



University of the  
West of England

**CORPORATE AND ACADEMIC SERVICES**

**PROGRAMME SPECIFICATION**

Part 1: Basic Data		
<b>Awarding Institution</b>	UWE	
<b>Teaching Institution</b>	UWE	
<b>Delivery Location</b>	UWE (St Matthias)	
<b>Faculty responsible for programme</b>	Faculty of Arts, Creative Industries and Education	
<b>Department responsible for programme</b>	Arts	
<b>Modular Scheme Title</b>		
<b>Professional Statutory or Regulatory Body Links</b>		
<b>Highest Award Title</b>	BA (Hons) English and History	
<b>Default Award Title</b>	N/A	
<b>Fall-back Award Title</b>	BA (Hons) General BA (Hons) Humanities	
<b>Interim Award Titles</b>	BA English and History Dip HE English and History Cert HE English and History	
<b>UWE Progression Route</b>		
<b>Mode(s) of Delivery</b>	FT, PT	
<b>Codes</b>	<b>UCAS:</b> QV31	<b>JACS:</b>
	<b>ISIS2:</b> QV31	<b>HESA:</b>
<b>Relevant QAA Subject Benchmark Statements</b>	English Benchmark Statement History Benchmark Statement	
<b>CAP Approval Date</b>	30 <sup>th</sup> May 2013	
<b>Valid from Date</b>	September 2013	
<b>Valid until Date</b>	September 2018	
<b>Version</b>	7.1	

## 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 areas 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;
- 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 emerges;
- 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 and personal 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 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 value of their subject-specific knowledge and skills;
- encourage students to practice 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 sustainability, childhood and the creative industries;
- understand the basic concerns of History as a discipline, which deals with the ideas, motivations, and interactions between individuals, organisations and societies in the past;
- to share the common critical, conceptual and analytical skills developed by all graduates of the History programme;
- introduce a comprehension of the development of the discipline and the variety of approaches adopted by its practitioners;
- to engage in reading and evaluation of primary sources of various kinds; to feel confident in contributing to intellectual debates; to analyse and evaluate the arguments of others; and to formulate and effectively communicate their own arguments in both oral and written modes;
- to envisage themselves as contributing to the cultural life of the academic community and beyond.

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

This programme encourages students to produce academic work of the highest calibre by achieving the stipulated learning outcomes for all of their modules. The programme brings together a developed knowledge of literature and history with an application of this knowledge to industry-facing scenarios and real-world tasks. Teaching, learning and assessment across all modules focuses on the development of skills applicable to a variety of careers aimed at the Cultural Industries and beyond. Students are advised to engage in extra-curricular activities, such as joining the English Society. In English, 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. In History the Trevor Johnson Prize is awarded for the best performance in Single Honours History BA; the Neil Edmunds Prize for best performance in Joint Honours.

## Part 3: Learning Outcomes of the Programme

- 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 in English from the nineteenth and twentieth and twenty-first centuries, with some knowledge of pre-1800 literature;
- 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;
- 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;
- major forces that have shaped the historical understanding of societies;
- historical themes from the late fourteenth to the present, with emphasis on Britain in its national, imperial and international context, western and eastern Europe, the United States of America and Africa;
- varieties of history, including economic, social, political, diplomatic, cultural, and the connections between them;
- a range of modern approaches which have informed the discipline, for example race, ethnicity and gender;
- key concepts, secondary and primary sources, debates and historiography.

#### 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 analyse the roles, methodologies, ideologies and historical contexts of literary critical traditions;
- the ability to write critical essays, which demonstrate 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;
- to think critically;
- to analyse a situation, a condition or a problem;
- to form arguments and synthesise critical ideas;
- to understand, apply and develop concepts;
- to synthesise different types of information;
- to evaluate primary and secondary evidence.

#### 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 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 ability to work, communicate and participate in groups;
- the ability to research topics using electronic and hard-copy sources;
- the ability to make concise and structured presentations;
- the ability to evaluate critically the range of historical sources, primary and secondary (including quantitative) data, and to present conclusions in a clear written form;
- the ability to demonstrate good practice in the use of scholarly conventions (including citations and bibliography) and how this helps to communicate information.

#### 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;
- respond quickly and constructively to comments and suggestions;
- formulate questions.











## Part 4: Student Learning and Student Support

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

The acquisition of knowledge is achieved through a combination of lectures, lectorials, seminars, and workshops, as appropriate to each module. Students are expected to deepen their understanding of topics by immersing themselves in the secondary literature, on which detailed guidance is given in module handbooks.

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 ways, including coursework assignments and examinations. Guidance on the planning and production of independent work is given through tutorial support.

Students learn 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 students form self-help study groups and are aided by a PAL mentoring scheme. 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 Project modules. 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.

From the outset, and across the programme, there is a focus on the careers which are possible on successful completion. In various modules students learn how the knowledge and skills they are developing relate to areas such as:

- creative/professional writing
- editing
- marketing and advertising
- teaching
- further study

The programme enables students' acquisition and awareness of key transferable skills through our assessment strategy, and throughout core modules including Creativity, Critique and Literature, Forms of Reading/Reading Forms, the English Independent Project module, *Sources for Courses: History and Evidence*, *Project Management in History and Applied Historical Research*.

Visiting speakers are brought in to speak to students to enrich the curriculum and inform students of career possibilities, while supplementary mentoring schemes offer support which is more tailored to individual student needs.

There are opportunities for learning and participation outside the formal curriculum through the

#### Part 4: Student Learning and Student Support

English Society and the History Society. There are also external visits and engagement with employers. The English Society produce, edit and publish *Cellar Door*, a magazine for students' original creative writing.

At UWE, Bristol there is a policy for a minimum requirement of 12 hours/week contact time averaged over the course of the full undergraduate programme. This contact time encompasses a range of face-to-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 and History Programme there is a mix of scheduled teaching and independent learning.

**Scheduled learning** includes lectures, seminars, tutorials, project supervision, synchronous virtual learning, workshops, fieldwork, external visits, visiting speakers and work based learning. Scheduled sessions may vary slightly depending on the module choices made.

**Independent learning** includes hours engaged with essential reading, intellectual development, assignment preparation and completion. Students are encouraged to work individually and with peers.

#### Description of any Distinctive Features

English modules offer diverse opportunities to engage creatively with texts, for example, writing soliloquies and sonnets. 'Reading Forms/Forms of Reading' is a compulsory level two module which slows the reading process down and requires students to produce creative/professional writing as one of its assessments. The employability orientated English Independent Project is an optional level three module designed to provide pathways to future careers. Students can choose from: Dissertation; Research-based Creative Writing; Module Design; Anthology; Criticism and Review; Work Experience; Group Project.

History modules offer distinctive modes of assessment – including the making of short documentary films (part of the compulsory level one *Sources for Courses* module) and designing websites (part of the core level two *Project Management in History* module). There are opportunities to develop these skills in the level three *Applied Historical Research* module, which offers students a range of forms to choose from in presenting their research projects.

#### Part 5: Assessment

Approved to [University Regulations and Procedures](#)

## Part 5: Assessment

### Assessment Strategy

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

Students are assessed in a variety of ways across the programme in line with QAA benchmark expectations. Typically on completion of the programme a student will have demonstrated their learning outcomes through traditional critical essays and extended essays, evaluations of critical sources, bibliographical exercises, film analyses, journals, reflections on group presentations, creative writing assignments, portfolios, oral presentations, group work, the academic essay, creative/professional writing, exams (seen/unseen), reports, projects and dissertations.

Assessment is strongly biased towards outward-facing skills and the continuous assessment of written work. Students may also complete an English Independent Project, an extended and demanding piece of coursework or a 10,000-word dissertation or equivalent extended project for the *Applied Historical Research* module. In accordance with University regulations, at least 25% of the assessment on each module is carried out under controlled conditions, which usually means seen or unseen examinations, but which also includes assessed in-class presentations.

Throughout the programme summative work is supported by formative opportunities, one-to-one and written feedback (allied with APT provision) and peer review.

### Assessment Map

The programme encompasses a range of **assessment methods** including written coursework and portfolios, reports, presentations and peer assessment, tests, seen and unseen examinations, and dissertations. These are detailed in the following assessment map:

#### Assessment Map for English and History

		Unseen Written Exam	Seen Written Exam	Oral assessment and/or written report	Reading Log/Progress report	Annotated Bibliography	Essay, Extended Essay, and/or assignment plan	Review//Article analysis	Document analysis	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)						
	UPHPK3-30-1	A (50)		B (25)				B (25)					
	UPHPK4-30-1			A (60)								A (40)	
Compulsory Modules Level 2	UPGPPH-30-2*		A (40)				B (30) & (30)	B (30)			B (30)		
	UPHPGN-30-2**						A (25)						A (75)

**Part 5: Assessment**

Optional Modules Level 2	UPGPPL-30-2		A (40)	B (15)			B (5) & (40)							
	UPGPPM-30-2		A (25)				B (25)		B (40)	B (10)				
	UPGPTA-30-2		A (35)				B (25) & (40)							
	UPGPPK-30-2	A (25)			B (30)		B (45)							
	UPGPTB-30-2		A (40)				B (25) & (35)							
	UPGPTM-30-2			A (25)			B (52)				B (23)			
	UPHPGN-30-2**						A (25)						A (75)	
	UPHPHB-30-2	A (50)					B (25)		B (25)					
	UPHPGX-30-2	A (25)		B (20)			B (40)		B (15)					
	UPHPGL-30-2	A (50)					B (25)	B (15) B (10)						
	UPHPHE-30-2	A (50)					B (25) B (25)							
	UPHPHC-30-2	A (50)					B (30)	B (20)						
	UPHPGQ-30-2	A (60)		B (20)			B (20)							
	UPHPLN-30-2			A (50)	B (15)		B (20) B (15)							
	UPHPK9-30-2	A (50)					B (30)	B (20)						
	UPHPJ4-30-2	A (50)		B (25)			B (25)							
	Optional Modules Level 3	UPGPPR-30-3		A (25)				B (26)				B (49)		
		UPGPPD-30-3						A (10)						A (90)
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			B (25)						B (45)	

## Part 5: Assessment

			(5)									
UPGPPP-30-3		A (25)									B (75)	
UPGPPS-30-3			A (25)			B (19)					B (56)	
UPHPKC-30-3**			A (10)									A (90)
UPHPLH-30-3	A (50)		B (10)			B (20)		B (20)				
UPHPKY-30-3	A (50)		B (15)			B (25)	B (10)					
UPHPL5-30-3	A (50)		B (25)			B (25)						
UPHPK6-30-3	A (50)					B (25)	B (15)	B (10)				
UPHPJY-30-3	A (40)					B (25)		B (10)				
UPHPJC-30-3	A (50)		B (10)			B (20)	B (20)					
UPHPK8-30-3	A (50)					B (30)	B (20)					
UPHPKQ-30-3	A (30)							B (30)	B (40)			
UPHPL4-30-3			A (20)	A (20)								A (40)

Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

\*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.

\*\* *Project Management in History* (UPHPGN-30-2) is not compulsory for students on the *English and History* programme – but students who opt not to do this module cannot then take the level three *Applied Historical Research* module (UPHPKC-30-3).

## Part 6: 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
	Year 1	UPGPPT-30-1 Creativity, Critique and Literature	None	Cert HE English and History
		UPGPPU-30-1 Literature and Ideas	None	

	UPHPK4-30-1 Sources for Courses: History and Evidence		Other requirements: None
	UPHPK3-30-1 British History from the Black Death to the Present Day		

Year 2	Compulsory Modules	Optional Modules: Students must take 30 English and 60 History credits from:	Interim Awards
	UPGPPH-30-2 Forms of Reading/Reading Forms	UPGPPM-30-2 Shakespeare's World of Words	Dip HE English and History
		UPGPPK-30-2 Romanticism Unbound	
		UPGPTA-30-2 Exploring the Eighteenth Century	Other requirements: None
		UPGPTB-30-2 British Writing 1900- 1950	
		UPGPTM-30-2 Imagining America	
		UPGPPL-30-2 Victorian Frictions	
		UPHPGN-30-2 Project Management in History (If you wish to take UPHPKC-30-3 History Dissertation at level 3 you must take this module)	
		UPHPHE-30-2 The Making of Modern South Africa: Segregation, the State, and the Origins of Apartheid 1820-1965	
		UPHPGX-30-2 Crime and Protest 1750-1930	
		UPHPHB-30-2 Themes in the Social and Political History of Fascism, Europe 1890- 1945	
		UPHPGQ-30-2 Problems of Power: US History from 1776- Present	

		UPPHC-30-2 Politics and Society in Ireland since 1750	
		UPHGL-30-2 Men and Women in Britain c. 1700-1800	
		UPHPLN-30-2 Public History: Representations of the Past, 1400 to the Present	
		UPHPK9-30-2 Enterprise and Society: The Rise and Fall of Superpowers	
		UPHPJ4-30-2 The First English Empire - Britain, Ireland and France, c. 1000-1540	
VCU Year: see International Variant (Appendix 1)			

	Compulsory Modules	Optional Modules: students must take 60 English and 60 History credits from:	Interim Awards
Year 3		UPGPPD-30-3 English Independent Project (if you choose this module you must not take UPHPKC-30-3 Dissertation in History)	
	None	UPGPPR-30-3 Children's Fiction since 1900	
		UPGPPP-30-3 Moving Words: Travel Writing and Modernity	
		UPGPTF-30-3 Fiction in Britain since 1970	
		UPGPPS-30-3 Cross-currents: Modernity, Literature and Colonialism	
		UPGPFH-30-3 Literature and Culture in Britain 1885 – 1915	
		UPGPPA-30-3 Contemporary American Narrative	

		UPGPFS-30-3 Gothic Literature	
		UPHPKC-30-3 Applied Historical Research (if you choose this option you must not take UPGPPD-30-3 EIP).	
		UPHPL5-30-3 Mafias, Mythologies, and Criminal Networks: The United States and the Globalization of Crime	
		UPHPLH-30-3 Arc of Crisis: Great Power Rivalries in the Near East 1821-1991	
		UPHPJY-30-3 Stalin and Stalinism	
		UPHPKQ-30-3 Crowds, Disorder and the Law in England	
		UPHPJC-30-3 The Collapse of Empire and Colonial War: British and French Decolonization, 1918-1965	
		UPHPK8-30-3 War, Peace and Policies	
		UPHPL4-30-3 History in the Public Space	
		UPHPK6-30-3 Political Violence and Terror in Europe 1922-1945	
		UPHPKY-30-3 Britain, the Atlantic Slave Trade and its Legacy	

## GRADUATION

### Part time:

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

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Year 1.1	UPGPPT-30-1 Creativity, Critique and Literature	None	Other requirements:
		UPHPK4-30-1 Sources for Courses: History and Evidence	None	



Year 1.2	UPGPPU-30-1 Literature and Ideas	None	
	UPHPK3-30-1 British History from the Black Death to the Present Day	None	

Year 2.1	Compulsory Modules: English	Optional Modules: History (students must choose one of the following)	Interim Awards
	UPGPPH-30-2 Forms of Reading/Reading Forms	UPHPGN-30-2 Project Management in History (If you wish to take UPHPKC-30-3 History Dissertation at level 3 you must take this module)	Other requirements:
		UPHPHE-30-2 The Making of Modern South Africa: Segregation, the State, and the Origins of Apartheid 1820-1965	
		UPHPHB-30-2 Themes in the Social and Political History of Fascism, Europe 1890-1945	
		UPHPGQ-30-2 Problems of Power: US History from 1776-Present	
		UPHPHC-30-2 Politics and Society in Ireland since 1750	
		UPHPGL-30-2 Men and Women in Britain c. 1700-1800	
		UPHPLN-30-2 Public History: Representations of the Past, 1400 to the Present	
		UPHPK9-30-2 Enterprise and Society: The Rise and Fall of Superpowers	
		UPHPGX-30-2 Crime and Protest 1750-1930	
		Pete's medieval module	

Year 2.2	Compulsory Modules	Optional Modules: English (students must choose one of the following):	Interim Awards
		UPGPPM-30-2 Shakespeare's World of Words	Other requirements:
		UPGPPK-30-2 Romanticism Unbound	
		UPGPTA-30-2 Exploring the Eighteenth Century	
		UPGPPL-30-2 Victorian Frictions	
		UPGPTB-30-2 British Writing 1900-1950	
		UPGPTM-30-2 Imagining America	
		Optional Modules: History (students must choose one of the following)	
		UPHPGN-30-2 Project Management in History (If you wish to take UPHPKC-30-3 Dissertation in History at level 3 you must take this module)	
		UPHPHE-30-2 The Making of Modern South Africa: Segregation, the State, and the Origins of Apartheid 1820-1965	
		UPHPHB-30-2 Themes in the Social and Political History of Fascism, Europe 1890-1945	
		UPHPGQ-30-2 Problems of Power: US History from 1776-Present	
		UPHPGX-30-2 Crime and Protest 1750-1930	
		UPHPHC-30-2 Politics and Society in Ireland since 1750	
		UPHPGL-30-2 Men and Women in Britain c. 1700-1800	

		UPHPLN-30-2 Public History: Representations of the Past, 1400 to the Present	
		UPHPK9-30-2 Enterprise and Society: The Rise and Fall of Superpowers	
		UPHPKY-30-2 Pete's medieval module	

Year 3.1	Compulsory Modules	Optional Modules: English (students must choose one of the following)	Interim Awards
		UPGPPD-30-3 English Independent Project (if you choose this option you must not take UPHPKC-30-3 Dissertation in History)	Other requirements:
		UPGPPR-30-3 Children's Fiction Since 1900	
		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	
		Optional Modules: History (students must choose one of the following)	
		UPHPKC-30-3 Applied Historical Research (if you choose this option you must not take UPGPPD-30-3 EIP).	
		UPHPL5-30-3 Mafias, Mythologies, and Criminal Networks: The United States and the Globalization of Crime	

		UPHPLH-30-3 Arc of Crisis: Great Power Rivalries in the Near East 1821-1991	
		UPHPJY-30-3 Stalin and Stalinism	
		UPHPKQ-30-3 Crowds, Disorder and the Law in England	
		UPHPKY-30-3 Britain, the Atlantic Slave Trade and its Legacy	
		UPHPK8-30-3 War, Peace and Policies	
		UPHPL4-30-3 History in the Public Space	
		UPHPK6-30-3 Political Violence and Terror in Europe 1922-1945	
		UPHPJC-30-3 The Collapse of Empire and Colonial War: British and French Decolonization, 1918-1965	

	Compulsory Modules	Optional Modules: English (students must choose one of the following):	Interim Awards
Year 3.2		UPGPPD-30-3 English Independent Project (if you choose this option you must not take UPHPKC-30-3 Dissertation in History)	Other requirements:
		UPGPPR-30-3 Children's Fiction Since 1900	
		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	

		Optional Modules: History (students must choose one of the following)	
		UPHPKC-30-3 Dissertation in History (if you choose this option you must not take UPGPPD-30-3 EIP).	
		UPHPL5-30-3 Mafias, Mythologies, and Criminal Networks: The United States and the Globalization of Crime	
		UPHPLH-30-3 Arc of Crisis: Great Power Rivalries in the Near East 1821-1991	
		UPHPJY-30-3 Stalin and Stalinism	
		UPHPKQ-30-3 Crowds, Disorder and the Law in England	
		UPHPKY-30-3 Britian, the Atlantic Slave Trade and its Legacy	
		UPHPK8-30-3 War, Peace and Policies	
		UPHPL4-30-3 History in the Public Space	
		UPHPK6-30-3 Political Violence and Terror in Europe 1922-1945	
		UPHPJC-30-3 The Collapse of Empire and Colonial War: British and French Decolonization, 1918-1965	

### 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 design of the programme:

[QAA UK Quality Code for HE](#)

National qualification framework

Subject benchmark statements

[University strategies and policies](#)

## Part 8: Reference Points and Benchmarks

The learning outcomes that underlie the educational aims of the UWE undergraduate English 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 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.

History provision is underlain by the QAA Benchmark Statement (2007) and the (2008) FHEQ qualification descriptors. Level-specific learning outcomes increase in terms of sophistication and complexity with each level. QAA Benchmarking guidelines and the University's 'Academic Regulations and Procedures' and 'The Academic Quality Management and Enhancement Framework' govern assessment. Staff research feeds into modules across levels 1-3: especially at level three, where modules align with staff expertise. Students are encouraged to attend staff research papers and activities. These are offered under the aegis of the Regional History Centre. We consult closely with colleagues in careers/volunteering concerning module development. 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);
- Focus groups with current students;
- Ongoing consultation with Careers;
- Feedback from Academic Review in 2012 (the English Programme was reviewed), for which the panel included current and former students as well as external colleagues;
- Case studies as part of a UWE Learning and Teaching fellowship project - a University wide feedback study;
- Consultation with academic peers.

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](#).

## **Appendix 1: VCU International variant**

### **UWE Level 2 (VCU Level 300/400 modules)**

**NOTE: Students must take a total of 10 (US 3-credit – Level 300/400) modules**

**1. At least three of the following pre-1800 modules (or their equivalent) must be selected:**

ENGL 320  
18th-Century British Literature

ENGL 335  
Literature of the English Renaissance

ENGL 400  
Shakespeare: The Early Works

ENGL 401  
Shakespeare: The Later Works

ENGL 402  
Chaucer

ENGL 403  
Milton

ENGL 407  
Medieval Epic and Romance

ENGL 409  
Medieval Studies

ENGL 410  
Renaissance Studies

ENGL 411  
18th-century British Studies

**2. The balance of the 10 modules should be chosen from the following (or their equivalent):**

ENGL 320  
18th-Century British Literature

ENGL 335  
Literature of the English Renaissance

ENGL 400  
Shakespeare: The Early Works

ENGL 401  
Shakespeare: The Later Works

ENGL 402  
Chaucer

ENGL 403  
Milton

ENGL 407  
Medieval Epic and Romance

ENGL 409  
Medieval Studies

ENGL 410  
Renaissance Studies

ENGL 411  
18th-century British Studies

ENGL 313  
Southern Literature

ENGL 314/AFAM 314 African-American Literature

ENGL 315  
The Modern Novel

ENGL 316  
Modern Poetry

ENGL 317  
Modern Drama

ENGL 318  
Contemporary Poetry

ENGL 321  
British Literature of the Romantic Era

ENGL 322  
Victorian Poetry

ENGL 323  
Early 20th-century British Literature

ENGL 324  
Later 20th-century British Literature

ENGL 351/TEDU 351  
Children's Literature I

ENGL 352/WMNS 352 Feminist Literary Theory

ENGL 361/RELS 361 The Bible as Literature



ENGL 363/AFAM 363/INTL 366 African Literature

ENGL 365/AFAM 365/INTL 367 Caribbean Literature

ENGL 367  
Eastern Thought in Western Literature

ENGL 371 American Literature: Colonial and Federal

ENGL 372  
American Literature: American Romanticism

ENGL 373  
American Literature: Realism and Naturalism

ENGL 374  
American Literature: Early 20th Century

ENGL 375  
American Literature: Contemporary

ENGL 381  
Fiction into Film

ENGL 384/WMNS 384 Women Writers

ENGL 385/ENVS 385 Nature Writing

ENGL 386/ANTH 386 Introduction to Folklore

ENGL 387/WMNS 387 Lesbian Texts/Queer Theories

ENGL 391 Topics in Literature

\* WE ARE AIMING IN THE FUTURE FOR STUDENTS TO TAKE *UP TO TWO* (US – Level 300/400) MODULES FROM ELSEWHERE IN THE VCU UNDERGRADUATE SCHEME