CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	University of the West of England
Teaching Institution	University of the West of England
Delivery Location	UWE Frenchay
Faculty responsible for programme	Faculty of Arts, Creative Industries and Education
Department responsible for programme	Arts
Modular Scheme Title	
Professional Statutory or Regulatory Body Links *Name of PSRB* *Type of approval* **Dates**	
Highest Award Title	BA (Hons) English and English Language
Default Award Title	
Interim Award Titles	BA English and English Language Dip HE English and English Language Cert HE English and English Language
UWE Progression Route	
Mode(s) of Delivery	
Codes	**UCAS:** Q390 **JACS:** **ISIS2:** Q390 **HESA:**
Relevant QAA Subject Benchmark Statements	Linguistics Benchmark Statement English Benchmark Statement (HEA English Language Benchmark Statement)
CAP Approval Date	1st June 2012
Valid from Date	September 2012
Valid until Date	September 2018
Version	2

| Part 2: Educational Aims of the Programme |

English: Educational aims of the programme

English Literature: 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.

English Language: The Educational aims of the programme are to equip students with knowledge and understanding of:

- the English language in its own right, including variations across the globe and all its forms, spoken, written and signed (explicit knowledge of language: defining principle of Linguistics benchmark statement). Here, levels of analysis within the field of Linguistics are drawn upon in order to deepen understanding of the language, in particular relating to the grammar of English, semantics, pragmatics and discourse;
- the English language as a gateway to related thematic studies such as the history of the English language, world Englishes and intercultural communication (intercultural awareness and understanding: defining principle of Linguistics benchmark statement);
- the relevance in this context of teaching English to speakers of other languages and the practical application of principles and methods to the English teaching environment;
- optionally, creative writing and narrative analysis for personal development (English Language benchmark).

In addition, the programme aims to develop:

Part 2: Educational Aims of the Programme

- appropriate linguistic tools and metalanguage to describe and analyse text, discourse and visual images taking into account form, function and context. The ability to use language creatively and precisely for a range of purposes and audiences and of relevance to identified careers is also developed;
- generic intellectual skills – notably those of analysis, synthesis, evaluation and coherent presentation – in self-directed graduates possessing a high degree of literacy and English language awareness;
- key transferable skills emphasising self-motivation and self-reliance, co-operative interpersonal relations, information management, analysis, communication and critique;
- academic and professional research skills such as handling databases, the collation, analysis and re-presentation of data, copyediting, reviewing, presentation skills, designing and conducting interviews and questionnaires, the use of SPSS for statistical analysis, transcription and corpus searches. Included in this are the ethical issues involved in collecting, storing and using participants' data;
- awareness of students' own learning style, personality and values in order to be in a position to identify their strengths and weaknesses, and as a result possible suitable careers.
- subject-specific skills of relevance to a number of identified careers, such as basic techniques for collecting, transcribing, analysing and storing data; and lucid and critical presentation of theories and reliable data.

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
A Knowledge and Understanding	
A Knowledge and understanding of:	Teaching/learning methods and strategies:
English	*English*
1. A wide range of literature in English from the nineteenth and twentieth centuries, with some knowledge of pre-1800 literature.	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 dissertations.
2. The cultural and historical contexts, which shaped and were shaped by the authors and texts studied.	
3. The formal and aesthetic dimensions of the three main genres of fiction, poetry, and drama.	Acquisition of skills 2 - 6 is through a combination of lectures, seminars, and workshops, as appropriate to each module, with dissertation 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.
4. The key terms and concepts used in the analysis and interpretation of literary ideas.	
5. The range and variety of modern approaches to the study of literary texts.	
6. The interrelations of literary study with the knowledge produced within other disciplines.	

Part 3: Learning Outcomes of the Programme

English Language
1. Basic concepts, modes of analyses and theoretical approaches for different levels of analysis: semantics, pragmatics and discourse, including narrative and visual.
2. How English has been and is currently used throughout the world and how it changes under different influences.
3. The structure and function of different text types in English.
4. What constitutes culture and how it affects communication.
5. The self and other through creative writing and analysis of narratives and visual discourse.
6. Different approaches to the teaching and learning of English language.
7. Academic and professional research methods to a specific research project and to the workplace.

English Language
Acquisition of 1 is through the study of Meaning: Style and Discourse at level one, Visual Discourse and Narrative at level two and Critical Discourse Analysis, Gender, (Im)politeness and Power in Language and Creative Writing and the Self at level three.

Acquisition of 2 is through the study of English: Past, Present and Future at level one and The Cultural History of English at level three.

Acquisition of 3 is through the study of English: Past, Present and Future and Meaning: Style and Discourse at level one.

Acquisition of 4 is through the study of Visual Discourse and Narrative at level two and Gender, (Im)politeness and Power in Language at level three.

Acquisition of 5 is through the study of Visual Discourse and Narrative at level two and Creative Writing and the Self at level three.

Acquisition of 6 is through the study of TESOL at level three.

Acquisition of 7 is through the study of Research: Academic and Professional at level two and the undertaking of the project at level three.

Throughout, the learner is encouraged to undertake independent study and to participate in group or individual projects, assignments and oral presentations in class.

Part 3: Learning Outcomes of the Programme	
	Assessment: *English:* 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, but is not limited to, seen or unseen examinations. *English Language:* The assessment strategy promotes a gradual increase in knowledge and understanding of the field within a supportive and developmental framework.

B Intellectual Skills

B Intellectual skills:	Teaching/learning methods and strategies:
English 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.	*English* Intellectual skills are developed for skills 1 and 2 through attending lectures and intellectual debate in seminars and reading both primary and critical material. Skills 3 and 4 are acquired by writing critical essays and, where appropriate, creative writing portfolios. Skill 5 is achieved through a combination of these and progression through the award from core modules through to more self directed learning on optional modules and the dissertation.
English Language 1. The ability to extract and synthesise key information from the literature and to interpret layers of meaning within texts. 2. An understanding of issues and problems in the field of TESOL and various fields of Linguistics. 3. The ability to engage in analytical and critical	*English Language* Skills outlined in 1/2/3: These skills are practised and understandings developed in written coursework and oral presentations throughout the degree. Skill 2 is developed through various assessments and also through the project module. Students develop library skills while

Part 3: Learning Outcomes of the Programme

thinking and to present ideas within the structured framework of a reasoned argument. 4. The ability to plan and carry out a piece of research, either individually or as a member of a group. 5. The ability to use IT skills appropriately for retrieving information, analysing data and writing reports or assignments.	preparing oral presentations and written assignments. Skill 4 is developed through all level three modules, including the project. Skill 5 is a requirement for all modules.
	Assessment: *English:* The variety of assessment methods employed all place great emphasis (as shown in the subject's assessment criteria) on the learner's ability to demonstrate skills 1-5 through short and long essays, dissertations and creative writing, and seen and unseen examinations. A minimum of 25% of modular assessment is based on controlled conditions exercises. *English Language:* The assessment strategy incorporates formative and summative tasks in order that students are provided with indicators on how to improve their intellectual skills further.

C Subject, Professional and Practical Skills

C Subject, professional and practical skills: *English* 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: *English* 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 dissertation module and guidelines in the appropriate module handbook. *English Language*

Part 3: Learning Outcomes of the Programme

English Language

1. Critically judging and evaluating the English language in specific modes, genres and contexts.
2. Acquiring complex information of diverse kinds, from a variety of sources (library, www, CD-roms, corpora, learners of English, discussion with peers).
3. 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.
4. Considering the ethical issues involved in data collection, storage and usage.
5. Understanding better their own learning style, personality and values in order to be in a position to identify their own strengths and weaknesses, and as a result possible suitable careers.

Skills 1-4 are developed and practised through analytical and problem-solving tasks based on a variety of sources for formative and summative assignments, presentations, exams and through the planning and completion of the project at level 3.

Skill 5 is developed through modules focusing on self awareness through academic content (Visual Discourse and Narrative at level two and Creative Writing and the Self at level three), and at skills development relevant to specific careers throughout various modules and in particular on Research: Academic and Professional at level two.

Assessment:

English:
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 dissertation (compulsory for single honours students), which includes a progress report component (worth 5% of the assessment). Skill 3 is not formally assessed, but is developed through seminar participation.

English Language:
Consideration is given as to how students can develop their subject, professional and practical skills. Where possible, assessment is tied in with 'real world' examples of language in use, and all students build a portfolio of career-oriented materials as part of the level two module, Research: Academic and Professional.

D Transferable Skills and other attributes

D Transferable skills and other attributes:

English

1. Producing effective written communication.
2. Marshalling their ideas in a limited time.
3. Studying effectively.
4. Managing their time efficiently.
5. Locating and evaluate information sources

Teaching/learning methods and strategies:

English
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

and extract relevant information.
6. Using a computer for word processing, obtaining information, and presenting data.
7. Taking responsibility for their own learning.
8. Communicating effectively orally.
9. Working efficiently as members of a team.

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 (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; 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 dissertation (skill 8). They practice their oral communication in seminars on all modules, and in some modules they are expected to do a reading, give a 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)

English Language
1. Thinking and judging independently.
2. The ability to work autonomously under pressure and to meet deadlines.
3. The ability to work co-operatively as a constructive team member.
4. The ability to make competent use of a range of information and communications technology for gathering and managing information.

English Language
Skill 1 is practised by independent reading, discussions in seminars and workshops and the preparation of coursework assignments. Skill 2 is fostered by the requirement to manage and progress coursework assignments and to submit them on time. Skill 3 is developed through teamwork in joint oral presentations. Skill 4 is developed by the requirement to research assignments using Web-based and other electronic resources, and to submit all written coursework in word-processed format.

Part 3: Learning Outcomes of the Programme	
	Assessment: *English:* All modules in English are assessed by at least two pieces of writing and many by three (skill 1). These pieces include essays, bibliographical exercises, pastiches, creative writing and journals. On each module one of these pieces is written under controlled conditions and in a limited time (skill 2). In order to be successful in all assessments, students need study skills (skill 3) and time management skills (skill 4). For their coursework they also need to be able to access information (skill 5) and are required to present their work in typewritten form (skill 6). In all modules, they are expected to take at least some responsibility for their own learning (skill 7); this is particularly true for the dissertation. Oral communication (skill 8) and teamwork (skill 9) are not formally assessed. *English Language:* There is a focus on developing students' transferable skills, and the assessment has as a requirement the ability to think and judge independently as well as working effectively as part of a team.

Part 4: 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	**Compulsory Modules** **English** UPGPPQ-60-1 Literature, Creativity and Critique **English Language** UPNQ4H-30-1 English: Past, Present and Future UPNQ4J-30-1 Meaning: Style and Discourse		**Interim Awards** Cert HE English and English Language
	Year 2	**Compulsory Modules** **English** UPGPPH-30-2 Reading Forms/Forms of Reading **English Language** UPNQ75-30-2 Words in Context UPLQ78-30-2 Intercultural Communication and Introduction to TESOL	**Optional Modules** **English** 30 credits to be taken from: UPGPPM-30-2 Shakespeare's World of Words UPGPPK-30-2 Romanticism Unbound UPGPTA-30-2 Exploring the Eighteenth Century UPGPTB-30-2 British Writing 1900-1950 UPGPTM-30-2 Reading America UPGPPL-30-2 Victorian Frictions	**Interim Awards** Dip HE English and English Language
		VCU Year: see International Variant (Appendix 1).		

		Compulsory Modules	Optional Modules	Awards:
			English	BA English and English Language
			60 credits must be taken from:	
			UPGPTD-30-3 Children's Fantasy Fiction since 1900	
			UPGPPP-30-3: Moving Words: Travel Writing and Modernity	
			UPGPTF-30-3 Fiction in Britain since 1970	
			UPGPEG-30-3 Gender, Sexuality and Writing	
			UPGPFH-30-3 Literature and Culture in Britain 1885 – 1915	
			UPGPPA-30-3 Contemporary American Narrative	
			UPGPFS-30-3 Gothic Literature	
			UPGPPD-30-3 English Independent Project	
			English Language	
			60 credits must be taken from:	
			UPLQ9L-30-3 Teaching English to Speakers of Other Languages	
			UPNQ9V-30-3 Creative Writing and the Self	
			UPNQ9P-30-3 Critical Discourse Analysis	
			UPNQ9T-30-3 The Other Languages of Bristol: sociolinguistics, language contact and bilingualism	
			UPNQ9N-30-3 The Cultural History of the English Language	
			UPNQ9W-30-3 Gender, (Im)politeness and Power in Language	
Year 3			UPNQ97-30-3 Linguistics Project	
			UPNQ9R-30-3 English Language Project	

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

It would be preferable at level two to take Visual Discourse and Narrative in advance of Research: Academic and Professional so that the following year the student could carry out their project if desired having just completed the relevant research training. The ideal part-time student journey would therefore be as follows:

Year 1
UPNQ4J-30-1 Meaning: Style and Discourse

UPNQ4H-30-1 English: Past, Present and Future
Year 2
UPGPFV-60-1 Literature, Creativity and Critique
Year 3
One level two English option
UPNQ75-30-2 Words in Context
Year 4
One level two English option
UPLQ78-30-2 Intercultural Communication and Introduction to TESOL
Year 5
UPNQ97-30-3 Linguistics Project or UPNQ9R-30-3 English Language Project (if desired) or another
level three English Language option
One level three English option
Year 6
One level three English option
One level three English Language option

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 written exams, oral presentations, written assignments, online assessment, portfolios and dissertations. These are detailed in the following assessment map:

Assessment Map for English and English Language

		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Online Assessment	Report / Project	Dissertation	Portfolio
Compulsory Modules Level 1	**Module No** UPGPFV-60-1 Writing about Reading/Reading about Writing	A (25)					B (64)				B (11)
	Module No UPNQ4H-30-1 English: Past, Present and Future	A (40)					B (42)	B (18)			
	Module No UPNQ4J-30-1	A (25)				A (25)	B (50)				

Part 6: Assessment

	Meaning: Style and Discourse										

*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 and English Language programme teaching is a mix of scheduled and independent learning. For the BA English and English Language:

Scheduled learning includes lectures, seminars, tutorials, project supervision, practical 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
- Subject specific induction programme for orientation and study skills.
- High level of student support: Personal Academic Tutors for all students, the availability of Peer Assisted Learning, dedicated office hours for all staff, formative and summative assessment.
- Clear focus on employability through the development of an employment focused portfolio and a compulsory level two module focusing on professional and academic research skills.
- A wide range of teaching and learning strategies 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:

Part 8: Reference Points and Benchmarks
The QAA subject benchmark statements (Linguistics and English) and to a lesser extent the HEA English Language Benchmark Statement were used to inform the academic content of the programme. The employability slant to the programme, embedded within different modules, has been introduced more explicitly to address the university and faculty strategy to improve students' employment prospects. Added to this, thought has been given to the student experience on this programme, with assessment forming part of a supportive and developmental framework for our students. This addresses elements of the National Student Survey. Staff research projects feed 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. We have consulted closely our Career Consultant in the designing of the programme.

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