



University of the
West of England

CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data		
Awarding Institution	UWE	
Teaching Institution	UWE	
Delivery Location	UWE (Frenchay)	
Faculty responsible for programme	Faculty of Arts, Creative Industries and Education	
Department responsible for programme	Arts	
Modular Scheme Title		
Professional Statutory or Regulatory Body Links		
Highest Award Title	BA (Hons) English with Writing	
Default Award Title	N/A	
Fall-back Award Title	BA (Hons) General BA (Hons) Humanities	
Interim Award Titles	BA English with Writing Dip HE English with Writing Cert HE English with Writing	
UWE Progression Route		
Mode(s) of Delivery	FT, PT	
Codes	UCAS: OPC3	JACS:
	ISIS2: OPC3	HESA:
Relevant QAA Subject Benchmark Statements	English Benchmark Statement	
CAP Approval Date	20 th May 2014	
Valid from	September 2014	
Valid until Date		
Version	1.1	

Part 2: Educational Aims of the Programme

The educational aims of Programme are to:

- provide a current curriculum which offers depth within and breadth across the subject area through distinctive modules based on staff expertise;
- provide students with a thorough knowledge of English literary culture by exposing them to canonical and non-canonical texts from the Renaissance to the twenty-first century;
- provide students with an understanding of the social, cultural, and political histories from which different media and cultural institutions, modes of communication, practices and structures have emerged;
- develop students' critical practices that stress the crucial balance between close reading and theoretical/contextual models of interpretation;
- extend students' knowledge of the historical and intellectual frames of reference from which literature and public discourse emerge;
- offer a distinctively varied learning and assessment portfolio which encourages the development of analytic skills, creative expression and critical argument;
- provide a supportive and responsive framework for students' academic, personal and professional development;
- provide intellectually challenging and student-focused teaching that is informed and enriched by staff research;
- offer distinctive and varied teaching practices, including individual tutorials, student-led seminars, lectorials, lectures, workshops and virtual learning teaching environments;
- foster a progressive academic culture in which students mature and develop independence over the course of their degree;
- offer a compulsory curriculum that develops outward-facing, employable students who are fully conscious of the transferable value of their subject-specific knowledge and skills;
- encourage students to practise their subject-specific knowledge and skills in real working environments through the employability strategy;
- offer modules that engage and connect with cognate programmes across the faculty, facilitating integrated learning opportunities;
- offer opportunities that address UWE's wider agenda, such as childhood studies, the creative industries, and sustainability;
- develop students' skills in relevant software programmes;
- develop students' awareness of the societal role of communication systems and modes of representation;
- offer opportunities to develop a broad range of writing skills including creative, professional and commercial practices.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

The English with Writing Programme encourages students to produce academic work of the highest calibre by achieving the stipulated learning outcomes for all of their modules. Students are advised to engage in extra-curricular activities, such as joining the English Society. Students are also encouraged to undertake work experience in relevant fields. At level 3 the Kate Fullbrook Award is presented to the student who best exemplifies achievement in adversity; the Keith Davey Memorial Prize for the best English Independent Project is awarded to the highest achieving student on the module.

Part 3: Learning Outcomes of the Programme

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

A. Knowledge and Understanding

On successful completion of this award students will be able to demonstrate knowledge and understanding of the following:

- a wide range of literature and writing in English from the nineteenth and twentieth and twenty-first centuries, with some knowledge of pre-1800 literature and writing;
- the cultural and historical contexts which shaped and were shaped by the authors and texts studied;
- the formal and aesthetic dimensions of the three main genres of fiction, poetry, and drama;
- the key terms and concepts used in the analysis and interpretation of literary ideas and professional and commercial writing practices;
- the range and variety of modern approaches to the study of literary texts;
- the interrelations of literary study with the knowledge produced within other disciplines including film and other cultural productions.

B. Intellectual Skills

On successful completion of this award students will be able to demonstrate the following skills:

- the ability to identify the complexities of the major literary genres and other forms of written and oral communication;
- the ability to apply critical thinking in the close reading, description, analysis, and production of texts and discourses;
- the ability to analyse the roles, methodologies, ideologies and historical contexts of literary critical traditions and non-literary discourses;
- the ability to write critically, demonstrating an ability to form arguments and synthesise critical ideas;
- the ability to think and write creatively in response to a variety of literary forms and genres;
- an awareness of how literature and language produce and reflect cultural difference;
- comprehension of the overall complexities of the discipline and its relationship to other disciplines and forms of language.

C. Subject/Professional/Practical Skills

On successful completion of this award students will be able to demonstrate the following skills:

- the ability to apply appropriate techniques of literary criticism and theory to the written interpretation and analysis of texts;
- the ability to produce work which demonstrates an understanding of media forms and structures, audiences and specific communication registers;
- the ability to deploy appropriate critical language in written and oral communication;
- knowledge of the conventions of literary research and presentation, including citation and referencing;
- the ability to design and produce a substantial piece of independent research or personal writing;
- the capacity to adapt and transfer the critical methods of the discipline to a variety of working environments;
- the ability to work, communicate and participate in groups.

D. Transferable Skills and other attributes

On successful completion of this award students will be able to demonstrate the ability to:

- produce effective written communication;
- marshal their ideas in a limited time;
- study effectively and manage their time efficiently;
- locate and evaluate information sources and extract relevant information;
- use IT for a variety of purposes, from research to the production of work for written and presentational assessments;
- use initiative and work independently;
- communicate effectively orally;
- work efficiently as members of a team;
- organise and self-direct substantial projects.

Part 3: Learning Outcomes of the Programme

Learning Outcomes:	Module No: UPGPPT-30-1	Module No: UPGPPU-30-1	Module No: UPGPPG-30-1	Module No: UPGPPF-30-1	Module No: UPGPPH-30-2	Module No: UPGPPL-30-2	Module No: UPGPTB-30-2	Module No: UPGPTA-30-2	Module No: UPGPPK-30-2	Module No: UPGPTM-30-2	Module No: UPGPPM-30-2	Module No: UPGPKT-30-2	Module No: UPGPPD-30-3	Module No: UPGPPR-30-3	Module No: UPGPFS-30-3	Module No: UPGPFH-30-3	Module No: UPGPTF-30-3	Module No: UPGPPA-30-3	Module No: UPGPPP-30-3	Module No: UPGPPS-30-3	Module No: UPGPKU-30-3
A) Knowledge and understanding of:																					
a wide range of literature and writing in English from the nineteenth, twentieth and twenty-first centuries, with some knowledge of pre-1800 literature and writing.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
the cultural and historical contexts which shaped and were shaped by the authors and texts studied	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
the formal and aesthetic dimensions of the three main genres of fiction, poetry, and drama	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
the key terms and concepts used in the analysis and interpretation of literary ideas and professional and commercial writing practices	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
the range and variety of modern approaches to the study of literary texts	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
the interrelations of literary study with the knowledge produced within other disciplines including film and other cultural productions	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
(B) Intellectual Skills																					
the ability to identify the complexities of the major literary genres and other forms of written and oral communication	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
the ability to apply critical thinking in the close reading, description, analysis, and production of texts and discourses	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
the ability to analyse the roles, methodologies, ideologies and historical contexts of literary critical traditions and non-literary discourses	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
the ability to write critically, demonstrating an ability to form arguments and synthesise critical ideas	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
the ability to think and write creatively in response to a variety of literary forms and genres	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
an awareness of how literature and language produce and reflect cultural difference	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
comprehension of the overall complexities of the discipline and its relationship to other disciplines and forms of language	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
(C) Subject/Professional/Practical Skills																					
the ability to apply appropriate techniques of literary criticism and theory to the written interpretation and analysis of texts	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
the ability to produce work which demonstrates an understanding of media forms and structures, audiences and specific communication registers												X									X
the ability to deploy appropriate critical language in written and oral communication	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
knowledge of the conventions of literary research and presentation, including citation and referencing	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
the ability to design and produce a substantial piece of independent research or personal writing													X						X		
the capacity to adapt and transfer the critical methods of the discipline to a variety of working environments	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
the ability to work, communicate and participate in groups	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
(D) Transferable skills and other attributes																					
produce effective written communication	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
marshal their ideas in a limited time	X		X	X	X	X	X	X	X		X		X		X	X		X		X	X
study effectively and manage their time efficiently	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
locate and evaluate information sources and extract relevant information	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
use IT for a variety of purposes, from research to the production of work for written and presentational assessments	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
work efficiently as members of a team	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
use initiative and work independently													X								X
Communicate effectively orally			X	X		X				X		X			X			X			
organise and self-direct substantial projects.													X					X			

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

Knowledge of a wide range of writing in English is acquired through the required reading on core and optional modules, through constant encouragement to undertake wider, independent study in support of the required reading, and through the support given to students to pursue individual interests and enthusiasms in their English Independent Projects.

The acquisition of knowledge of relevant contexts, formal dimensions, key concepts, a variety of approaches to the study of literary and non-literary texts and the connection between literary study and other disciplines is achieved through a combination of lectures, lectorials, seminars, and workshops, as appropriate to each module. English Independent Project supervision is provided through a mixture of small-group sessions and individual tutorials.

Students receive guidance in the use of appropriate critical terminology via lectures and seminar discussion, one-to-one tutorials, and in feedback on written work. Individual Module Handbooks offer guidelines on the presentation of literary research. Seminar preparation, participation and more formal presentations offer opportunities for developing competence in oral communication. Writing competencies are tested in a variety of written assignments, including coursework assignments and examinations. Guidance on the planning and production of independent work is given through tutorial support in the compulsory English Independent Project module.

Students learn academic, professional and commercial writing skills not only through formal assignments, examinations and tests but also through written exercises in seminars and workshops. Some of these have time limits set on them. Some of them form self-help study groups and are aided by mentoring schemes. They learn to manage their time by dealing with the time constraints of deadlines and balancing the demands of different modules; they can also gain advice about time management. They are introduced to the library's resources including IT provision in induction and during core modules at each level; they can follow this up by attending IT training courses. They are encouraged to take responsibility for their own learning in a variety of ways; for example, by formulating their own essay titles, making choices about their learning, following up their own interests, and in particular studying for their English Independent Project. They practise their oral communication in seminars on all modules, and in some modules they are expected to do a reading, give an assessed individual or group presentation or lead a session. Some modules specifically encourage teamwork by, for example, requiring groups of students to give a presentation.

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face:face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the English with Writing programme teaching is a mix of scheduled and independent learning. For the programme:

Scheduled learning includes lectures, lectorials, seminars, tutorials, project supervision, workshops and literary engagement with relevant work experience. Scheduled sessions may

Part 4: Student Learning and Student Support

vary slightly depending on the module choices made.

Independent learning includes hours engaged with essential reading, scheduled teaching preparation, assignment preparation and completion.

Placement learning may include a year abroad.

Description of any Distinctive Features

Occasions for Writing is a compulsory level 2 module that develops students' understanding of non-literary discourses and introduces them to codes of practice for professional writing careers.

Writing in Practice is a compulsory level 3 module that develops students' creative, professional and commercial writing skills, in areas such as copywriting, journalistic forms and review writing.

English Independent Project is a compulsory level 3 module designed to provide pathways to future careers. Students can choose from one of the following options: Dissertation; Research-Based Creative Writing; Module Design; Anthology; Criticism and Review; Group Project; Work Experience.

Part 5: Assessment

A: Approved to University Regulations and Procedures

Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

Assessment is strongly biased towards the continuous assessment of written work and outward-facing skills, which includes traditional critical essays and extended essays, evaluations of critical sources, bibliographical exercises, film analyses, journals, reflections on group presentations, creative writing assignments and portfolios of writing. Students also complete an English Independent Project, an extended and demanding piece of coursework.

Assessment Map

The programme encompasses a range of **assessment methods** including; essays, presentations, and written examinations. These are detailed in the following assessment map:

Assessment Map for English with Writing

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Part 5: Assessment

		Unseen Written Exam	Seen Written Exam	Oral assessment and/or written report	Reading Log	Annotated Bibliography	Essay, Extended Essay, and/or assignment plan	Review, Commentary, Blog	Webpage Design and Content	Anthology	Creative Writing and/or Critical Commentary	Portfolio	Extended and/or Independent Project
Compulsory Modules Level 1	UPGPPT-30-1		A (25)		B (23)							B (52)	
	UPGPPU-30-1			A (25)		B (26)	B (49)						
	UPGPPG-30-1	A (35)					B (33)				B (32)		
	UPGPPF-30-1		A (50)							B (50)			
Compulsory Modules Level 2	UPGPPH-30-2		A (40)				B (30)				B (30)		
	UPGPKT-30-2			A (35)				B (23)				B (42)	
Compulsory Modules Level 3	UPGPPD-30-3						A (10)						A (90)
	UPGPKU-30-3	A (35)							B (23)			B (42)	
Optional Modules Level 2	UPGPPL-30-2		A (40)	B (20)			B (40)						
	UPGPTA-30-2		A (40)				B (22)					B (53)	
	UPGPPK-30-2	A (25)			B (30)		B (45)						
	UPGPPM-30-2	A (25)				B (25)		B (40)		B (10)			
	UPGPTB-30-2		A (40)				B (25) & (35)						
	UPGPTM-30-2			A (25)			B (52)					B (23)	
Optional Modules Level 3	UPGPPR-30-3		A (25)				B (26)					B (49)	
	UPGPFS-30-3			A (25)			B (35) & (40)						
	UPGPFH-30-3		A (30)				B (25) & (45)						
	UPGPTF-30-3		A (45)				B (35) & (20)						
	UPGPPA-30-3			A (25)			B (25)						B (50)
	UPGPPP-30-3		A (25)								B (75)		

Part 5: Assessment												
	UPGPPS-30-3			A (25)			B (18.75)				B (56.25)	
<p>Assessment should be shown in terms of either Written Exams, Practical exams, or Coursework as indicated by the colour coding above.</p> <p>*Students complete a close reading essay (30%), a creative writing piece or review (30%), and an essay (30%); the best two out of three marks count.</p>												

Part 6: Programme Structure
<p>This structure diagram demonstrates the student journey from Entry through to Graduation for a typical full time student, including:</p> <ul style="list-style-type: none"> level and credit requirements interim award requirements module diet, including compulsory and optional modules

ENTRY				
	Year 1	Compulsory Modules	Optional Modules	Interim Awards
		UPGPPT-30-1 Creativity, Critique and Literature	None	Cert HE English Other requirements: None
		UPGPPU-30-1 Literature and Ideas	None	
		UPGPPG-30-1 Once Upon a Time	None	
	UPGPPF-30-1 Beyond the Horizon	None		
	Year 2	Compulsory Modules	Optional Modules	Interim Awards
		UPGPKT-30-2 Occasions for Writing AND	UPGPPL-30-2 Victorian Frictions	Dip HE English Other requirements: None
		UPGPPH-30-2 Forms of Reading/Reading Forms	UPGPTB-30-2 British Writing 1900-1950	
		UPGPPM-30-2 Shakespeare's World of Words		
		UPGPTM-30-2 Imagining America		
	UPGPTA-30-2 Exploring the Eighteenth Century			

			UPGPPK-30-2 Romanticism Unbound	
VCU Year: see International Variant (Appendix 1).				

Year 3	Compulsory Modules	Optional Modules	Interim Awards
	UPGPKU-30-3 Writing in Practice	UPGPPR-30-3 Children's Fiction Since 1900	BA English Other requirements:
	UPGPPD-30-3 English Independent Project	UPGPFS-30-3 Gothic Literature	
		UPGPPH-30-3 Literature and Culture in Britain, 1885-1930	
		UPGPPA-30-3 Contemporary American Narrative	
		UPGPPP-30-3 Moving Words	
		UPGPPS-30-3 Cross-currents: Modernity, Literature and Colonialism	

GRADUATION

Part time:

The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**.

ENTRY	Year 1.1	Compulsory Modules	Optional Modules	Interim Awards
	Year 1.1	UPGPPT-30-1 Creativity, Critique and Literature	None	Other requirements:
		UPGPPU-30-1 Literature and Ideas	None	
Year 1.2	UPGPPG-30-1 Once Upon a Time	None		
	UPGPPF-30-1 Beyond the Horizon	None		
Year	Compulsory Modules	Optional Modules	Interim Awards	

	UPGPKT-30-2 Occasions for Writing AND	None	Other requirements:
	UPGPPH-30-2 Forms of Reading/Reading Forms	None	
		None	
		None	

	Compulsory Modules	Optional Modules	Interim Awards
Year 2.2	None	UPGPPL-30-2 Victorian Frictions	Other requirements:
		UPGPTB-30-2 British Writing 1900-1950	
		UPGPTM-30-2 Imagining America	
		UPGPTM-30-2 Exploring the Eighteenth Century	
		UPGPPK-30-2 Romanticism Unbound	
		UPGPPM-30-2 Shakespeare's World of Words	

	Compulsory Modules	Optional Modules	Interim Awards
Year 3.1	UPGPKU-30-3 Writing in Practice	UPGPPR-30-3 Children's Fiction Since 1900	
		OR	
		UPGPFS-30-3 Gothic Literature	
		OR	
		UPGPPH-30-3 Literature and Culture in Britain, 1885-1930	
		OR	

		UPGPPA-30-3 Contemporary American Narrative	Other requirements:
		OR UPGPPP-30-3 Moving Words	
		OR UPGPPS-30-3 Cross-currents: Modernity, Literature and Colonialism	

	Compulsory Modules	Optional Modules	Interim Awards
Year 3.2	UPGPPD-30-2 English Independent Project	UPGPPR-30-3 Children's Fiction Since 1900	Other requirements:
		OR UPGPFS-30-3 Gothic Literature	
		OR UPGPPH-30-3 Literature and Culture in Britain, 1885-1930	
		OR UPGPPA-30-3 Contemporary American Narrative	
		OR UPGPPP-30-3 Moving Words	
		UPGPPS-30-3 Cross-currents: Modernity, Literature and Colonialism	

Part 7: Entry Requirements

The University's Standard Entry Requirements apply.

Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the

Part 8: Reference Points and Benchmarks

design of the programme:

[QAA UK Quality Code for HE](#)

National qualification framework
Subject benchmark statements

[University strategies and policies](#)

The learning outcomes that underlie the educational aims of the UWE undergraduate English with Writing programme are broadly in line with QAA Benchmark Statement (2007) and FHEQ qualification descriptors (2008). Learning outcomes are level-specific, increasing in terms of sophistication and complexity with each level. The learning outcomes of UWE English with Writing increasingly involve creative opportunities in line with the QAA Benchmark Standards (2007). In the case of the English Independent Project, which has several types of assessment, specific learning outcomes clearly express the equivalence of the range of projects. Assessments operate within QAA Benchmarking guidelines and within the regulatory framework offered by the University's 'Academic Regulations and Procedures' and 'The Academic Quality Management and Enhancement Framework.' Staff research feeds into modules at various levels, and in particular at level three, where modules are created in line with staff expertise as well as what will develop and be of practical use to our students in the workplace. Students are encouraged to attend staff research papers and activities. We have consulted closely with Careers, and part of the programme development was informed by a UWE Learning and Teaching Fellowship project run by a member of the team. Employability skills are developed across modules through appropriate methods of teaching and learning to improve students' employment prospects.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

- Formal and informal student feedback (e.g., Student Representative Staff Forum, Module Evaluation);
- Annual staff peer-review whereby colleagues observe one another's sessions and share good practice;
- English Academic Review 2012 which included feedback from current and former students as well as external colleagues;
- The utilisation of advice and supporting material from Careers to enhance the delivery of the employability-related aspects of the Programme;
- The findings of the university-wide assessment and feedback project led by the English Teaching and Learning Fellow;
- Annual Away Day reflections upon students' learning experience;
- Ongoing review of the Curriculum to ensure quality and standards.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the [University's website](#).

