

Course Information Form (CIF)

The CIF provides core information to students, staff teams and others on a particular course of study.

Section 1 - General Course Information	
Course Title	English Language and Literature English Language and Literature (with Professional Practice Year)
Qualification	BA (Hons)
Intermediate Qualification(s)	
Awarding Institution	University of Bedfordshire
Location of Delivery	AB
Mode(s) of Study and Duration	Full-time course, 3 years Full-time with Professional Practice Year, 4 years Part-time course, 6 years
Core Teaching Pattern	1
FHEQ Level	6
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	
PSRB Renewal Date	
University of Bedfordshire Employability accreditation	
Route Code (SITS)	BALLIABF+BAELPABF
Subject Community	Culture and Communications
UCAS Course Code	Q311
Relevant External Benchmarking	QAA Quality Code: Part A (2014) QAA Quality Code: Subject Benchmark Statement for English (2015)

Section 2 - Published Information

Material in this section will be used on the course web site to promote the course to potential students. The text should be written with this potential audience in mind.

Course Structure

The Units which make up the course are:

Unit Code	Level	Credits	Unit Name	Core or option
PAE001-1	4	30	Practising Ideas: Approaches to Theory	Core
ENG003-1	4	30	Literature in History	Core
LNG029-1	4	30	Introduction to Linguistics and Phonetics	Core
LNG026-1	4	30	Sounds, Words and Grammar	Core
ENG002-2	5	30	Medieval and Renaissance Literature	Core
ENG008-2	5	15	Language, Ideology and Power	Core
LNG025-2	5	15	Exploring Grammar	Core
LNG024-2	5	15	The Sounds of English	Core
LNG023-2	5	15	Applying Linguistics	Core
ENG009-2	5	30	Restoration and Eighteenth-Century Literature	Option
ENG003-2	5	30	Nineteenth-Century Writings	Option
ENG004-2	5	30	American Journeys	Option
ENG006-2	5	15	Creative Writing	Option
ENG010-2	5	15	Poetry and Poetics	Option
LNG019-2	5	15	The Meaning of Meaning	Option
ENGxxx-2	-	0	Professional Practice Year	Option
ENG012-3	6	30	World Literature	Core
LNG020-3	6	15	Psycholinguistics	Core
ENG009-3	6	30	Dissertation (English Literature)	Option (A)
LNG017-3	6	30	Dissertation (English Language and Linguistics)	Option (A)
ENG001-3	6	30	The Modern Age	Option (B)
ENG007-3	6	15	Children's Fiction	Option (B)
LNG022-3	6	15	English Syntax	Option (B)
LNG024-3	6	15	Forensic Linguistics	Option (B)
LNG019-3	6	15	Language, Literacy and Cognition	Option (B)

Students select 30 credits from Group A and 45 credits from Group B.

Why study this course

The BA (Hons) course in English Language and Literature at Bedford is the ideal choice for students who are equally interested in the language *and* the literature strands of their previous studies and who appreciate the natural synergies between the two subjects. The course is designed to give you an insight into the complexity and the scope of language and literature in different cultural, professional and historical contexts. It also provides you with an awareness of competing theoretical approaches to the study of language / linguistics and literary / popular texts.

A degree in English Language and Literature is especially relevant if you are planning a career where high-level analytical skills and abilities in professional and creative communication are needed. There are many vocational and educational applications for the kind of expertise in linguistics and literature with which this course will equip you.

The first year provides a grounding in word forms, sentences and pronunciation and how these are used to express meanings in spoken and written English in a variety of contexts, as well as a knowledge of the development of English literature in a range of different cultural contexts from the Middle Ages to the present day. The second year builds on this knowledge, offering significant opportunities for you to choose options that enable you to tailor your course to suit your own individual academic and professional interests. At this

stage, the course becomes more detailed and looks at accents, dialects, pronunciation and sentence structure, as well as historically contingent and context-dependent literary styles. Critical and creative thinking skills are also honed as the research focus becomes sharper, developing your skills as a linguistic and literary researcher. Following workshops on research strategies, information literacy and data collection and analysis, you will be encouraged to select your own language, literary or creative writing topic for your final-year dissertation.

You will be studying with a course team that has an excellent track record of high-quality teaching and is prominent in subject league tables and National Student Surveys. The course is taught by experts in the field of English Language Teaching (ELT) and literature. Our prolific and successful Centre for Research in English Language Learning and Assessment (CRELLA) has a world-class reputation for its work in English Language Testing, while the English literature staff have research expertise in seventeenth and eighteenth-century literature of dissent; Victorian literature and culture; modernist writers; Irish, American and world literatures; and children's, young adult and crossover literature.

Course Summary – Educational Aims

Studying this BA (Hons) course in English Language and Literature makes clear the joint lineage of study in linguistics and literature, drawing as it does on approaches from both science and the arts. Some elements of the course take a rigorously descriptive and analytical stance, in relation to the study of logic, syntax and phonetics, while others take a more attitudinal and interpretive standpoint, such as in relation to literary value, creativity and the production of literary affect.

The course aims to instil an understanding of the current approaches to linguistics and literature and how they interact, which in turn provides insights into the ways in which the study of English language and literature has varied throughout history and in different cultures. The course helps to develop your descriptive, analytical and close-reading skills. This is especially attractive to many employers as it relies on abstract representation and creative thought, keystones in problem solving.

By the end of the course, you will have worked with patterns of discourse in spoken, non-literary and literary texts and seen how texts can be manipulated for specific purposes. The course also sharpens your sensitivity to effective communication skills in private, public, social and professional contexts, using a range of media, as appropriate. In your final year, you will have the opportunity to demonstrate your ability to plan and carry out a major piece of independent research on a linguistic, literary or creative writing topic of your choice.

Entry requirements

Standard:

Standard entry requirements for UK students – <http://www.beds.ac.uk/howtoapply/ukugentryregs>

Students from the European Union - <http://www.beds.ac.uk/howtoapply/eu/guides>

International students - <http://www.beds.ac.uk/howtoapply/international/apply>

Additional:

A-Level English Language, English Language and Literature and / or English Literature are advantageous, but not essential.

For non-native users of English, IELTS 6.5 or better is strongly recommended.

PSRB details

The University is a founding member of the British Council / English UK Accreditation scheme for providers of English language improvement courses. This impinges only at the periphery of this course in that those who aspire to develop a career as a language teacher will be influenced by the standards and the drive towards best practice in language teaching.

Graduate Impact Statements

This course has been designed to develop graduates who are able to:

- Apply linguistic and literary knowledge to the close reading of non-literary and literary texts
- Evaluate and contribute to the development of ideas, discussions and practices within a wide range of social, academic and professional contexts
- Work constructively as part of a team and demonstrate self-discipline and time management as an individual to ensure goals are achieved on time and within resource parameters
- Be creative, reflective and adaptable, accommodating new principles and understanding whilst recognising limitations within the workplace
- Prepare and present high-quality materials and ideas orally and in writing and with appropriate use of technology to a professional standard
- Use initiative to find solutions to problems

Higher Education Achievement Report - Additional Information

The Junior Research Institute offers extra and co-curricular opportunities to engage in research throughout the year. Annual projects offer you the opportunity to engage in activities collaboratively to extend your learning and enhance your experience.

To ensure the course enhances the employment opportunities of our graduates, we have brought together a group of professionals, selected from a range of key sectors across the cultural industries, to form the Bedfordshire English Industry Panel. This panel meets two or three times per year with members of the teaching team to provide on-going advice on how best to prepare you for the current job market. These meetings enable the team to continuously monitor the relevance of the course for employers and respond to any sector-wide shifts in employment trends. Some members of the panel also share their expertise with you in a range of formats, including presentations and focused skills sessions.

Learning and Teaching

Our approach to teaching you how English language and literature work is fundamentally student-oriented, with ample opportunities for discussion and elaboration as part of the course. We think you will find all the staff and fellow students very friendly and eager to help you, whether or not English is your first language. As subject-specific lectures seldom have more than thirty students, your tutors will soon get to know you and you them. In addition to standard lectures, a range of classroom activities will be used, such as individual, pair and group tasks, and a Personal Academic Tutor (PAT) will meet you regularly to assess your progress across the course. In order to help ease the transition to university life, you will also be part of the Peer Assisted Learning (PAL) scheme, where second and third-year students who have studied what you are now studying offer you the benefits of their experience.

The course facilitates a learning experience which is meaningful, active, scholarly and creative through lectures, workshops, seminars, tutorials and the virtual learning environment. It is taught by English language and literature tutors who have strong research profiles in their respective areas of interest. This experience and research activity underpins the curriculum. During the course, you will study areas within language and literature which are of particular interest to you, including to your future career goals, and you

are encouraged to be increasingly independent and self-disciplined as the course progresses. Our aim is to help you become a successful autonomous learner with well-developed analytical and communication skills which will include a sensitivity to intercultural matters. You will develop your own critical voice over the three years of study, gradually engaging in the scholarly debates surrounding the fields of linguistics and literary studies. The course is designed to enable you to take increasing responsibility for your own learning and development. This 'scaffolded' approach enables you to benefit from initial direction, support and suggestions regarding your learning and culminates in devising your own topic or creative writing project for the final dissertation.

Developing your employability

During the Introductory Programme at the start of the first year of your studies, you will meet staff from the Careers Service who will talk to you about how best to prepare for your chosen career and the services they have to offer to help you with that preparation over the next three years.

Towards the end of Year One, a session will be organised to discuss the choice of units for Years Two and Three, taking your occupational goals very much into consideration. Just as the BA (Hons) English Language and Literature course introduces you to research gradually from the first year, so too with career planning, which becomes increasingly prominent in the second and final year, when advisors help you plan your graduate career or postgraduate study. We work closely with representatives of the Careers Service and deliver joint career development workshops as part of the course. For instance, for those students intending to teach, a tutor from the PGCE course will offer specific advice on how best to prepare for a PGCE.

In Year Three, your Personal Academic Tutor will act as a source of information on life after university and will write references for you for job applications. The combination of theoretical knowledge, practical application and interpersonal skills acquired on this course will provide you with the confidence and experience to approach all manner of problems. The course has a range of assessment types, such as case studies, individual and group tasks and giving presentations, all skills employers prize.

The opportunity to explore some of the practical applications for your intellectual, analytical and communication skills is encouraged through the university volunteering scheme. Settings include local schools, colleges, hospitals and charitable organisations.

Students who register for the degree with professional practice year will, additionally, attend a series of workshops and activities related to securing a suitable placement and compulsory briefings at the end of Year Two to ensure that all legal requirements for health and safety, safeguarding etc. training have been met. This will be explained more fully in your professional practice handbook once you have registered with the Careers and Employability Service's Student Development and Awards Team in your first year. If you will be working with children and / or vulnerable people, you will be required to have a DBS check and undertake Safeguarding and Prevent training.

School

School of Culture and Communications

Assessment

The BA (Hons) English Language and Literature course uses a wide variety of assessments. Although on most units the essay is one of the ways in which learning outcomes are assessed, all units employ other means of assessment, including language data collection and analysis, oral presentations, transcriptions, close readings, reviews, group reports, journals, research proposals, portfolios, a range of phase tests and seen and unseen exams, as well as the Dissertation, which can be either a research dissertation on a

language or literature topic or a creative writing dissertation with commentary. Each piece of work is graded individually, whether done collaboratively or otherwise. Feedback plays an important role in the course and you will be expected to engage in self-reflection and peer feedback, especially in formative assessments and those based on presentations. There is also a variety of individual assessments designed to develop independent critical thinking and which serve to reinforce our research culture.

As you progress from Year One to Year Two to Year Three, it is expected that your response to assessment tasks will become more sophisticated as you consolidate and develop your skills and subject knowledge. You will be required to produce a critique of theory and current practices and to evidence your ability to make informed decisions. Research ethics is an integral part of the course and, together with training in research methods, provides the foundations for the Dissertation, the culmination of the course which entails managing the research project from start to finish, albeit with advice and support from your supervisor. This substantial body of work is normally based on original research and on the application of linguistic / literary theory and / or creative writing. The level of study at each stage in your degree is reflected in the level of response required by assessment criteria.

After Graduation

Careers:

Given the broad scope of the course, we anticipate that graduates will progress on to a wide range of professional positions or postgraduate studies. There are two common avenues of employment: linguistic or literary-oriented pathways, as well as those that require a good degree and are open to all graduates, like management training programmes. Any career which requires the ability to use English effectively at a professional level will be of interest. Specialist careers may involve working within language and literary education and examination boards like the Assessment and Qualification Alliance (AQA), Cambridge Language Assessment, Edexcel or Pearson. A popular career choice is English teaching, including TEFL, with the latter allowing you to travel the world and work in any country as a teacher of English. Several of our graduates have previously found employment within the administration team of the University or, in some cases, as lecturers.

The following list is indicative of some popular fields graduates of linguistics and literature work in:

- Teaching and educational administration
- Media, journalism and publishing
- Web-based industries
- Public relations, marketing and advertising
- Management
- The legal profession
- The intelligence community
- The civil service, administration and local government

Further study:

Tutors are happy to advise those who are considering a further academic qualification. A PGCE or a graduate teacher training programme is a common type of course graduates follow after this course. Similarly, a short intensive Certificate in ELT course will enable you to apply for language teaching posts at home or overseas, combining foreign travel with work. Finally, MA programmes in Applied Linguistics, ELT Management and English Literature are also natural progression routes for our graduates and are offered at the University of Bedfordshire.

Student Support during the course

All students will be allocated a Personal Academic Tutor (PAT) at the start of the course. The PAT will provide academic guidance through your time at the University and will be able to act as a referee, writing references for voluntary and / or paid positions. Meetings in small groups or one to one will take place each academic year to review your academic progress, career intentions and suggest actions that you can take to improve your learning. The course operates an extended induction programme, starting with pre-course guidance, through an initial induction week and then into the course which is located within core units that all students will follow. We also offer an enhancement programme at Level 6 to support students applying to graduate positions such as teacher training, as well as to help them access paid internships relevant to a range of occupational roles.

Students will be taught by supportive and enthusiastic tutors who have a history of positive student feedback and strong research profiles in their specialist subjects. Unit tutors have office hours for two hours per week and students are invited to sign up for tutorials during these times to discuss a particular piece of work or any other academic issue.

The Bedford campus of the University is set in an attractive market town and has a welcoming collegiate atmosphere, excellent library facilities and a purpose-built 280-seat theatre. Lecturers are able to refer to and advise you about a range of support services including PAD (Professional and Academic Development, which offers academic support resources) and SID (Student Information Desk, which offers a drop-in and online service for academic and non-academic advice, for example on learning support, arrangements for students with disabilities or specific learning difficulties or guidance on mitigating circumstances for assessments). Lecturers will also refer you to online resources that are able to support your learning, for example the Study Hub within the University's Virtual Learning Environment, called Bedfordshire Resources for Education Online (BREO), or the material that can be found on the Learning Resources website. Extensive use is made of BREO to provide supporting materials for each unit that you study and to deliver interactive learning experiences.

Although the University does not provide childcare facilities, it does provide a Childcare Advice Service for all students who are parents /carers to help find childcare provision in Bedfordshire. The Health Centre provision available to you includes doctors, nurses, clinics, prescriptions, travel vaccinations, telephone advice and out of hours emergency services. You will be offered the opportunity to register with one of the two General Practitioners providing student health services to the University. The University also provides a free and confidential Counselling Service, which is available to all full and part-time students. International students are likewise well cared for at the University. The International Support Team is available to provide practical help and support in a number of areas, including English for Academic Purposes.

Study skills are embedded in the units throughout the English Language and Literature course, with the first-year unit Practising Ideas purposely designed to develop your skills in critical thinking, which will be transferable to all other units. Specialist skills sessions for the Dissertation unit will be offered before and after the summer break between Years Two and Three and a mini-conference will be organised mid-way through your final year in which you share work in progress with your peers. For the purpose of research, you will have access to a number of specialist archives, including the Hockliffe Collection of approximately two thousand early children's books and the Cinderella Collection of books and other memorabilia relating to the classic fairy tale.

The English team pioneered the Peer Assisted Learning (PAL) scheme, in which students from Years Two and Three are offered specialist training in order to mentor first-year students. In Year One, you will not only benefit from the PAL scheme, but you will also be encouraged to develop your own interpersonal mentoring skills in Years Two and Three in order to support your first-year peers.

Accessibility and Key Features

The English Language and Literature course is fully inclusive and welcomes students with disabilities and / or with other special needs. During the application process, disabled students discuss their needs with individual members of the academic staff, as well as staff from the Disability Advice Team. The Disability Advice Team is available to discuss any issues disabled students may have. They offer confidential advice and information about academic and personal issues, adjustments in examinations, applying for the Disabled Student's Allowance (DSA) and buying suitable equipment.

Support provided for students with identified disabilities include:

- signers and note-takers, tutor microphones and fire alarm buzzers for deaf students
- extra time, support tutorials and, as required, support materials for students with dyslexia and/or dyscalculia
- tutorial support and special arrangements for some assessments (e.g. presentations) for students with post-traumatic stress syndrome or other relevant disabilities
- potential room-changes if required for students with mobility difficulties
- agreements for extra food breaks and in-class eating for students with diabetes
- all applications identifying any disabilities followed up by letter or at interview to establish support required
- Assessments arranged as appropriate

See <http://www.beds.ac.uk/studentlife/student-support/health/disabilities> and the BREO disabilities site <https://breo.beds.ac.uk/webapps/portal/frameset.jsp> for general information.

Section 3 - Academic Information

This section will be used as part of the approval and review process and **peer academics** are the target audience.

Course Learning Outcomes

Upon successful completion of the BA (Hons) in English Language and Literature, you should be able to:

1. Demonstrate your understanding of the language systems phonology, grammar, lexis and morphology and how they may vary.
2. Demonstrate knowledge of English language and literature in different cultures and literary periods, from Chaucer to the present day.
3. Communicate fluently, in both speech and in writing, your expertise in both strands of the course by employing appropriate linguistic and literary terminology, synthesising information to construct and manage coherent lines of argument.
4. Demonstrate the necessary skills and discipline to conduct research ethically and draw valid conclusions based on both linguistic data and / or the close reading of literary texts.
5. Assess the merits of contrasting theories and explanations (including those of other disciplines), thereby reaching an understanding of the relationship between language, literature, culture, society and the individual.

In order to qualify for the award of BA English Language and Literature (with Professional Practice Year), students will need to meet all of the outcomes above and:

6. Demonstrate knowledge and analytical understanding of professional practice by successfully completing an approved period of approved workplace practice.

Course-specific regulations

Teaching, Learning and Assessment

The BA (Hons) English Language and Literature course contains a number of units of study, some of which are designated as core units and are compulsory for all students taking the course. In the University degree scheme, students study units totaling 120 credits each year. Each unit is either 15 or 30 credits. A 30-credit unit would involve 300 hours of study. The amount of contact time for each unit varies, but most 30-credit units involve two to three hours per week (48 to 72 hours in total). The remainder of the 300 hours is spent in private study and completing assessment tasks.

The first year in English Language and Literature is essentially an introductory year, with four compulsory 30-credit units, two in Language and two in Literature. In the second year, students are required to take one 30-credit unit, Medieval and Renaissance Literature, and four 15-credit units: Language, Ideology & Power, Exploring Grammar, The Sounds of English and Applying Linguistics. Otherwise, they can choose from three 30-credit options and three 15-credit options. In consultation with their supervisor, third-year students are required to research and write a 30-credit Dissertation, choosing a topic either in Linguistics OR in Literature, the latter with the option of devising a creative writing project. Students are also required to take one 30-credit unit, World Literature, and one 15-credit unit, Psycholinguistics. Otherwise, they can choose from one 30-credit Literature unit, The Modern Age, and four 15-credit units: Children's Fiction, English Syntax, Forensic Linguistics and Language, Literacy and Cognition.

The course is designed to allow students to study areas within English language and literature that interest

them most in their second and third years, while also encouraging them to be increasingly independent and self-disciplined. The aim is to develop their own critical voice and sense of confidence in that voice over the three years of study, gradually engaging in the critical debates surrounding linguistics and literary studies and providing them with the necessary tools to do so.

This progression from early support to more independent study is also reflected in student contact time. The course is front-loaded, so that students have more contact time in their first year of study than in their second, and more contact time in their second year of study than in their third. English Language and Literature students normally have twelve hours of contact time per week in the first year (three hours per unit), eight hours of contact time per week in the second year (two hours per unit) and six hours of contact time per week in the third year (again, two hours per unit), since 30 credits in the final year is the Dissertation, where students work independently with the support of a supervisor. In other words, students have twice as much contact time in their first year of studies as they do in their third year of studies, encouraging personalised learning and professionalism.

Much of the learning for English Language and Literature takes place, of course, outside the classroom, since most of the work is analysing linguistic forms and reading written texts. The teaching itself, however, takes various forms. Most units are either a combination of lectures, followed by seminars, or two-hour workshops. Workshops often follow the same pattern as lectures and seminars – in that material is often presented in the first hour and discussed in the second – but the more relaxed atmosphere of the workshop makes it easier for students to ask for clarification while the material is being presented. In either case, there is ample opportunity for students to question and debate what they have read beforehand and what they have just been given in class. Unit guides and other relevant course materials are made available to all students enrolled in that unit through BREO (Bedfordshire Resources for Education Online), the University's virtual learning environment. All units offer individual tutorials, particularly before and after assessments are due. Dissertations are supervised on a one-to-one basis, with students expected to see supervisors regularly.

The teaching strategy can be summarised as follows:

- It is student-centred, requiring student involvement and discussion as an integral part of the teaching
- It incrementally develops confidence in research design, procedures and ethics
- It has flexible teaching and learning arrangements, making extensive use of BREO and other online modes of delivery
- The teaching and course content is informed by industry experts and staff with extensive publication records
- The combination of theory and practical application prepares students for self-directed original research
- It encourages and develops effective spoken and written communication skills
- Critical evaluation, self-reflection and peer-assessment are integral to the course
- It centres around cutting edge developments in the fields of linguistics and literary studies, particularly with a view to developing a focus for the Dissertation

Assessment:

The purpose of assessment is to provide opportunities for students to demonstrate the extent of their subject knowledge and skills at a given point. The outcomes are as important to the provider as it is to the student. To provide accurate, global readings, therefore, the course takes an incremental and varied approach to the assessment of the course content, culminating in the Dissertation. Should students choose to do a dissertation in English Language and Linguistics, this will involve a substantial piece of original research on an aspect of testing, but whose precise focus is determined by each student, according to their anticipated career plans. Should they opt to do a dissertation on English Literature, this will involve a substantial piece of research on a literary topic or an original creative writing project. Here, the ability to plan, execute and evaluate linguistic data and primary and secondary sources, respectively, is assessed and represents the

apex of a student's undergraduate studies.

To complement and lead up to the Dissertation, there are different types of assessment on the course, each designed to relate to the content and the cumulative body of knowledge upon which the research plans of the Dissertation are based. The types of assessment include essays and reports, in-class tests conducted under examination conditions, practical tasks (e.g. close reading exercises, questionnaire design and test item construction), case studies, essays and presentations. The assessment methods have been selected to support the pedagogical development of research skills and subject knowledge and to satisfy individual unit and global course learning outcomes. The details of each assignment task are provided in the unit guides and individual Unit Information Forms. The overall assessment map is available in the course handbook. Each point of assessment provides opportunities for valuable feedback from tutors, but also from peers to enable students to review and improve their work.

Additional Academic Information

Peer-assisted learning (PAL)

The English team pioneered the Peer Assisted Learning (PAL) scheme in which students from Years Two and Three are offered specialist training in order to mentor first-year students. In Year One, students will not only benefit from the PAL scheme, but they will also be encouraged to develop their own interpersonal mentoring skills in Years Two and Three in order to support their first-year peers and will also have the opportunity to apply to become PAL Fellows.

Initial Assessment

Introduction to Linguistics & Phonetics

At the beginning of the course, a task is submitted in week 6. This takes the form of a 1500-word journal article. The purpose is in part diagnostic, to establish whether support with academic writing may be appropriate (in which case guidance will be provided) and to maximise student engagement by giving valuable feedback so students can gauge whether their interpretation of the tasks and amount of effort being expended are about right.

Improving students' learning

The unit PAE001-1 Practising Ideas will be used in Year One as an extended induction to higher education study within students' degree subject areas and will deliver and allow students to practise the necessary academic skills and knowledge for success on a degree course. The assessments in this unit have a specific formative and diagnostic purpose to allow staff to give personalised advice and guidance and, if necessary, refer students to support available within the University. Towards the end of Year One, students will be given guidance about unit choices in Years Two and Three and, towards the end of Year Two, they will have a number of skills sessions to prepare them for the Dissertation unit. This will continue in Year Three with either the Dissertation (English Language and Linguistics) unit or the Dissertation (English Literature) unit.

Academic Integrity

Academic integrity is integrated into all units. Students are introduced to referencing and plagiarism as part of PAE001-1 Practising Ideas and this is reinforced through a subject referencing guide and participation in AIR on BREO, through PAE001-1.

Issues related to academic integrity are explained and clarified to students in our department in a number of ways: an extensive programme as part of our Introductory Week, our communication skills programme, which is offered to all our students, one-to-one support and tutoring and specific workshops dedicated to providing assessment guidance, part of our unit weekly schedule.

As the outset of the course is delivered in Year One, there is little expectation that students will understand the basics of academic integrity and we know that integrity is interpreted differently in different environments. During academic induction in the first week, the PATs introduce the importance of professionalism and academic integrity. This is reinforced in the core unit Introduction to Linguistics and Phonetics, well in advance of their first assessment. The Academic Integrity Resource (AIR) is also available for students to complete on BREO. This is an online checklist to ensure that students are aware of the issues related to academic integrity.

HEAR implementation

Internationalisation

All the units on the course, directly or indirectly, involve issues relevant to matters associated with the English language, communication, patterns of interaction and (intercultural) perceptions. Given the global reach of English and how it may be exploited and harnessed in various contexts, such themes are central to internationalisation. One aim is, therefore, to sensitise and develop students' communicative and intercultural awareness and understanding of different cultures in international, professional and teaching and learning contexts. It is likely that the course will attract overseas students as well as British students, making the course inherently international in its orientation.

Sustainability

The impact of technology has not only made the study of language and literature easier, more effective and faster, but expertise is still required to exploit these tools. The rate of change has accelerated over the last decade and brought with it great advances in efficiency. These efficiencies make better use of resources like time, cost and effort as well as paper, as the shift towards electronic media and internet-based communication becomes more prominent. Similarly, the exchange of information between private individuals and commercially-motivated interlocutors is increasingly electronic, making education, industry and society

more effective, responsive and, therefore, efficient. We still have not fully grasped the impact such innovations have on the language which is central to this line of enquiry and some changes are palpable (texting, for example), while others are more subtle, such as the brisk spread of speech patterns that use the high terminal rise, or 'upspeak', some associate with west coast US speakers.

Section 4 - Administrative Information

This section will be used as part of the approval and review process and peer academics are the target audience.

Faculty	Creative Arts, Technologies and Science
Portfolio	UG Culture and Communications
School	Culture and Communications
Course Coordinator	Michael Faherty
Version Number	2 / 16
Approved by (cf Quality Handbook ch.2)	FTQSC
Date of approval	June 2016
Implementation start-date of this version (plus any identified end-date)	September 2016

Form completed by:

Name: Michael Faherty

Date: 9 May 2016

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair:

Date:

Course Updates		
Date	Nature of Update	FTQSC Minute Ref:
June 2016	Update of sandwich year to professional practice and adjustment to employability section and CLO 6.	

Annexes to the Course Information Form

*These annexes will be used as part of the approval and review process and **peer academics** are the target audience.*

General course information

Course Title	English Language and Literature
Qualification	BA (Hons) English Language and Literature
Route Code (SITS)	BALLIABF
Faculty	Creative Arts, Technologies and Science
School	Culture and Communications
Version Number	1 / 16

Annex A: Course mapping of unit learning outcomes to course learning outcomes

Unit Code	PAE 001-1	ENG 003-1	LNG 029-1	LNG 026-1	ENG 002-2	ENG 008-2	LNG 025-2	LNG 024-2	LNG 023-2	ENG 009-2	ENG 003-2	ENG 004-2	ENG 006-2	ENG 010-2	LNG 019-2	ENG 012-3	LNG 020-3	ENG 009-3	LNG 017-3	ENG 001-3	ENG 007-3	LNG 022-3	LNG 024-3	LNG 019-3
Level	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5	6	6	6	6	6	6	6	6	6
Credits	30	30	30	30	30	15	15	15	15	30	30	30	15	15	15	30	15	30	30	30	15	15	15	15
C or O	C	C	C	C	C	C	C	C	C	O	O	O	O	O	O	C	C	O	O	O	O	O	O	O
CLOs	ULO																							
1			1	1		1	1	1	1						1		1		1			1	1	1
2	1	1			1					1	1	1		1		1		1		1	1			
3	2	2	2	2	2	2	2	2	2	2	2	2	1, 2	2	2	2	2	2	2	2	2	2	2	2
4	2	2	2	2	2	2	2	2	2	2	2	2		2	2	2	2	2	2	2	2	2	2	2
5	1, 2	1, 2	1, 2	1, 2	1, 2	1, 2	1, 2	1, 2	1, 2	1, 2	1, 2	1, 2		1, 2	1, 2	1, 2	1, 2	1, 2	1, 2	1, 2	1, 2	1, 2	1, 2	1, 2

Course Learning Outcomes (page 10)

Upon successful completion of the BA (Hons) in English Language and Literature, you should be able to:

1. Demonstrate your understanding of the language systems phonology, grammar, lexis and morphology and how they may vary.
2. Demonstrate knowledge of English language and literature in different cultures and literary periods, from Chaucer to the present day.
3. Communicate fluently, in both speech and in writing, your expertise in both strands of the course by employing appropriate linguistic and literary terminology, synthesising information to construct and manage coherent lines of argument.
4. Demonstrate the necessary skills and discipline to conduct research ethically and draw valid conclusions based on both linguistic data and / or the close reading of literary texts.
5. Assess the merits of contrasting theories and explanations (including those of other disciplines), thereby reaching an understanding of the relationship between language, literature, culture, society and the individual.

Annex B: Named exit or target intermediate qualifications

This annex should be used when departments wish to offer intermediate qualifications which sit under the main course qualification as named exit or target awards, rather than unnamed exit/default awards.

Section 1: General course information

Intermediate Qualification(s) and titles	
Mode(s) of Study and Duration	
Type of Intermediate Qualification(s)	
Route Code(s) (SITS) of Intermediate Qualification(s)	

Section 2: Qualification unit diet

Confirmation of unit diet for:	
The units to achieve the credits required may be taken from any on the overall diet for the main course qualification	<input type="checkbox"/>
A combination of units from a restricted list must be taken to achieve the credits required (specify the list below)	<input type="checkbox"/>
A specific set of units must be taken to achieve the credits required (specify units below)	<input type="checkbox"/>

List of units (if applicable):

Annex C: Course mapping to QAA level descriptor, subject benchmark and professional body or other external reference points

Course qualification and title	BA (Hons) English Language and Literature
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Course Learning Outcomes	English Subject Benchmark Statement (2015)	QAA Descriptors for Level 6 (2014)
Upon successful completion of this course, students should be able to:	Graduates who have studied English as a significant component of their degree should, as appropriate, be able to demonstrate:	Bachelor's degrees with honours are awarded to students who:
Demonstrate your understanding of the language systems: phonology, grammar, lexis and morphology and how they may vary.	<p>Knowledge of the structure, levels and discourse functions of the English language.</p> <p>Knowledge of useful and precise critical terminology and, where appropriate, linguistic and stylistic terminology.</p>	Have demonstrated a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline.
Demonstrate knowledge of English language and literature in different cultures and literary periods, from Chaucer to the present day.	<p>Knowledge of literature and language, which in the case of literature should include a substantial number of authors and texts from different periods of literary history. For single honours literature students, this should include knowledge of writing from periods before 1800; for single honours language students, this should include a broad knowledge of the history and development of the English language.</p> <p>Experience of the range of literatures in English and of regional and global varieties of the English language.</p> <p>Knowledge of linguistic, literary, cultural and socio-historical contexts in which literature is written and read.</p>	Have demonstrated a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline.

	<p>Awareness of how literature and language produce and reflect cultural change and difference.</p>	
<p>Communicate fluently, both in speech and in writing, your expertise in both strands of the course by employing appropriate linguistic and literary terminology, synthesising information to construct and manage coherent lines of argument.</p>	<p>Knowledge of useful and precise critical terminology and, where appropriate, linguistic and stylistic terminology.</p> <p>Rhetorical skills of effective communication and argument, both oral and written.</p> <p>Command of a broad range of vocabulary and an appropriate critical terminology.</p> <p>Advanced literacy and communication skills and the ability to apply these in appropriate contexts, including the ability to present sustained and persuasive written and oral arguments cogently and coherently.</p> <p>The ability to acquire substantial quantities of complex information of diverse kinds in a structured and systematic way involving the use of the distinctive interpretive skills of the subject.</p> <p>Research skills, including the ability to gather, sift and organise material independently and critically and evaluate its significance.</p>	<p>Have demonstrated a conceptual understanding that enables the student to devise and sustain arguments and / or to solve problems, using ideas and techniques, some of which are at the forefront of the discipline, and to describe and comment upon particular aspects of current research or equivalent advanced scholarship in the discipline.</p> <p>Have demonstrated the ability to manage their own learning and to make use of scholarly reviews and primary sources.</p> <p>Will be able to apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding and to initiate and carry out projects.</p> <p>Will be able to critically evaluate arguments, assumptions, abstract concepts and data, to make judgements and to frame appropriate questions to achieve a solution – or identify a range of solutions – to a problem.</p> <p>Will be able to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.</p> <p>Will have the qualities and transferable skills necessary for employment requiring the exercise</p>

		of initiative and personal responsibility, decision-making in complex and unpredictable contexts and the learning ability needed to undertake appropriate further training of a professional or equivalent nature.
Demonstrate the necessary skills and discipline to conduct research ethically and draw valid conclusions based on both linguistic data and / or the close reading of literary texts.	<p>Critical skills in the close reading, description, analysis or production of text or discourses.</p> <p>Comprehension of the complex nature of literary languages and an awareness of the relevant research by which they may be better understood.</p> <p>The capacity to analyse and critically examine diverse forms of discourse.</p> <p>The capacity for independent thought and judgement demonstrated through critical or creative practice.</p> <p>Skills in critical reasoning and analysis.</p> <p>The ability to understand, interrogate and apply a variety of theoretical positions and weigh the importance of alternative perspectives.</p> <p>The ability to handle information and argument in a critical and self-reflective manner.</p> <p>Research skills, including the ability to gather, sift and organise material independently and critically and evaluate its significance.</p>	<p>Have demonstrated an ability to deploy accurately established techniques of analysis and enquiry within a discipline.</p> <p>Have demonstrated the ability to manage their own learning and to make use of scholarly reviews and primary sources.</p> <p>Will be able to apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding and to initiate and carry out projects.</p> <p>Will be able to critically evaluate arguments, assumptions, abstract concepts and data, to make judgements and to frame appropriate questions to achieve a solution – or identify a range of solutions – to a problem.</p> <p>Will have the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility, decision-making in complex and unpredictable contexts and the learning ability needed to undertake appropriate further training of a professional or equivalent nature.</p>
Assess the merits of contrasting theories and explanations (including those of other	Ability to articulate knowledge and understanding of texts, concepts and theories	Have demonstrated a systematic understanding of key aspects of their field of study, including

<p>disciplines), thereby reaching an understanding of the relationship between language, literature, culture, society and the individual.</p>	<p>relating to English studies.</p> <p>Awareness of how different social and cultural contexts affect the nature of language and meaning.</p> <p>Understanding of how cultural norms and assumptions influence questions of judgement.</p> <p>The ability to understand, interrogate and apply a variety of theoretical positions and weigh the importance of alternative perspectives.</p>	<p>acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline.</p> <p>Have demonstrated an appreciation of the uncertainty, ambiguity and limits of knowledge.</p> <p>Have demonstrated the ability to manage their own learning and to make use of scholarly reviews and primary sources.</p> <p>Will be able to critically evaluate arguments, assumptions, abstract concepts and data, to make judgements and to frame appropriate questions to achieve a solution – or identify a range of solutions – to a problem.</p>
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Annex D: Equality Impact Assessments of Courses and Units

Introduction

As a widening participation institution, equality and diversity considerations are important in all aspects of our approach to teaching and learning. They are a theme within CRe8, embedded in our approach to teaching (in the minimum teaching expectations) and feature in staff induction and development. This annex sets out expectations in relation to the approval of courses and units and the need to undertake appropriate Equality Impact Assessments (EIA).

Equality Impact Assessments

The following apply.

- All courses and all units should have an associated EIA (see forms below).
- EIAs may cover multiple courses but individual EIAs are required for each unit.
- EIAs will be undertaken as courses come forward for approval or review (there is no requirement to go back and undertake more detailed EIAs, in line with this policy, than was previously required).

Further guidance

Guidance from the Equalities Challenge Unit (ECU) available at <http://www.ecu.ac.uk/publications/disability-legislation-practical-guidance-for-academic-staff-revised/>

Equality and Human Rights Commission: Guidance for providers of further and higher education
www.equalityhumanrights.com/advice-and-guidance/further-and-higher-educationproviders-guidance

Equality Challenge Unit (2010) Disability legislation: practical guidance for academic staff (revised)

www.ecu.ac.uk/publications/disability-legislation-practical-guidancefor-academic-staff-revised

Higher Education Academy (2010) Inclusive Learning and Teaching in Higher Education

www.heacademy.ac.uk/resources/detail/inclusion/LTsummit_final_report

Higher Education Academy and Equality Challenge Unit: Ethnicity, Gender and Degree Attainment

www.heacademy.ac.uk/resources/detail/inclusion/Ethnicity/ethnicity

Higher Education Academy and UK Council for International Student Affairs:

Inclusive assessment in Higher Education a Resource for change available at

<http://www1.plymouth.ac.uk/disability/Documents/Space%20toolkit.pdf>

JISC TechDis: Teaching Inclusively Using Technology

www.jisctechdis.ac.uk/pages/detail/online_resources/Teaching_Inclusively_Using_Technology

Teachability project: Creating accessible information about courses or programmes of study for disabled students www.teachability.strath.ac.uk/chapter_1/tableofcontents1.html

Teaching International Students Project www.heacademy.ac.uk/teaching-international-students

Course Equality Impact Assessment		
Course Title	BA (Hons) English Language and Literature BA (Hons) English Language and Literature (with Professional Practice Year)	
Question	Y/N	Anticipatory adjustments/actions
1. Will the promotion of the course be open and inclusive in terms of language, images and location?	Y	
2. Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, placements, field trips etc. If so then: (a) have these been flagged on the CIF so that potential students are aware, and (b) have anticipatory adjustments and arrangements been put in place.	N	
3. Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics ¹ ? If so then: (a) have these been flagged on the CIF so that potential students are aware, and (b) have anticipatory adjustments and arrangements been put in place	N	
4. If the admission process involves interviews, performances or portfolios indicate how you demonstrate fairness and avoid practices that could lead to unlawful discrimination?	NA	
5. Are the course learning outcomes and Graduate Impact Statements framed in a non-discriminatory way?	Y	
6. Does the course handbook make appropriate reference to the support of disabled students?	Y	

¹ Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation.

Unit Equality Impact Assessment

One EIA to be produced for each unit and included within the UIF

Unit title		
Unit code		
Level		
Credits		
Question	Y/N/NA	Anticipatory adjustments/actions
1. Learning materials will be made available in advance of sessions for students to adapt as appropriate?		
2. The unit delivery method is sufficiently flexible to enable all students to succeed?		
3. The approach to group work takes account of the needs of students with disabilities and from diverse backgrounds?		
4. The approach to practical work takes account of the needs of students with disabilities?		
5. Students with a protected characteristic ² have an equal opportunity to achieve the learning outcomes?		
6. The assessment tasks provide all students with an equal opportunity to succeed?		
7. Any other aspect of the unit that might pose potential challenges from an equality or diversity perspective have been considered?		

² Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation.