

BA (Hons) EFL and ...

Half Award in English as a Foreign Language in the Inter-Faculty Joint Honours Framework

Programme Specification

Section 1: Basic Data

Awarding institution/body	UWE
Teaching institution	UWE
Faculty responsible for programme	HLSS
Programme accredited by	N/A
Highest award title	BA (Hons) EFL and ...
Default award title	BA (Hons) EFL Studies and ...
Interim award title	Cert. HE (EFL and ...) (120 credits) Dip. HE (EFL and ...) (240 credits) BA EFL and ... (300 credits) BA EFL Studies and ... (300 credits)
Modular Scheme title (if different)	N/A
UCAS code (or other coding system if relevant)	Combinations include: <i>TBC</i>
Relevant QAA Benchmarking Group	Languages & Related Studies
On-going / valid until* (*delete as appropriate / insert end date)	Ongoing
Valid from (insert date if appropriate)	September 2007

Authorised by...Mr Jem Thomas (Associate Dean)

Date:...May 2004

Version Code

2.

For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications

Section 2: Educational aims of the programme

- To equip students with knowledge and understanding of English, and with a range of generic and subject-specific skills fitting them for further study and / or employment in professional environments, broadly defined.
- To develop: knowledge and understanding of English as a means of understanding, expression, communication & mediation; knowledge of the culture and society of the UK; intercultural awareness and understanding.
- To provide, through a period of placement, opportunities for contact with native speakers in a English-speaking environment, in either a work or a study situation, and to prompt reflection upon that learning experience. (*N.B. this aim does not apply in the case of students transferring to the default award of BA (Hons) EFL Studies.*)
- To develop generic intellectual skills – notably those of analysis, synthesis, evaluation and coherent presentation – in self-directed graduates possessing a high degree of literacy and linguistic competence.
- To develop subject-specific practical skills, notably: use of English for understanding, expression and mediation; ability to engage constructively with other cultures; lucid and critical presentation of data and ideas; proficient information-gathering.
- To develop key transferable skills emphasising self-motivation and self-reliance, co-operative interpersonal relations, information management, analysis, communication and critique.
- To enable the study of English to be combined, in the University's Inter-Faculty Joint Honours modular framework, with a range of cognate subjects in half award formats including, for example, European Studies, Spanish, German, Linguistics, etc.

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

A. Knowledge and understanding of:

1. Use of English for purposes of understanding, expression, communication and mediation.
2. The lexical registers and syntactical structures of English.
3. Aspects of the culture, community and society of the UK.
4. Intercultural issues in the UK.

Teaching/learning methods and strategies

Acquisition of 1 is through study and practice of English in spoken and written forms, and the use of English as the medium of lectures and seminars.

Acquisition of 2 is through formal study and practice of English in the Core modules.

Acquisition of 3 and 4 occurs through the study of related socio-political or socio-cultural modules at each level, taught in English.

Additional support is provided through open access to the facilities of the Language Centre (see below).

Throughout, the learner is encouraged to undertake independent study – reading, video-viewing, audio exercises, interactive computer exercises, informal assignments, etc. – both to supplement and consolidate what is being taught / learnt and to broaden her / his individual knowledge and understanding of the subject.

Assessment

Testing of the knowledge base is through aural, oral and written examinations (1), assessed coursework and written examinations (2, 3, 4).

B Intellectual Skills

<p>B Intellectual Skills</p> <ol style="list-style-type: none"> 1. The ability to use language effectively, orally and in writing, for a range of purposes and audiences. 2. The ability to contextualise English sources. 3. The ability to extract and synthesise key information from spoken and written sources. 4. The ability to engage in analytical and critical thinking and to present ideas within the structured framework of a reasoned argument. 	<p>Teaching/learning methods and strategies</p> <p><i>Intellectual skills are developed through formal and informal exercises including: seminar participation and presentations, conversation practice, and written composition in English (1); exercises in reading comprehension (2); summary writing, reading and listening comprehension (3); essay writing under controlled conditions and as assessed coursework (4).</i></p> <p>Assessment</p> <p><i>A variety of assessment methods is employed, testing the learner's ability to demonstrate skills 1-4 through: oral examinations (1, 4), various written tasks under controlled conditions (1, 2, 3), assessed coursework (1,2 ,3);; listening comprehension (2, 3); essay-writing under controlled conditions and as assessed coursework (1,4).</i></p>
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C Subject, Professional and Practical Skills

<p>C Subject/Professional/Practical Skills</p> <ol style="list-style-type: none"> 1. The ability to read, hear and understand English and to transfer it in real situations. 2. The ability to appreciate cultural difference and to mediate sympathetically between linguistically distinct cultures. 3. The ability to use and present material clearly, and to reason and argue effectively, both orally and in writing. 4. Effective note-taking and summarising. 5. Library and bibliographic research skills. 	<p>Teaching/learning methods and strategies</p> <p><i>Use of authentic contemporary materials, textual and audio, for exercises in reading and listening comprehension and summary writing (1); study of socio-cultural, socio-political and intercultural issues arising in the related studies modules at each level (2); formal and informal seminar and oral-exam presentations, and essays written both for coursework and examinations (3); formally assessed coursework essays will show evidence of skills 4 and 5.</i></p> <p>Assessment</p> <p><i>Skills 1 and 2 are primarily assessed in the listening examinations. Additionally, skill 1 is assessed in written examinations. Skill 3 is primarily assessed in essays written for coursework and in examinations, and additionally in the oral examination at level 3. Skills 4 and 5 are primarily assessed in coursework essays.</i></p>
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D Transferable Skills and other attributes

D Transferable skills and other attributes	Teaching/learning methods and strategies
<ol style="list-style-type: none"> 1. The ability to work autonomously under pressure and to meet deadlines. 2. The ability to work co-operatively as a constructive team member. 3. The ability to make competent use of a range of information and communications technology for gathering and managing information. 	<p><i>Skill 1 will be fostered by the requirement to manage and progress coursework assignments and to submit them on time. Skill 2 will be developed through regular classroom exercises requiring teamwork on comprehension, grammar exercises or composition in English, oral interviews, seminar presentations, discussions etc. Skill 3 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> <p>Assessment</p> <p><i>Skill 1 is implicitly assessed by the student's timely submission of coursework. Skill 2 is not formally assessed, nor is 3, except insofar as quality of presentation will affect the mark awarded for coursework.</i></p>

Section 4: Programme structure

Modules available

Level 1

UPLQ33-30-1	Applied EFL 1
UPUQ3P-30-1	Introduction to contemporary Britain

Level 2

UPLQ7E-30-2	Applied EFL 2
UPUQ77-30-2	Language, politics and society in multicultural Britain
UPLQ78-30-2	Introduction to Intercultural communication and TESOL

Level 3 (three or four year route)

UPLQ9K-30-3	Applied EFL 3
UPUQR3-30-3	EFL Project
UPLQ9L-30-3	TESOL
UPUQS9-30-3	Anthropological perspectives of Britain and Ireland

ENTRY
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level 1	Compulsory modules	Optional modules None	Interim Awards:
	<ul style="list-style-type: none"> • UPUQ3P-30-1 Introduction to Contemporary Britain 		
level 2	Core modules	Optional modules Choose one of two compulsory modules	Interim Awards:
	<ul style="list-style-type: none"> • UPLQ33-30-1 Applied EFL 1 		
level 2	Compulsory modules	<ul style="list-style-type: none"> • UPUQ77-30-2 Language, Politics and Society in Multicultural Britain OR <ul style="list-style-type: none"> • UPLQ78-30-2 Intercultural Communication and Introduction to TESOL 	<ul style="list-style-type: none"> • Credit requirements <i>Dip.HE 240 (120 per half-award)</i> • Other requirements <i>Pass in Core module</i>
	Core modules		
Year out	<p><i>Students undertake a work-placement (paid or unpaid) or a study placement (funded or not), approved by the University, for a minimum of 36 weeks in the UK or another English-speaking country (or a minimum of 18 weeks, in the case of students combining EFL with German or Spanish). In addition to satisfying the requirements of their employer or University, students are required to submit a reflective 'Placement Report' in order to 'pass' their placement year and progress to level 3. Successful Placement is therefore a Core requirement of the 'BA (Hons) English as a Foreign Language ...' programme. However, it is NOT APPLICABLE to the default half award programme, BA (Hons) English as a Foreign Language Studies, on which students do NOT undertake a placement and may complete their programme in three years.</i></p>		
level 3	Compulsory modules	Optional modules	Prerequisite requirements
	<ul style="list-style-type: none"> • Special Option >>> 	Special Options – any 1 of: <ul style="list-style-type: none"> • UPUQR3-30-3 EFL Project • UPLQ9L-30-3 TESOL • UPUQS9-30-3 Anthropological Perspectives of Britain and Ireland 	<ul style="list-style-type: none"> • Minimum credit/module requirements • <i>Pre-requisites apply only in the Core modules at each level</i> • Other: <i>Successful Placement – for BA (Hons) English as a Foreign Language, NOT applicable to BA (Hons) English as a Foreign Language Studies.</i>

	<p>Core modules</p> <ul style="list-style-type: none"> UPLQ9K-30-3 Applied EFL 3 		<p>Awards:</p> <ul style="list-style-type: none"> Target/highest <i>BA (Hons) English as a Foreign Language and</i> Default title <i>BA (Hons) English as a Foreign Language Studies</i> <p>Credit requirements <i>BA (Hons): 360 (180 per half-award).</i> <i>BA: 300 (150 per half-award).</i></p>
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→ GRADUATION

Section 5: Entry requirements

- Applicants must NOT be native speakers of English.
- European and International qualifications which the university considers to be equivalent to 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.
- 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, IELTS 6.0, TOEFL 570 or 230 if a computer test, NEAB or Cambridge Proficiency Grade C or equivalent.

Section 6: Assessment Regulations

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

Section 7: Student learning: distinctive features and support

- 3-4 hours per week contact throughout in Core modules.
- Modules taught in English.
- Teaching predominantly in seminar groups not exceeding 20 in number.
- Regular setting of, and feedback on, formative assignments for language learning.
- Open access to plentiful and high-quality ICT self-teaching facilities in the Faculty's Language Centre.

Section 8: Reference points/benchmarks

- *Subject benchmarks : QAA Units for 'Languages & Related Studies' (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.