



University of the
West of England

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 <i>Name of PSRB</i> <i>Type of approval</i> Dates		
Highest Award Title	BA (Hons) English Language and Linguistics	
Default Award Title		
Interim Award Titles	BA English Language and Linguistics Dip HE English Language and Linguistics Cert HE English Language and Linguistics	
UWE Progression Route		
Mode(s) of Delivery		
Codes	UCAS: QQ3C	JACS:
	ISIS2: QQ3C	HESA:
Relevant QAA Subject Benchmark Statements	Linguistics Benchmark Statement English Benchmark Statement (HEA English Language Benchmark Statement)	
CAP Approval Date	1 st June 2012	
Valid from Date	September 2012	
Valid until Date	September 2018	
Version	2	

Part 2: Educational Aims of the Programme

English Language: Educational aims of the programme

To equip students with knowledge and understanding of:

- the English language in its own right, including varieties 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, pronunciation, 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:

- 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 own strengths and weaknesses, and as a result possible suitable careers.

Linguistics: Educational aims of the programme

To equip students with knowledge and understanding of:

- language and linguistic behaviour in a broad sense, including the structural, social and psychological aspects of language, in spoken and written form;
- the fact that human language and linguistic behaviour is highly structured and that the nature of these structures can be elucidated by systematic study through a range of theoretical and empirical methodologies (inquiry into language: defining principle of Linguistics benchmark statement);
- basic concepts, modes of analysis and theoretical approaches in several areas of study including phonetics, phonology, morphology, syntax, corpus linguistics and discourse;
- the role of language in society, the way language is acquired and the way it changes.

Part 2: Educational Aims of the Programme

In addition, the programme aims to develop:

- 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	
<p>A Knowledge and understanding of:</p> <p><i>English Language</i></p> <ol style="list-style-type: none"> 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. <p><i>Linguistics</i></p> <ol style="list-style-type: none"> 1. Basic concepts, modes of analyses and 	<p>Teaching/learning methods and strategies:</p> <p><i>English Language</i></p> <p>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.</p> <p>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.</p> <p>Acquisition of 3 is through the study of English: Past, Present and Future and Meaning: Style and Discourse at level one.</p> <p>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.</p> <p>Acquisition of 5 is through the study of Visual Discourse and Narrative at level two and Creative Writing and the Self at level three.</p> <p>Acquisition of 6 is through the study of TESOL at level three.</p> <p>Acquisition of 7 is through the study of Research: Academic and Professional at level two and the undertaking of the project at level three.</p> <p>Throughout, the learner is encouraged to undertake independent study and to participate in group or individual projects, assignments and oral presentations in class.</p> <p><i>Linguistics</i></p> <p>Acquisition of 1 is through the study of Applying</p>

Part 3: Learning Outcomes of the Programme

<p>theoretical approaches for different levels of analysis: phonetics, phonology, corpus linguistics, discourse, morphology, syntax, semantics and pragmatics.</p> <p>2. The role of language in society, bilingualism, language and gender</p> <p>3. The way language is acquired and the way it changes under different influences.</p>	<p>Linguistics: Forensic Analysis and Sociolinguistics and Fieldwork at level one, Language and the Mind and Language Acquisition at level two and Language Contact at level three.</p> <p>Acquisition of 2 is through the study of Applying Linguistics: Forensic Analysis and Sociolinguistics and Fieldwork at level one, Language and the Mind and Language Acquisition at level two and Language Contact and Gender, (Im)politeness and Power in Language at level three.</p> <p>Acquisition of 3 is through the study of Language Acquisition at level two and Gender, (Im)politeness and Power in Language at level three.</p> <p>Throughout, the learner is encouraged to undertake independent study and to participate in group or individual projects, assignments, oral presentations in class, and to practise using relevant computer software and web-based exercises, as appropriate for different areas of study.</p> <p>Assessment: Across the programme, the assessment strategy promotes a gradual increase in knowledge and understanding of the field within a supportive and developmental framework.</p>
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B Intellectual Skills

<p>B Intellectual skills:</p> <p><i>English Language</i></p> <ol style="list-style-type: none"> 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 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. 	<p>Teaching/learning methods and strategies:</p> <p><i>English Language</i></p> <p>Skills outlined in 1/2/3: These skills are practised and understandings developed in written coursework and oral presentations throughout the degree.</p> <p>Skill 2 is developed through various assessments and also through the project module. Students develop library skills while preparing oral presentations and written assignments.</p> <p>Skill 4 is developed through all level three modules, including the project.</p> <p>Skill 5 is a requirement for all modules.</p>
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Part 3: Learning Outcomes of the Programme	
<p><i>Linguistics</i> In addition to the skills above:</p> <ol style="list-style-type: none"> 1. An understanding of the relationship between data and theory, and the role of hypotheses in testing theories. 2. The ability to use IT skills appropriately for retrieving information, analysing data and writing reports or assignments. 	<p><i>Linguistics</i> In addition to the methods and strategies above: Skill 1 appears in modules at levels one, two and three, but is trained in Research: Academic and Professional and during the project in particular. Skill 2: Students are introduced to relevant software for the analysis of texts and spoken discourse.</p> <p>Assessment: Across the programme, the assessment strategy incorporates formative and summative tasks in order that students are provided with indicators on how to improve their intellectual skills further.</p>
C Subject, Professional and Practical Skills	
<p>C Subject, professional and practical skills:</p> <p><i>English Language</i></p> <ol style="list-style-type: none"> 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. <p><i>Linguistics</i> In addition to the skills above:</p> <ol style="list-style-type: none"> 1. Critically judging and evaluating linguistic evidence, especially in relation to the use of language in specific modes and contexts. 2. Linguistic fieldwork: data collection and analysis, as well as the presentation of the 	<p>Teaching/learning methods and strategies:</p> <p><i>English Language</i> 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.</p> <p><i>Linguistics</i> In addition to the methods and strategies above: These skills are practised through practical analyses of oral and written data from a variety of sources. Skill 2 will be approached in the level 1 module Sociolinguistics and Fieldwork.</p>

Part 3: Learning Outcomes of the Programme

<p>results.</p>	<p>Assessment: Across the programme, consideration is given as to how students can develop their subject, professional and practical skills. Where possible, assessment is tied in with 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.</p>
<p>D Transferable Skills and Other Attributes</p>	
<p>D Transferable skills and other attributes:</p> <p><i>English Language</i></p> <ol style="list-style-type: none"> 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. <p><i>Linguistics</i> As above.</p>	<p>Teaching/learning methods and strategies:</p> <p><i>English Language</i></p> <p>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.</p> <p><i>Linguistics</i> As above.</p>
	<p>Assessment: Across the programme 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.</p>

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

<p>ENTRY</p> 	<p>Year 1</p>	<p>Compulsory Modules English Language UPNQ4H-30-1 English: Past, Present and Future UPNQ4J-30-1 Meaning: Style and Discourse</p> <p>Linguistics UPNQ4L-30-1 Applying Linguistics: Forensic Analysis UPNQ4K-30-1 Sociolinguistics and Fieldwork</p>	<p>Optional Modules</p>	<p>Interim Awards Cert HE English Language and Linguistics</p>
	<p>Year 2</p>	<p>Compulsory Modules English Language UPNQ75-30-2 Words in Context UPLQ78-30-2 Intercultural Communication and Introduction to TESOL</p> <p>Linguistics UPNQ67-30-2 Foundations in Linguistics UPNQ68-30-2 Research Methods and the History of Linguistics</p>	<p>Optional Modules</p>	<p>Interim Awards Dip HE English Language and Linguistics</p>
<p>Year Out:</p>				

	Year 3	Compulsory Modules	Optional Modules 120 credits 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 UPNQ97-30-3 Linguistics Project UPNQ9R-30-3 English Language Project	Awards BA English Language and Linguistics
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GRADUATION

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

There is nothing in the programme design which means that the modules cannot be spread out so that a part-time student takes one module per year from English Language and one from Linguistics. However, 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

UPNQ4L-30-1 Applying Linguistics: Forensic Analysis

Year 2

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

UPNQ4K-30-1 Sociolinguistics and Fieldwork

Year 3

UPNQ75-30-2 Words in Context

UPNQ67-30-2 Foundations in Linguistics

Year 4

UPLQ78-30-2 Intercultural Communication and Introduction to TESOL

UPNQ68-30-2 Research Methods and the History of Linguistics

Year 5

UPNQ97-30-3 Linguistics Project or UPNQ9R-30-3 English Language Project (if desired)

One other option

Year 6

Two options

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 Language and Linguistics

		Type of Assessment*					
		Unseen Written Exam	Oral Assessment and/or Presentation	Written Assignment	Online Assessment	Dissertation	Portfolio
Compulsory Modules Level 1	Module No UPNQ4H-30-1 English: Past, Present and Future	A (40)		B (42)	B (18)		
	Module No UPNQ4J-30-1 Meaning: Style and Discourse	A (25)	A (25)	B (50)			
	Module No UPNQ4L-30-1 Applying Linguistics: Forensic Analysis	A (40)	A (10)	B (50)			
	Module No UPNQ4K-30-1 Sociolinguistics and Fieldwork	A (48)	A (12)	B (40)			

*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 Language and Linguistics programme teaching is a mix of scheduled and

Part 7: Student Learning

independent learning. For the BA English Language and Linguistics:

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; and student initiated work based learning. 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 being studied.

Independent learning includes hours engaged with essential reading, fieldwork and assignment preparation and completion. These sessions constitute an average time per level of 24 hours per week for 24 weeks.* Scheduled independent learning may vary slightly depending on the module being studied.

* 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:

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.