



PROGRAMME SPECIFICATION

Part 1: Information	
Awarding Institution	UWE
Teaching Institution	UWE
Delivery Location	UWE Frenchay
Study abroad / Exchange / Credit recognition	
Faculty responsible for programme	Faculty of Arts, Creative Industries and Education
Department responsible for programme	Creative Industries
Professional Statutory or Regulatory Body Links	
Highest Award Title	BA (Hons) English Language and Literature
Default Award Title	N/A
Interim Award Titles	BA English Language and Literature Dip HE English Language and Literature Cert HE English Language and Literature
UWE Progression Route	.
Mode of Delivery	<i>with Foundation Year</i> - SW, FT/PT
ISIS code/s	ISIS2: Q390 Q39F (SW) Q39F13 (FT/PT),
For implementation from	September 2018

Part 2: Description

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.

Level 0 consists of four year-long 30 credit modules in which the main focus is on the acquisition both of appropriate academic skills and of an awareness of the relevance to their future pathway in English Literature, English Literature with Writing, English and History, English Language and Literature, History, English Language and Linguistics, Creative and Professional Writing, Media and Cultural Production, Media Culture and Communication, Film Studies, Film Studies and Literature, Liberal Arts, Broadcast Journalism, Journalism and Public Relations, or Media and Journalism. **Academic Skills in Arts and Humanities (UPCNA7-30-0)** will act as a “spine” to the year, supporting the other three modules through a variety of assessment methods. Students will be encouraged to develop as reflective learners and to understand the importance of the UWE graduate attributes. The teaching methods are designed to engage students and develop their core skills and confidence.

Part 2: Description
Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)
<p>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.</p>
Regulations
Approved to University Regulations and Procedures

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:	UPGPPT-30-1	UPGPPU-30-1	UPNQ4H-30-1	UPNQ4J-30-1	UPGPPH-30-2	Level 2 options	UPNQ4M-30-2	UPNQ4R-30-2	Level 3 options
A) Knowledge and understanding of:									
A wide range of literature in English from the nineteenth and twentieth centuries, with some knowledge of pre-1800 literature	x	x			x	x			
The cultural and historical contexts which shaped and were shaped by the authors and texts studied	x	x			x	x			
The formal and aesthetic dimensions of the three main genres of fiction, poetry, and drama	x	x			x	x			
The key terms and concepts used in the analysis and interpretation of literary ideas	x	x			x	x			
The range and variety of modern approaches to the study of literary texts	x	x			x	x			
Basic concepts, modes of analyses and theoretical approaches for different levels of analysis: discourse, including narrative and visual, semantics and pragmatics			x	x			x	x	
How English has been and is currently used throughout the world and how it changes under different influences			x	x			x	x	
The structure and function of different text types in English			x	x			x	x	
Academic and professional research methods relevant to a specific research project and to the workplace								x	
(B) Intellectual Skills									
The ability to identify the complexities of the major literary genres and other forms of written and oral communication	x	x	x	x	x	x	x	x	x
The ability to analyse the roles, methodologies, ideologies and historical contexts of literary critical traditions	x	x			x	x			
An awareness of how literature and language produce and reflect cultural difference	x	x		x	x	x	x		x
The ability to extract and synthesise key information from the literature and to interpret layers of meaning within texts	x	x	x	x	x	x	x	x	x
The ability to engage in analytical and critical thinking and to present ideas within the structured framework of a reasoned argument	x	x	x	x	x	x	x	x	x
The ability to plan and carry out a piece of research, either individually or as a member of a group	x	x			x	x		x	x
The ability to use a variety of specialised IT packages for retrieving information, analysing data, creating texts and writing assignments	x	x	x	x	x	x	x	x	x

Part 3: Learning Outcomes of the Programme

(C) Subject/Professional/Practical Skills									
The ability to apply appropriate techniques of literary criticism to the written interpretation and analysis of texts	x	x			x	x			
The ability to design and produce a substantial piece of independent research or personal writing									
Critically judging and evaluating the English language in specific modes, genres and contexts			x	x			x	x	
Acquiring complex information of diverse kinds, from a variety of sources (library, internet, corpora, learners of English, discussion with peers)	x	x	x	x	x	x	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
Understanding better their own learning style, personality and values in order to identify possible suitable careers	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
(D) Transferable skills and other attributes									
Thinking and judging independently	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
The ability to work co-operatively as a constructive team member	x	x	x	x	x	x	x	x	x
Marshalling ideas in a limited time	x		x	x	x		x	x	

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

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Level 0	UPCNA7-30-0 Academic Skills for Arts and Humanities UPCNA8-30-0 Bristol, Arts and Culture UPCNA9-30-0 Thoughts, ideas and myths: past, present and future UPCNAE-30-0 Extended Project	None	None
	Level 1	UPGPPT-30-1 Creativity, Critique and Literature UPGPPU-30-1 Literature and Ideas UPNQ4H-30-1 English: Past, Present and Future UPNQ4J-30-1 Meaning: Style and Discourse		Cert HE English Language and Literature :

	Level 2	<p>UPNQ4R-30-2 Language, Research and the Workplace</p> <p>UPNQ4M-30-2 Analysing Culture: Language and the Visual</p> <p>UPGPPH-30-2 Reading Forms/Forms of Reading</p>	<p>30 credits from:</p> <p>UPGPPM-30-2 Shakespeare's World of Words</p> <p>UPGPPK-30-2 Romanticism Unbound</p> <p>UPGPTA-30-2 Exploring the Eighteenth Century</p> <p>UPGPTB-30-2 British Writing 1900-1950</p> <p>UPGPTM-30-2 Imagining America: Cultural and Literary Legacies of the United States, 1830-1970</p> <p>UPGPPL-30-2 Victorian Frictions</p>	Dip HE English Language and Literature
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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

	Level 3	Compulsory Modules	Optional Modules	Interim Awards
			<p>60 credits from English options and 60 credits from English Language options:</p> <p><i>Students who have completed a Placement (and passed the relevant modules) are required to select 30-60 credits from English options, and 30-60 credits from English Languages options 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>UPNN35-30-3 Language Project</p> <p>UPNQ9W-30-3 Gender, (Im)politeness and Power in Language</p> <p>UPNN43-30-3 Analysing Spoken English</p> <p>UPGPPD-30-3 English Independent Project</p> <p>UPNNCA-30-3 Language and Cognition (September 2019 onwards)</p>	<p>BA English Language and Literature <i>300 credits at L2 and above</i></p> <p>BA (Hons) English Language and Literature <i>360 credits at L2 and above</i></p>
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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

UPCNA7-30-0 Academic Skills for Arts and Humanities

UPCNA8-30-0 Bristol, Arts and Culture

Year 1.2

UPCNA9-30-0 Thoughts, ideas and myths: past, present and future

UPCNAE-30-0 Extended Project

Year 2.1

UPNQ4J-30-1 Meaning: Style and Discourse

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

Year 2.2

UPGPPT-30-1 Creativity, Critique and Literature

UPGPPU-30-1 Literature and Ideas

Year 3.1

UPGPPH-30-2 Reading Forms/Forms of Reading

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

Year 3.2

One level two English option

UPNQ4R-30-2 Language, Research and the Workplace

Year 4.1

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

One level three English option

Year 4.2

One level three English option

One level three English Language option

Part 5: Entry Requirements

The University's Standard Entry Requirements apply

Tariff points as appropriate for the year of entry - up to date requirements are available through the [courses database](#).

Part 6: Reference Points and Benchmarks[QAA UK Quality Code for HE](#)

-Framework for higher education qualifications (FHEQ)

-Subject benchmark statements

-Qualification characteristics for [Foundation degrees](#)

[Strategy 2020](#)

Part 6: Reference Points and BenchmarksUniversity policies

The English Language and Literature 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

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First CAP Approval Date	21 March 2017			
Revision PER Approval Date	24 May 2018	Version	3	Link to RIA 12612
Next Periodic Curriculum Review due date	September 2018			
Date of last Periodic Curriculum Review				