



University of the  
West of England

ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data			
<b>Awarding Institution</b>	University of the West of England		
<b>Teaching Institution</b>	University of the West of England		
<b>Delivery Location</b>	UWE Frenchay		
<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 English Language		
<b>Default Award Title</b>			
<b>Interim Award Titles</b>	BA English and English Language Dip HE English and English Language Cert HE English and English Language		
<b>UWE Progression Route</b>			
<b>Mode(s) of Delivery</b>	SW, FT		
<b>Codes</b>	<b>UCAS:</b> Q390	<b>JACS:</b>	
	<b>ISIS2: Q390</b> Q39A (SW) Q390 (FT)	<b>HESA:</b>	
<b>Relevant QAA Subject Benchmark Statements</b>	Linguistics Benchmark Statement English Benchmark Statement (HEA English Language Benchmark Statement)		
<b>Periodic Curriculum Review</b>	1 March 2012		
<b>First CAP Approval Date</b>	20 <sup>th</sup> May 2014	Valid from	September 2014
<b>Revision CAP Approval Date</b>	15 November 2016	Revised with effect from	September 2016
<b>Version</b>	4		
<b>Review Date</b>	March 2018		

## Part 2: Educational Aims of the Programme

To equip students with knowledge and understanding of:

- English literary culture by exposing them to canonical and non-canonical texts from the renaissance to the twenty-first century, and to the historical and intellectual frames of reference from which literature emerges;
- the English language in its own right, including variations across the globe and all its forms, spoken, written and signed. 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, teaching English to speakers of other languages and creative writing;
- all of the above provided through intellectually challenging and student-focused teaching that is informed and enriched by staff research.

In addition, the programme aims to develop:

- critical practices that stress the crucial balance between close reading and theoretical / contextual models of interpretation;
- appropriate 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;
- generic intellectual skills – notably those of analysis, synthesis, evaluation, critical argument and coherent presentation – in self-directed graduates possessing a high degree of literary 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, reviewing, presentation skills, designing and conducting interviews and questionnaires, the use of tools for statistical analysis, and transcription. The aforementioned is of relevance both to the workplace and to postgraduate study;
- awareness of the applied nature of the programme, and the ways in which knowledge and skills gained are used in a variety of careers, as explored through different modules;
- awareness of students' own learning style, personality and values, as well as the value of their subject-specific knowledge and skills, in order for them to be in a position to identify their strengths, and as a result possible suitable careers;
- a progressive, supportive and responsive academic culture in which students develop personally and academically.

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

This programme brings together a developed knowledge of literature and language with an application of this knowledge to industry-facing scenarios and real-world tasks. Successful students will have a well developed understanding of style in language and literature alongside critical thinking, literary theory, genre, historical periodisation, and related areas such as intercultural communication, world Englishes, the teaching of English to speakers of other languages, and creative/professional writing. 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.







Part 3: Learning Outcomes of the Programme																										
Understanding better their own learning style, personality and values in order to identify possible suitable careers	x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x					x		x	
Industry-facing skills emanating from the subject area and applicable to specific careers	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
<b>(D) Transferable skills and other attributes</b>																										
Thinking and judging independently	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
The ability to work autonomously under pressure and to meet deadlines	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
The ability to work co-operatively as a constructive team member	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Marshalling ideas in a limited time	x		x	x	x	x	x	x	x		x	x	x	x	x					x	x	x	x	x	x	x

## Part 4: Student Learning and Student Support

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

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 such areas as:

- creative/professional writing
- speech and language therapy
- marketing and advertising
- travel writing and other written genres
- dictionary production
- teaching English
- further study

Throughout the programme there is a focus on awareness and application of skills developed. This is drawn together in the second year modules taken by all students, 'Language, Research and the Workplace' and 'Reading Forms/Forms of Reading', and the 'English Independent Project' described under 'Distinctive Features' below, and instrumentalised through our assessment strategy.

Visiting speakers are brought in to speak to students to enrich the curriculum and inform students of career possibilities, while supplementary Peer Assisted Learning (PAL) sessions and Academic Personal Tutor (APT) tutorials offer support which is more tailored to individual student needs. The individual attention provided to students through the APT system allows for the initiation of support for students with disabilities/additional needs.

There are opportunities for learning and participation outside the formal curriculum through the English Society and the Linguistics Society. There are also external visits and engagement with employers. There is a Linguistics blog, also for students of English Language and Linguistics, and 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 English Language programme there is a mix of scheduled teaching and independent learning.

**Scheduled learning** includes lectures, seminars, tutorials, project supervision, demonstration, practical classes, 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.

**Placement learning** For students on the sandwich route. – a significant period of paid employment or self-employment. A typical placement lasts for 26 weeks or more.

### Description of any Distinctive Features

'Language, Research and the Workplace' is a level two module taken by all students. Language analysis is used as a means of undertaking employability related work. As part of a portfolio, all students are required to produce a CV and reflective report and an analysis of interview data. Additionally they have a choice of possible employment and enterprise related tasks. The focus then moves to the development of students' research skills, many of which are industry-facing (e.g. designing questionnaires, conducting interviews and data analysis).

'Reading Forms/Forms of Reading' is a compulsory level two module which slows the reading process down and

## Part 4: Student Learning and Student Support

requires students to produce creative/professional writing as one of its assessments.

'The English Independent Project' is an optional level three module designed to provide pathways to future careers. Student can choose from editing, writing reviews, creative writing, work-based projects, group journal production and the traditional dissertation.

## Part 5: Assessment

Approved to [University Regulations and Procedures](#)

### 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 oral presentations, group work, the academic essay, creative/professional writing, exams (seen/unseen), portfolios, reports, projects and dissertations.

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 English Language

		Unseen Written Exam	Seen/Open Book Written Exam	In-class Written Test	Oral Assessment and/or Presentation	Reading log	Annotated Bibliography	Written Assignment including essay	Review	Anthology	Creative Writing and/or Critical Commentary	Report / Project	Portfolio	Extended and/or Independent Project
<b>Compulsory Modules Level 1</b>	UPGPPT-30-1 Creativity, Critique and Literature		A (25)			B (23)							B (52)	
	UPGPPU-30-1 Literature and Ideas				A (25)		B (26)	B (49)						
	UPNQ4H-30-1 English: Past, Present and Future	A (40)		A (18)				B (42)						
	UPNQ4J-30-1 Meaning: Style and Discourse	A (25)			A (25)			B (50)						
<b>Compulsory Modules Level 2</b>	UPNQ4R-30-2 Language, Research and the Workplace	A (50)											B (50)	



## Part 5: Assessment

	UPNQ4M-30-2 Analysing Culture: Language and the Visual			A (30)		B (70)					
	UPGPPH-30-2 Reading Forms/Forms of Reading		A (40)			B (30)		B (30)			
<b>Optional Modules Level 2</b>	UPGPPM-30-2 Shakespeare's World of Words		A (25)			B (25)	B (40)	B (10)			
	UPGPPK-30-2 Romanticism Unbound	A (25)			B (30)	B (45)					
	UPGPTA-30-2 Exploring the Eighteenth Century		A (25)			B (22)			B (53)		
	UPGPTB-30-2 British Writing 1900-1950		A (40)			B (25) & (35)					
	UPGPTM-30-2 Imagining America			A (25)						B (75)	
<b>Optional Modules Level 3</b>	UPGPPL-30-2 Victorian Frictions		A (40)	B (20)		B (40)					
	UPGPPP-30-3 Moving Words		A (25)							B (75)	
	UPGPTF-30-3 Fiction in Britain since 1970	A (30)				B (35)	B (3 5)				
	UPGPPR-30-3 Children's Fiction since 1900		A (25)			B (26)				B (49)	
	UPGPFH-30-3 Literature and Culture in Britain 1885 – 1930		A (30)			B (25) & (45)					
	UPGPPA-30-3 Contemporary American Narrative			A (25)		B (25)					B (50)
	UPGPFS-30-3 Gothic Literature			A (25)						B (75)	
	UPGPPD-30-3 English Independent Project								A (10)		A (90)
	UPNQ9L-30-3 Teaching English to Speakers of Other Languages	A (30)				B (70)					
	UPNQ9V-30-3 Creative Writing and the Self		A (25)			B (75)					
	UPNQ9P-30-3 Critical Discourse Analysis	A (40)				B (60)					
	UPNQ9Q-30-3 The	A (60)				B (40)					


### Part 5: Assessment

Sociolinguistics of Language Contact													
UPNQ9N-30-3 The Cultural History of the English Language	A (25)						B (75)						
UPNQ9W-30-3 Gender, (Im)politeness and Power in Language	A (25)						B (75)						
UPNN43-30-3 Analysing Spoken English	A (50)						B (50)						
UPNN35-30-3 Language Project													A (100)

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

### 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 English Language
		UPGPPU-30-1 Literature and Ideas		
		UPNQ4H-30-1 English: Past, Present and Future		
		UPNQ4J-30-1 Meaning: Style and Discourse		

	Compulsory Modules	Optional Modules	Interim Awards
Year 2	UPNQ4R-30-2 Language, Research and the Workplace  UPNQ4M-30-2 Analysing Culture: Language and the Visual  UGPPTH-30-2 Forms of Reading/Reading Forms	30 credits from:  UGPPTM-30-2 Shakespeare's World of Words  UGPPTK-30-2 Romanticism Unbound  UGPPTA-30-2 Exploring the Eighteenth Century  UGPPTB-30-2 British Writing 1900-1950  UGPPTM-30-2 Imagining America: Cultural and Literary Legacies of the United States, 1830-1970  UGPPTL-30-2 Victorian Frictions	Dip HE English and English Language

VCU Year: see International Variant (Appendix 1).

### Placement Year

Students on the sandwich route (SW) must undertake and pass a work placement..

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**

Year 3

Compulsory Modules	Optional Modules	Interim Awards
None	<p>60 English and 60 English Language credits from:</p> <p><i>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 English Languages up to a maximum credit value of 90 credits.</i></p> <p>UPGPPR-30-3 Children's Fiction since 1900</p> <p>UPGPPP-30-3 Moving Words: Travel Writing and Modernity</p> <p>UPGPTF-30-3 Fiction in Britain since 1970</p> <p>UPGPFH-30-3 Literature and Culture in Britain 1885 – 1930</p> <p>UPGPPA-30-3 Contemporary American Narrative</p> <p>UPNQ9V-30-3 Creative Writing and the Self</p> <p>UPGPFS-30-3 Gothic Literature</p> <p>UPNQ9L-30-3 Teaching English to Speakers of Other Languages</p> <p>UPNQ9P-30-3 Critical Discourse Analysis</p> <p>UPNQ9Q-30-3 The Sociolinguistics of Language Contact</p> <p>UPNQ9N-30-3 The Cultural History of the English Language</p> <p>Contd.</p>	BA English and English Language

			UPNN35-30-3 Language Project  UPNQ9W-30-3 Gender, (Im)politeness and Power in Language  UPNN43-30-3 Analysing Spoken English  UPGPPD-30-3 English Independent Project	
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## GRADUATION

### Part time:

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

It would be preferable at level two to take Analysing Culture: Language and the Visual in advance of Language, Research and the Workplace 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 1.1

UPNQ4J-30-1 Meaning: Style and Discourse

UPNQ4H-30-1 English: Past, Present and Future

#### Year 1.2

UPGPPT-30-1 Creativity, Critique and Literature

UPGPPU-30-1 Literature and Ideas

#### Year 2.1

UPGPPH-30-2 Forms of Reading/Reading Forms

UPNQ4M-30-2 Analysing Culture: Language and the Visual

#### Year 2.2

One level two English option

UPNQ4R-30-2 Language, Research and the Workplace

#### Year 3.1

UPNN35-30-3 Language Project (if desired) or another level three English Language option

One level three English option

#### Year 3.2

One level three English option

One level three English Language option

### 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](#)

## Part 8: Reference Points and Benchmarks

National qualification framework  
Subject benchmark statements

[University strategies and policies](#)

The English and English Language programme has been rewritten to align with university strategy for programmes to be industry-facing and practice-based. As this is an open market programme offering no specific vocational training it is oriented towards a number of career paths which our students have traditionally followed or aspire to. In addition, the module Language, Research and the Workplace requires students to identify and prepare for a particular career alongside developing job application skills of wider relevance.

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 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. We have consulted closely our Careers colleagues, and part of the programme development was informed by a UWE Learning and Teaching Fellowship project run by a member of the team.

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;
- Annual staff peer-review whereby colleagues observe one another's sessions and share good practice;
- The findings of a study carried out by colleagues: Treffers-Daller & Sakel. 2010. *Wider perspectives and more options for English Language and Linguistics students*. HEA;
- Ongoing consultation with Careers;
- Feedback from Academic Review in 2012 (both English and English Language/Linguistics Programmes were 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 projects. In one which we worked closely with a former Linguistics student who is training as a Careers Consultant, as well as including best practice from UWE and beyond. In another University wide feedback study was undertaken;
- Annual Away Day reflections upon students' learning experience;
- Ongoing review of the Curriculum to ensure quality and standards.

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

**FOR OFFICE USE ONLY**

First CAP Approval Date	June 2012			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>	15 November 2016	Version	4	<a href="#">link to MIA</a>
Revision CAP Approval Date		Version	5	
Next Periodic Curriculum Review due date	<i>Academic year in which next Periodic Curriculum Review due (6 years from initial approval or last Periodic Curriculum Review)</i>			
Date of last Periodic Curriculum Review				