanced standing)

*\*Correct as at date of approval. For latest information, please consult the University's website.*

Bachelor Degree with Honours at lower second class or above or equivalent industry experience.

IELTS 6.5 or higher in each category if English is not first language.

Applicants will be interviewed and each case assessed on the student's ability to benefit.

#### **17. Key sources of information about the programme**

- [www.uclan.ac.uk](http://www.uclan.ac.uk)
- Book events and panel discussions
- Postgraduate open days
- Advertising
- Social media
- Industry contacts

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## 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes															
				Knowledge and understanding					Subject-specific Skills					Thinking Skills			Other skills relevant to employability and personal development		

				A1	A2	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4	D5
<b>LEVEL 7</b>	JN4402	The Business of Books	COMP	X		X	X	X			X			X				X	X
	JN4401	Digital Publishing	COMP		X					X	X	X							X
	JN4604	Children's Writing and Publishing	COMP	X		X		X		X	X	X			X	X	X		X
	JN4420	Audio Books	COMP		X	X					X	X						X	

JN4403	Editorial and Production Process	COMP							X										
			X			X				X	X		X			X	X		
JN4404	Independent Publishing Study	COMP								X									
			X	X		X					X					X	X	X	
JN4407	Issues and Innovations in Publishing	COMP								X									
			X		X	X	X				X	X	X	X	X		X		
				X	X					X	X						X		X

**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks

## 19. LEARNING OUTCOMES FOR EXIT AWARDS:

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

For example, for a standard BA/BSc (Hons) award the exit award learning outcomes for CertHE (Level 4) and DipHE (Level 5), BA/BSc (Level 6) should be included; for a postgraduate Masters, this would normally be PGDip and PGCert.

**Learning outcomes for the award of: \_\_PGDip\_\_\_\_\_**

1. Understand potential career options within publishing and related industries
2. Demonstrate knowledge of the role of publishing regionally, nationally and internationally
3. Use key software packages essential to the publishing industry
4. Appraisal of industry approaches to the issues concerning the publishing in the current context
5. Practical and theoretical approaches to publishing and the book related book industry
6. The ability to thinking creatively and develop a coherent argument and analysis
7. Demonstrate skills in project organisation, structure and management.
8. Evaluation own performance, personally and professionally

**Learning outcomes for the award of: \_\_PGCert\_\_\_\_\_**

1. Understand potential career options within publishing and related industries
2. Demonstrate knowledge of the role of publishing regionally, nationally and internationally
3. Practical and theoretical approaches to publishing and the book related book industry
4. The ability to thinking creatively and develop a coherent argument and analysis