

## BA (Hons) English Language and...

### Programme Specification

#### Section 1: Basic Data

<b>Awarding institution/body</b>	UWE
<b>Teaching institution</b>	UWE
<b>Faculty responsible for programme</b>	SSH
<b>Programme accredited by</b>	N/A
<b>Highest award title</b>	BA (Hons) English Language and...
<b>Default award title</b>	BA (Hons) Joint Studies
<b>Interim award title</b>	Cert. HE English Language (60 credits) Dip. HE English Language (120 credits) BA English Language (180 credits)
<b>Modular Scheme title (if different)</b>	Joint Honours
<b>UCAS code (or other coding system if relevant)</b>	Early Childhood Studies & English Language XQJ3 English and English Language Q390 English Language and Law QMC3 English Language and Linguistics QQ3C English Language and Psychology QCH8 English Language and Spanish QR3L
<b>Relevant QAA subject benchmarking group(s)</b>	English, Languages and Related Studies, and Linguistics
<b>On-going/valid until* (*delete as appropriate/insert end date)</b>	Ongoing
<b>Valid from (insert date if appropriate)</b>	September 2008
<b>Authorised by:</b>	Head of School
<b>Version Code</b>	3

## Section 2: Educational aims of the programme

To equip students with knowledge and understanding of

- the English language in its own right, including variations across the globe, its use in texts and representation in dictionaries and its grammar and phonology (explicit knowledge of language: defining principle of LRS benchmark statement). Here, the field of Linguistics is drawn upon in order to deepen understanding of the language.
- the English language as a gateway to related thematic studies such as English in the modern world and Intercultural communication (intercultural awareness and understanding: defining principle of LRS benchmark statement).
- the relevance in this context of teaching English to speakers of other languages and the practical application of principles and methods to the English teaching environment.

In addition, the programme aims to develop

- appropriate linguistic tools and metalanguage to describe and analyse the main features of the English language. The ability to use language creatively and precisely for a range of purposes and audiences is also developed in Genres, styles and registers.
- generic intellectual skills – notably those of analysis, synthesis, evaluation and coherent presentation – in self-directed graduates possessing a high degree of literacy and English language awareness.
- key transferable skills emphasising self-motivation and self-reliance, co-operative interpersonal relations, information management, analysis, communication and critique.

## Section 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

Learning outcomes	Teaching, Learning and Assessment Strategies
<p><b>A. Knowledge and understanding of:</b></p> <ol style="list-style-type: none"> <li>1. How English is currently used throughout the world and how it changes under different influences.</li> <li>2. The structure and function of different text types in English.</li> <li>3. What constitutes culture and how it affects communication.</li> <li>4. Different approaches to the teaching and learning of English language.</li> <li>5. Relevant research methods to a specific research project.</li> </ol>	<p><b>Teaching/learning methods and strategies</b></p> <p><i>Acquisition of 1 is through the study of English in the modern world at level one.</i></p> <p><i>Acquisition of 2 is through the study of Text linguistics and Advanced text linguistics at levels one and three; Genres, styles and registers and lexicology at level two; and Critical discourse analysis at level three.</i></p> <p><i>Acquisition of 3 is through the study of Intercultural communication and introduction to TESOL at level two.</i></p> <p><i>Acquisition of 4 is through the study of Intercultural communication and introduction to TESOL at level two and TESOL at level three.</i></p> <p><i>Acquisition of 5 is through the undertaking of the Linguistics project at level three.</i></p> <p><i>Throughout, the learner is encouraged to</i></p>

	<i>undertake independent study and to participate in group or individual projects, assignments and oral presentations in class.</i>
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### B Intellectual Skills

<p><b>B Intellectual Skills</b></p> <ol style="list-style-type: none"> <li>1. An understanding of the relationship between data and theory, and the role of hypotheses in testing theories.</li> <li>2. The ability to extract and synthesise key information from the literature and to interpret layers of meaning within texts.</li> <li>3. An understanding of issues and problems in the field of TESOL and various fields of Linguistics.</li> <li>4. The ability to engage in analytical and critical thinking and to present ideas within the structured framework of a reasoned argument.</li> <li>5. The ability to plan and carry out a piece of research, either individually or as a member of a group.</li> <li>6. The ability to use IT skills appropriately for retrieving information, analysing data and writing reports or assignments.</li> </ol>	<p><b>Teaching/learning methods and strategies</b></p> <ol style="list-style-type: none"> <li>1. <i>This is part of the training for the Linguistics project.</i></li> <li>2/3/4. <i>These skills are practised and understandings developed in written coursework and oral presentations throughout the degree.</i></li> <li>5. <i>This is practised through the project module, but is also developed in oral presentations and written assignments (Intercultural communication and introduction to TESOL; TESOL).</i></li> <li>6. <i>Specific software for the analysis of texts may be introduced to students undertaking the Linguistics project. More general IT packages such as Word and Powerpoint are used in various modules. Students develop library skills while preparing oral presentations and written assignments.</i></li> </ol>
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### C Subject, Professional and Practical Skills

<p><b>C Subject/Professional/Practical Skills</b></p> <ol style="list-style-type: none"> <li>1. Critically judging and evaluating the English language in specific modes, genres and contexts.</li> <li>1. Acquiring complex information of diverse kinds, from a variety of sources (library, www, CD-roms, corpora, learners of English, discussion with peers).</li> <li>2. The ability to use and present material clearly, and to reason and argue effectively, both orally and in writing, using the appropriate register and style and with proper referencing.</li> <li>3. Considering the ethical issues involved in data collection, storage and usage.</li> </ol>	<p><b>Teaching/learning methods and strategies</b></p> <p><i>These skills are developed and practised through analytical and problem-solving tasks based on a variety of sources for formal and informal assignments, presentations in seminars, exams and through the planning and completion of the Linguistics project.</i></p>
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## D Transferable Skills and other attributes

<p><b>D Transferable skills and other attributes</b></p> <ol style="list-style-type: none"> <li>1. Thinking and judging independently.</li> <li>2. The ability to work autonomously under pressure and to meet deadlines.</li> <li>3. The ability to work co-operatively as a constructive team member.</li> <li>4. The ability to make competent use of a range of information and communications technology for gathering and managing information.</li> </ol>	<p><b>Teaching/learning methods and strategies</b></p> <p><i>Skill 1 is practised by independent reading, discussions in seminars and the preparation of coursework assignments. Skill 2 will be fostered by the requirement to manage and progress coursework assignments and to submit them on time. Skill 3 will be developed through teamwork in joint oral presentations for seminars (Intercultural communication and introduction to TESOL). Skill 4 will be developed by the requirement to research assignments using Web-based and other electronic resources, and to submit all written coursework in word-processed format.</i></p>
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### Section 4: Programme structure

#### Level 1

UPNQ43-30-1 Introduction to texts

UPNQ3Q-30-1 English in the modern world

UPLQ46-30-1 English Language and Culture 1 (for non-native speakers of English only)

#### Level 2

UPNQ75-30-2 Words in context: lexicology, styles and genres

UPLQ78-30-2 Intercultural communication and introduction to TESOL

UPLQ7G-30-2 English Language and Culture 2 (for non-native speakers of English only)

#### Level 3 (two out of four)

UPNQ9P-30-3 Critical Text Analysis

UPNQ9N-30-3 Cultural History of the English Language

UPLQ9L-30-3 TESOL

UPNQ9R-30-3 English Language Project

UPNQ9S-30-3 Language in Use: Personal and Social Identity

UPNQ9H-30-3 Language and the Comic

UPNQ9T-30-3 The Other Languages of Bristol: Sociolinguistics, Language Contact and Bilingualism

UPNQ9V-30-3 Creative Writing and the Self

UPNQ9W-30-3 Gender, (Im)politeness and power in Language

ENTR  
Y  
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level 1	<b>Compulsory modules</b> <ul style="list-style-type: none"> <li>• UPNQ3Q-30-1 English in the Modern World</li> <li>• UPNQ43-30-1 Introduction to Texts</li> </ul>	<b>Optional modules</b>  Non-native speakers of English only may choose to take the following option and UPNQ43-30-1: <ul style="list-style-type: none"> <li>• UPLQ46-30-1 English Language and Culture 1</li> </ul>	<b>Interim Awards:</b>  <i>Cert.HE English Language and...</i> <ul style="list-style-type: none"> <li>• Credit requirements 120 (inc. 60 in other HA, min. 100 at level 1 or above)</li> <li>• Other requirements:</li> </ul>
	<b>Core modules</b> n/a		
level 2	<b>Compulsory modules</b> <ul style="list-style-type: none"> <li>• UPNQ75-30-2 Words in Context: Lexicology, Styles and Genres</li> <li>• UPLQ78-30-2 Intercultural Communication and Introduction to TESOL</li> </ul>	<b>Optional modules</b>  Non-native speakers of English only may choose to take the following option with either UPNQ75-30-2 OR UPLQ78-30-2: <ul style="list-style-type: none"> <li>• UPLQ7G-30-2 English Language and Culture 2</li> </ul>	<b>Interim Awards:</b>  <i>Dip.HE English Language and...</i> <ul style="list-style-type: none"> <li>• Credit requirements 240 (inc. 120 in other HA, min.100 at level 2 or above, min.120 at level 1 or above)</li> <li>• Other requirements:</li> </ul>
	<b>Core modules</b> n/a		
Year out	<i>Use this space to describe optional/compulsory year abroad/placement/clinical placement</i> <b>N/A</b>		
level 3	<b>Compulsory modules</b> <ul style="list-style-type: none"> <li>• N/A</li> </ul>	<b>Optional modules</b>  TWO from: <ul style="list-style-type: none"> <li>• UPLQ9L-30-3 TESOL</li> <li>• UPNQ9R-30-3 English</li> </ul>	<b>Prerequisite requirements</b> <ul style="list-style-type: none"> <li>• Minimum credit / module requirements</li> <li>• Pre-requisites : <i>None.</i></li> <li>• Other : <i>None.</i></li> </ul>

	<p><b>Core modules</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>	<p>Language Project</p> <ul style="list-style-type: none"> <li>• UPNQ9P-30-3 Critical Text Analysis</li> <li>• UPNQ9N-30-3 Cultural History of the English Language</li> <li>• UPNQ9S-30-3 Language in Use: Personal and Social Identity</li> <li>• UPNQ9H-30-3 Language and the Comic</li> <li>• UPNQ9T-30-3 The Other Languages of Bristol</li> </ul>	<p><b>Awards:</b></p> <ul style="list-style-type: none"> <li>• Target/highest</li> <li>• <i>BA (Hons) English Language and ...</i></li> <li>• Default title</li> <li>• <i>BA English Language</i></li> </ul> <p><b>Credit requirements</b>  <i>BA (Hons) 360 (inc. 180 in other HA, min. 100 at level 3 or above, min. 100 at level 2 or above, min. 140 at level 1 or above); BA 300 (inc. 150 in other HA, min. 60 at level 3 or above, min. 100 at level 2 or above, min. 120 at level 1 or above)</i></p>
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→ GRADUATION

## Section 5: Entry requirements

The basic minimum entry requirements are given below.

- GCE or VCE (Vocational Certificate of Education) 6-unit A-level at grade E or above in two subjects with grade C or above in three GCSE subjects
- GCE or VCE 6-unit A-level at grade E or above in three subjects with grade C or above in one GCSE subject (*Two 3-unit AS qualifications will be considered equivalent to one 6-unit award, providing you have a minimum of two 6-unit awards or one 12-unit award.*)
- The 12-unit VCE double award
- A National Certificate or Diploma
- Pass in an appropriate Access or Foundation course
- Advanced General National Vocational Qualification (AGNVQ)
- Advanced General Scottish Vocational Qualification (AGSVQ).
- The International Baccalaureate
- The European Baccalaureate
- The Irish Leaving Certificate with C or above in two subjects at Higher level and three at Ordinary level
- The Scottish Certificate of Education, with grade C or above in three subjects at Higher, and grade 3 or above in two subjects at Standard grade or Intermediate 2.
- National Vocational Qualifications or Scottish Vocational Qualifications Level 111
- Other European and International qualifications which the University considers to be equivalent to the above
- Evidence which demonstrates to the University that a person can benefit from study at the appropriate level.

**English Language requirements:** All students must have a recognised English Language qualification of at least GCSE grade C or equivalent standard. If English is not their first language, test results such as IELTS 6.0, TOEFL 570 or 230 if computer test, NEAB or Cambridge Proficiency grade C or equivalent will be acceptable.

## Section 6: Assessment Regulations

- a) **MAR** Yes
- b) **Approved MAR variant (insert variant)**
- c) **Non MAR**

## Section 7: Student learning: distinctive features and support

- 2 hours per week contact throughout in all taught modules
- Independent learning through web-based exercises
- Teaching predominantly in seminar groups not exceeding 20 in number
- Regular setting of rand feedback on formal and informal assignments

## Section 8 Reference points/benchmarks

- Subject benchmarks : QAA Benchmark statements for Languages and related studies (2002) and for Linguistics (2002)
- SEEC Credit Level Descriptors 2001
- UWE teaching and learning and assessment policies
- PCEP: Approval of New Programmes & Award Routes: Guidance Notes on Documentation to be Submitted (2001-02) (September 2001)

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. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.