STUDENT AND ACADEMIC SERVICES

UWE Bristol | University of the West of England

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	
Highest Award Title	BA (Hons) English Language and Literature
Default Award Title	
Interim Award Titles	BA English Language and Literature Dip HE English Language and Literature Cert HE English Language and Literature
UWE Progression Route	
Mode(s) of Delivery	SW, FT
Codes	**UCAS:** Q390 **JACS:** **ISIS2: Q390** **HESA:** Q39A (SW) Q390 (FT)
Relevant QAA Subject Benchmark Statements	Linguistics Benchmark Statement English Benchmark Statement (HEA English Language Benchmark Statement)

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

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:	UPGND6-30-1	UPGPPU-30-1	UPNQ4H-30-1	UPNQ4J-30-1	UPGNCM-30-2	UPGNCN-15-2	UPGNCW-15-2	UPNNWN-15-2	UPNNEP-15-2	UPNNER-15-2	UPNNES-15-2	UPNNET-15-2	UPGPPR-30-3	UPGPTF-30-3	UPGPFH-30-3	UPGPPA-30-3	UPGPFS-30-3	UPGPPD-30-3	UPNQ4Q-30-3	UPNQ9N-30-3	UPNQ9P-30-3	UPNQ9Q-30-3	UPNQ9V-30-3	UPNQ9W-30-3	UPNNCA-30-3	UPGP6K-30-3
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	X						x	x	x	x	x	x								X
The cultural and historical contexts which shaped and were shaped by the authors and texts studied	x	x			x	x	X						x	x	x	x	x	x								X
The formal and aesthetic dimensions of the three main genres of fiction, poetry, and drama	x	x			x	x	X						x	x	x	x	x	x								X
The key terms and concepts used in the analysis and interpretation of literary ideas	x	x			x	x	X						x	x	x	x	x	x								X
The range and variety of modern approaches to the study of literary texts	x	x			x	x	X						x	x	x	x	x	x								X
Basic concepts, modes of analyses and theoretical approaches for different levels			x	x				X	X	X	X	X							x	x	x	x	x	x	x	

Part 3: Learning Outcomes of the Programme

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
of analysis: discourse, including narrative and visual, semantics and pragmatics																									
How English has been and is currently used throughout the world and how it changes under different influences		x	x				X	X		X	X							x			x	x	x		
The structure and function of different text types in English		x	x						X	X									x						
Academic and professional research methods relevant to a specific research project and to the workplace								X	X							x	x	x	x	x	x	x	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	x	x	x	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					x	x	x	x	x	x									x
An awareness of how literature and language produce and reflect cultural difference	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 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	X	X	X	x	x	x	x	x	x	x	x	x	x	x	x	x
The ability to engage in analytical and critical thinking and to present ideas within the	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

Part 3: Learning Outcomes of the Programme																								
structured framework of a reasoned argument																								
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	X		x	x	x	x	x	x	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	X	X	X	x	x	x	x	x	x	x	x	x	x	x	x
(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							x	x	x	x	x	x						x
The ability to design and produce a substantial piece of independent research or personal writing																			x	x				
Critically judging and evaluating the English language in specific modes, genres and contexts			x	x			X	X	X	X	X	X							x	x	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	X	X	X	x	x	x	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	x	x	x	x	x	x	X	X	X	X	X	X	x	x	x	x	x	x	x	x	x	x	x	x

Part 3: Learning Outcomes of the Programme																										
appropriate register and style and with proper referencing																										
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			
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
(D) Transferable skills and other attributes																										
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).

Part 4: Student Learning and Student Support
'Reading Forms/Forms of Reading' is a compulsory level two module which slows the reading process down and 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.

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	UPGND6-30-1 Literature and the Market Place UPGPPU-30-1 Literature and Ideas UPNQ4H-30-1 English: Past, Present and Future UPNQ4J-30-1 Making Meaning	*If credit is required* UPNNCB-30-1 Topics in English Language 1	Cert HE English Language and Literature (120 Credits)
		Compulsory Modules	Optional Modules	Interim Awards
	Year 2	UPGNCM-30-2 Literature in the World UPGNCN-15-2 Shakespeare's Heroes and Villains UPGNCW-15-2 The Black Atlantic: from the Middle Passage to Hip Hop	60 credits from UPNNWN-15-2 Intercultural Communication UPNNEP-15-2 Language at Work UPNNER-15-2 Investigating Language as Social Impact UPNNES-15-2 The language of life UPNNET-15-2 Nonverbal Communication *If credit is required* UPNNCC-30-2 Topics in English Language 2	Dip HE English Language and Literature (240 Credits)

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

	Compulsory Modules	Optional Modules	Interim Awards
Year 3	None	60 English Literature and 60 English Language credits from: *Students who have completed a Placement (and passed the relevant modules) are required to select 30-60 credits from English Literature, and 30-60 credits from English Languages up to a maximum credit value of 90 credits.*	BA English Language and Literature (300 Credits)
		UPGPPR-30-3 Children's Fiction since 1900 UPGPPP-30-3 Moving Words: Travel Writing and Modernity UPGPTF-30-3 Contemporary British Fiction UPGPFH-30-3 Literature and Culture in Britain 1885 – 1930 UPGPPA-30-3 Contemporary American Narrative UPNQ9V-30-3 Creative Writing and the Self UPGPFS-30-3 Gothic Literature	Highest Award BA (Hons) English Language and Literature (360 Credits)

			UPGP6K-30-3 Crime and Detection in Nineteenth-Century Literature UPNQ9L-30-3Teaching English to Speakers of Other Languages UPNQ9P-30-3 Critical Discourse Analysis UPNQ9Q-30-3 Languages in the Mind UPNQ9N-30-3 The Cultural History of the English Language UPNN35-30-3 Language Project UPNQ9W-30-3 Gender, (Im)politeness and Power in Language UPGPPD-30-3 English Independent Project UPNNCA-30-3 Language and Cognition

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 Making Meaning
UPGND6-30-1 Literature and the Marketplace
Year 1.2
UPNQ4H-30-1 English: Past, Present and Future
UPGPPU-30-1 Literature and Ideas
Year 2.1
UPGNCM-30-2 Literature in the World
+ 2 English Language options
Year 2.2

UPGNCN-15-2 Shakespeare's Heroes and Villains
UPGNCW-15-2 The Black Atlantic: From the Middle Passage to Hip Hop
+2 English Language options
Year 3.1
UPNN35-30-3 Language Project (if desired) or another level three English Language option
One level three English Literature option
Year 3.2
One level three English Literature 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
      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;

Part 8: Reference Points and Benchmarks
• 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.

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First CAP Approval Date	*June 2012*			
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Next Periodic Curriculum Review due date				
Date of last Periodic Curriculum Review				