



Course Handbook  
BA (hons) English Language and Creative Writing  
2020-21  
Course Leader: Dr. Helen Day  
Humanities and Social Sciences



Please read this Handbook in conjunction with the University's Student Handbook.

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## 1. Welcome to the course

**Welcome to the study of English Language and Creative Writing** at the University of Central Lancashire. We hope that you will enjoy your three or more years with us. This handbook contains a lot of the information you need to know about your course, your School and English as a whole.

The programmes in our team at UCLan are delivered by experienced tutors and active researchers, with expertise in a range of linguistic and literary studies.

This handbook is designed to answer any questions you may have about who to contact, the structure of your course – including module choice and assessments - and the additional support services we provide at the university. It's worth spending some time at the beginning of your studies reading through, to familiarise yourself with places, people and your programme. The programme should be quite straightforward to follow, but if you cannot find what you are looking for, you will be able to find out who you should ask.

If you have any questions or concerns, you should see your course leader **Dr Helen Day**. You can also contact the Academic Team Lead for English and Creative Writing **Janice Wardle**.

### 1.1 Rationale, aims and learning outcomes of the course



This section provides information about learning aims and outcomes. Make sure you read the set of aims and outcomes that relate to your specific programme.

The degree courses are modular over two semesters and emphasise close reading and active participation through the development of analytical skills. Our students are enabled to contribute to discussion

and debate and to engage fully with the concepts of literature and cultures developing, communicating and evaluating individual thoughts and ideas through group participation. Written work is supported by experienced tutors who will offer advice in sessions and through one to one mentoring sessions. By the end of the programme, you will have developed key skills in reading, research, analysis and critical thinking that will equip you, personally and professionally, for your next stage.

#### **Programme aims:**

1. To provide a focussed but flexible programme of study incorporating key aspects of the nature and use of the English language
2. To facilitate an independent, proactive and reflective approach to learning, which encourages the development of critical thinking and reasoning skills
3. To equip students with the skills to research and analyse written and spoken discourse using frameworks from Linguistics/English Language
4. To foster a sense of cohort identity (as a means of increasing retention, motivation and educational management of English Language and Creative Writing students).
5. To develop both general and subject-specific academic skills
6. To engage students with a culturally and historically broad range of creative writing styles, forms and genres in order that they become sophisticated readers both of existing texts and of their own work
7. To enable students to adopt a wide range of reading strategies, applied to their own work and the work of others, and to understand the audiences' contribution to the creative writing process
8. To develop an understanding of the processes of writing and develop students' ability to contextualize their own work within the writing traditions that precede and surround

them

9. To support students in the development of their own writing, and develop their confidence through a critical, technical and creative understanding of the subject/craft/art and of their own creative (writing) process.
10. To foster students' creative/artistic ambitions and support them in achieving their aspirations, offering direction and advice where necessary
11. To encourage students to recognize the skills they develop throughout their course and ensure the value of their studies to their learner future personal and career development

## **Learning Outcomes:**

### **A. Knowledge and Understanding**

1. The structures and functions of English;
2. The effect of social and cultural contexts on the nature of language and meaning
3. Different theoretical approaches, models and analytical techniques used in addressing issues surrounding language;
4. The range and variety of approaches to the study of writing, which may include creative practice, critical analysis, and extensive specialisation.
5. Generic conventions and the shaping effects upon communication of circumstances, authorship, textual production, and intended audience.
6. The many variations and registers of English applicable to a range of creative fiction and non-fiction outcomes.
7. Particular areas of the study of language as determined by the modules chosen as options

### **B. Subject-specific skills**

#### **Students will have the ability to:**

1. Describe and analyse major formal and functional features of language;
2. Think critically about the nature of communication;
3. Relate the wider context of language use to its historical and/or contemporary (social) contexts;
4. Utilise the language of scholarly discourse appropriately, in their written and oral communication;
5. Acquire the research skills needed for both disciplines, and understand appropriate ways of utilising such skills in related-disciplines (as a means of encouraging transferability);
6. Produce written English in different variations (including dialects, registers, styles) as appropriate to genre with consideration for different audiences and media.
7. Understand the historical, cultural and stylistic contexts and significance of texts with an awareness of writing and publishing contexts, opportunities and audiences in the wider world.
8. Develop own creative material and be analytical of their own writing process developing the knowledge and confidence to experiment and challenge conventions.

### **C. Thinking Skills**

#### **To develop:**

1. Ability to exercise independent thought and judgement while engaging with other opinions, theories and judgements.
2. Ability to apply theoretical perspectives and appraise them critically.
3. Skills of research including the critical use of sources.
4. Ability to collate complex relevant information and derive appropriate conclusions from it.
5. The ability to appreciate the power of imagination in literary creation and

understand, anticipate and accommodate change, and work within contexts of ambiguity, uncertainty and unfamiliarity.

## D. Other skills relevant to employability and personal development

### To develop skills in:

1. Skills of independent learning and creative response.
2. Ability to communicate ideas clearly and fluently.
3. Basic competence in the use of information technology to produce scholarly text and to retrieve information from electronic resources.
4. Co-operative skills, including the ability to engage in critical debate while showing respect for others, the ability to give (and receive) constructive feedback, team-working skills and skills of reflection.
5. Ability to manage time and work to deadlines.
6. Ability to prepare for seeking employment and able to convey skills and knowledge to others.
7. The ability to show awareness of the markets and contexts for publication and professional writing including the opportunities of the new media.

### 1.2 Course Team

Your Course Leader **Dr Helen Day** can offer advice on academic matters, and will help you with planning for your study at the university, throughout your time here. This person may also be the person you turn to for an academic reference. Stay in close contact with your Course Leader, and meet with them regularly – this will help your studies – and it is a requirement of the university that contact is maintained regularly.

The Dean of the School of Humanities and Social Sciences:

**Dr Andrew Churchill** is the Dean of the School, and is responsible for managing staff and resources. He sees the task of helping create an invigorating and innovative learning culture as of paramount importance for students and lecturers.

NAME	ROLES AND RESPONSIBILITIES	ROOM	EXT	EMAIL @uclan.ac.uk
Phil Braithwaite	Lecturer in Creative Writing	LH215	2251	PBraithwaite1
Helen Day	Senior Lecturer Course Leader English Language and Creative Writing	LH220	2717	Hfday
Yvonne Reddick	Lecturer Creative Writing	LH202	6423	YReddick

Naomi Krüger	Lecturer Creative Writing:	LH215	2250	Nkruger
And Rosta	Senior Lecturer	LH221	3026	Arosta
Pauline Harries	Course Leader BA English Language and Linguistics Senior Lecturer	LH115	3039	pharries
Isabela Fairclough	Senior Lecturer Research Degrees Tutor	LH114	3677	ifairclough
Daniel Bürkle	Lecturer Coordinator of the <i>Preston Linguistic Circle</i> .	LH114	6404	dburkle
Dominik Vajn	Lecturer	LH119	3040	Dvajn
Matthew Davies	Associate Lecturer	LH116	5695	mdavies6
Angela Kilpatrick	Associate Lecturer	LH116	4512	Ajkilpatrick

### 1.3 Expertise of staff

English language and creative writing at UCLan is taught by active researchers, who are involved in the development of academic study through conferences and research publications. The team have hosted a range of academic conferences, most recently “Theatre and Performance” and “After Revolution: Versions and Re-visions of Haiti” (both 2015). We have particular expertise in Grammar and Morphology, Forensic Linguistics and Psycholinguistics, theatre and culture, literary adaptations, modern and contemporary writing, children and young adult literature, creative writing, science fiction and fantasy, Romantic and Victorian literary culture and gothic fictions.

### 1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic advice and support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, providing insight and direction to enable you to realise your potential.



### 1.5 Administration details

Campus Admin Services provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

**Foster Building**

Centre for Excellence in Learning and Teaching

Lancashire Law School

Humanities and the Social Sciences

Forensic and Applied Sciences

Pharmacy and Biomedical

Sciences Psychology

Physical Sciences

telephone: 01772

891990/891991 email:

[FosterHub@uclan.ac.uk](mailto:FosterHub@uclan.ac.uk)

**Computing and Technology Building**

Art, Design and

Fashion Computing

Journalism, Media and

Performance Engineering

telephone: 01772 891994/891995 email: [CandTHub@uclan.ac.uk](mailto:CandTHub@uclan.ac.uk)

**Greenbank Building**

Sport and Wellbeing

Management

Business

telephone: 01772 891992/891993

email: [GreenbankHub@uclan.ac.uk](mailto:GreenbankHub@uclan.ac.uk)

**Brook Building**

Community, Health and Midwifery

Nursing

Health Sciences

Social Work, Care and Community

telephone: 01772 891992/891993

email: [BrookHub@uclan.ac.uk](mailto:BrookHub@uclan.ac.uk)

## 1.6 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

Making contact with your tutors is by email (addresses given above). You may also telephone them and leave a message either their voicemail or via the Office at Foster Hub.

Teaching hours and additional tutorials:

Teaching doesn't begin and end in the lecture or seminar room, and **you should always feel that you can approach tutors for information and advice**. In order to help you, our tutors organise office hours, usually around three or four hours per week during which they are available to see students individually. The dates and times of these appointments will be posted on the tutor's office door. Other times are available by special arrangement with the tutor, and students may sometimes be seen on a drop-in basis if the tutors are free.

Please remember that your tutors, like you, are very busy, and so they need to organise their time carefully. This means that they might not be available immediately; this is why we all have official 'Office Hours' system: you should bear in mind that there are occasions when other tasks demand attention – such as module preparation, marking and research. Tutors are flexible and keen to see you to offer support.

### Where to look

Details about courses, modules, timetables, rooms for classes, and much more information can be found on our homepage and every module will have a Blackboard page with lots of information about lectures, assignments and reading.

Remember to check this site regularly for any information updates or changes.

## 1.7 External Examiner

The University has appointed two External Examiners to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The names of these academics, their position and home institution can be found below. If you wish to make contact with an External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

Dr Michael Farrelly, School of Histories, Language and Cultures, Hull University

Dr Chris Jones, Department of Humanities, Sheffield Hallam University





## 2. Structure of the course

### 2.1 Overall structure

There is a foundation entry programme available for students before beginning this course. The programme specification is available in section 8 of this handbook.

#### Your First Year

Semester One	Semester Two
CW1003 Story Shapes: Drama, Structure and Plot (20 credits)	CW1002 Writing Identities (20)
LG1200 ELSIE (20)	
LG1106 Meaning in Interaction (20)	
LG1222 Sounds and Structures of English (20)	
Option or Elective (20) in either semester one or two	

#### Your Second Year

Semester One	Semester Two
CW2005 Reading and Writing the Short Story (20 Credits)	CW2002 Writing Adaptations (20)
LG2200 Academic Writing and Graduate Development (20)	
LG/CW/EN Option (20)	LG2118 Language and Literature (20)
Option or Elective (20) in either semester one or two	

You should remember to balance your CW and LG modules across years two and three of your programme

#### Your Third Year

Semester One	Semester Two
Dissertation in EITHER Creative Writing CW3004 OR Language LG3992 (40)	
CW3007 Experimental Fiction (20)	CW/LG Option (20)
Selection of TWO CW/LG modules to balance your programme.	

## 2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

In addition to the core modules that you have to take for your programme, as detailed above, you can take a variety of options.

In English Language we offer modules in the 'Core Linguistics' pole, focusing exclusively on language, especially on language as system, language structure, language mechanics, the technical aspects of language and the 'Discourse and Communication' pole, looking at communication, interpersonal interaction, the behaviour of language users, the social and cultural context of language, the application of linguistics to other fields.

In Creative Writing, we offer a range of modules in each year. In addition to our compulsory modules, in second year and third year you could take an option in Reading the Writing the Fairy Tale, Reading and Writing Fantasy and Science Fiction, Life Writing or Creative Writing for Children and Young Adults.

Due to changes in staffing for research leave and new responsibilities year-to-year, not *every* option may be available *every* year, but we will always ensure that you have a wide variety of stimulating option modules from which to choose.

In your first and second year you can also take an elective from our catalogue of choices: please refer to the Free Choice [Electives Catalogue](#)



## 2.3 Course requirements

In order to qualify for a BA Honours in English Language and Creative Writing, you need to complete all compulsory modules. As detailed in section 2.1, Overall Structure, you should complete, in your first year, LG1222 Sounds and Structures of English, LG1200 ELSIE, LG1106 Meaning in Interaction, CW1002 Writing Identities and CW1003 Story Shapes: Drama, Structure and Plot plus 20 other credits, which can be in Language or Literature – or a twenty credit elective. In your second year, you need to complete, LG2200 Academic Writing and Graduate Development, LG2118 Language and Literature, CW2002 Writing Adaptations and CW2005 Reading the Writing the Short Story, plus two options in English Language, Creative Writing (one option can be an elective). In your third year, you complete your major project, a Dissertation in any area of Language or Creative Writing, worth 40 credits (all other CW and LG modules are worth 20 credits) and CW3007 Experimental Writing, then you complete your programme with English Language and/or Creative Writing options.

## **2.4 Module Registration Options**

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

We will schedule progression talks for you early in semester two. You should make every effort to attend, as you will find out what modules are available, and what you need to take to complete your chosen programme of study. We also hand out the forms you need to complete to register your module choices. You will be given lots of notice, so you can begin to plan your course of study. It is at progression you find out about option modules running in the next academic year.

## **2.5 Study Time**

### **2.5.1 Weekly timetable**

A timetable will be available once you have enrolled on the programme, through the student portal.

### **2.5.2 Expected hours of study**

20 credits is a standard module size and equals 200 notional learning hours.

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study.

Studying English Language and Creative Writing on an honours degree programme requires commitment to reading and reflection. Give yourself the best chance to do well by following the reading programme that will be set up for each of your modules: information will be made available (generally via email and through the Blackboard online learning system) so you can read ahead: this does make a difference to how you participate in taught sessions.

You're expected to read and write in your subjects for an average of five to six hours per week of the fifteen-week semester – that's the average, some weeks might be more weighty. There will also be material we ask you to prepare – amounting to an average of two hours per week on top of the reading time. We also expect that you will spend a good hour reading through each of your marked assessments so that you can understand fully where you can improve your written standard of work (this is definitely time well spent). When marking your work, your tutors spend a long time considering ways in which they can help you improve, and that time should be respected with your commitment in reading and evaluating their commentaries and feedback.

### 2.5.3 Attendance Requirements



You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to your module tutor and your course leader.

The University may be required to provide attendance information about non EU/UK students to the UK Border Agency. For international students under the UK Border Agency (UKBA), Points Based System (PBS) - you **MUST** attend your course of study regularly; under PBS, UCLan is obliged to tell UKBA if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

We keep very clear records of attendance and are keen to encourage you to attend your session: attendance at taught sessions will enable you to develop the key skills you need to progress to the next stage of your career. You should remember that employers expect you to keep to agreed hours in work, and we consider ourselves to be offering you a professional approach to develop good employability skills. Managing your time effectively now will be of significant benefit to you in your future.

Each time you are asked to enter your details on SAM (the Student Attendance Monitoring system), usually by swiping your student card on the machine at the door of the teaching room, you must remember that the University has a responsibility to keep information up to date and that **you must only enter your own details on the system**. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

## 3. Approaches to teaching and learning

### 3.1 Learning and teaching methods

Teaching and learning strategies are linked in the shared objectives of enabling students to acquire subject specific knowledge, critical facility and transferable skills.

English Language modules are taught primarily through a combination of lecture and seminar sessions, with some sessions involving consulting key resources such as on-line or film material, a review of your learning or resources you have been asked to assemble, and also one-to-one tutorials. Lectures are important for the purposes of explication and guiding you in your application of complex theories and methods. Lectures are also useful as a way to enhance your listening skills. Lecturers do invite comments or questions, but generally once they have completed their taught section of the session. Lectures are an opportunity for you to listen to experienced academics talk to you about literary study.

Seminars are designed to encourage you to participate fully. In the seminar sessions, emphasis is placed on your activities, both as presenters and as participants in feedback. You will be expected to offer opinions, listen to the opinions of others, and debate key points that enhance your understanding of the subject and its importance to academic study. In seminars, therefore, you develop key skills in debating, critical thinking, close reading, analysis, comparative studies, diplomacy as well as subject-specific knowledge and understanding.

Many Creative Writing modules are conducted through workshops, where you will engage in reading and writing tasks around a theme or genre and where you will be given the opportunity, but will not be obliged, to talk about your work and share ideas with other students.

You will also be expected to attend one-to-one or small group tutorials. This is an opportunity for you to hone in on your personal learning experience, and engage with your tutors, to develop understanding of complex issues, explore methods for the improvement of writing/presentation standards and to engage with literature in and of itself. Your tutors, as well as being keen researchers and teachers, are also keen readers and welcome the opportunity to exchange views with you.

If you are studying full-time, you are expected to take three modules per semester in order to maintain a balanced module load. Being a student at university is your full-time job. If, like many students nowadays, you also work part-time, you'll need to be especially well-organised so as not to disrupt your studies. This is a key skill that will be significant importance to you in the future.

As you progress through your English Language and Creative Writing degree programme you should find that you become more adept at reading, analysis and critical thinking. We also expect that you will become skilful and selective in judging the validity of material from a variety of sources. We do expect that, through your acquisition of skills in years one and two, that you will, in your third year, demonstrate an improved level of precision in writing and presentation, that you will demonstrate clarity in the organisation and presentation of your thoughts.

**You cannot assume that all you need to know or do can be taught in classes.** Learning in Higher Education places more responsibility on students themselves, and much of it will take place outside the classroom or tutorial. An important part of your learning will happen as you prepare for assessment in coursework or examinations. It will involve individual research by reading books, articles and other material, and the acquisition of communication skills in the presentation of what you have learnt either in written assignments, exams or, in some cases, presentations.

### 3.2 Study skills

Study Skills - 'Ask Your Librarian'

[https://www.uclan.ac.uk/students/support/study/it\\_library\\_trainer.php](https://www.uclan.ac.uk/students/support/study/it_library_trainer.php)

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as "My lecturer says I need a wider variety of sources in my references, what do I do?"

"I need to find research articles, where do I start?"

"How do I find the Journal of ...?"

"How do I use RefWorks?"

Your tutors will offer advice on how to develop your skills throughout your time at UCLan. We offer advice formally, when we write our feedback on your assessments, and we also make on-to-one tutorials for you to discuss your study skills.

The university also offers support for your study skill through WISER.

WISER is an acronym for **Walk-In Study Enhancement through Review AND Workshop Interactions for Study Enhancement and Review**. This is because Wiser operate BOTH drop-in AND scheduled sessions.

The Drop-in service will benefit those students who want to learn more effectively and get better marks for their assignments and exams. Wiser can also help you with your personal development planning (PDP). The skills learnt can also form part of your PDP portfolio.

These are drop in, one to one tutorial consultations that are available to all during term- time, with a specific focus on your individual needs. More information is available at <http://www.uclan.ac.uk/students/study/wiser/index.php>



### 3.3 Learning resources

#### 3.3.1 Learning and Information Services (LIS)

The best place to start when exploring the Library resources available to you is;

- Your 'Subject Guide' can be found in the Library Resources
- Your 'My Library' tab in the Student Portal
- Library search

#### Library Resources for English

The library provides many fantastic resources to help you with your studies at UCLan. We stock thousands of print books, and you can also access many books online. Find both electronic and print books via our [library catalogue](#). If you would like to view very early editions online have a look at [JISC Historic Books](#).

To help you find the relevant information to help you with your research, you can use our [Discovery](#) service. This will review thousands of journal titles and makes finding the best research so easy!

You can view television programmes on [Box of Broadcasts](#) – an opportunity to catch up on some of the excellent BBC dramatizations that have been shown over the years.

Help and support in using all these resources and more will be provided throughout your course with pre-arranged library sessions. We are here to help, so do get in touch with any questions you have about the library and the resources we provide.

Access to all our resources is via our webpages. You will need to sign on with your UCLan university user name and password.

#### 3.3.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.

Your tutors also make use of a range of e-resources, including e-learn (Blackboard), where you will find much of the information needed by you to organise your studies at UCLan.

Almost all of our modules are supported by Elearn resources so you will find a Blackboard page for your module that provides access to important documents, learning schedules and links to good websites in one place. Elearn helps reduce printing of course material as well as providing a good resource for your learning at UCLan.

### 3.5 Personal development planning

PDP is about recognising the skills you are developing alongside your studies. You'll develop subject expertise studying language and creative writing, but you will also acquire an important set of skills that will enable you in your career planning. You will notice that your modules all offer information on your personal and professional development (the term 'employability' captures this process), and this section of the handbook explains the key principles of how that can support you in planning for your future whilst you are at university.

#### WHAT'S IT FOR?

PDP is as useful as you make it. On one level, it is about managing your work and yourself and is a process that you have already started, for example by deciding on your present course. Now you should continue this process by actively engaging in your studies and managing the possible outcomes. And also, crucially, you will see how the way in which you study the subject provides you with additional skills.

PDP should make you aware of your capacity to:

- manage competing deadlines, planning for project completion
- work in a team as well as individually, developing as a thoughtful and considerate colleague, with the confidence to express informed opinion in public, and the skills to persuade others
- explore for your future, e.g. one-year/five-year future planning.
- solve problems, being a critical thinker, with the ability to construct coherent argument, to be concise and efficient in written and oral communication

#### WHAT DO I DO?

There are a number of ways in which you can record and reflect on your development: you could keep a folder which collects together material relevant to your development. This can range from the cover sheets with feedback on your assignments, to informal reflections on work experience. The potential range and variety is enormous but all will provide evidence that you are aware of your developing skills and needs. You should also make use of the UCLan Careers Service and record advice and any work experience. Every year, you will be given an official transcript of your marks – you should keep this, also, as a record of your progress.

Meeting with your personal tutor should also provide a mechanism for recording development. During meetings, it is perfectly reasonable for you to make notes, and you can go through those notes, reflecting on what you have learned.

#### WHAT HELP DO I GET?

Part of your personal development at university is to become independent in planning, executing and completing tasks, so this is a good exercise for you to undertake. You will get a lot of support on your studies on LG2200 Academic Writing and Graduate Development – this project-based module has been designed specifically to support you as a life-long learner.

It's all about your personal development; so make an early start by talking to your personal tutor and to make sure you stay in control you should complete a review of your progress at the end of every year of your course.



You will find, in the appendices to this handbook, an employability framework, that will help you to plot your personal development, as well as your academic and skills profile.



### 3.6 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

You will be able to record your journey using Pebblepad, the university’s e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan.

It’s your future: take charge of it!

[Careers](#) offers a range of support for you including:-

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

To succeed in English Language and Creative Writing at university you do need to be business-minded. You will need to manage your time, plan ahead and be flexible about your other commitments, keep clear schedules and plan strategically in order to balance competing workloads and deadlines. Studying these subjects enables you to be culturally and socially aware, to be a clear, rigorous, creative and innovative thinker, to work independently or as part of a group and to respect the opinions, attitudes and beliefs of others. These are all very important skills in the workplace and will make you an employable individual.

If you are interested in following certain career paths, we offer advice on how you can tailor your learning programme to better achieve that potential, and our modules on graduate development will help you get a clearer idea of what direction you wish to take out career.

Your dissertation also provides you with key skills that will serve you well at university and as a life-long learner. Modules in your third year are designed to maximise your skills as independent learners and accomplished researchers – particularly your Dissertation, which you can take in either subject.

We are committed to ensuring that your time at UCLan will be fulfilling, developing subject knowledge, cultural sensitivity, and your abilities and potential for life beyond university.

## 4. Student Support

Information on the support available is at: <https://www.uclan.ac.uk/students/>

The School Office in the Foster Hub (Room FB058) can help with general support and advice.

Your course and module leaders can also offer support and guidance during posted hours and by appointment.



### 4.1 Academic Advisors

All our students are assigned an academic advisor. Your academic advisor is someone who knows the university and its academic regulations, and to whom you can turn for advice.

It may not be appropriate for your academic advisor to deal with some kinds of problems – personal counselling is a job best left to Student Services or the Health Centre - but your advisor should be able to direct you to an appropriate source of advice.

### 4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - [disability@uclan.ac.uk](mailto:disability@uclan.ac.uk) - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

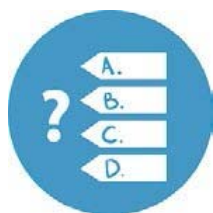
### Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, [disability@uclan.ac.uk](mailto:disability@uclan.ac.uk)

### 4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: <http://www.uclansu.co.uk/>

## 5. Assessment



### 5.1 Assessment Strategy

Assessment in English Language and Creative Writing modules is based on a combination of different kinds of essays, and in some modules, seminar projects and/or examinations. You will encounter a variety of practices in the next few years, which test different skills. You will be expected, in planning your assessments, to make value-judgements about the range of online resources that are now available to students. We offer advice on the types of website that can be useful to your work – and also on those that can be actively damaging to your prospects of getting a good mark. Not all information available on the internet is positive or productive, and one of the key skills you will learn on your programme is how to assess this plethora of material, some of which could potentially damage your learning.

**Essays** are common on English language programmes, and they vary from short summative pieces to longer research essays, which test your ability to produce clear, imaginative, incisive and innovative responses to literary texts. All essays should be prepared according to the Study Skills Handbook regulations and use MLA format for their bibliographies and citations (*see the appendices to this handbook, as well as your Study Skills Guide*). Essays assist you in developing the skills of collecting, critiquing and synthesising data. They also help you develop a sustained written argument, supported by appropriate methodology and evidence. Furthermore, they allow you to explore your own creativity and critical thinking within appropriate academic guidelines. You may well be encouraged to construct your own essay questions as you progress in your studies. Essays also provide the opportunity for feedback and consultation; tutors' comments should be looked upon as guidelines for improving future work. They are often much more important than the final mark you receive, and you should look upon them accordingly. Tutors will be happy to discuss your marks with you, and you should make an appointment to see them in office hours in order to talk through any issues you may have. For first year students, generally tutors will ensure that you are given a one-to-one tutorial to discuss your first piece of work.

**Seminar presentations** develop your communication skills, and are primarily assessed on the basis of your use of primary and secondary material, the delivery and coherence of your argument, and your ability to provoke and respond to feedback. Presentations are useful in assessing your knowledge and your application of theory or critical methods. Seminar projects are flexible assessments that encourage both independence and teamwork, creativity and the confidence in developing your own areas of intellectual pursuit through the choice, design and presentation of your topics. Seminars offer the opportunity for debate and analysis which is student-led, not tutor-led, and participation is a must. If one of the seminar's functions is to assist your understanding of a particular text or topic, another (perhaps equally or even more important) function is to contribute to the gradual, long-term development of your thought and expression.

Creative Writing assessment is always based on the production of final drafts in the form, genre or theme being studied along with a critical element that can take the form of a critical essay, a feature essay and/or a portfolio of related critical tasks.

**Examinations** and their related forms (such as timed essays and in-class module tests) can encourage the consolidation and application of theoretical knowledge on a very particular basis when necessary, and allow for the assessment of these.

We also assess through blog writing, report writing and portfolios to ensure that you develop a range of skills for your future beyond university.

## **5.2 Notification of assignments and examination arrangements**

You will be notified about exam timetables by your seminar tutors but you should also refer to the exam timetable on the student services pages at:

[http://www.uclan.ac.uk/information/services/sss/examinations\\_and\\_awards/examinations.php](http://www.uclan.ac.uk/information/services/sss/examinations_and_awards/examinations.php)

Your module tutors will offer guidance for the completion and submission of assessed work: make sure you attend to those guidelines to ensure that your work gets to the correct tutor by the set deadline. Most tutors will ask you to submit work in electronic form, via a Turnitin link on the module's Blackboard page. You should ensure you follow all submissions guidelines carefully. If you have any questions, you can contact your module tutor and/or your Course Leader.

### **5.3 Referencing**

In English Language and Linguistics, we adopt the Harvard Referencing system for bibliographies and to indicate source texts. Students will be provided with a comprehensive overview of the appropriate conventions for referencing in the study skills modules LG1200 English Language Workshop and LG2200 Academic Writing and Graduate Development. An example of Harvard style is given below:

Neville, C. (2010). *The complete guide to referencing and avoiding plagiarism, 2nd edition*. Maidenhead: Open University Press.

Many universities have resources and downloadable PDFs related to Harvard Referencing which cover all the major referencing conventions. Once such link is given below:  
<http://libweb.anqlia.ac.uk/referencing/harvard.htm>

### **5.4 Confidential material**

There may be assessments that require you to access confidential information during the course. You should bear in mind all ethical and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations. Should the situation arise, you will receive guidance from your tutors.

### **5.5 Cheating, plagiarism, collusion or re-presentation**

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

### **5.6 How do I know that my assessed work had been marked fairly?**

Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students' assessed work to make sure that the learning

outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will coordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades but can act as 'critical friends' and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

## 6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.



## 7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give.

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means,

The Union's Student Affairs Committee (SAC), members of Students' Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

The Staff Student Liaison Committee is also an excellent opportunity for you to let us know how you feel about your studies and your life at UCLan – further details below.

We pride ourselves on approachability in the academic team – **if you have a problem, please come and talk to us.**

### 7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Your Course Leader will facilitate the meetings using [guidelines](#) and provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner's report; outcomes of National /UCLan student surveys.

- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, personal tutoring arrangements and The Card;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

Course representatives are nominated by students from each programme, to represent each module as well as the overall programme. We ensure that you have plenty of notice and we allow time for you to elect your reps. We advertise sessions in lectures and seminars, on our notice-boards and through the various elearn/Blackboard pages for your modules. At the committee meetings, we minute discussions, the records of which are made public, to ensure that we are transparent about our processes.

## 8. Appendices

### 8.1 Programme Specification(s)

#### UNIVERSITY OF CENTRAL LANCASHIRE

#### Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

***Sources of information on the programme can be found in Section 17***

<b>1. Awarding Institution / Body</b>	University of Central Lancashire
<b>2. Teaching Institution and Location of Delivery</b>	University of Central Lancashire
<b>3. University School/Centre</b>	School of Humanities and the Social Sciences
<b>4. External Accreditation</b>	n/a
<b>5. Title of Final Award</b>	BA (Hons) English Language and Creative Writing
<b>6. Modes of Attendance offered</b>	Full and Part time Sandwich
<b>7a) UCAS Code</b>	Q3W0
<b>7b) JACS Code</b> <b>7c) HECOS Code</b>	Q300 100320
<b>8. Relevant Subject Benchmarking Group(s)</b>	English
<b>9. Other external influences</b>	n/a



<b>10. Date of production/revision of this form</b>	January 2019 April 2020 (SW)
<b>11. Aims of the Programme</b>	
<ul style="list-style-type: none"> <li>• To provide a focussed but flexible programme of study incorporating key aspects of the nature and use of the English language</li> </ul>	
<ul style="list-style-type: none"> <li>• To facilitate an independent, proactive and reflective approach to learning, which encourages the development of critical thinking and reasoning skills</li> </ul>	
<ul style="list-style-type: none"> <li>• To equip students with the skills to research and analyse written and spoken discourse using frameworks from Linguistics/English Language</li> </ul>	
<ul style="list-style-type: none"> <li>• To foster a sense of cohort identity (as a means of increasing retention, motivation and educational management of English Language and Creative Writing students).</li> </ul>	
<ul style="list-style-type: none"> <li>• To develop both general and subject-specific academic skills</li> </ul>	
<ul style="list-style-type: none"> <li>• To engage students with a culturally and historically broad range of creative writing styles, forms and genres in order that they become sophisticated readers both of existing texts and of their own work</li> </ul>	
<ul style="list-style-type: none"> <li>• To enable students to adopt a wide range of reading strategies, applied to their own work and the work of others, and to understand the audiences' contribution to the creative writing process</li> </ul>	
<ul style="list-style-type: none"> <li>• To develop an understanding of the processes of writing and develop students' ability to contextualize their own work within the writing traditions that precede and surround them</li> </ul>	
<ul style="list-style-type: none"> <li>• To support students in the development of their own writing, and develop their confidence through a critical, technical and creative understanding of the subject/craft/art and of their own creative (writing) process.</li> </ul>	
<ul style="list-style-type: none"> <li>• To foster students' creative/artistic ambitions and support them in achieving their aspirations, offering direction and advice where necessary</li> </ul>	
<ul style="list-style-type: none"> <li>• To encourage students to recognize the skills they develop throughout their course and ensure the value of their studies to their learner future personal and career development</li> </ul>	

## **12. Learning Outcomes, Teaching, Learning and Assessment Methods**

### **A. Knowledge and Understanding**

Knowledge and understanding of:

- A1. The structures and functions of English;
- A2. The effect of social and cultural contexts on the nature of language and meaning
- A3. Different theoretical approaches, models and analytical techniques used in addressing issues surrounding language;
- A4. The range and variety of approaches to the study of writing, which may include creative practice, critical analysis, and extensive specialisation.
- A5. Generic conventions and the shaping effects upon communication of circumstances, authorship, textual production, and intended audience.
- A6. The many variations and registers of English applicable to a range of creative fiction and non-fiction outcomes.
- A7. Particular areas of the study of language as determined by the modules chosen as options;

### **Teaching and Learning Methods**

Lectures, seminars, workshops (including writing, laboratory and class-based), tutorials, web discussions, independent reading, visiting writers (providing lectures and/or workshops) and preparation for coursework assessments will be used.

### **Assessment methods**

Unseen written examinations, in-class tests, essays (including reflective essays), practical linguistic/textual analysis, presentations (individual or group), critical reviews of presentations of others, reports, portfolios, reflective journals and/or notebooks, projects, sample submissions to publishers and a dissertation.

Creative Writing assessment is always based on the production of final drafts in the form, genre or theme being studied along with a critical element that can take the form of a critical essay, a feature essay and/or a portfolio of related critical tasks.

### **B. Subject-specific skills**

Students will have the ability to:

- B1. Describe and analyse major formal and functional features of language;
- B2. Think critically about the nature of communication;
- B3. Relate the wider context of language use to its historical and/or contemporary (social) contexts;
- B4. Utilise the language of scholarly discourse appropriately, in their written and oral communication;
- B5. Acquire the research skills needed for both disciplines, and understand appropriate ways of utilising such skills in related-disciplines (as a means of encouraging transferability);
- B6. Produce written English in different variations (including dialects, registers, styles) as appropriate to genre with consideration for different audiences and media.
- B7. Understand the historical, cultural and stylistic contexts and significance of texts with an awareness of writing and publishing contexts, opportunities and audiences in the wider world.
- B8. Develop own creative material and be analytical of their own writing process developing the knowledge and confidence to experiment and challenge conventions.

### **Teaching and Learning Methods**

Lectures, seminars, workshops (including writing, laboratory and class-based), tutorials, web discussions, independent reading, visiting writers (providing lectures and/or workshops) and

preparation for coursework assessments will be used.

#### **Assessment methods**

Unseen written examinations, in-class tests, essays (including reflective essays), practical linguistic/textual analysis, presentations (individual or group), critical reviews of presentations of others, reports, portfolios, reflective journals and/or notebooks, projects, sample submissions to publishers and a dissertation.

Creative Writing assessment is always based on the production of final drafts in the form, genre or theme being studied along with a critical element that can take the form of a critical essay, a feature essay and/or a portfolio of related critical tasks.

#### **C. Thinking Skills**

- C1. Ability to exercise independent thought and judgement while engaging with other opinions, theories and judgements.
- C2. Ability to apply theoretical perspectives and appraise them critically.
- C3. Skills of research including the critical use of sources.
- C4. Ability to collate complex relevant information and derive appropriate conclusions from it.
- C5. The ability to appreciate the power of imagination in literary creation and understand, anticipate and accommodate change, and work within contexts of ambiguity, uncertainty and unfamiliarity.

#### **Teaching and Learning Methods**

Lectures, seminars, workshops (including writing, laboratory and class-based), tutorials, web discussions, independent reading, visiting writers (providing lectures and/or workshops) and preparation for coursework assessments will be used.

#### **Assessment methods**

Unseen written examinations, in-class tests, essays (including reflective essays), practical linguistic/textual analysis, presentations (individual or group), critical reviews of presentations of others, reports, portfolios, reflective journals and/or notebooks, projects, sample submissions to publishers and a dissertation.

Creative Writing assessment is always based on the production of final drafts in the form, genre or theme being studied along with a critical element that can take the form of a critical essay, a feature essay and/or a portfolio of related critical tasks.

#### **D. Other skills relevant to employability and personal development**

- D1. Skills of independent learning and creative response.
- D2. Ability to communicate ideas clearly and fluently.
- D3. Basic competence in the use of information technology to produce scholarly text and to retrieve information from electronic resources.
- D4. Co-operative skills, including the ability to engage in critical debate while showing respect for others, the ability to give (and receive) constructive feedback, team-working skills and skills of reflection.
- D5. Ability to manage time and work to deadlines.
- D6. Ability to prepare for seeking employment and able to convey skills and knowledge to others.
- D7. The ability to show awareness of the markets and contexts for publication and professional writing including the opportunities of the new media.

#### **Teaching and Learning Methods**

Lectures, seminars, workshops (including writing, laboratory and class-based), tutorials, web

discussions, independent reading, visiting writers (providing lectures and/or workshops) and preparation for coursework assessments will be used.

**Assessment methods**

Unseen written examinations, in-class tests, essays (including reflective essays), practical linguistic/textual analysis, presentations (individual or group), critical reviews of presentations of others, reports, portfolios, reflective journals and/or notebooks, projects, sample submissions to publishers and a dissertation.

Creative Writing assessment is always based on the production of final drafts in the form, genre or theme being studied along with a critical element that can take the form of a critical essay, a feature essay and/or a portfolio of related critical tasks.

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 6 Comp:	LG3992	<u>EITHER</u> English Language and Linguistics Dissertation	40	<b>Bachelor Honours Degree English Language and Creative Writing</b> Requires 360 credits including a minimum of 220 at Level 5 or above and 100 at Level 6  <b>Bachelor Degree English Language and Creative Writing</b> Requires 320 credits including a minimum of 180 at Level 5 or above and 60 at Level 6.
	CW3004	<u>OR</u> Creative Writing Dissertation	40	
	CW3007	Experimental Fiction	20	
	PLUS	THREE OPTIONS		
Options	LG 3112	Language and Power	20	
	LG 3113	Forensic Linguistics	20	
	LG 3225	Discourse, Argumentation, Rhetoric	20	
	LG 3117	Clinical Linguistics and Language Pathology	20	
	LG 3220	English Phonology	20	
	LG 3222	English Syntax	20	
	LG 3224	World Grammars	20	
	LG 3236	English in Education	20	
	CW3008	Life Writing	20	
	CW3905	Otherworlds: Reading and Writing Science Fiction and Fantasy	20	
	EN3013	British Children's Literature	20	
	EN3028	Literature and Film	20	
Level 5 Comp:	LG2118	Language and Literature	20	
	LG2200	Academic Writing and Graduate Development	20	
	CW2002	Writing Adaptations	20	
	CW2005	Reading and Writing the Short Story	20	
	PLUS	TWO options		
Options	LG 2103	Sociolinguistics	20	
	LG 2112	Framing the News	20	
	LG 2117	Language, Mind and Brain	20	
	LG 2119	Metaphor and Meaning	20	
	LG 2206	History of English	20	
	LG 2220	English Accents and Dialects	20	
	LG 2223	Approaches to Syntax	20	

	CW2003	Creative Writing for Children and young adults	20	
	EN2012	Reading and Writing Fairy Tales <u>OR</u>	20	
	Elective	An elective as agreed with the programme leader	20	
	CW2041	<b>For International Experience</b> International Period Abroad	120 notional credits	
Level 4 Core	LG1222	Sounds and Structures of English	20	<b>Certificate of Higher Education English Language and Creative Writing</b> Requires 120 credits at Level 4
Comp	LG1200	ELSIE	20	
	LG1106	Meaning in Interaction	20	
Options:	CW1002	Writing Identities	20	
	CW1003	Story Shapes: Drama, structure and plot	20	
	PLUS	ONE option		
	LG1103	Language Variation in Society	20	
	LG1105	Language, Gender and Identity	20	
	EN1001	Literary Landscapes	20	
		<u>OR</u>		
	Elective	An elective as agreed with the programme leader	20	
		<b>For 2020 entry see appendix</b>		
Level 3 Comp	HUC110	Essential Study Skills for Higher Education	20	Foundation Year requires completion of 120 credits at Level 3. Successful completion of the year permits progression on to Year 1.  Students who exit after the Foundation year will receive a
	HUC111	Developing Academic Knowledge	20	
	HUC114	Target Award Extended Study	20	
	HUC115	Learning by experience	20	
	ENC015	Introduction to Creative Writing	10	
	LGC002	Language and Linguistics	10	

Options	DFC009	Introduction to British Sign Language and Deaf Studies	10	transcript of their modules and grades.
	ENC014	Introduction to Literature	10	
	FIC003	Film, Media and Popular Culture	10	
	HYC102	Introduction to History	10	
	PIC003	Introduction to Philosophy	10	
	POC101	Introduction to Politics	10	
	RBC601	Introduction to Religion, Culture and Society	10	
	SOC002	Introduction to Sociology	10	

### 15. Personal Development Planning

The modules at each level provide students with the opportunity to engage with their own personal development planning and to recognise that learning is a life-long process. PDP provision will be provided explicitly through the English Language Workshop modules relating to the English Language Studies Initiative (ELSIE), i.e. LG1200 and LG2200. These modules provide an opportunity for students to develop their abilities to make, and put into place, effective career plans. They provide an environment where students can focus on their subject-specific writing and research skills, learn more about their personal learning styles whilst exploring how to get the most out of their university experience. The modules focus on developing students' academic and transferable skills and encourage them to adopt reflective practices in relation to the work they undertake. Students will deepen their awareness of personal/professional skills and knowledge of career-related opportunities and will be given the opportunity to develop links with commercial companies/voluntary organisations and to support/mentor others.

Employability and personal development skills are also embedded in all core Creative Writing modules. Creative Writing requires the development of self-reflection at every level. This self-reflection includes the consideration of employability and the transferable skills acquired through the study of Creative Writing. All tutors support students in reflecting on their learning, performance and achievement, and in their personal, educational and career development.

This provides a focus for Personal Development Planning in the following areas:

<i>Cognitive</i>	<i>Practical</i>	<i>Personal</i>	<i>Social</i>
Conceptual, interpretative, imaginative, creative, reflective, analytical, critical, synthetic, expository and rhetorical skills.	Skills of communicating effectively in written and spoken English, information retrieval from a wide range of printed and electronic sources, word processing and production of texts, the orderly presentation of knowledge and ideas	Independence, self-motivation and self-direction, time management and organisational resourcefulness	Co-operation with others, courteous management of disagreement, communication to individuals and groups, cultural and diversity awareness

In their final year, students will work towards their dissertation which enables them to develop personal responsibility and autonomy, time management skills, an ability to critically engage with subject-specific material and will encourage them to reflect on their skills and weaknesses.

#### 16. Admissions criteria

The University's minimum standard entry requirements must be met by A2 level qualifications or equivalent. Although we recognise the breadth of study AS levels present, we would not accept these as forming part of your entry offer. Applications should be supported by a satisfactory GCSE performance, normally consisting of five GCSEs at Grade C/4 or above including Maths and English.

**Specific entry requirements for this course are:**

Typical offer is 104 UCAS points.

Or

BTEC in an appropriate subject areas - at least Merit overall.

In addition, candidates should normally have GCSE English at grade C /4 or above, or equivalent. International Students are required to have passed the International English Language Testing Service (IELTS) with a minimum of 6.0 with no sub-score lower than 5.5.

Other acceptable qualifications include:

Scottish Certificate of Education Higher Grade

Irish Leaving Certificate Higher Grade

International Baccalaureate

BTEC National Certificate/Diploma

Access to HE Diploma

Applications from people with relevant work or life experience and/or non standard qualifications are also welcome.

#### 17. Key sources of information about the programme

- <https://www.uclanfcci.co.uk/school-of-humanities-and-social-sciences.html>
- **Factsheet**
- **Course Leader**









## 19. LEARNING OUTCOMES FOR EXIT AWARDS:

### **Learning outcomes for the award of: BA (Hons) in English Language and Creative Writing:**

Knowledge and understanding of:

- A1. The structures and functions of English;
- A2. The effect of social and cultural contexts on the nature of language and meaning
- A3. Different theoretical approaches, models and analytical techniques used in addressing issues surrounding language;
- A4. The range and variety of approaches to the study of writing, which may include creative practice, critical analysis, and extensive specialisation.
- A5. Generic conventions and the shaping effects upon communication of circumstances, authorship, textual production, and intended audience.
- A6. The many variations and registers of English applicable to a range of creative fiction and non-fiction outcomes.
- A7. Particular areas of the study of language as determined by the modules chosen as options::
- B1. Describe and analyse major formal and functional features of language;
- B2. Think critically about the nature of communication;
- B3. Relate the wider context of language use to its historical and/or contemporary (social) contexts;
- B4. Utilise the language of scholarly discourse appropriately, in their written and oral communication;
- B5. Acquire the research skills needed for both disciplines, and understand appropriate ways of utilising such skills in related-disciplines (as a means of encouraging transferability);
- B6. Produce written English in different variations (including dialects, registers, styles) as appropriate to genre with consideration for different audiences and media.
- B7. Understand the historical, cultural and stylistic contexts and significance of texts with an awareness of writing and publishing contexts, opportunities and audiences in the wider world.
- B8. Develop own creative material and be analytical of their own writing process developing the knowledge and confidence to experiment and challenge conventions.
- C1. Ability to exercise independent thought and judgement while engaging with other opinions, theories and judgements.
- C2. Ability to apply theoretical perspectives and appraise them critically.
- C3. Skills of research including the critical use of sources.
- C4. Ability to collate complex relevant information and derive appropriate conclusions from it.
- C5. The ability to appreciate the power of imagination in literary creation and understand, anticipate and accommodate change, and work within contexts of ambiguity, uncertainty and unfamiliarity.
- D1. Skills of independent learning and creative response.
- D2. Ability to communicate ideas clearly and fluently.
- D3. Basic competence in the use of information technology to produce scholarly text and to retrieve information from electronic resources.
- D4. Co-operative skills, including the ability to engage in critical debate while showing respect for others, the ability to give (and receive) constructive feedback, team-working skills and skills of reflection.
- D5. Ability to manage time and work to deadlines.
- D6. Ability to prepare for seeking employment and able to convey skills and knowledge to others.
- D7. The ability to show awareness of the markets and contexts for publication and professional writing including the opportunities of the new media.

## **Learning outcomes for the award of: Bachelor Degree (non-honours) in English Language and Creative Writing:**

Knowledge and understanding of:

- A1. The structures and functions of English;
- A2. The effect of social and cultural contexts on the nature of language and meaning
- A3. Different theoretical approaches, models and analytical techniques used in addressing issues surrounding language;
- A4. The range and variety of approaches to the study of writing, which may include creative practice, critical analysis, and extensive specialisation.
- A5. Generic conventions and the shaping effects upon communication of circumstances, authorship, textual production, and intended audience.
- A6. The many variations and registers of English applicable to a range of creative fiction and non-fiction outcomes.
- A7. Particular areas of the study of language as determined by the modules chosen as options;:
- B1. Describe and analyse major formal and functional features of language;
- B2. Think critically about the nature of communication;
- B3. Relate the wider context of language use to its historical and/or contemporary (social) contexts;
- B4. Utilise the language of scholarly discourse appropriately, in their written and oral communication;
- B5. Acquire the research skills needed for both disciplines, and understand appropriate ways of utilising such skills in related-disciplines (as a means of encouraging transferability);
- B6. Produce written English in different variations (including dialects, registers, styles) as appropriate to genre with consideration for different audiences and media.
- B7. Understand the historical, cultural and stylistic contexts and significance of texts with an awareness of writing and publishing contexts, opportunities and audiences in the wider world.
- B8. Develop own creative material and be analytical of their own writing process developing the knowledge and confidence to experiment and challenge conventions.
- C1. Ability to exercise independent thought and judgement while engaging with other opinions, theories and judgements.
- C2. Ability to apply theoretical perspectives and appraise them critically.
- C3. Skills of research including the critical use of sources.
- C4. Ability to collate complex relevant information and derive appropriate conclusions from it.
- C5. The ability to appreciate the power of imagination in literary creation and understand, anticipate and accommodate change, and work within contexts of ambiguity, uncertainty and unfamiliarity.
- D1. Skills of independent learning and creative response.
- D2. Ability to communicate ideas clearly and fluently.
- D3. Basic competence in the use of information technology to produce scholarly text and to retrieve information from electronic resources.
- D4. Co-operative skills, including the ability to engage in critical debate while showing respect for others, the ability to give (and receive) constructive feedback, team-working skills and skills of reflection.
- D5. Ability to manage time and work to deadlines.
- D6. Ability to prepare for seeking employment and able to convey skills and knowledge to others.
- D7. The ability to show awareness of the markets and contexts for publication and professional writing including the opportunities of the new media.

### **Learning outcomes for the award of: Diploma of Higher Education:**

Knowledge and understanding of:

- A1. The structures and functions of English;
- A2. The effect of social and cultural contexts on the nature of language and meaning
- A3. Different theoretical approaches, models and analytical techniques used in addressing issues surrounding language;
- A4. A variety of approaches to the study of writing, which may include creative practice and critical analysis
- A5. Generic conventions and the shaping effects upon communication of circumstances, authorship, textual production, and intended audience.
- A6. Variations and registers of English applicable to a range of creative fiction and non-fiction outcomes.
- A7. Particular areas of the study of language as determined by the modules chosen as options;:
  - B1. Describe and analyse many formal and functional features of language;
  - B2. Think critically about the nature of communication;
  - B3. Relate the wider context of language use to its historical and/or contemporary (social) contexts;
  - B4. Utilise the language of scholarly discourse appropriately, in their written and oral communication;
  - B5. Acquire the research skills needed for both disciplines, and understand appropriate ways of utilising such skills in related-disciplines (as a means of encouraging transferability);
  - B6. Produce written English in different variations (including dialects, registers, styles) as appropriate to genre with consideration for different audiences and media.
  - B7. Understand the historical, cultural and stylistic contexts and significance of texts with an awareness of writing and publishing contexts, opportunities and audiences in the wider world.
  - B8. Develop own creative material and be analytical of their own writing process
- C1. Ability to exercise independent thought and judgement while engaging with other opinions, theories and judgements.
- C2. Ability to apply theoretical perspectives and appraise them critically.
- C3. Skills of research including the critical use of sources.
- C4. Ability to collate complex relevant information and derive appropriate conclusions from it.
- C5. The ability to appreciate the power of imagination in literary creation and understand, anticipate and accommodate change, and work within contexts of ambiguity, uncertainty and unfamiliarity.
- D1. Skills of independent learning and creative response.
- D2. Ability to communicate ideas clearly and fluently.
- D3. Basic competence in the use of information technology to produce scholarly text and to retrieve information from electronic resources.
- D4. Co-operative skills, including the ability to engage in critical debate while showing respect for others, the ability to give (and receive) constructive feedback, team-working skills and skills of reflection.
- D5. Ability to manage time and work to deadlines.
- D6. Ability to prepare for seeking employment and able to convey skills and knowledge to others.
- D7. The ability to show awareness of the markets and contexts for publication and professional writing including the opportunities of the new media.

### **Learning outcomes for the award of: Certificate of Higher Education:**

- A1. The structures and functions of English;
- A2. The effect of social and cultural contexts on the nature of language and meaning
- A3. Different theoretical approaches, models and analytical techniques used in addressing issues

surrounding language;

A4. Knowledge of a variety of approaches to creative writing in a variety of genres including fiction, poetry and drama

A5. Generic conventions and the shaping effects upon communication of circumstances, authorship, textual production, and intended audience.

B1. Describe many formal and functional features of language;

B2. Think critically about the nature of communication;

B3. Relate the wider context of language use to its historical and/or contemporary (social) contexts;

B4. Utilise the language of scholarly discourse appropriately, in their written and oral communication;

B5. Acquire some of the research skills needed for both disciplines, and understand appropriate ways of utilising such skills in related-disciplines (as a means of encouraging transferability);

B6. Understand the historical, cultural and stylistic contexts and significance of texts with an awareness of writing and publishing contexts, opportunities and audiences in the wider world.

B7. Develop own creative material and reflect on their own writing process

C1. Ability to exercise independent thought and judgement while engaging with other opinions, theories and judgements.

C2. Ability to apply theoretical perspectives.

C3. Skills of research including the critical use of sources.

C4. Ability to collate relevant information and derive appropriate conclusions from it.

C5. The ability to appreciate the power of imagination in literary creation and understand, anticipate and accommodate change, and work within contexts of ambiguity, uncertainty and unfamiliarity.

D1. Skills of independent learning and creative response.

D2. Ability to communicate ideas clearly and fluently.

D3. Basic competence in the use of information technology to produce scholarly text and to retrieve information from electronic resources.

D4. Co-operative skills, including the ability to engage in critical debate while showing respect for others, the ability to give (and receive) constructive feedback, team-working skills and skills of reflection.

D5. Ability to manage time and work to deadlines.

D6 Ability to prepare for seeking employment and able to convey skills and knowledge to others.

D7. The ability to show awareness of the markets and contexts for publication and professional writing including the opportunities of the new media.

Change to the foundation entry course structure for academic entry 2020 only:

Level 3	Module code	Module Title	Credits	
	HUC110	Essential Study Skills for Higher Education	20	Foundation Year requires completion of 120 credits at Level 3. Successful completion of the year permits progression on to Year 1. Students who exit after the Foundation year will receive a transcript of their modules and grades.
	HUC111	Developing Academic Knowledge	20	
	HUC114	Extended Study	20	
	HUC115	Learning by Experience	20	
		Options:		
	EDC101	Introduction to Education	20	
	HYC101	Introduction to History	20	
	PIC101	Introduction to Philosophy	20	
	SOC101	Introduction to Sociology and Contemporary Religion	20	
	FIC002	Film and Media Theory	20	
	ENC012	Introduction to Literature	20	
	ENC013	Introduction to Creative Writing	20	
	LGC001	Introduction to English Language and Linguistics	20	
	MLC001	Skills for Language Students	20	
	EBC001	Foundation in TESOL	20	