



PROGRAMME SPECIFICATION

| Part 1: Information | |
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| Awarding Institution | University of the West of England |
| Teaching Institution | University of the West of England |
| Delivery Location | UWE Frenchay |
| Study abroad / Exchange / Credit recognition | n/a |
| Faculty responsible for programme | Faculty of Arts, Creative Industries and Education |
| Department responsible for programme | Department of Arts and Cultural Industries |
| Professional Statutory or Regulatory Body Links | None |
| Highest Award Title | BA (Hons) English Language and Linguistics |
| Default Award Title | n/a |
| Interim Award Titles | BA English Language and Linguistics Dip HE English Language and Linguistics Cert HE English Language and Linguistics |
| UWE Progression Route | n/a |
| Mode of Delivery | SW/FT/PT |
| ISIS code/s | QQ3C |
| For implementation from | September 2017 |

Part 2: Description

The programme aims 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.

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.

Regulations

A: Approved to [University Regulations and Procedures](#)

| Part 3: Learning Outcomes of the Programme | | | | | | | | | | | | | | | | | |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Learning Outcomes: | UPNQ4K-30-1 | UPNQ4L-30-1 | UPNQ4H-30-1 | UPNQ4J-30-1 | UPNQ4N-30-2 | UPNQ4P-30-2 | UPNQ4M-30-2 | UPNQ4R-30-2 | UPNN35-30-3 | UPNQ9N-30-3 | UPNQ9P-30-3 | UPNQ9Q-30-3 | UPNQ9V-30-3 | UPNQ9W-30-3 | UPNN43-30-3 | UPNQ9L-30-3 | UPGP6L-30-3 |
| A) Knowledge and understanding of: | | | | | | | | | | | | | | | | | |
| Basic concepts, modes of analyses and theoretical approaches for different levels of analysis: phonetics, phonology, corpus linguistics, discourse, including narrative and visual, morphology, syntax, semantics and pragmatics | x | x | x | x | x | x | x | x | x | x | x | x | x | 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 | x | | x | | | x | x | x | x | |
| The structure and function of different text types in English | | | x | x | | | x | x | | | x | | | | | | |
| The teaching and learning of the English and other languages | | | | | | 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 |
| The role of language in society, bilingualism, language and gender, and cultural influences | x | x | | | x | x | x | | | | | x | | x | x | | x |
| The way language is acquired and the way it changes under different influences | | | | | | x | | | | | | x | x | x | x | x | x |
| (B) Intellectual Skills | | | | | | | | | | | | | | | | | |
| 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 |
| An understanding of issues and problems in the field | 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 structured framework of a reasoned argument | x | x | x | x | x | x | x | x | 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 | 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 |
| An understanding of the relationship between data and theory, and the role of hypotheses and research questions | | | | | | | | 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 | Awards |
|---------|--|--|------------------|---|
| Level 1 | | UPNQ4K-30-1 Constructing Language(s) | None | Cert HE English Language and Linguistics (120 credits) |
| | | UPNQ4L-30-1 Applying Linguistics: Forensic Analysis | | |
| | | UPNQ4H-30-1 English: Past, Present and Future | | |
| | | UPNQ4J-30-1 Meaning: Style and Discourse | | |
| Level 2 | | UPNQ4N-30-2 Studying Speech Communities | None: | Dip HE English Language and Linguistics (240 credits) |
| | | UPNQ4P-30-2 Language Acquisition | | |
| | | UPNQ4R-30-2 Language, Research and the Workplace | | |
| | | UPNQ4M-30-2 Analysing Culture: Language and the Visual | | |

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 a 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 |
|---------|------|--------------------|--|---|
| Level 3 | None | | UPNQ9L-30-3 Teaching English to Speakers of Other Languages | BA English Language and Linguistics |
| | | | UPNQ9V-30-3 Creative Writing and the Self | 300 <i>credits</i> |
| | | | UPNQ9P-30-3 Critical Discourse Analysis | |
| | | | UPNQ9Q-30-3 The Sociolinguistics of Language Contact | |
| | | | 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 | |
| | | | UPNN43-30-3 Investigating Language with Corpora | HIGHEST AWARD: BA(Hons) English Language and Linguistics |
| | | | UPGP6L-30-3 Psycholinguistics | 360 <i>credits</i> |

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: 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
UPNQ4L-30-1 Applying Linguistics: Forensic Analysis

Year 1.2

UPNQ4H-30-1 English: Past, Present and Future
UPNQ4K-30-1 Constructing Language(s)

Year 2.1

UPNQ4M-30-2 Analysing Culture: Language and the Visual
UPNQ4N-30-2 Studying Speech Communities

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 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

Reference points and benchmarks have been used in the design of the programme:

[QAA UK Quality Code for HE](#)

- Framework for higher education qualifications (FHEQ)
- Subject benchmark statements

[Strategy 2020](#)[University policies](#)

Research carried out in the Bristol Centre for Linguistics

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. For instance, 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. In addition, the programme incorporates an adapted Level 2 module (Studying Speech Communities) which is partly grounded in the research carried out in our research centre, the Bristol Centre for Linguistics, providing an opportunity to offer innovative, research-led teaching.

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 | 26/3/13 | | | |
| Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i> | 1 Feb 2017 | Version | 5 | link to RIA |
| Next Periodic Curriculum Review due date | 2019 | | | |
| Date of last Periodic Curriculum Review | | | | |