



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>	St Matthias and Frenchay	
<b>Faculty responsible for programme</b>	Arts, Creative Industries and Education	
<b>Department responsible for programme</b>	Arts	
<b>Modular Scheme Title</b>	Humanities Undergraduate Modular Scheme	
<b>Professional Statutory or Regulatory Body Links</b>	N/A	
<i>Name of PSRB</i>		
<i>Type of approval</i>		
<b>Dates</b>		
<b>Highest Award Title</b>	BA(Hons) English	
<b>Default Award Title</b>	N/A	
<b>Interim Award Titles</b>	BA English; Certificate in Higher Education – English; Diploma in Higher Education – English	
<b>UWE Progression Route</b>		
<b>Mode(s) of Delivery</b>	FT, PT	
<b>Codes</b>	<b>UCAS: Q300</b>	<b>JACS:</b>
	<b>ISIS2: Q300</b>	<b>HESA:</b>
<b>Relevant QAA Subject Benchmark Statements</b>	English Benchmark Statement	
<b>CAP Approval Date</b>	1 <sup>st</sup> June 2012	
<b>Valid from Date</b>	September 2012	
<b>Valid to Date</b>	September 2018	
<b>Version</b>	8	

## 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 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;
- develop in 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 and lectures;
- foster a progressive academic culture in which students mature and develop independence over their 3 years;
- 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.

## Part 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:

Learning Outcomes	Teaching, Learning and Assessment Strategies
<b>A Knowledge and Understanding</b>	

### Part 3: Learning Outcomes of the Programme

A Knowledge and understanding of:	Teaching/learning methods and strategies:
<p>1 a wide range of literature in English from the nineteenth and twentieth and twenty-first centuries, with some knowledge of pre-1800 literature;</p> <p>2 the cultural and historical contexts, which shaped and were shaped by the authors and texts studied;</p> <p>3 the formal and aesthetic dimensions of the three main genres of fiction, poetry, and drama;</p> <p>4 the key terms and concepts used in the analysis and interpretation of literary ideas;</p> <p>5 the range and variety of modern approaches to the study of literary texts;</p> <p>6 the interrelations of literary study with the knowledge produced within other disciplines.</p>	<p>Acquisition of skill 1 is through the required reading on core and optional modules, through constant encouragement to undertake wider, independent reading in support of the required reading, and through the support given to students to pursue individual interests and enthusiasms in their English Independent Projects.</p> <p>Acquisition of skills 2 - 6 is through a combination of lectures, lectorials, seminars, and workshops, as appropriate to each module, with English Independent Project supervision provided through a mixture of small-group sessions and individual tutorials. On most modules, 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.</p>
	<p>Assessment: Assessment is strongly biased towards the continuous assessment of written work, which includes traditional critical essays and extended essays, evaluations of critical sources, bibliographical exercises, film and performance analyses, journals, reflections on group presentations and performance pieces, creative writing assignments and portfolios of writing. 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 assessment in-class presentations.</p>

### Part 3: Learning Outcomes of the Programme

#### B Intellectual Skills

##### Intellectual Skills

On successful completion of this award students will be able to demonstrate the following skills:

1. the ability to identify the complexities of the major literary genres and other forms of written and oral communication;
2. the ability to analyse the roles, methodologies, ideologies and historical contexts of literary critical traditions;
3. the ability to write critical essays, which demonstrate an ability to form arguments and synthesise critical ideas;
4. an awareness of how literature and language produce and reflect cultural difference;
5. comprehension of the overall complexities of the discipline and its relationship to other disciplines and forms of language.

##### Teaching/learning methods and strategies:

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. The English Student Handbook and 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 written assignments, including coursework assignments and examinations. Guidance on the planning and production of independent work is given through tutorial support in the compulsory English Independent Project module and guidelines in the appropriate module handbook.

##### Assessment:

Skills 1, 2 and 4 are assessed through a variety of written assessments, ranging from the short essay (500 words) to the extended essay (4000 words), portfolio of writing and formal test and examination. Skill 5 is assessed through the English Independent Project module (compulsory for single honours students), which includes a Topic Proposal component (worth 10% of the assessment). Skill 3 is both formally assessed on particular modules and developed through seminar participation.

### Part 3: Learning Outcomes of the Programme

#### C Subject, Professional and Practical Skills

##### Subject, Professional and Practical Skills

On successful completion of this award students will be able to demonstrate the following skills:

1 the ability to apply appropriate techniques of literary criticism to the written interpretation and analysis of texts;

2 the ability to deploy appropriate critical language in written communication;

3 the ability to deploy appropriate critical language in oral communication;

4 knowledge of the conventions of literary research and presentation, including citation and referencing;

5 the ability to design and produce a substantial piece of independent research or personal writing.

##### Teaching/learning methods and strategies:

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. The English Student Handbook and 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 written assignments, including coursework assignments and examinations. Guidance on the planning and production of independent work is given through tutorial support in the compulsory English Independent Project module and guidelines in the appropriate module handbook.

##### Assessment:

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### Part 3: Learning Outcomes of the Programme

#### D Transferable Skills and other attributes

D Transferable Skills and other attributes  
On successful completion of this award students will be able to demonstrate the ability to:

1. produce effective written communication;
2. marshal their ideas in a limited time;
3. study effectively;
4. manage their time efficiently;
5. locate and evaluate information sources and extract relevant information;
6. use a computer for word processing, obtaining information, and presenting data;
7. take responsibility for their own learning;
8. communicate effectively orally;
9. work efficiently as members of a team.


Teaching/learning methods and strategies:

Assessment:

Students learn writing skills not only through formal assignments, examinations and tests but also through written exercises in seminars and workshops (skill 1). Some of these have time limits set on them (skill 2). Students learn to study effectively by attending the faculty's study skills workshops or tutorials, or by consulting study skills books or computer packages as well as by receiving feedback from staff in tutorials. Some of them form self-help study groups and are aided by a PAL mentoring scheme (skill 3). They learn to manage their time by dealing with the time constraints of deadlines and balancing the demands of different modules; they can also attend time management tutorials (skill 4). They are introduced to library and IT skills in induction and during core modules at each level; they can follow this up by attending IT training courses (skills 5 and 6). 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 their English Independent Project (skill 7). They practice their oral communication in seminars on all modules, and in some modules they are expected to do a reading, give an assessed presentation or lead a session (skill 8). Many modules specifically encourage team work by, for example, requiring groups of students to give a presentation, present an improvisation or put on a play reading (skill 9)

## Part 4: Programme Structure

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

<b>ENTRY</b> 	Year 1	<b>Compulsory Modules</b>  UPGPPQ-60-1: Literature, Creativity and Critique UGPPF-30-1: Beyond the Horizons UGPPG-30-1: Once Upon a Time	<b>Optional Modules</b>  There are no optional modules for this stage	<b>Interim Awards:</b> Credit requirements 120 – Certificate in Higher Education  Other requirements None
	Year 2	<b>Compulsory Modules</b>  UGPPH-30-2: Reading Forms/Forms of Reading  And at least one of the following pre- C19th options:  UGPPM-30-2: Shakespeare’s World of Words UGPPK-30-2: Romanticism Unbound UGPTA-30-2 : Exploring the Eighteenth Century	<b>Optional Modules</b>  The balance to be taken from:  UGPTB-30-2: British Writing 1900-1950 UGPTM-30-2: Imagining America	<b>Interim Awards:</b>  Credit Requirements – 240 – Diploma in Higher Education  Other requirements None
VCU Year: see International Variant (Appendix 1)				

Year 3	<p>Compulsory Modules</p> <p>UPGPPD-30-3 English Independent Project</p>	<p>Optional Modules</p> <p>90 credits from the following modules:</p> <p>UPGPTD-30-3: Children's Fantasy Fiction  UPGPTF-30-3: Fiction in Britain since 1970  UPGPEG-30-3: Gender, Sexuality and Writing  UPGPFH-30-3: Literature and Culture in Britain: 1885-1925  UPGPPA-30-3: Contemporary American Narrative  UPGPFS-30-3: Gothic Literature  UPGPPP-30-3: Moving Words: Travel Writing and Modernity</p>	<p>Awards:</p> <ul style="list-style-type: none"> <li>• Target/highest BA (Hons)</li> <li>• Default title – Not applicable</li> </ul> <p>Credit requirements  BA (Hons) – 360  BA - 300</p>
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## GRADUATION

**NB: For part time mode of delivery provide a diagram to demonstrate the student journey from entry to graduation for a typical part time student**

### Year One

UPGPPQ-60-1: Literature, Creativity and Critique

### Year Two

UPGPPF-30-1: Beyond the Horizons

UPGPPG-30-1: Once Upon a Time

### Year Three

UPGPPH-30-2: Reading Forms/Forms of Reading and one other non-pre-C19th option

### Year Four

UPGPTA-30-2: Exploring the Eighteenth Century and one other non-pre-C19th option

### Year Five

Any two options from the level 3 portfolio

### Year Six

UPGPPD-30-3 English Independent Project and one additional option from the level 3 portfolio

## Part 5: Entry Requirements



## Part 5: Entry Requirements

The University's Standard Entry Requirements apply.

## Part 6: Assessment

Approved to University Regulations and Procedures

### Assessment Map

The programme encompasses a range of **assessment methods** including: essays, presentations, reports, portfolios, creative writing, reading logs, exams (seen and unseen), projects (individual and group), dissertations. These are detailed in the following assessment map:

#### Assessment Map for English

		Type of Assessment*									
		Seen/Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules Level 1	Module No UPGPPQ-60-1	A (25)						B (67)			B (8)
	Module No UPGPPF-30-1	A (35)						B (65)			
	Module No UPGPPG-30-1	A (35)				B (15)	B (25)				B (25)
Compulsory Modules Level 2	Module No UPGPPH-30-2	A (40)				B (30)		B (30)			
Compulsory Modules	Module No UPGPPD-30-3								A (10)	A (90)	

## Part 6: Assessment

Part 6: Assessment										
Level 3										
Optional Modules Level 2	Module No UPGPTB-30-2	A (40)						B (60)		
	Module No UPGPTA-30-2	A (35)						B (65)		
	Module No UPGPPK-30-2	A (25)						B (75)		
	Module No UPGPPM-30-2	A (25)						B (75)		
	Module No UPGPPL-30-2	A (40)						B (60)		
	Module No UPGPTM-30-2					A (25)	B (52.5%)			B (22.5%)
Optional Modules Level 3	Module No UPGPTD-30-3	A (25)						B (60)	B (15)	
	Module No UPGPPA-30-3	A (25)						B (70)	B (5)	
	Module No UPGPTF-30-3	A (45)						B (55)		
	Module No UPGPEG-30-3	A (40)						B (60)		
	Module No UGPFFS-30-3						A (25)	B (75)		
	UPGPFH-30-3	A (30)						B (70)		
	UPGPPP-30-3	A (25)								B (75)

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

## Part 7: Student Learning

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

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time 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 Programme teaching is a mix of scheduled and independent learning.

**Scheduled learning** includes lectures, seminars, tutorials, project supervision, practical

## Part 7: Student Learning

classes, virtual classes and workshops. These sessions constitute an average time per level of 12\* hours per week for 24 weeks. Scheduled sessions may vary slightly depending on the module choices made.

**Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level of 24 hours per week for 24 weeks.\* Scheduled sessions may vary slightly depending on the module choices made.

\* note: 12 hours will only be delivered at level 3 from 2013. For 2012-13 level 3 will have 8 hours contact time and 28 hours independent learning.

### Description of Distinctive Features and Support

- One week's Induction Programme for orientation and study skills.
- Student Handbooks and Module Guides.
- Peer Assisted Learning
- Personal Academic Tutors
- Extensive library and other learning resources and facilities.
- Dedicated office hours for all staff, student email system, trained counsellors for both pastoral support.
- A wide range of teaching and learning strategies, including emphases on creativity and employability, and an equally varied range of assessment modes across the award.
- Strong emphasis on the skills of the independent learner and researcher.

## Part 8: Reference Points and Benchmarks

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

The following reference points and considerations were used in designing the programme:

- University teaching and learning policies.
- Staff research projects.
- QAA Subject Benchmark statements.

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