

PROGRAMME SPECIFICATION

Part 1: Information	
Awarding Institution	UWE
Teaching Institution	UWE
Delivery Location	UWE
Study abroad / Exchange / Credit recognition	
Faculty responsible for programme	Faculty of Arts, Creative Industries and Education
Department responsible for programme	Arts
Professional Statutory or Regulatory Body Links	
Highest Award Title	BA (Hons) English and History
Default Award Title	N/A
Fall-back Award Title	
Interim Award Titles	BA English and History Dip HE English and History Cert HE English and History
UWE Progression Route	
Mode of Delivery	SW, FT, PT
ISIS code/s	ISIS2: QV31 QV31(FT), QV3A(SW)
For implementation from	September 2020

Part 2: Description

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;

Part 2: Description

- 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

Description of any Distinctive Features

English modules offer diverse opportunities to engage creatively with texts, for example, writing soliloquies and sonnets. 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.

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.

Regulations

Approved to University Regulations and Procedures

The award route provides opportun	ities f	for st	udent	ts to	deve	lop a	nd de	emon	strate	e kno	wledg	ge ar	id un	derst	andii	ng, q	ualiti	es, sł	ills a	nd ot	her a	ttribu	ites ir	n the	follo	wing	areas	s:									
earning Outcomes:	UPGND7-15-1	UPGPPU-30-1	UPGNDX-15-1	UPHNE3-15-1	UPHNE4-15-1	UPHNE5-15-1	UPHNE6-15-1	UPGNCN-15-2	UPGNCQ-15-2	UPGNCR-15-2	UPGNCW-15-2	UPHNFK-15-2	UPHNFL-15-2	UPHNH4-15-2	UPHNFN-15-2	UPHNFP-15-2	UPGNFT-15-2	UPHNFS-15-2	UPHNFV-15-2	UPHNFW-15-2	UPHNG9-15-2	UPGPPD-30-3	UPGPPR-30-3	UPGPFS-30-3	UPGPTF-30-3	UPGPPA-30-3	UPGPPP-30-3	UPHPKQ-30-3	UPHPKC-30-3	UPHN5U-30-3	UPHPJC-30-3	UPHPLH-30-3	UPHPL5-30-3	UPHPL4-30-3	UPHPJY-30-3	UPHAVQ-30-3	UPGP6K-30-3
.) Knowledge and nderstanding of:																																					
a wide range of literature in English from the nineteenth, wentieth and twentieth-first centuries, with some knowledge of ore-1800 literature	Х							X	X	X	X											X	X	X	X	X	X										X
he cultural and historical contexts which shaped and were shaped by he authors and texts studied	Х	Х	X					Х	Х	Х	Х											Х	Х	Х	Х	Х	Х										Х
he formal and aesthetic dimensions of the three main genres of fiction, poetry, and drama	X	X	X					X	X	Х	Х											X	Х	X	X	X	X										X
the key terms and concepts used n the analysis and interpretation of literary ideas	Х	Х	Х					Х	Х	Х	Х											Х	Х	Х	Х	Х	Х										Х
he range and variety of modern approaches to the study of literary exts	Х	Х	Х					Х	Х	Х	Х											Х	Х	Х	Х	Х	Х										Х
with interrelations of literary study with the knowledge produced within other disciplines	Х	Х	Х					Х	Х	Х	Х											Х	Х	Х	Х	Х	Х										Х
major forces that have shaped the historical understanding of societies				Х	Х	Х	Х					Х	х	х	Х	Х	Х	Х	Х	Х	Х							X	X	Х	Х	Х	X	X	X	Х	
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				X	x	X	x					Х	Х	X	X	X	X	X	X	X	x							X	x	X	X	X	x	X	X	X	

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Learning Outcomes:	JPGND7-15-1	JPGPPU-30-1	JPGNDX-15-1	JPHNE3-15-1	JPHNE4-15-1	JPHNE5-15-1	JPHNE6-15-1	JPGNCN-15-2	JPGNCQ-15-2	JPGNCR-15-2	JPGNCW-15-2	JPHNFK-15-2	UPHNFL-15-2	JPHNH4-15-2	JPHNFN-15-2	JPHNFP-15-2	JPGNFT-15-2	UPHNFS-15-2	JPHNFV-15-2	JPHNFW-15-2	JPHNG9-15-2	JPGPPD-30-3	JPGPPR-30-3	JPGPFS-30-3	JPGPTF-30-3	JPGPPA-30-3	JPGPPP-30-3	ЈРНРКQ-30-3	JPHPKC-30-3	UPHN5U-30-3	JPHPJC-30-3	ЈРНРLН-30-3	JPHPL5-30-3	JPHPL4-30-3	JРНРЈҮ-30-3	JPHAVQ-30-3	JPGP6K-30-3
varieties of history, including economic, social, political, diplomatic, cultural, and the connections between them				X	X	X	X					X	X	X	X	X	X	X	X	X	X							X	X	X	X	X	X	X	X	X	
a range of modern approaches which have informed the discipline, for example race, ethnicity and gender	х	х	х	х	Х	Х	х	х	х	х	х	Х	Х	Х	Х	Х	х	Х	х	Х	х	х	х	х	х	Х	х	х	х	х	х	X	х	X	Х	Х	
key concepts, secondary and primary sources, debates and historiography (B) Intellectual Skills				Х	Х	Х	Х					Х	X	X	X	X	Х	Х	Х	Х	Х							Х	Х	X	X	X	X	Х	X	Х	
the ability to identify the complexities of the major literary genres and other forms of written and oral communication	х	Х	х					X	Х	х	Х											Х	Х	х	х	Х	Х										x
the ability to analyse the roles, methodologies, ideologies and historical contexts of literary critical traditions	х	Х	Х					Х	Х	Х	Х											х	Х	Х	х	Х	Х										х
the ability to write critical essays, which demonstrate an ability to form coherent arguments and synthesise critical ideas	Х	х	Х	Х	Х	X	Х	Х	Х	Х	Х	Х	Х	X	Х	X	Х	Х	х	Х		Х	Х	х	х	Х	Х	Х	Х	X	Х	X	X	x	Х		Х
the ability to extract and synthesise key information from the literature and to interpret layers of meaning within texts	х	Х	х					х	Х	х	Х											х	Х	х	х	Х	Х										х
an awareness of how literature and language produce and reflect cultural difference	X							Х	Х		Х											Х	Х	Х		Х	Х										X
to think critically to analyse a situation, a condition or a problem	X	Х	Х	X X	X X	X X	X X	Х	Х	Х	X	X X	Х	Х	Х	Х	Х	Х	X X	X																	
to form arguments and synthesise critical ideas	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	

Tart 5. Learning Outcomes of the	110	gram																																			
Learning Outcomes:	UPGND7-15-1	UPGPPU-30-1	UPGNDX-15-1	UPHNE3-15-1	UPHNE4-15-1	UPHNE5-15-1	UPHNE6-15-1	UPGNCN-15-2	UPGNCQ-15-2	UPGNCR-15-2	UPGNCW-15-2	UPHNFK-15-2	UPHNFL-15-2	UPHNH4-15-2	UPHNFN-15-2	UPHNFP-15-2	UPGNFT-15-2	UPHNFS-15-2	UPHNFV-15-2	UPHNFW-15-2	UPHNG9-15-2	UPGPPD-30-3	UPGPPR-30-3	UPGPFS-30-3	UPGPTF-30-3	UPGPPA-30-3	UPGPPP-30-3	UPHPKQ-30-3	UPHPKC-30-3	UPHN5U-30-3	UPHPJC-30-3	ИРНРLН-30-3	UPHPL5-30-3	UPHPL4-30-3	UPHPJY-30-3	UPHAVQ-30-3	UPGP6K-30-3
to understand, apply and develop concepts	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	
to synthesise different types of information	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Х	X	X	X	X	X	X	X	X	X	X		X	X	X	X	
to evaluate primary and secondary evidence	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	
(C) Subject/Professional/ Practical Skills																																					
the ability to apply appropriate techniques of literary criticism to the written interpretation and analysis of texts	X	X	Х					х	х	х	Х											х	Х	х	х	х	х										X
the ability to design and produce a substantial piece of independent research or personal writing													Х									Х					Х		Х								
knowledge of the conventions of literary research and presentation, including citation and referencing	Х	Х						Х	Х	Х	Х											Х	Х	Х	Х	Х	Х										Х
the ability to work, communicate and participate in groups	Х	Х		Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	х	х	х
acquiring complex information of diverse kinds, from a variety of sources (library, internet, corpora, discussion with peers)	X	X		X	X	x	х	х	х	x	Х	X	X	X	X	X	X	X	x	x	х	x	х	х	x	x	х	X	X	X	X	x	X	Х	X	X	X
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	×	×		×	×	x	x		x	x	x	×	X	×		×	×	×	x		x		x	x		x	x	×	x	×	×			x	X		
the ability to research topics using electronic and hard-copy sources	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х		Х	Х	Х	Х	Х	Х	Х	Х	X		Х	X	Х	Х	X
the ability to make concise and structured presentations		Х												Х				Х	Х		Х	Х		Х		Х			Х		X	Х	X	Х		Х	х

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Learning Outcomes:	UPGND7-15-1	UPGPPU-30-1	UPGNDX-15-1	 UPHNE3-15-1 	< UPHNE4-15-1	KHUPHNE5-15-1	< UPHNE6-15-1	UPGNCN-15-2	UPGNCQ-15-2	UPGNCR-15-2	UPGNCW-15-2	CUPHNFK-15-2	< UPHNFL-15-2	 UPHNH4-15-2 	× UPHNFN-15-2	UPHNFP-15-2	 UPGNFT-15-2 	× UPHNFS-15-2	 UPHNFV-15-2 	UPHNFW-15-2	 UPHNG9-15-2 	UPGPPD-30-3	UPGPPR-30-3	UPGPFS-30-3	UPGPTF-30-3	UPGPPA-30-3	UPGPPP-30-3	< UPHPKQ-30-3	 UPHPKC-30-3 	< UPHN5U-30-3	 UPHPJC-30-3 	× ПРНРLH-30-3	 UPHPL5-30-3 	 UPHPL4-30-3 	< UPHPJY-30-3	< UPHAVQ-30-3	UPGP6K-30-3
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				Х	X	X	х					х	Х	Х	X	Х	X	X	х	х	х							х	Х	X	Х	X	X	х	х	х	
the ability to demonstrate good practice in the use of scholarly conventions (including citations and bibliography) and how this helps to communicate information	Х	Х	Х	Х	X	Х	х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	X	Х	Х	Х	X	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	X
(D) Transferable skills and other attributes																																					
effective written and communication skills	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х
use IT for a variety of purposes, from research to the production of work for written and presentational assessments	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х		X
study effectively and manage their time efficiently	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х
locate and evaluate diverse information sources and extract relevant information	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х
thinking and working independently	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	
the ability to work autonomously under pressure and to meet deadlines	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х		Х	Х	Х	Х	
the ability to work co-operatively as a constructive team member	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х
Marshal their ideas in a limited time	Х				Х	Х	Х					Х		Х	Х	Х	Х	Х		Х	Х		Х		Х		Х	Х		Х	Х	Х	Х		Х	Х	
Organise and self-direct substantial projects				Х									Х						Х		Х	Х					Х		Х					Х		Х	
respond quickly and constructively to comments and suggestions;	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х

ACADEMIC SERVICES

Part 3: Learning Outcomes of the	ne Pro	gram	me																							
formulate questions			[[[Х		1		Х	Х	Х	1	Х	[Х		Х		1	Х	Х	

Part 4: Programme Structure This structure diagram demonstrates the student journey from Entry through to Graduation for a typical full time undergraduate student including:

- level and credit requirements •
- interim award requirements •
- module diet, including compulsory and optional modules •

				A
ENTRY		Compulsory Modules	Optional Modules	Awards
			None	Cert HE English and
		UPGND7-15-1 Close reading		History 120 credits
		UPGPPU-30-1 Literature and Ideas		
		UPGNDX-15-1 Imagined Worlds: Utopian and Dystopian Literature		
		UPHNE3-15-1 British History from the Black Death to the Peterloo Massacre		
		UPHNE4-15-1 Modern British History		
	_	UPHNE5-15-1 History and Evidence		
	Level 1	UPGNE6-15-1 Working with History		

	Compulsory Modules	Optional Modules	Interim Awards
	UPGNCN-15-2 Shakespeare's Heroes and Villains	Students must choose 30 credits from History options:	Dip HE English and History 240 credits
Level 2	UPGNCQ-15-2 Romanticism and Slavery in the Age of Revolution UPGNCR-15-2 Class and Culture in Victorian Literature UPGNCW-15-2 The Black Atlantic: from the Middle Passage to Hip Hop UPHNFK-15-2 History in Practice UPHNFL-15-2 Making History OR UPHNH4-15-2 Mediated Histories: Film	UPHNFN-15-2 Exploring the Slum: Poverty and Urban Society in 19th and 20th Century Britain UPHNFP-15-2 - Sex and the Social Order. Gender and Sexuality in Modern Britain UPHNFS-15-2 Pirates, Merchants, Colonisers: Britain and the World c 1497-1688 UPHNFT-15-2 Chocolate, Spices and Slavery: The World Comes to Britain c 1497-1688 UPHNFV-15-2 Crime and the Courts: Law, Criminal Justice and English Society from the 18th Century UPHNFW-15-2 Punishment: Penal Policy in England UPHNG9-15-2 The Global Sixties: Utopia and Protest	

Placement Year (taken between years 2 and 3) For students on the sandwich route. – a significant period of paid employment or self-employment. A typical placement lasts for 26 weeks or more. During this time students must complete the 30 credit level 3 module, Professional Development on Placement UPNNA5-30-3

This module assesses the student's personal development, from the experience of placement and their ability to identify issues relevant to their Placement's organisational context and to then frame, scale and position a critical work-based enquiry relevant to the specialism of the degree.

This provides a rich process in which student can make links between theory and practice, reassess themselves and confront the challenges of carrying out a role in a new organisation whilst knowing that they will have the opportunity to be supported if there is a problem and that they will be returning to the programme for a further period of reflection and learning after the placement is completed.

To be eligible for Placement students would normally be expected to have passed a minimum of 210 credits

Placement learning: may include a practice placement: (Please note this should not be confused with Placement Year)

Students choosing the Level 3 history option module **History in the Public Space** will be expected to participate in a placement equivalent of 20 days work experience. This may operate as a block, or as one day per week depending upon the requirements of the placement organisation. Placement as a block enables students to carry out the work outside of the teaching timetable (e.g.during vacations) whilst a one day per week placement allows students to take other modules without interference. The exact timing of the placement will be decided before allocation to students so that

they are fully aware of commitment requirements.

As there is no expectation that students will be paid for their work, placements will normally take place in the Bristol area. Placement organisations will be made aware that any additional travel should be covered at their own expense.

	Compulsory Modules	Optional Modules	Interim Awards
	None	Students must take 60 English and 60 History credits from: Students who have completed a Placement (and passed the relevant modules) are required to select 30-60 credits from English, and 30-60 credits from History up to a maximum credit value of 90 credits	BA English and History <i>300 credits</i>
		<u>ENGLISH</u>	
		UPGPPD-30-3 English Independent Project (if you choose this module you must not take UPHPKC-30-3 Applied Historical Research	
		UPGPPR-30-3 Children's Fiction since 1900	
		UPGPTF-30-3 Contemporary British Fiction	
Level 3		UPGP6K-30-3 Crime and Detection in Nineteenth-Century Literature	
		UPGPPA-30-3 Contemporary American Narrative	
		UPGPFS-30-3 Gothic Literature	
		HISTORY	
		UPHPKC-30-3 Applied Historical Research (if you choose this option you must not take UPGPPD-30-3 EIP).	
		UPHPL4-30-3 History in the Public Space	
		UPHPL5-30-3 Mafias, Mythologies, and Criminal Networks: The United States and the Globalization of Crime	
		contd	

	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, 1730-1820 UPHPJC-30-3 The Collapse of Empire and Colonial War: British and French Decolonization, 1918- 1965 UPHN5U-30-3 Resistance to Fascism and Nazism in Western Europe: the Spanish Civil War and Occupied France, 1936-45 UPHAVQ-30-3 Youth and Youth Culture in Modern Britain	HIGHEST AWARD: BA(Hons) English and History 360 credits
	Modern Britain	

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
		UPGND6-15-1 Close Reading	None	
	Year 1.1	UPGNDX-15-1 Imagined Worlds		
	×	UPHNE5-15-1 History and Evidence		
		UPHNE6-15-1 Working with History		

Year 1.2	UPGPPU-30-1 Literature and Ideas UPHNE3-15-1 British History from the Black Death to the Peterloo Massacre UPHNE4-15-1 Modern Britich History	None	Cert HE English and History 120 credits
	British History		

	Compulsory Modules	Optional Modules:	Interim Awards
	UPGNCN-15-2 Shakespeare's Heroes and Villains		
	UPGNCQ-15-2 Romanticism and Slavery in the Age of Revolution		
Year 2.1	UPHNFK-15-2 History in Practice		
	UPHNFL-15-2 Making History		
	OR		
	UPHNH4-15-2 Mediated Histories: Film		
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Year 2.2	Compulsory Modules	Optional Modules 60 credits	Interim Awards
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UPGNCR-15-2 Class and Culture in Victorian Literature	Students must choose 30 credits from History modules:	Dip HE English and History 240 credits
UPGNCW The Black Atlantic: from the Middle Passage to Hip Hop	UPHNFN-15-2 Exploring the Slum:Poverty and Urban Society in 19th and 20th Century Britain	
	UPHNFP-15-2 - Sex and the Social Order. Gender and Sexuality in Modern Britain	
	UPHNFS-15-2 Pirates, Merchants, Colonisers: Britain and the World c 1497-1688	
	UPHNFT-15-2 Chocolate, Spices and Slavery: The World Comes to Britain c 1497-1688	
	UPHNFV-15-2 Crime and the Courts: Law, Criminal Justice and English Society from the 18th Century	
	UPHNFW-15-2 Punishment:Penal Policy in England	
	UPHNG9-15-2 The Global Sixties: Utopia and Protest	

~	Compulsory Modules	Optional Modules 60 credits	Interim Awards	
Year 3.	none	Students must choose 30 credits from English modules and 30 credits from History modules	BA English and History <i>300 credit</i> s	

	Compulsory Modules	Optional Modules 60 credits	Interim Awards
Year 3.2	none	Students must choose 30 credits from English modules and 30 credits from History modules	HIGHEST AWARD: BA(Hons) English and History 360 credits

Part 5: Entry Requirements

The University's Standard Entry Requirements apply

Part 6: Reference Points and Benchmarks

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

Strategy 2020

QAA UK Quality Code for HE

National qualification framework Subject benchmark statements <u>University strategies and policies</u>

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.

FOR OFFICE USE ONLY

First CAP Approval Date				
Revision CAP Approval Date	15 th January 2020	Version		Link to Quest
Next Periodic Curriculum Review due date				
Date of last Periodic Curriculum Review				