



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		
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	FT/PT	
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	05/02/15 07/01/14 26/03/2013	
Valid from Date	September 2013	
Periodic Curriculum Review	March 2012	
Valid until Date	March 2018	
Version	3.2 (2013, 2014 and 2015 intakes)	

Part 2: 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. 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, intercultural communication, teaching English to speakers of other languages and creative writing;
- 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;
- 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.

In addition, the programme aims to develop:

- appropriate linguistic tools and metalanguage to describe and analyse written and spoken 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 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, reviewing, presentation skills, designing and conducting interviews and questionnaires, the use of tools for statistical analysis, transcription and corpus searches. Included in this are the ethical issues involved in collecting, storing and using participants' data. 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.

Part 2: Educational Aims of the Programme**Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)**

This programme brings together the analysis of language and its systems with an application of this knowledge to industry-facing scenarios and real world tasks. Levels of linguistic analysis (sound, grammar, meaning and discourse) are treated alongside social and psychological approaches to language. The English language is additionally explored in terms of intercultural communication, world Englishes, language teaching and creative 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 4: Student Learning and Student Support

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

From the outset, there is a focus on careers which is it possible to pursue having successfully completed this programme. In various modules students learn how the knowledge and skills they are developing relate to such areas as:

- forensic linguistics
- 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 module taken by all students, Language, Research and the Workplace, described 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 well-established Linguistics Society which is for students of English Language and Linguistics, external visits, engagement with employers and the Linguistics blog, also for students of English Language and Linguistics.

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 there is a mix of scheduled teaching and independent learning.

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and 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, and assignment preparation and completion, both individually and with peers.

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 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 BA (Hons) English Language and Linguistics

		Unseen Written Exam	Seen Written Exam	In-class Written Test	Oral Assessment and/or Presentation	Written Assignment	Dissertation	Portfolio
Compulsory Modules Level 1	Module No UPNQ4H-30-1 English: Past, Present and Future	A (40)		A (18)		B (42)		
	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)		
Compulsory Modules Level 2	Module No UPNQ4R-30-2 Language, Research and the Workplace	A (50)						B (50)
	Module No UPNQ4M-30-2 Analysing Culture: Language and the Visual				A (30)	B (70))		
	Module No UPNQ4N-30-2 Language and the Mind	A (50)				B (50)		
	Module No UPNQ4P-30-2 Language Acquisition	A (50)				B (50)		

Part 5: Assessment

Optional Modules Level 3	Module No UPNQ9L-30-3 Teaching English to Speakers of Other Languages	A (30)				B (70)		
	Module No UPNQ9V-30-3 Creative Writing and the Self		A (25)			B (75)		
	Module No UPNQ9P-30-3 Critical Discourse Analysis	A (40)				B (60)		
	Module No UPNQ9Q-30-3 The Sociolinguistics of Language Contact	A (60)				B (40)		
	Module No UPNQ9N-30-3 The Cultural History of the English Language	A (25)				B (75)		
	Module No UPNQ9W-30-3 Gender, (Im)politeness and Power in Language	A (25)				B (75)		
	Module No UPNN43-30-3 Analysing Spoken English	A (50)				B (50)		
	Module No 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	Year 1	Compulsory Modules	Optional Modules	Interim Awards
		UPNQ4H-30-1 English: Past, Present and Future	None	Cert HE English Language and Linguistics
UPNQ4J-30-1 Meaning: Style and Discourse				
UPNQ4L-30-1 Applying Linguistics: Forensic Analysis				
UPNQ4K-30-1 Sociolinguistics and Fieldwork		Other requirements: None		
	Year 2	Compulsory Modules	Optional Modules	Interim Awards
		UPNQ4R-30-2 Language, Research and the Workplace	None	Dip HE English Language and Linguistics
UPNQ4M-30-2 Analysing Culture: Language and the Visual				
UPNQ4N-30-2 Language and the Mind				
UPNQ4P-30-2 Language Acquisition		Other requirements: None		
	Year 3	Compulsory Modules	Optional Modules 120 credits from:	Interim Awards
		None	UPNQ9L-30-3 Teaching English to Speakers of Other Languages	BA English Language and Linguistics
	UPNQ9V-30-3 Creative Writing and the Self			
	UPNQ9P-30-3 Critical Discourse Analysis			
	UPNQ9Q-30-3 The Sociolinguistics of Language Contact			
	UPNQ9N-30-3 The Cultural History of the English Language			
	UPNQ9W-30-3 Gender, (Im)politeness and Power in Language			

↓		UPNN43-30-3 Analysing Spoken English	Other requirements: None
		UPNN35-30-3 Language Project	

GRADUATION

Part time:

The following structure diagram demonstrates the student journey from Entry through 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 Analysing Culture: the Verbal 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
UPNQ4L-30-1 Applying Linguistics: Forensic Analysis

Year 1.2

UPNQ4H-30-1 English: Past, Present and Future
UPNQ4K-30-1 Sociolinguistics and Fieldwork

Year 2.1

UPNQ4M-30-2 Analysing Culture: the Verbal and the Visual
UPNQ4N-30-2 Language and the Mind

Year 2.2

UPNQ4R-30-2 Language, Research and the Workplace
UPNQ4P-30-2 Language Acquisition

Year 3.1

UPNN35-30-3 English Language Project (if desired)
One other option

Year 3.2

Two options

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 Language and Linguistics 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

Part 8: Reference Points and Benchmarks

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;
- Focus groups with current students;
- 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, for which the panel included current and former students as well as an external colleague;
- Case study as part of a UWE Learning and Teaching fellowship project in 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.

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](#).