Programme Specification for BA (Hons) English Language

This document applies to Academic Year 2018/19 onwards

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award	BA Hons
5.	Programme title	English Language
6.	Pathways available	Joint, minor
7.	Mode and/or site of delivery	Standard taught programme
8.	Mode of attendance	Full time and part time, some modules will be offered in the evening
9.	UCAS Code	Options for current Joint Honours combinations and UCAS codes can be found at: https://www.worcester.ac.uk/study/find-a-course/jointdegrees/joint-degrees.aspx
10.	Subject Benchmark statement and/or professional body statement	English (2007); English Language (2011)
11.	Date of Programme Specification preparation/ revision	January 2013 March 2014 – ELAN1002 change of status from mandatory to optional. New module ELAN3011 added. ELAN3005 deleted from course. April 2014- JOIN coded modules added to Level 6 JH options. August 2014 and October 2014 – regulations amended. July 2015 – Course title changed from English Language Studies to English Language. June 2016 – new modules added LANG1012 and LANG1013 (15 credit optional). LANG1001, LANG1340, LANG2001 and LANG3001 removed. Section 9 updated. January 2017 – New module ELAN1007 added and ELAN1005 removed. August 2017 - AQU amendments. January 2018 – New module added ELAN2005. Change to title ELAN2009. ENGL3022 removed and replaced with ELAN3022. August 2018 – AQU amendments. January 2020 – ELAN3022 withdrawn and replaced with equivalent ELAN2207 at Level 5.

12. Educational aims of the programme

The course takes students through a study of many facets of the English Language. It comprises discourse analysis, history, sociolinguistics, contextual studies and practical skills in research and teaching English as a foreign language and is offered as a joint pathway alongside a range of complementary subjects. The course aims to ensure that all students will be able to demonstrate knowledge, understanding and skills in the following areas:

- the internal structure of contemporary English, including knowledge of its phonetics and phonology (sound system), morphology, syntax, semantics, lexis and pragmatics;
- some of the main ways of analysing English text and discourse, including for example conversation analysis, aspects of stylistics, semiotics and discourse analysis (including critical discourse analysis);
- some of the main theories of meaning and how meanings are influenced by context and negotiated by speakers;
- the history of English, including its ongoing development;
- the relationship between English and other languages;
- key geographical and social determinants of variation in English, including a number of the main regional varieties of English in the British Isles and global varieties of English, as appropriate.

13.   Intended learning outcomes and learning, teaching and assessment methods

<u>Knowledge and understanding</u>:

On successful completion of the course, students will be able to:
- critically understand the relevant historical and theoretical frameworks which inform the social, cultural, political and economic dominance of the English Language as a form of world communication;
- demonstrate a critical appreciation of the political, economic and technological factors that inform the organisation and operation of hypertexts and the world -wide web;
- recognise critical terminology such as will inform the personal practice of interpretation;
- develop a substantial research project topic of academic weight and validity;
- demonstrate a systematic understanding of key aspects of English Language;
- demonstrate an informed understanding of some of the main theories and fields of investigation concerning the broader human language faculty, which may include its relationship to animal communication systems, language evolution, the acquisition of language by children, second language acquisition, language processing, the language arts, language pathology and the influence of language on mental representation.

Examples of learning, teaching and assessment methods used:
Lectures, seminars, tutorial activities, group work, independent individual research, linguistic analyses, essay writing, on-line tests, portfolios of examples, practical research projects, independent and group presentations, language investigations and reports, rapid anonymous surveys, recording transcriptions, hypertext projects, multiple choice online questions, in class tests.

<u>Cognitive and intellectual skills</u>:

On successful completion of the course, students will be able to:
- employ critical thinking within the subject paradigm, encompassing close reading of texts;
- contextualise and interrogate primary and secondary evidence;
- critically evaluate theoretical concepts;
- summarize, form and conclude arguments;
- research and analyse, involving the location, collation and evaluation of materials;
- deploy and accurately employ the citation of relevant data in written and electronic form, and include it within a conceptual framework;
- demonstrate independence in organizing learning that enables the prioritizing and planning of private study time;

- research assignments, meet deadlines, manage commitments and maintain contact with staff;
- reflect critically on and evaluate their own research through constructive tutor and peer feedback;
- develop clear, concise oral presentations that enable debate and discussion;
- demonstrate independence of motivation and approach in order to perform consistently in a variety of learning and teaching situations.

Examples of learning, teaching and assessment methods used:
Lectures, seminars, tutorial activities, group work, independent individual research, linguistic analyses, essay writing, on-line tests, portfolios of examples, practical research projects, independent and group presentations, language investigations and reports, rapid anonymous surveys, recording transcriptions, hypertext projects, multiple choice online questions, in class tests.

Transferable/key skills:

On successful completion of the course, students will have developed:
- high-level written and oral communication skills, including a) the ability to write a body of academic discourse characterized by accuracy, cohesion, clear documentation and the use of a register that is both appropriate in thematic and stylistic tone to the task set, and b) communicate orally and in an appropriate idiom responses to texts and extracts of English Language through the medium of assessed presentations;
- formulate views and interpretations which can accommodate or resist those given by reading, teaching, or discussion;
- provide and receive constructive feedback on analytical writing and research tasks with tutors and peers and develop the ability to selectively apply such feedback to revisions of their own work;
- express and defend their opinions, and participate in debates informing English language theories.

Examples of learning, teaching and assessment methods used:
Presentations, project identification, rapid anonymous surveys of language use, writing literature reviews, recording an informal conversation; sampling and approaching an unknown speech community, ethics in research; data transcription; written presentation of results of analysis, identifying links between methodology and theory; creation and production of a hypertext, an academic essay.

14. **Assessment Strategy**

The English Language course offers a range of assessment experiences, enabling students to develop and demonstrate a wide range of skills. There are different assessments tasks, including essays, the analysis of written and spoken texts, individual or group oral presentations, and extended research projects. In addition, there are a series of optional modules that demand the use of a range of transferable research methods including: the investigative recording of original speech, data transcription, written presentation of results of analysis, and identifying links between methodology and theory. Other optional modules require students to produce hypertexts, and a TEFL strand encourages students engagement with language acquisition.

The programme is structured on a diet of 120 credits per level: 1 x 30 credit mandatory module + 2 x15 optional modules at level 4; 1 x 30 credit mandatory + 2 optional modules at level 5; 1 x 30 credit research project option + 2 or 4 optional modules at level 6. Assessments are carefully devised to provide students with the opportunity to acquire, practise and improve skills as these develop with shorter and more guided assessment at Level 4 running to longer, increasingly independent work at Level 6. Each module carries

an assessment requirement based on the Scheme guidelines for Curriculum 13 and commensurate to the credit allocation and level of study.

Optional modules are 15 credits acquired through summative assignments totalling a maximum of 2,000 words at Level 4; 2,500 words at level 5; 3,000 words at Level 6.

Each student may choose to undertake an extended research project of 6,000 words (or equivalent in practical research) in English Language at Level 6. They will be allocated a supervisor for one-to-one tutorial support.

There are formative and summative assignments for each module, with the former focusing on skill acquisition, the learning process and scaffolding the graded work. Summative work is typically assessed at two points in the optional modules and two/three in the mandatories, with the shorter assignment of minimum 25% weighting. Advice about assignments is presented in the module outline at the commencement of each module and full direction is given within the context of teaching sessions where teaching and group tasks are specifically designed to provide formative opportunities to practise the skills, competencies, and understanding that will be demonstrated in the summative assessment tasks.

Assessments are carefully devised to provide students with the opportunity to practise and improve skills as these develop with shorter and more guided assessment in year 1 running to longer, increasingly independent work in year 3. Assessment is carried out through a variety of formats designed to serve the module concerned, for example, seminar presentations, research or writing portfolio, timed question.

Assessment tracking sheets must be attached to all written assignments. Staff feedback is given electronically via the student's SOLE page, with additional comments annotated on the written assignment. On the return of work students are encouraged to discuss feedback with tutors. Work is normally returned to students within 20 working days. The detailed assessment policy is available to students in the subject handbook.

15. Programme structures and requirements

The course is available in full and part-time modes. Students may only take this course as a Joint Pathway in year one when students take two Courses equally weighted. There is also a Major/Minor where English Language can be taken as the Minor component at a Level 5 and 6.

Award map

Course Title: English Language	Year of entry: 2018-19

<table>
<tr><td colspan="6">Level 4</td></tr>
<tr><td>Module Code</td><td>Module Title</td><td>Credits (Number)</td><td>Status (Mandatory (M) or Optional (O))

Joint Hons</td><td>Pre-requisites (Code of Module required)</td><td>Co-requisites/ exclusions and other notes</td></tr>
<tr><td>ELAN1000</td><td>Describing English</td><td>30</td><td>M</td><td>None</td><td>None</td></tr>
<tr><td>ELAN1002</td><td>The History of the English Language</td><td>15</td><td>O</td><td>None</td><td>None</td></tr>
<tr><td>ELAN1006</td><td>Introduction to Sociolinguistics</td><td>15</td><td>O</td><td>None</td><td>None</td></tr>
<tr><td>ELAN1007</td><td>Introduction to Forensic Linguistics</td><td>15</td><td>O</td><td>None</td><td>None</td></tr>
<tr><td>LANG1002</td><td>Improving English usage and style in Academic Writing</td><td>15</td><td>O</td><td>None</td><td>None</td></tr>
<tr><td>LANG1012</td><td>Introduction to teaching English as a foreign Language (Language Awareness)</td><td>15</td><td>O</td><td>None</td><td>None</td></tr>
<tr><td>LANG1013</td><td>Introduction to teaching English as a foreign Language (Teaching skills)</td><td>15</td><td>O</td><td>None</td><td>None</td></tr>
<tr><td>LANG1210</td><td>French Stage 1</td><td>15</td><td>O</td><td>None</td><td>None</td></tr>
<tr><td>LANG1230</td><td>German Stage 1</td><td>15</td><td>O</td><td>None</td><td>None</td></tr>
<tr><td>LANG1250</td><td>Spanish Stage 1</td><td>15</td><td>O</td><td>None</td><td>None</td></tr>
<tr><td>LANG1290</td><td>Japanese Stage 1</td><td>15</td><td>O</td><td>None</td><td>None</td></tr>
<tr><td>LANG1310</td><td>Italian Stage 1</td><td>15</td><td>O</td><td>None</td><td>None</td></tr>
</table>

Joint Honours Requirements at Level 4

Joint Honours students must take 60 credits from the table above to include ELAN1000 (30 credits).

Level 5						
Module Code	**Module Title**	**Credits** (Number)	**Status** (Mandatory (M) or Optional (O))		**Pre-requisites** (Code of Module required)	**Co-requisites / exclusions and**
			JH	**Min**		
ELAN2000	Approaches to English Language Studies: Critical and Theoretical Matters	30	M	O	None	None
ELAN2002	Language and Power	15	O	O	None	None
ELAN2005	Name Studies	15	O	N/A	None	None
ELAN2008	The English Language in the 21st Century	15	O	O	None	None
ELAN2009	Sociolinguistic Research Methods	15	O	O	None	None
ELAN2207	Work Project Module	15	O	N/A	None	Excluded: ENGL, CPWT, FLMS and MECS

Joint, Major and Minor Honours Requirements at Level 5
Students following Joint Honours pathways can adjust their studies at level 5 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see the table at the end of this document.

Joint Pathway Requirements at Level 5
Joint pathway students must take at least 45 credits and no more than 75 credits from the table above to include ELAN2000 (30 credits).

Minor Pathway Requirements at Level 5
Minor Pathway students must take at least 30 credits and no more than 60 credits from the table above.

Level 6

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))		Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes
			JH	**Min**		
ELAN3004	World Englishes	15	O	O	None	None
ELAN3007	Introduction to Forensic Linguistics	15	O	O	None	Excluded: ELAN1007
ELAN3008	Multilingualism Matters	15	O	O	None	None
ELAN3010	Language, Style & Identity	15	O	O	None	None
ELAN3011	Introduction to Language Acquisition	15	O	O	None	None
ELAN3301/2	Independent Research Project	30	O	N/A	None	Run over one or two semesters

Joint, Major and Minor Honours Requirements at Level 6
Students following pathways in two subjects can adjust their studies at level 6 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see table at the end of this document.

Joint Pathway Requirements at Level 6
Joint pathway students must take 45, 60 or 75 credits (to make at least 105 credits over levels 5 and 6 in the subject, and no more than 135 credits over levels 5 and 6 in the subject), from the table above.

Joint pathway students taking their independent Research project (equivalent) in this subject must take **either** ELAN3301 (30 credits) **or** ELAN3302 (30 credits).

Joint pathway students who choose to place their Independent Study (equivalent) in their other joint subject must take 60 or 75 credits from the table above (excluding ELAN3301 and ELAN3302).

Joint pathway students must take one Independent Study (equivalent), either in this subject, in their other joint subject, or take JOIN3001/2 where an Independent Study covers both joint subjects.

Minor Pathway Requirements at Level 6

Minor pathway students must take either 30 or 45 credits from the table above.

Credit requirements for awards involving two subjects

In determining whether an award derived from two subjects is Joint Honours (subject 1 **and** subject 2) or Major/Minor Honours (subject 1 **with** subject 2) credits taken in each subject at levels 5 and 6 will count as follows:

Subject 1	Subject 2	Award
120	120	Joint Hons
135	105	Joint Hons
150	90	Major/minor Hons
165	75	Major/minor Hons
180	60	Major/minor Hons

16.   QAA and Professional Academic Standards and Quality

The Quality Assurance Agency (QAA) for Higher Education Benchmark Statements for English as it applies to English Language and the QAA Code of Practice on assessment, careers and disability (2007) (see online copy at: http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/English07.pdf) lists English Language as one of the areas within its range of subjects covered by benchmark statements. Specifically, the defining principle of 1.1 of the statement says that:

"English is a versatile academic discipline characterised by the rigorous and critical study of literature and language. It is concerned with the production, reception and interpretation of written texts, both literary and non-literary; and with the nature, history and potential of the English language. The study of English develops a flexible and responsive openness of mind, conceptual sophistication in argument, and the ability to engage in dialogue with past and present cultures and values. The subject also has a special role in sustaining in the general community a constantly renewed knowledge and critical appreciation of the literature of the past and of other cultural forms." (QAA, 2007:1.1)

Learning outcomes speak to the QAA statement that "The study of the English language embraces diverse modes of communication, oral, written and mixed, and their distinctive levels of phonology, grammar, lexis, semantics and pragmatics. All English graduates are expected to be aware of the shaping influence upon meaning of historical, social, political, stylistic, ethnic, gender, geographical and other contexts." (QAA, 2007:1.2)

In addition, the Higher Education Academy has recently produced a more specific subject benchmark statement for English Language (2011) (see online copy at: http://www.english.heacademy.ac.uk/explore/resources/language/docs/EL_benchmarking _final.pdf)

The defining principle of this subject as outlined in 2.1 of this statement says that:

> "The subject of English Language draws on concepts from a range of academic areas including Linguistics, Literature, Media and Communication, but its object of study is English. Programmes in English Language cover a range of topics and individual programmes manage the balance between them differently. Students study the linguistic systems underlying English, as well as language in use and the relationship between language and context, the society and the individual. They typically study both written and spoken language, with multimodal texts also a focus on some programmes. English may be studied in its cultural, contemporary and historical background; it may be related to literary texts, everyday discourse, and the structure of languages other than English. Descriptive analysis will be combined with more critical and theoretical work which develops students' understanding of texts and/or language systems."

Please see specific modules in subsequent pages for rationales and learning outcomes. These examples offer insights into the English Language programme, and demonstrate an adherence to the benchmark statements as set out in the Quality Assurance Agency (QAA) for Higher Education Benchmark Statements for English as it applies to English Language (2007), and more specifically, in the Higher Education Academy benchmark statement for English Language (2011).

The course is intellectually stimulating and encourages in students a sense of enthusiasm for the subject together with an appreciation of its continuing social and cultural importance. The course demonstrates a critical self-awareness that encourages sophisticated interrogation of its own history, status and practices. Students have the opportunity to study sociolinguistics, forms of English developing in former colonies and in nations with no history of English usage, the emergence of English as the dominant communication medium worldwide and on the web, and the emergence of new web based formats such as hypertexts, the study of non-standard usages, and the acquisition of English by non-native speakers.

The course gives emphasis to a range of subject-specific and transferable skills, including high order conceptual, analytic, and communication skills of value in graduate employment. English Language provides a basis for further study in English or related disciplines and for teachers of English at all levels.

17. Support for students

The English Language Course Team is committed to ensuring that all students are given consideration and support throughout their time at the University of Worcester.

Student's transition into University life is assisted by an initial short, one week's induction programme which through a range of activities introduces students to their course, the staff who will be teaching them and the Institute. Students are for example invited to attend the IHCA Freshers' Party in induction week.

During this initial induction week and in the first Worcester Week students are involved in a range of activities which support them in developing an understanding of the expectations of their course, undergraduate study and the University's systems and services. They have talks or tours, for example, which introduce them to the Library and IT facilities, Media Services, the Careers and the Counselling Service.

Students are also provided with a brief induction into their second and third year in the welcome back meetings.

In addition the Institute for Humanities and Creative Arts monitors attendance closely in first year and provides support for first year students through the First Year Tutor system. This comprises dedicated members of staff who are available every day for drop-in sessions during the semester between 12:00 & 14:00 and provide online support through email & Facebook within 24 hours all year around.

All students are allocated an academic tutor who will advise them on issues related to their course throughout their study at the University and who monitors their progress. Academic tutor sessions usually take one of two forms: either one-to-one sessions where notes are taken and stored on SOLE, or group based sessions where general points and issues relating to the course are dealt with. Students are invited to meet their academic tutor twice a semester. Group Sessions are timetabled in Worcester Week.

Staff teaching students on module support students through one – to- one and small group tutorials; and provide students with clear indications of when they will be available to see students either on their office door, via email or in module outlines.

Students are further supported through a range of online –support, for example via email or skype tutorials. All modules are supported through the virtual learning environment accessed through Blackboard. The Course Handbook is also available online. The course has a specific Blackboard site where all the course information and announcements, for example work placement opportunities and posted.

Furthermore, the Course team liaises with a range of centrally provided support services to ensure that students access all appropriate channels of support, these include for example:
- The Disability and Dyslexia Service within Student Services specialist support on a one to one basis.
- Writing support from the Royal Literary Fund Writers in Residence.
- Writing support for international and EU students from the Language Centre.
- The Students' Union which as an independent charity, devoted to the educational interests and welfare of all students studying at the University it represents student views within the University.

18. **Admissions**

Admissions policy
The admissions policy for English Language seeks to be inclusive, and the course is committed to widening participation to include all groups in society.

Entry requirements
The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications), one of which must be in English Language or English Literature or the combined English Language/Literature course or equivalent Level 3 qualifications.

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website https://www.worc.ac.uk/journey/a-z-of-courses.html

See Admissions Policy for other acceptable qualifications.

Recognition of Prior Learning
Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Admissions procedures
Full-time applicants apply through UCAS (Q300/BA/English)
Part-time applicants apply directly to University of Worcester (UW)
Applicants may be invited to interview to explore any aspect of their application that may require further clarification.

Admissions/selection criteria
The UCAS application form is used to ensure that the applicant has sufficient academic qualifications and experience to be able to engage with the course.

19. **Methods for evaluating and improving the quality and standards of teaching and learning**

The English Course Team is committed to a combination of formal and informal methods of Quality Assurance and Enhancement and operates within University and IHCA robust quality mechanisms.

The course team draws upon a range of evidence to reflect upon the quality and standards of the teaching and learning and to write an Annual Evaluation Report (AER). These include:
- external Examiner's reports

- statistical indicators of student progression and achievement
- a range of indicators of student satisfaction including the NSS

Reflection upon this material enables the course team to produce an action plan for future enhancements to the course and student experience.

In writing the AER, the course team benefits of from utilising feedback gathered throughout the academic year from students on their levels of satisfaction with their study experience and the extent to which their learning needs are being met. The mechanisms used for this include the following:

- **Course Reps (formerly StARs)** - Students elect representatives for each year of the course. Their role is to gather students' opinions about the learning experience and the learning resources available and feed these back to tutors, external examiners and assessors, if required. The course representatives are members of the Course Management Committee and as such have a proactive and significant role in the development of the course.
- **Course Management Committee** - The committee comprises student representatives, course tutors and Information and Learning Services staff from the University of Worcester. Meetings take place once each semester (usually in week 10). An agenda is issued in advance so that representatives can canvass opinion. The records of the meetings are kept and will feed into the annual monitoring process, so that students' views are fed through to the University of Worcester Academic Board.
- **Module evaluation** - At any point during the module students have the opportunity to feedback to module tutors, all modules undertake informal mid-module evaluations. At the end of a module students are asked to complete the University of Worcester module evaluation form. This feedback is anonymous and is intended to give the tutors insight into how to make improvements in the future to that module. The forms are electronically scanned to calibrate student responses and the statistical data, student comments and the module results are all drawn upon by the module co-ordinator in writing their module report. These reports are read by the Chair of the Institute of Humanities and Creative Arts (IHCA) Quality Committee, course leaders and also sent to students on the module. Module evaluation results and reports are discussed at the IHCA Quality Committee, Course Management Committee and in Course / Subject Annual Evaluation Reports.
- **External Examiner** visits aim to include space where students can provide feedback to the External Examiner.
- The English team benefits from the culture of engagement around how to enhance teaching and learning within IHCA. The Couse Leader sits on the Institute Learning and Teaching Committee; discussions here and within course team meeting and at Institute away days explore ways of enhancing the student experience.
- The Course Team participates in a range of Course, IHCA University and external activities aimed at enhancing the quality and standards of student learning these include:
- University Teaching and Learning Conferences and staff development workshops
- IHCA Teaching and Learning Discussion Lunches held at least three times a semester
- Undertaking a Post Graduate Teaching Qualification or HEA Fellowship application
- IHCA training for HPLs
- Peer Learning through Observation Scheme
- Attendance and participation at Academic Conferences, HEA events
- An active research culture including seminars, symposiums and conferences held at the University

20.   Regulation of assessment

The course operates under the University's [Taught Courses Regulatory Framework](#)

Requirements to pass modules
- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items
- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the **[Taught Courses Regulatory Framework](#)**.

Retrieval of failure
- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Progression
- Students at Level 4 will be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 will be permitted to progress to Level 6 when they have passed at least 210 credits including at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.

Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher.
DipHE	Passed a minimum of 240 credits with at least 90 credits at Level 5 or higher.
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 and Level 6 of the award (not the Independent Study module) as specified on the award map.

Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6.

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

- Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.
- Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, please see the **Taught Courses Regulatory Framework**.

21. **Indicators of quality and standards**
    - Positive features identified by external examiners for the English Studies course includes the following:
      A challenging educational experience to which students respond positively and enthusiastically. The External Examiner's report for 2010-2011 states that the "strengths of the current cohort of students appears to be engagement and enthusiasm with the course. For example, students…showed a good range of different approaches to the hypertext assessment, and students…demonstrated a high level of professionalism and pedagogical insight. The work submitted by high-achieving students was a delight to read and the course team is to be commended for instilling such high academic standards."
    - The English Language course was subject to a rigorous 5 year Periodic Review in May 2011 when the course was endorsed as sound in quality and standards.

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

22. **Graduate destinations, employability and links with employers**

Preparing students for employment

In Induction, in years 1 & 2 through the mandatory modules, and in year 3 through individual tutorials, students engage in specific activities in order to recognise the following generic skills which are developed through the curriculum (written communication, documenting ideas and information, creativity, analysis, tolerance of different points of view, critical thinking, teamwork, time management and organisation, IT skills for example as well as prior and contemporaneous life- long learning). This is structured and systematic. In several optional modules it is the practice for learning logs and journals to be part of the assessment strategy.

At year 1, 2, and 3 all English students can opt to select to follow a pathway in Teaching English as a Foreign Language. Some students use this experience in order to prepare themselves for placements abroad when they graduate or within summer vacations. Others find it a useful addition to their experience when applying to progress to PGCE.

Many English Studies students are student ambassadors and our students are strongly encouraged to take up opportunities provided both within and outside the University, for example, as Stars, research assistants, classroom reading assistants and to apply for the Worcester Award.

Three 'Worcester Weeks' in each academic year, when the normal teaching timetable is suspended, provide the opportunity for dedicated academic tutoring sessions when students are able to discuss their career aspirations and each year the Institute 'Careers Fest' brings visiting speakers from a range of employment sectors as well as guidance for progressing to teaching.

Graduate destinations
Students from the English Language course proceed to a range of career, training and further education opportunities.

Graduates may choose to continue academic studies in English by doing an MA, with potential to move on to a PhD. If graduates want to teach English, they will need to take a Postgraduate Certificate in Education (PGCE), or a Professionals Graduate Diploma in Education (PGDE) in Scotland, or a qualification in teaching English as a foreign language (TEFL or CELTA).

Graduates may opt for postgraduate study that does not relate to English. Many courses will take graduates from any subject, for example, courses in subjects such as marketing, finance, business, law, librarianship, information work and journalism.

Student employability
English graduates are attractive to employers across a range of areas, for the skills that they acquire. A significant proportion, 18% of UW English graduates in 2006, also go on to further study.

Typical employers include: banks; publishers; advertising agencies; PR companies; accountants; local government; UK Home Civil Service; the National Health Service (NHS); retailers; finance; educational institutions; voluntary and charitable organisations; the media; libraries; leisure industries; the tourist trade; social services; as well as a wide range of local, small to medium-sized enterprises.

Links with employers
Students are encouraged to take up volunteering opportunities, and internships, offered through the Students Union and with local employers. The English subject team has developed partnerships with local literary festivals (Ledbury, Worcester) who offer internships to students on a competitive basis. English Language students have the option of undertaking a work project module at level 6 and students have undertaken placements in schools, in University departments, in libraries and local independent companies.

Please note: 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 s/he 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 each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.