



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	Department of Arts and Cultural Industries
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	<i>with Foundation Year - SW, FT/PT -</i>
	ISIS2: Q3W9 Q3WF (SW) Q3WF13 (FT)
For implementation from	September 2017

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Part 2: Description

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;
- enable students to practise their subject-specific knowledge and skills in real working environments through work placements;
- 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.

Level 0 consists of four year-long 30 credit modules in which the main focus is on the acquisition both of appropriate academic skills and of an awareness of the relevance to their future pathway in English, English with Writing, English and History, English and English Language, History, English Language and Linguistics, Creative and Professional Writing, Media and Cultural Production, Film Studies, Film Studies and Literature, Liberal Arts, Journalism, Journalism and Public Relations, or Media and Journalism.

Academic Skills in Arts and Humanities (UPCNA7-30-0) will act as a "spine" to the year, supporting the other three modules through a variety of assessment methods, including a reflective journal. Students will be encouraged to develop as reflective learners and to understand the importance of the UWE graduate attributes. The teaching methods are designed to engage students and develop their core skills and confidence

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 caliber 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.

Regulations

Approved to [University Regulations and Procedures](#)

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Part 3: Learning Outcomes of the Programme																			
(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	
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
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
the ability to design and produce a substantial piece of independent research or personal writing													X					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
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
(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
marshal their ideas in a limited time	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
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
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
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
use initiative and work independently													X						X
Communicate effectively orally			X	X		X				X		X			X			X	X
organise and self-direct substantial projects.													X					X	X

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Part 4: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including: level and credit requirements; interim award requirements; module diet, including compulsory and optional modules

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Level 0	UPCNA7-30-0 Academic Skills for Arts and Humanities UPCNA8-30-0 Bristol, Arts and Culture UPCNA9-30-0 Thoughts, ideas and myths: past, present and future UPCNAE-30-0 Extended Project	None	None
	Level 1	UPGPPT-30-1 Creativity, Critique and Literature UPGPPU-30-1 Literature and Ideas UPGPPG-30-1 Once Upon a Time: Stories Children and Literature UPGP6J-30-1 Genre and Creative Writing	None	Cert HE English with Writing 120 credits
	Level 2	UGPST-30-2 Occasions for Writing AND UGPPIH-30-2 Forms of Reading/Reading Forms	UGPPL-30-2 Victorian Frictions UGPPTB-30-2 British Writing 1900-1950 UGPPIW-30-2 Shakespeare's World of Words UGPPTM-30-2 Imagining America: Cultural and Literary Legacies of the United States, 1830-1970 UGPPTA-30-2 Exploring the Eighteenth Century UGPPIK-30-2 Romanticism Unbound	Dip HE English with Writing 240 credits

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

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Year 1.1	UPCNA7-30-0 Academic Skills for Arts and Humanities UPCNA8-30-0 Bristol, Arts and Culture		
	Year 1.2	UPCNA9-30-0 Thoughts, ideas and myths: past, present and future UPCNAE-30-0 Extended Project		
	Year 2.1	Compulsory Modules UPGPPT-30-1 Creativity, Critique and Literature UGPPTU-30-1 Literature and Ideas	Optional Modules None	Interim Awards
	Year 2.2	UGPPTG-30-1 Once Upon a Time: Stories Children and Literature UGPPTF-30-1 Beyond the Horizon: Spaces and Places in Literature	None	Cert HE English with Writing 120 credits
	Year 3.1	Compulsory Modules UGPST-30-2 Occasions for Writing AND UGPPTH-30-2 Forms of Reading/Reading Forms	Optional Modules None	Interim Awards

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	Compulsory Modules	Optional Modules	Interim Awards
Year 3.2	None	UGPPL-30-2 Victorian Frictions UPGPTB-30-2 British Writing 1900-1950 UPGPTM-30-2 Imagining America: Cultural and Literary Legacies of the United States, 1830- 1970 UPGPTM-30-2 Exploring the Eighteenth Century UGPPIK-30-2 Romanticism Unbound UGPPII-30-2 Shakespeare's World of Words	Dip HE English with Writing 240 credits:

	Compulsory Modules	Optional Modules	Interim Awards
Year 4.1	UGPSU-30-3 Writing in Practice	UGPPIR-30-3 Children's Fiction Since 1900 OR UGPPIF-30-3 Gothic Literature OR UGPPIH-30-3	

Part 6: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the 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](#).

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First CAP Approval Date	21/03/2017			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>	21/03/2017	Version	1	link to RIA
Next Periodic Curriculum Review due date	2019			
Date of last Periodic Curriculum Review				