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

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.
1. Welcome to the course

Welcome to the study of English Language and Literature 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 Language and Literature 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 leaders …………………
You can also contact the Academic Team Lead for ………

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 though 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. Develop skills in understanding the language of literature across a diverse range of texts from distinct historical, social and cultural locations.
2. Develop independent critical thinking and judgement.
3. Develop oral and written skills in communicating ideas in response to the assessment of language and reading and analysis of texts.
4. Encourage creativity and expressiveness in response to linguistics expression, spoken discourse textual reading and critical analyses of texts, including written and spoken forms.
5. Develop an appreciation of the relationship between the language of literary texts and other forms of communication, including new media and digital.
6. Develop knowledge and appreciation of context to the development of language, and the production and analysis of texts.
7. Develop understanding of Literatures in English and their international impact.
8. Provide a programme of study which incorporates key aspects of the nature and use of the English language
9. Equip students with the skills to research and/or analyse written and spoken discourse using frameworks from Linguistics/English Language
10. Provide a foundation for potential further study in English or related disciplines at postgraduate level and/or enhancement of employability.

Learning Outcomes:

A. Knowledge and Understanding

1) Understanding of the major elements in the production of the meaning of texts, including:
   a) creative imagination
   b) the resources, constraints, structures and functions of language
   c) the resources and constraints of relevant cultural contexts
   d) the resources and constraints of ideologies
   e) the resources and constraints of genre
   f) the knowledge and expectations of readers
2) Knowledge, understanding of, and an ability to analyse through, a range of theoretical approaches, appropriate critical terminology, and transformations in theory, in the study of language and literature.
3) Understanding of debates over questions of value and aesthetic qualities in diverse texts in written and spoken frameworks.
4) Understanding of cultural transitions and transformations, and of a wide range of cultural structures.
5) Understanding of the multi-faceted structure of the study of English Language and Literature and its relations to other disciplines and forms of knowledge, which may include digital and new media.

B. Subject-specific skills

To develop skills in:

1) Relating texts in written and spoken frameworks across a range of genres and media, including texts from different periods, and to relate texts to their various cultural contexts.
2) Literacy and communication and the presentation of sustained and persuasive written and oral arguments
3) Developing creativity and sensitivity to language and skills in application of linguistics techniques in the reading and analysis of written and spoken texts.
4) Executing a variety of presentations, essays and projects within the discipline, to achieve clarity of expression and style.
5) Computer Literacy, working with and evaluating electronic resources and digital platforms.

C. Thinking Skills

To develop skills in:

Research, including the ability to gather, sift and organise material independently and critically, and evaluate its significance.
Reflecting on and constructively critiquing personal engagement.
Independent thinking and judgement in critical and creative practice.
Working positively and supportively within groups, recognising and acknowledging a range of valid opinions and attitudes towards language and literature.
Ability to approach language in an analytical and relatively formal way.

D. Other skills relevant to employability and personal development

To develop skills in:
1. Independent learning to achieve a high level of intellectual autonomy.
2. Communicate ideas clearly and fluently through oral, written and digital communications.
3. Competence in information technology to produce appropriate responses and to retrieve information from digital and electronic sources.
4. Co-operative skills, including the ability to engage in critical debate while showing respect for others.
5. Competence in time management, organisation and planning, working to deadlines and managing competing demands.
6. Creative thinking.
   Adapting critical methods of the discipline in a structured and systematic way to other areas of social interaction and work, recognising the practical application of skills acquired through study.

1.2 Course Team
Your Course Leader 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 him or her 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.

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<tr>
<th>NAME</th>
<th>ROLES AND RESPONSIBILITIES</th>
<th>ROOM</th>
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<tbody>
<tr>
<td>Helen Day</td>
<td>Senior Lecturer</td>
<td>HA206</td>
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<tr>
<td></td>
<td>Research Interests: Victorian literature; crossover fiction; cookery books and celebrity chefs.</td>
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<tr>
<td>Robert Duggan</td>
<td>Senior Lecturer</td>
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<tr>
<td></td>
<td>Course Leader BA English Literature (semester one)</td>
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<tr>
<td>Catharine Frances</td>
<td>Senior Lecturer Creative Writing</td>
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<tr>
<td>Will Kaufman</td>
<td>Professor</td>
<td>HA246</td>
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<tr>
<td>Naomi Krüger</td>
<td>Lecturer Creative Writing</td>
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<tr>
<td>Robin Purves</td>
<td>Senior Lecturer</td>
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<td>Alan Rice</td>
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<td>Co-director: Institute of Black Atlantic Research (IBAR)</td>
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<td>Theresa Saxon</td>
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<td>Academic development Lead Humanities and Social Sciences</td>
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<td>Richard Walker</td>
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<td>Janice Wardle</td>
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<td>Pauline Harries</td>
<td>Course Leader BA English Language and Linguistics</td>
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<td>Senior Lecturer</td>
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<tr>
<td>Isabela Fairclough</td>
<td>Senior Lecturer</td>
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<tr>
<td></td>
<td>Research Degrees Tutor</td>
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<tr>
<td>Daniel Bürkle</td>
<td>Lecturer</td>
<td>HA141</td>
<td>6404</td>
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<tr>
<td></td>
<td>Coordinator of the <em>Preston Linguistic Circle</em>.</td>
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<tr>
<td>Vikki Hulse</td>
<td>Lecturer</td>
<td>HA247</td>
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<tr>
<td>Dominik Vajn</td>
<td>Lecturer</td>
<td>HA141</td>
<td>3040</td>
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<tr>
<td>Matthew Davies</td>
<td>Associate Lecturer</td>
<td>HA212</td>
<td>5695</td>
<td>mdavies6</td>
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<tr>
<td>Angela Kilpatrick</td>
<td>Associate Lecturer</td>
<td>HA212</td>
<td>4512</td>
<td>ajkilpatrick</td>
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</table>
1.3 Expertise of staff
English language and literature at UCLan are 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, American literature and culture, theatre and culture, the Renaissance, 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 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, including developing skills in self-awareness, reflection and action planning.

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.

Allen Building
Medicine
Dentistry
telephone: 01772 895566
email: AllenHub@uclan.ac.uk

Harris Building
Lancashire Law School
Humanities and the Social Sciences
Centre for Excellence in Learning and Teaching
telephone: 01772 891996/891997
email: HarrisHub@uclan.ac.uk

Foster Building
Forensic and Applied Sciences
Pharmacy and Biomedical Sciences
Psychology
Physical Sciences
telephone: 01772 891990/891991
email: FosterHub@uclan.ac.uk

Computing and Technology Building
Art, Design and Fashion
Computing
Journalism, Media and Performance
Engineering
telephone: 01772 891994/891995
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 Harris 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 Literature 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 occasion 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.

Prof. Martin Halliwell, Professor of American Studies, University of Leicester

Dr Graeme Macdonald, Associate Professor, University of Warwick

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.

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<th>Your First Year</th>
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<tr>
<td>Semester One</td>
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<tr>
<td>EN1217 Introduction to Renaissance Literature (20 credits)</td>
<td>EN1215 Reading Texts: Literary Theory I (20)</td>
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<td>LG1200 ELSIE (20)</td>
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<td>LG1104 Analysing Texts (20)</td>
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<td>LG1220 Introduction to English Syntax and Phonology (20)</td>
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<td>Elective (20) in either semester</td>
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<th>Your Second Year</th>
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<tr>
<td>EN2904 A World of Difference (20 Credits)</td>
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<td>LG2200 Academic Writing and Graduate Development</td>
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<td>Either/or:</td>
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<tr>
<td>EN2128 Restoration to Revolution: Literary Culture 1660-1789 (20)</td>
<td>EN2129 From Romantics to Decadents: Literary Culture 1789-1900 (20)</td>
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<tr>
<td>EN or LG Option in EITHER semester (20)</td>
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</table>
Elective or EN/LG option (20)

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

Your Third Year

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<th>Semester One</th>
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<td>EITHER EN3992 OR LG3992 Dissertation (40)</td>
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Selection of EN and LG modules to balance your programme.

One EN Module MUST BE EN3005 The Shock of the New: Modern and Contemporary Literature
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 English Literature, we offer options at first year in American Literature and American Culture. In second year, you could take an option in CSI: Lit, American Radical, Fairy Tale, The Graphic Novel and Shakespeare – additionally you can opt to take a creative writing module Creative Writing for Children and Young Adults. In your third year, you can take options in American Texts, Literature and Film, Black Atlantic Writing, Through the Wardrobe: British Children’s Literature and Gothic Literature – and also, creative writing module Otherworlds – Reading and Writing Science Fiction and Fantasy.

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 Literature, you need to complete all compulsory modules. As detailed in section 2.1, Overall Structure, you should complete, in your first year, you take LG1200 ELSIE, LG1104 Analysing Texts, LG1220 Introduction to English Syntax and Phonology, EN1215 Reading Texts: Literary Theory, EN1217 Introduction to Renaissance Literature plus 20 other credits, which can be in Language or Literature – or a twenty credit elective. In your second year, you complete, LG2200 Academic Writing and Graduate Development, EN2904 A World of Difference: Literature & Globalisation, EN2128 Restoration to Revolution: Literary Culture 1660-1789 OR EN2129 Romantics to Decadents: Literary Culture: 1789-1900 plus options in English Language, English Literature/an elective. In your third year, you complete your major project, a Dissertation in any area of language or literature, or both (in any case, your dissertation is double module and worth 40 credits – all other EN and LG modules are worth 20 credits) and EN3005 The Shock of the New: Modern & Contemporary Literature, then you complete your programme with English Language and/or Literature options.
2.3 Progression Information

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.

2.4 Study Time

2.4.1 Weekly timetable

Taught sessions are timetabled for each semester. The timetable at UCLan is online, and your information is available to you from a direct link on your student homepage. You can also access via: https://www.uclan.ac.uk/students/study/timetabling.php

There are occasional changes at the last minute, so it is best to keep your eye on these latest sources of information. A typical week will include a mix of lectures, seminars and workshops, film showings, reading groups and library/resource review sessions. For year one, each module usually includes three hours teaching per week, over fifteen weeks – some of those weeks will be organised through a variety of sessions including assessment guidance and support. For years two and three, scheduling varies, depending on the module. Individual tutors advertise their week-by-week sessions either on the notice-board on the university Blackboard system. Each tutor will provide you with the information you need.

2.4.2 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 Literature 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 the set texts 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 (thanks to the wonders of writers such as Charles Dickens). 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.

2.4.3 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 Expertise of staff in teaching and learning
English language and English literature at UCLan are 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, in both linguistics and literary culture. You can see, from the list of staff interests earlier in this book, the range of teaching and research expertise on offer.

3.2 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 and Literature 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. In general, lecturers do not allow their lectures to be recorded electronically, although there are
exceptions, which should be agreed in advance. 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 literary texts 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.

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. As a literature student, we will often be expected to read a text per week for each module; this is not an unreasonable workload, but it will require you to manage your time effectively. 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 Literature 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, and that you will read complex texts and theories with sensitivity, competence and understanding.

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.

3.3 Study skills
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 you 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](http://www.uclan.ac.uk/students/study/wiser/index.php)

3.4 Learning resources

3.4.1 Learning Information Services (LIS)
Library Resources for English Literature.

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](http://www.jisc.ac.uk/).

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. To get an idea of all the resources available do look at our library subject web page for **Literature**. Here you will also find the contact details for your subject librarian. 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.

3.4.2 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 literature, 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 ELSIE – 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 Literature 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 English Language Literature 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. If you wish to teach English literature at secondary school, for example, we will ensure that you register on the most relevant modules. We would suggest, for example, that if you wanted to go into teaching, you take a module in Shakespeare, as most Postgraduate certificates in Secondary Education stipulate a good knowledge of pre-seventeenth century literature. We also run a
module tailored to maximising your skills development. In LG200 ELSIE, you'll work on a project, applying the skills you are learning throughout your programme. 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
The School Office in the Harris Hub (Room HB120) 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 - 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

4.3 Students' Union One Stop Shop
The Opportunities Centre is the Union's One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.

5. Assessment

5.1 Assessment Strategy
Assessment in English Language and Literature 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 English literature programme is how to assess this plethora of material, some of which could potentially damage your learning.

**Essays** are common on English language and literature 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.

**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:


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.anglia.ac.uk/referencing/harvard.htm](http://libweb.anglia.ac.uk/referencing/harvard.htm)

For English Literature, we have decided to recommend one style for citation and documentation purposes for your course: the MLA (Modern Language Association) Style. This is an easy system which uses parenthetical references rather than end- or footnotes. You also use a “Works Cited” page (which includes all of the sources you have actually used) or “Works Consulted” page (which includes all of the sources you have looked at or used) rather than a bibliography. The Works Cited page includes all the information needed to find the reference, whereas in the body of the essay itself, you cite your sources by author name and page reference.

Listed below are the most common references you’ll use in your essays. Wherever you paraphrase or directly quote, you need to provide the reference. This comes directly after the quotation or paraphrase, and the final full stop comes AFTER not before the parentheses. Quotations are indented only when they are 4 lines or longer, and they are indented only from the left margin, not the right. They are also double spaced, rather than single spaced in MLA (though if you want to single space your intended quotations, your tutors won’t mind).

Here are examples:

In one postmodern text, the sense of construction is apparent then the main character Offred says, “This is a reconstruction. All of it is a reconstruction” (Atwood 144).

Note: you don’t use a P. or put a comma in between the information.

If your Works Cited page has more than one text by Atwood, you need to indicate that in some way in your parenthetical reference. The most common way is to use part of the title, as below:

In one postmodern text, the sense of construction is apparent then the main character Offred says, “This is a reconstruction. All of it is a reconstruction” (Atwood, *Handmaid* 144).
If you use the author’s name in the preceding sentence, you only need to put the page number:

In her most famous postmodern text, *The Handmaid’s Tale*, Atwood writes, “This is a reconstruction. All of it is a reconstruction” (144).

The same principle applies whether it’s a book or a journal article you’re writing about; you provide the minimum information needed to be able to find that source in your Works Cited page. If there are two authors with the surname “Smith” then you call one (J. Smith 55) and the other (F. Smith 465) depending on their first name. If there is no author, then you use part of the title in your reference. Basically, keep it as simple and clutter free as possible.

If you have a very long quotation, roughly one that takes up 4 lines of typed text, you will need to indent that long quotation. In this case, you do not need to use quotation marks (or inverted commas) because the indentation indicates that this is a quotation. This is the only time that end punctuation marks go before rather than after the parenthetical reference, as below:

In Margaret Atwood’s *The Handmaid’s Tale*, the main character muses about the postmodern construction of narrative:

> When I get out of here, if I’m ever able to set this down, in any form, even in the form of one voice to another, it will be a reconstruction then too, at yet another remove. It’s impossible to say a thing exactly the way it was, because what you say can never be exact, you always have to leave something out, there are too many parts, sides, crosscurrents, nuances; too many gestures, which could mean this or that, too many shapes which can never be fully described, too many flavours, in the air or on the tongue, half-colours, too many. (144)

Occasionally, even with a parenthetical system like the MLA, you will wish to use endnotes. These are called “content” or “explanatory” notes, and should be used sparingly. Generally, comments that you can’t fit into the body of your essay should be omitted, unless they provide essential clarification or justification of what you have just written. You may, for example, wish to use them to indicate why you’ve chosen to use one source when another similar, more widely-used source is available, or to direct your reader to other sources which may be of interest, but which are not directly related to your main topic.

**MLA Works Cited Page**

Entries are listed in alphabetical order by author surname. You can separate primary texts (the novels/plays/poems) from secondary texts (articles or books on the primary texts), but this is not strictly necessary. We’ve listed common examples below.

You should use the first “place” listed as a place of publication, *not all of them*. You should use the date of the edition you are using, though it is helpful if you can put in the first date of publication, too (see entry for Berger and Luckmann below). If there is no date, put N.d. If there is no place, put N.p. University presses can be abbreviated to UP.

If you are using a collection of essays, *individual essays need to be cited individually*, with page ranges provided. You can abbreviate the entries slightly in this case (see references to Phelan and Graff below).

In general, works cited references look like this. Please note the correct punctuation:

**Single-authored texts:**
Surname, First name. *Title of Book*. Place of publication: Publisher name, Year.
For two authors:
Surname, First name, and First Name Surname. *Title of Book*. Place of publication: Publisher name, Year.

For more than two authors:
Surname, First name, et al. *Title of Book*. Place of publication: Publisher name, Year.

Editors:
Surname, First name, ed. *Title of Book*. Place of publication: Publisher name, Year.

For more than one book by an author
Cite the books alphabetically, and in the second and subsequent references, replace the author’s name with ---. (as below)
---. *Title of Book*. Place of publication: Publisher name, Year.

For journal or newspaper articles:

In general, an entry looks like this:
Surname, First Name. “Article Title.” *Journal Title* Volume Number: Issue (Year): page range.

Sometimes only a volume number is available. That’s fine; just omit the Issue.

For newspapers, you need to include the date, the section and page numbers.

For films, the entry usually begins with the title, and includes the director, the distributor, and the year of release. You may include other relevant information, such as the name of the writer or performer, between the title and the distributor.


For sound recordings, cite the composer, conductor, or performer first, depending on importance you wish to place on it. Then list the title, the artist, the manufacturer, and the year of issue (or n.d. if the year is unknown). Also indicate the medium, if you are not using a cd. Remember, all of this should be double spaced.


For interviews, begin with the name of the person interviewed. If the interview is published as part of something else, enclose the title in quotation marks; if it is published independently, italicise or underline the title. If it is untitled, just write Interview. If you conducted it, give the name of the person interviewed, the kind of interview (Personal Interview, Telephone Interview), and the date.


For online publications you need to provide the same kind of information as for traditional sources, including, where possible, author, title, source, date, and page numbers. You need to provide the website address and the date you accessed the material (since some web-based information is transient). Make sure you transcribe the web address carefully, as any deviation will make it unreadable.

Use internet resources carefully, ensuring that you make clear that you understand the difference between sites that offer opinion and those that offer peer-reviewed scholarship.

Below you’ll find a list of examples which should cover just about any contingency; included are introductions, prefaces, works by a translator, multi-volume works and other complicated ones. See if you can work out what you need to do from this list, or ask your tutor.

Works Cited


Cox, James M. “Attacks on the Ending and Twain’s Attack on Conscience.” Graff and Phelan 305-312. Print


Other forms of citation:


‘Williamsburg November 17,’ The Maryland Gazette, December 14 1752, Maryland State Archives, web.

‘Uncle Tom at Barnum’s,’ New-York Daily Tribune, November 15, 1853, American Social History Project/Centre for Media and Learning, The Graduate Centre, City University of New York in collaboration with Centre for History and New Media, George Mason University, web, http://chnm.gmu.edu lostmuseum/ lm/266/ accessed 19 January 2009

There may be other resources your encounter – if you are not sure, please check with your tutors.

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.
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 English Literature team – if you have a problem, 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.

<table>
<thead>
<tr>
<th>1. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching Institution and Location of Delivery</td>
<td>University of Central Lancashire</td>
</tr>
<tr>
<td>3. University School/Centre</td>
<td>School of Humanities and Social Sciences</td>
</tr>
<tr>
<td>4. External Accreditation</td>
<td>n/a</td>
</tr>
<tr>
<td>5. Title of Final Award</td>
<td>BA (Hons) English Language and Literature</td>
</tr>
<tr>
<td>6. Modes of Attendance offered</td>
<td>Full and Part time</td>
</tr>
</tbody>
</table>
7. **UCAS Code**
   QQ32 BA/ELL

8. **Relevant Subject Benchmarking Group(s)**
   English and Linguistics

9. **Other external influences**
   n/a

10. **Date of production/revision of this form**
    September 2017

11. **Aims of the Programme**
    To:
    - Develop skills in understanding the language of literature across a diverse range of texts from distinct historical, social and cultural locations.
    - Develop independent critical thinking and judgement.
    - Develop oral and written skills in communicating ideas in response to the assessment of language and reading and analysis of texts.
    - Encourage creativity and expressiveness in response to linguistics expression, spoken discourse textual reading and critical analyses of texts, including written and spoken forms.
    - Develop an appreciation of the relationship between the language of literary texts and other forms of communication, including new media and digital.
    - Develop knowledge and appreciation of context to the development of language, and the production and analysis of texts.
    - Develop understanding of Literatures in English and their international impact.
    - Provide a programme of study which incorporates key aspects of the nature and use of the English language.
    - Equip students with the skills to research and/or analyse written and spoken discourse using frameworks from Linguistics/English Language.
    - Provide a foundation for potential further study in English or related disciplines at postgraduate level and/or enhancement of employability.

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

   **A. Knowledge and Understanding**
   
   A1. Understanding of the major elements in the production of the meaning of texts, including:
       - intellectual skill
         - creative imagination
         - the resources, constraints, structures and functions of language
         - the resources and constraints of relevant cultural contexts
         - the resources and constraints of ideologies
         - the resources and constraints of genre
         - the knowledge and expectations of readers
   
   A2. Knowledge, understanding of, and an ability to analyse through, a range of theoretical approaches, appropriate critical terminology, and transformations in theory, in the study of language and literature.

   A3. Understanding of debates over questions of value and aesthetic qualities in diverse texts in written and spoken frameworks.
A4. Understanding of cultural transitions and transformations, and of a wide range of cultural structures.
A5. Understanding of the multi-faceted structure of the study of English Language and Literature and its relations to other disciplines and forms of knowledge, which may include digital and new media.

**Teaching and Learning Methods**
Various combinations of lectures, seminar discussions, workshops and tutorials, and through the intellectual activity of producing coursework assignments, including seminar papers and informal presentations which assist group learning.

**Assessment methods**
Unseen written examinations, essays*, oral presentations (individual or group), a dissertation conference and dissertation.

*The term ‘essay’ is a convenient term for a range of written assignments, which may take such forms as workbooks, reviews, creative assignments, reflective statements, reports and feedback diaries, as well as the traditional essay.

**B. Subject-specific skills**
B1. Relating texts in written and spoken frameworks across a range of genres and media, including texts from different periods, and to relate texts to their various cultural contexts.
B2. Literacy and communication and the presentation of sustained and persuasive written and oral arguments
B3. Developing creativity and sensitivity to language and skills in application of linguistics techniques in the reading and analysis of written and spoken texts.
B4. Executing a variety of presentations, essays and projects within the discipline, to achieve clarity of expression and style.
B5. Computer Literacy, working with and evaluating electronic resources and digital platforms.

**Teaching and Learning Methods**
Various combinations of lectures, seminar discussions, workshops and tutorials, presentations, a dissertation conference, and through the intellectual activity of producing coursework assignments, including seminar papers and informal presentations which assist group learning.

**Assessment methods**
Unseen written examinations, essays*, oral presentations (individual or group), a dissertation conference and a dissertation.

*The term ‘essay’ is a convenient term for a range of written assignments, which may take such forms as workbooks, reviews, creative assignments, reflective statements, reports and feedback diaries, as well as the traditional essay.

**C. Thinking Skills**
C1. Research, including the ability to gather, sift and organise material independently and critically, and evaluate its significance.
C2. Reflecting on and constructively critiquing personal engagement.
C3. Independent thinking and judgement in critical and creative practice.
C4. Working positively and supportively within groups, recognising and acknowledging a range of valid opinions and attitudes towards language and literature.
C5. Ability to approach language in an analytical and relatively formal way.
Teaching and Learning Methods

Various combinations of lectures, seminar discussions, workshops and tutorials, presentations, a dissertation conference, and through the intellectual activity of producing coursework assignments, including seminar papers and informal presentations which assist group learning.

Assessment methods

Unseen written examinations, essays*, oral presentations (individual or group), and a dissertation.

*The term ‘essay’ is a convenient term for a range of written assignments, which may take such forms as workbooks, reviews, creative assignments, reflective statements, reports and feedback diaries, as well as the traditional essay.

D. Other skills relevant to employability and personal development

D1. Independent learning to achieve a high level of intellectual autonomy.
D2. Communicate ideas clearly and fluently through oral, written and digital communications.
D3. Competence in information technology to produce appropriate responses and to retrieve information from digital and electronic sources.
D3. Co-operative skills, including the ability to engage in critical debate while showing respect for others.
D4. Competence in time management, organisation and planning, working to deadlines and managing competing demands.
D5. Creative thinking.
D6. Adapting critical methods of the discipline in a structured and systematic way to other areas of social interaction and work.

Teaching and Learning Methods

Various combinations of lectures, seminar discussions, workshops and tutorials, presentations, a dissertation conference, and through the intellectual activity of producing coursework assignments, including seminar papers and informal presentations which assist group learning.

Assessment methods

Unseen written examinations, essays*, oral presentations (individual or group), and a dissertation.

*The term ‘essay’ is a convenient term for a range of written assignments, which may take such forms as workbooks, reviews, creative assignments, reflective statements, reports and feedback diaries, as well as the traditional essay.

13. Programme Structures

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
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<td>Literature Dissertation</td>
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14. Awards and Credits*

Bachelor Honours Degree English Language and Literature
| Comp Options: | Or          | English Language/Linguistics Dissertation  | 40 |
|              | EN3005     | The Shock of the New: Modern and Contemporary Literature | 20 |
|              | EN3013     | British Children’s Literature Nineteenth-Century Gothic Literature | 20 |
|              | EN3025     | Literature and Film Student Independent Study | 20 |
|              | EN3028     | American Texts | 20 |
|              | EN3083     | Black Atlantic Writing | 20 |
|              | EN3008     | Otherworlds: Reading and Writing Science Fiction and Fantasy | 20 |
|              | CW3905     | Advanced Pragmatics | 20 |
|              | LG 3104    | Language & Power | 20 |
|              | LG 3112    | Forensic Linguistics | 20 |
|              | LG 3131    | Discourse and Argumentation | 20 |
|              | LG 3114    | Clinical Linguistics and Language Pathology | 20 |
|              | LG 3117    | English Phonology | 20 |
|              | LG 3220    | English Syntax | 20 |
|              | LG 3222    | Contrastive Linguistics | 20 |
|              | LG 3233    | English in Education | 20 |
|              | LG 3236    | Student-Initiated Module | 20 |
|              | LG 3983    | Option/Elective providing Work Experience: | 20 |
|              | VO3002     | Leading a Community Project | 20 |
|              | FR3061     | Options/Electives providing International Experience: | 20 |
|              | GM3105     | French Language | 20 |
|              | SH3002     | German Language | 20 |
|              |             | Spanish Language | 20 |

**Level 5 Comp**

| Options: | EN2904 | A World Of Difference: Literature and Globalisation Academic Writing and Graduate Development | 20 |
|          | LG2200  | 20 |
|          | EITHER  | Restoration to Revolution: Literary Culture 1660-1789 | 20 |
|          | EN2128  | OR From Romantics to Decadents: Literary Culture 1789-1900 | 20 |
|          | EN2129  | Shakespeare | 20 |

**HE Diploma English Language and Literature**

Requires 240 credits including a minimum of 100 at Level 5 or above
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|        | EN1215 | EN1217 | LG1200 | LG1220 | LG1104 | VO1001 |^
|        | Reading Texts: Literary Theory | Introduction to Renaissance Literature |ELSIE | Introduction to English Syntax and Phonology | Analysing Texts | 20 |
|        | Free choice elective which may include an American Literature, Creative Writing or language module (such as LG1102, LG1103) | | | | |^
|        | OR | An option/Elective providing | Work Experience | 20 |
|        | VO1006 | VO1008 | VO1009 | | | |^
<p>|        | Citizenship and Cohesive Communities | Volunteering and Community Action | Peer Led Outreach Education | 20 |
|        | OR | An Option/Elective providing | International Experience: | 20 |
|        | AL1101 | AL1102 | AL1103 | AL1104 | AL1106 | AL1109 | AL1036 |
|        | Beginners' French Language and Culture | Beginners' German Language and Culture | Beginners' Spanish Language and Culture | Beginners' Italian Language and Culture | Beginners' Chinese Language and Culture | Beginners' Japanese Language and Culture | Beginners' Russian Language and Culture |
|        | OR | Beginners' Arabic Language and Culture | Beginners' Turkish Language and Culture | Beginners' Polish Language and Culture | | | 20 |
|        | VO1002 | VO1003 | VO1004 | VO1005 | VO1007 | VO1008 | VO1009 |
|        | | | | | | | |
|        | 20 | 20 | 20 | 20 | 20 | 20 | 20 |
|        | HE Certificate | Requires 120 credits at Level 4 or above | | | | |</p>
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<td></td>
<td>Beginners’ Thai Language and Culture</td>
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15. Personal Development Planning

In English Language and Linguistics, PDP provision will be provided explicitly the English Language Workshop LG1200 and LG2200. In addition, PDP is embedded in other LG modules across the programme. In English literature, 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.

Personal Development Planning is introduced in Induction week when students have their first meetings with their Personal Tutor. Further meetings are scheduled throughout the year. In addition the Course Team supports students in reflecting on their learning, performance and achievement, and in their personal, educational and career development. Students are required to undertake an assessed group presentations on specific topics in several of their core modules which provides them with one opportunity to focus on the development of key developmental and employability skills in the first year. The following employability and key skills are addressed in year one and throughout the programme:

<table>
<thead>
<tr>
<th>Cognitive</th>
<th>Practical</th>
<th>Personal</th>
<th>Social</th>
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</thead>
<tbody>
<tr>
<td>Conceptual, interpretative, analytical, critical, synthetic, expository, rhetorical skills</td>
<td>Skills of information retrieval from printed and electronic sources, orderly presentation of knowledge and ideas</td>
<td>Independence, self-motivation and self-direction, time management and organisation, resourcefulness</td>
<td>Co-operation with others; courteous management of disagreement; communication to individuals and groups; cultural awareness</td>
</tr>
</tbody>
</table>

At Stage Two Personal Development Planning is embedded in the English Literature modules and supported in Personal Tutor meetings which will continue to address the areas identified above. We have also developed a core module at Stage Two in Comparative Literature, which develops cultural sensitivity and understanding of literary and cultural practices across a range of nations and cultures. Personal Development Planning is also embedded in English language and Literature core and option modules, which feature a range of developmental assessment strategies, and supported in Personal Tutor meetings which will continue to address the areas identified above.

At stage three students undertake a dissertation/project, which can be structured traditionally, or follow a project-based pathway. In all formats, the dissertation enables students to develop, to a high standard, personal responsibility and autonomy, time management, project planning and execution, an ability to negotiate constructive criticism and self-reflexivity.

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 or above including Maths and English.
Specific entry requirements for this course are:
GCE ‘A’ Level: 280-320 points including at least B in English Literature, or English Language/Literature or a cognate subject.

Or

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

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

In addition, candidates should normally have GCSE English at grade C or above, or equivalent. Students whose first language is not English are required to have an IELTS score of 7.0 overall with 7.0 on all subscores.

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

17. Key sources of information about the programme

- Factsheet
- School of Language, Literature and International Studies Website
- Admissions Tutor
### 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

<table>
<thead>
<tr>
<th>Programme Learning Outcomes</th>
<th>Knowledge and understanding</th>
<th>Subject-specific Skills</th>
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<td>EN3008 Black Atlantic Writings</td>
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<td>EN3013 British Children’s Literature</td>
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<td>✓</td>
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<td>EN3025 Nineteenth-Century Gothic Literature</td>
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<td>EN3028 Literature and Film</td>
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18. **Curriculum Skills Map**

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## Curriculum Skills Map

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18. Curriculum Skills Map

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# Curriculum Skills Map

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<tr>
<th>Course Code</th>
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<th>Other skills relevant to employability and personal development</th>
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## 18. Curriculum Skills Map

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<th>Course Title</th>
<th>Thinking Skills</th>
<th>Other skills relevant to employability and personal development</th>
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<td>C1, C2, C3, C4, C5, C6, C7</td>
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<td>From Romantics to Decadents: Literary Culture 1789-1900</td>
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<td>C1, C2, C3, C4, C5, C6, C7</td>
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<td>EN2902</td>
<td>Shakespeare</td>
<td>O</td>
<td>C1, C2, C3, C4, C5, C6, C7</td>
</tr>
<tr>
<td>EN2406</td>
<td>The Graphic Novel</td>
<td>O</td>
<td>C1, C2, C3, C4, C5, C6, C7</td>
</tr>
</tbody>
</table>
## Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

<table>
<thead>
<tr>
<th>Programme Learning Outcomes</th>
<th>Thinking Skills</th>
<th>Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C1</td>
<td>C2</td>
</tr>
<tr>
<td>LG 2103 Sociolinguistics</td>
<td>C</td>
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</tr>
<tr>
<td>LG 2104 Semantics and Pragmatics</td>
<td>O</td>
<td>✓</td>
</tr>
<tr>
<td>LG 2112 Framing the News</td>
<td>O</td>
<td>✓</td>
</tr>
<tr>
<td>LG 2116 English Morphology</td>
<td>O</td>
<td>✓</td>
</tr>
<tr>
<td>LG 2117 Language, Mind and Brain</td>
<td>O</td>
<td>✓</td>
</tr>
<tr>
<td>LG 2118 Language and Literature</td>
<td>O</td>
<td>✓</td>
</tr>
<tr>
<td>LG 2206 History of English</td>
<td>O</td>
<td>✓</td>
</tr>
<tr>
<td>LG 2210 Corpus Linguistics</td>
<td>O</td>
<td>✓</td>
</tr>
<tr>
<td>LG 2220 English Accents and Dialects</td>
<td>O</td>
<td>✓</td>
</tr>
<tr>
<td>LG 2222 Foundations of English Grammar</td>
<td>O</td>
<td>✓</td>
</tr>
</tbody>
</table>
### 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

<table>
<thead>
<tr>
<th>Programme Learning Outcomes</th>
<th>Thinking Skills</th>
<th>Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C1</td>
<td>C2</td>
</tr>
<tr>
<td>EN1215 Reading Texts: Literary Theory</td>
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<td>✓</td>
</tr>
<tr>
<td>EN1217 Introduction to Renaissance Literature</td>
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<td>✓</td>
</tr>
<tr>
<td>LG1200 ELSIE</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>LG1220 Introduction to English Syntax and Phonology</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>LG1104 Analysing Texts</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
# 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*

<table>
<thead>
<tr>
<th>13. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Teaching Institution and Location of Delivery</td>
<td>Main Campus</td>
</tr>
<tr>
<td>15. University School/Centre</td>
<td>School of Humanities</td>
</tr>
<tr>
<td>16. External Accreditation</td>
<td>N/A</td>
</tr>
<tr>
<td>17. Title of Final Award</td>
<td>BA (Hons) English Language, Literature and Creative Writing (Foundation Entry) – non award-bearing programme: first stage of 4 year degree course</td>
</tr>
<tr>
<td>18. Modes of Attendance offered</td>
<td>Full-time</td>
</tr>
<tr>
<td>19. UCAS Code</td>
<td>TBC</td>
</tr>
<tr>
<td>20. Relevant Subject Benchmarking Group(s)</td>
<td>N/A</td>
</tr>
<tr>
<td>21. Other external influences</td>
<td>N/A</td>
</tr>
<tr>
<td>22. Date of production/revision of this form</td>
<td>March 2015</td>
</tr>
</tbody>
</table>

### 23. Aims of the Programme

- To provide the opportunity to enter Higher Education to learners who are motivated to do so, but have not so far achieved a level of qualification sufficient for confident progression to level 4 study.
- To provide the opportunity to enter Higher Education to groups traditionally under-represented in UK higher education.
- To provide the opportunity to enter Higher Education for those adults who have not had the opportunity to progress through formal education.
- To introduce learners to a range of generic study skills related to learning formally and independently in higher education.
- To enable students to develop general knowledge, skills and experience to support their contribution to society, employability and life-long learning.
- To provide a structured and supported process for students to reflect upon their own learning, performance and achievement to plan for their personal educational and career development.
- To introduce learners to subject and career pathways, and subject-specific skills, in order to enable them to make informed decisions about their programme of study at level 4 and beyond.

### 24. Learning Outcomes, Teaching, Learning and Assessment Methods

#### A. Knowledge and Understanding
### A. General skills
At the end of the programme, students will be able to demonstrate knowledge and understanding of the following.

A 1. The structure of English language/linguistics, literary production and the creative endeavour and their opportunities and challenges.
A 2. The attributes and knowledge required to embark on degree study and beyond.
A 4. Personal strengths and weaknesses as learners.

**Teaching and Learning Methods**
- Lectures and seminars
- Directed study of textbooks and online resources
- Tutorial groups
- Self-directed study
- Class discussion
- Workshops

**Assessment methods**
- Project/portfolio work
- Essay planning and essay writing
- Presentations
- On-line tests
- Reflective log

### B. Subject-specific skills
At the end of the programme the students will be able to do the following.

B1. Demonstrate a basic understanding and knowledge of the nature and scope of one or more subjects in the area of English Language and Linguistics, Literature and Creative Writing.
B2. Demonstrate an ability to engage with the challenges of one or more subjects, sufficient to progress to study at level 4 of an honours degree.

**Teaching and Learning Methods**
- Lectures and seminars
- Workshops
- Tutorials
- Class debate
- Presentations
- Groupwork

**Assessment methods**
- Essay
- Portfolio
- Presentation

### C. Thinking Skills
At the end of the programme the students will be able to do the following.

C1. Demonstrate an understanding of, and critical engagement with, a variety of primary and secondary sources.
C2. Evaluate the appropriateness of different approaches to solving problems related to their work as students.
C3. Communicate the results of their study/work accurately and reliably in writing, with structured and coherent arguments.
C4. Demonstrate basic skills of independent learning and research, including the ability to identify, and evaluate relevant primary and secondary source materials.
C5. Demonstrate reflective decision making in planning for the next stage of their degree course.

**Teaching and Learning Methods**
- Seminars and tutorials
- Direct and hands-on approach to source material, including e-sources
- In class tasks and group work
- Problem-based exercises

**Assessment methods**
- Presentations
- Reflective journal
- PDP portfolio & tasks
D. Other skills relevant to employability and personal development

At the end of the programme the students will be able to do the following.

D1. Work independently, or with limited guidance, where appropriate
D2. Make personal, educational and career action plans to support future development
D3. Demonstrate basic transferable skills necessary for employability and personal development

Teaching and Learning Methods

- Seminars and tutorials
- In class tasks and group work
- Problem-based exercises
- On-line tasks

Assessment methods

- Presentations
- Reflective journal
- PDP portfolio & tasks
- Essay and essay plan
- Personal statement
- Research project
- On-line testing
<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
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<tbody>
<tr>
<td>HUC110 Compulsory</td>
<td>ESSENTIAL STUDY SKILLS FOR HIGHER EDUCATION</td>
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<tr>
<td>HUC111 Compulsory</td>
<td>DEVELOPING ACADEMIC KNOWLEDGE</td>
<td>20</td>
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<tr>
<td>LGC001 Compulsory</td>
<td>INTRODUCTION TO ENGLISH LANGUAGE AND LINGUISTICS</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>ENC012 Compulsory</td>
<td>INTRODUCTION TO LITERATURE</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>ENC013 Compulsory</td>
<td>INTRODUCTION TO CREATIVE WRITING</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>MLC001 option</td>
<td>SKILLS FOR LANGUAGE STUDENTS</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>EBC001 option</td>
<td>FOUNDATION IN TESOL</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>ENC011 Option</td>
<td>EXTENDED COURSE ESSAY</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>
15. Personal Development Planning

Students will be encouraged to:

- develop skills of reflection on their academic, personal and professional development
- increase self-awareness of their own skills, qualities, attitudes and capabilities
- improve their own learning and performance
- identify strengths, weaknesses and needs and direction for change
- set goals and plan action for developing, monitoring and reviewing their own progress
- compile their own records of learning experiences and achievement
- plan realistically for their career progression and manage their own career development and lifelong learning

and will be encouraged to utilise and transfer these skills across the programme and in future study and career progression.

Students are divided into Personal Tutor groups and will meet on a regular basis. This enables a structured tutorial programme to be coupled with ample opportunities for pastoral support as students make the transition to higher education.

16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University’s website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.

5 GCSEs (A-C including English Language and Maths) or equivalent and 160 points UCAS points from cognate subjects.

We will also consider applications from students who have not had the standard opportunity to study at Level 3, or mature students who have had significant time out of formal education. Students must be able to demonstrate competence in English Language to GCSE grade C level or its equivalent. Those that do not hold a qualification at this level or provide documentary evidence prior to entry will be expected to undertake an English assessment at the interview stage.

Those who are successful at the application stage will be interviewed by the Course Leader to assess the applicant’s ability to benefit from the programme.

The English entry requirement for International or non UK students is an IELTs score of 6.5. Applicants who do not have this qualification will need to pass a UCLAN test in the UK and have a spoken interview before an offer is made.

Motivation, commitment and enthusiasm are also expected for entry on to the programme.

17. Key sources of information about the programme

- UCLan website: http://www.uclan.ac.uk/study_here/undergraduate_study.php
- The Course Handbook
- The UCAS website: http://www.ucas.ac.uk/
<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Programme Learning Outcomes</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Knowledge and understanding</td>
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<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

18. Curriculum Skills Map
<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Code</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENC013</td>
<td>INTRODUCTION TO CREATIVE WRITING</td>
<td>COMP</td>
<td>✓</td>
</tr>
<tr>
<td>MLC001</td>
<td>SKILLS FOR LANGUAGE STUDENTS</td>
<td>O</td>
<td>✓</td>
</tr>
<tr>
<td>option</td>
<td>FOUNDATION IN TESOL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
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</tr>
<tr>
<td>EBC001</td>
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<td>√</td>
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</tr>
<tr>
<td>ENC011</td>
<td>EXTENDED COURSE ESSAY</td>
<td>O</td>
<td>√</td>
</tr>
</tbody>
</table>
Please read this Handbook in conjunction with your Course Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean/Head of School. This applies to the materials in their entirety and to any part of the materials.

This Handbook is produced centrally and locked for editing. Partner institutions only are given permission to contextualise the Handbook.
UCLan Mission statement
We create positive change in our students, staff, business partners and wider communities, enabling them to develop their full potential by providing excellent higher education, innovation and research.

UCLan Values
- The pursuit of excellence in all that we do.
- Equality of opportunity for all, supporting the rights and freedoms of our diverse community.
- The advancement and protection of knowledge, freedom of speech and enquiry.
- Supporting the health, safety and wellbeing of all.

Student Charter
The Student Charter has been developed by the University and the Students’ Union so that students gain the maximum from their UCLan experience. It is a two-way commitment or ‘contract’ between the University and each individual student. It acts as a means of establishing in black and white what students can expect from the University and the Union in terms of support, and in return what we expect from our students. Read the full Student Charter

Supporting Diversity at UCLan
UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination on various grounds including race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to
- experience "an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported."
- contribute to creating a positive environment where discriminatory practices and discrimination no longer happen.

Please review the UCLan Equality and Diversity Policy for further information.
1. Welcome and Introduction to the University
   The University of Central Lancashire (UCLan) welcomes you and hopes that you will enjoy studying at UCLan and that you will find your course both interesting and rewarding. This Handbook provides you with generic University level information and the Course Handbook provides specific information about your programme of study.

1.1 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 as unread.

1.2 External Examiner
   The University has appointed an External Examiner 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. 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. Details of the External Examiner associated with your course can be found in your Course Handbook.

1.3 Expected hours of study
   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. Please note however that this may vary depending on your particular course and programme of study. You should therefore check your Course Handbook or contact a member of staff within the relevant School.

1.4 Attendance Requirements
   Student attendance at timetabled learning activities of courses and modules is required. Notification of illness or exceptional requests for leave of absence must be made as detailed in the Course Handbook. Individual modules and/or courses may incorporate a specific attendance requirement as part of the assessment criteria for successful completion of a module.

   Students with continuous unauthorised absence may be deemed to have withdrawn from the course. The date of withdrawal will be recorded as the last day of attendance. You may request a review of this decision if you have grounds in line with the Academic Appeals Procedure. Tuition fees will be charged in accordance with Appendix 2 of our Tuition Fee Policy.

   You must swipe in using your student card. Each time you are asked to enter your details on the Student Attendance Monitoring system (SAM) you must remember that the University has a responsibility to keep information up to date. You must only enter your own details on the system as to enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries, such as scanning but not attending, can be disciplined under the Regulations for the Conduct of Students.
1.5 Data Protection
All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These purposes are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University’s policy on the use and disclosure of personal information, please see the University’s Data Protection Policy and Privacy Notice, or contact the Information Governance Officer, Office of the University Secretary and Legal Officer, University of Central Lancashire, Preston, PR1 2HE or email DPFOIA@uclan.ac.uk.

2. Learning resources

2.1 Learning Information Services (LIS)
Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

You can find the link to the Library Opening Hours here: http://www.uclan.ac.uk/students/study/library/opening_hours.php

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

3. 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 employability learning integrated into it. This is not extra to your degree, but an important part of it.

Your course will take you on a journey of development that will help you to map your personal story of your time at university.

You will be encouraged to record your learning journey so that you can demonstrate all the work-related skills you have developed, both before and during your time at UCLan. This will help you to show future employers just how valuable your degree is and the employability skills you have acquired.

- You will be given the opportunity to explore your identity, your strengths and areas for development, your values and what you want to get out of life.
- You will be able to investigate a range of options, including jobs and work experience, postgraduate study and self-employment.
- We will support you to enable you to successfully tackle the recruitment process and to develop your enterprise skills.

UCLan Careers offers a range of support for you including:-

- One to one career and employability advice and guidance appointments.
• Advice on finding graduate jobs, including how to improve your CV with work placements, internships, voluntary opportunities and part-time employment.
• Workshops, seminars, and events to enhance your learning and develop your skills.
• Employer presentations and events, to give you the chance to network with potential employers and find out from them what they are looking for.

The UCLan careers portal careerEDGE contains all the information and resources you will need to help navigate your way to a successful career, including access to hundreds of graduate vacancies, placements and part-time jobs.

We are based in the entrance to Foster building and are open from 09:00-17:00, Monday to Thursday, 9:00-16:00 on Fridays. Come to see us to arrange your guidance appointment, have your CV and cover letter checked, get help in applying for a job or just to find out more about our full range of services. It’s your future: take charge of it!

UCLan Careers | Foster Building | University of Central Lancashire, Preston PR1 2HE
01772 895858
careers@uclan.ac.uk
www.uclan.ac.uk/careers

4. Student support, guidance and conduct

4.1 Student Support
“Got a Problem to Sort? Come to us for Support”.

The <i> is your first point of call for all enquiries, help and advice. We provide guidance to all UCLan students whatever the query may be. We offer advice on:

• Bank and Confirmation of Study Letters
• Council Tax Exemption Certificates
• International Student Support
• Library Services and Support
• Printing and Printer Credit
• Student Financial Support
• UCLan Cards
• UCLan Financial Bursary (1st year students only)
• Student Support and Wellbeing (including Disability)

and much more.

We are based on the ground floor of the UCLan Library and open 7 days a week most of the year. Our friendly and approachable team will do their best to ensure your query is answered. Come and have a chat with us if you have a query on any aspect of student life and study.
http://www.uclan.ac.uk/students/study/library/the_i.php

If you are struggling financially or have financial concerns which may prevent you from continuing on your course, you are advised to seek advice from the University’s Finance Support Team, based in the <i>, or in the Advice and Representation Centre at the Students’ Union.
If you are finding the course challenging or cannot complete independent study and assessments on time you should consult your Academic Advisor.

4.2 Students with disabilities
You are strongly encouraged to declare your disability on your application form when you apply to study at UCLan. If you have declared this Disability Services will be in contact with you to advise you about reasonable adjustments which may be appropriate in the circumstances. You can also tell any member of staff at the University, who will ask you to sign a disability disclosure form, to let the Disability Service know that you have a disability and agree to share this information with them. Disability Services will then get in touch with you to discuss your available options. Following this you will be assigned a Disability Adviser whom you can contact should you need any further help or assistance. https://www.uclan.ac.uk/students/health/disability_services.php

4.3 Assessment arrangements for students with a disability
Arrangements are made for students who have a disability/specific learning difficulty for which valid supporting evidence can be made available. Contact your Disability Adviser for advice and information, disability@uclan.ac.uk

4.4 Health and Safety
As a student of the University you share responsibility for the safety of yourself and for that of others around you. You must understand and follow all the regulations and safety codes necessary for a safe campus environment. Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

Safety assessments have been undertaken for each module of your course and you will be advised of all applicable safety codes and any specific safety issues during the induction to your course and modules. You must ensure that you understand and apply all necessary safety codes. These form an essential element of your personal development and contribute to the safety of others.

4.5 Conduct
You will be expected to abide by the Regulations for the Conduct of Students in the University. UCLan expects you to behave in a respectful manner towards all members of the University at all times demonstrated by using appropriate language in class, switching mobile phones / other devices off prior to attending classes, and also in your use of any social networking sites.

If your behaviour is considered to be unacceptable, any member of staff is able to issue an informal oral warning and the University will support staff by invoking formal procedures where necessary. You can read more about UCLan expectations in the Regulations for the Conduct of Students.
5. Students’ Union

The Students’ Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students’ Council. The Students’ Union building is located at the heart of the Preston campus, and is the hub for all student activities.

Representation and campaigning for students’ rights is at the core of what the Students’ Union does and is encompassed by its tag line of *Making Life Better for Students*. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Students’ Union is where your voice can be heard, actions taken, or campaigns launched.

Your Students’ Union is also the home to a fantastic range of student-led *societies, sports teams* and multitudes of volunteering opportunities. You can also receive help in finding part-time work whilst you study. Not sure where to go? Pop into the *Opportunities Centre* on the ground floor of the Students’ Union building and someone will point you in the right direction.

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then the Student Union’s dedicated staff team in the *Advice and Representation Centre* are on hand to help and offer impartial advice.

More information on all these things, as well as details about all the Student Union’s (not-for-profit) commercial services, including its student supermarket (Essentials) and student-bar (Source) can be found at [www.uclansu.co.uk](http://www.uclansu.co.uk)

6. Rationale, aims and learning outcomes of the course

6.1 You will find information specific to your chosen course of study in your Course Handbook, in the form of a ‘programme specification’. As defined by the QAA (Quality Assurance Agency) - the regulatory body responsible for overseeing quality compliance in the Higher Education Sector - a programme specification is a concise description of the intended learning outcomes of an HE programme. It is the means by which the outcomes are achieved and demonstrated. In general, modules or other units of study have stated outcomes, often set out in handbooks provided by institutions to inform student choice. These intended learning outcomes relate directly to the curriculum, study and assessment methods and criteria used to assess performance. Programme specifications can show how modules can be combined into whole qualifications. However, a programme specification is not simply an aggregation of module outcomes; it relates to the learning and attributes developed by the programme as a whole and which, in general, are typically in HE more than the sum of the parts.

6.2 Sometimes certain aspects of courses may be subject to change. Applicants are encouraged to check information on our relevant course pages from time to time, particularly before submitting any application for their academic year of study. Material changes about a
course will be notified to you in material produced after the change is made and at the time you are made any offer of a place of study for that course. For details about changes to course information after you have accepted any offer, please see our Additional Information and Conditions of Offer

7. Assessment
Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances have been expressly agreed by the University to allow you to defer your assessment.

7.1 Dealing with difficulties in meeting assessment deadlines
Assignments must be submitted no later than the time and date on your assignment instructions / brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity. An academic staff member, such as your Academic Advisor or Module or Course Leader, will be able to provide advice to you on how to do this. Extenuating Circumstances are defined as unforeseen, unpreventable circumstances that significantly disrupt student performance in assessment. Where students have a temporary unexpected circumstance that means that they are unable to complete a particular assignment on time the student may apply for an extension of up to ten working days.

7.2 Extensions
Authorisation of the late submission of work requires written permission. Your School is authorised to give permission for one extension period of between 1 and 10 working days where appropriate evidence of good reason has been accepted and where submission within this timescale would be reasonable taking into account your circumstances. Requests for extensions should be made prior to the submission date as extensions cannot be given Retrospectively (Academic Regulations).

You should complete and submit an extension request form, with any supporting evidence, to your CAS Hub. Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extensions.php

We aim to let you know if the extension has been granted within 1 working day of the receipt of the request.

If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University’s Policies and Procedures on Extenuating Circumstances (Academic Regulations and Assessment Handbook).

7.3 Extenuating circumstances
Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their studies than can be solved by the use of an extension. If this applies to you, the University is ready
to support you, with both your course and your personal wellbeing, through a process called Extenuating Circumstances (see Academic Regulations and Assessment Handbook)

You can apply for Extenuating Circumstances online via myUCLan. You must apply no later than 3 days after any examination or assessment submission date. Do not wait until you receive your assessment results to submit a claim. It is in your own interests to submit the claim as soon as possible.

You will be expected to re-submit claims for extenuating circumstances for each semester in which they apply. All evidence provided relating to extenuating circumstances will be treated in a sensitive and confidential manner. Supporting evidence will not be kept for longer than is necessary and will be destroyed shortly after the end of the current academic year.

Further information about the submission process

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances. N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances (Academic Regulations and Assessment Handbook).

7.4 Late submissions
If you submit work late without authorisation, a universal penalty will be applied in relation to your work:
• If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.
• Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
• Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.
You may apply to appeal this decision in accordance with the University’s Academic Regulations.

7.5 Feedback Following Assessments
UCLan is committed to giving you clear, legible and informative feedback for all your assessments (Academic Regulations). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress though the course.

For courses (except distance learning):
You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 15 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 15 days of publication of results. Generic feedback may be oral, written, posted on a website or other.

For distance learning courses:
You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 20 working days of the scheduled
submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 20 days of publication of results. Generic feedback may be oral, written, posted on a website or other.

7.6 Unfair Means to Enhance Performance
The University regards any use of unfair means in an attempt to enhance performance or to influence the standard of award obtained as a serious academic and/or disciplinary offence. Such offences can include, without limitation, cheating, plagiarism, collusion and re-presentation (‘unfair means’).

You are required to sign a declaration indicating that individual work submitted for assessment is your own and will be able to view your Originality Report following e-submission of assessed work.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the Academic Regulations and the Assessment Handbook.

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the Assessment Handbook.
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student’s work - this includes with the other student’s consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another’s answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
- Re-presentation is an attempt to gain credit twice for the same piece of work.

The process of investigation and penalties which will be applied can be reviewed in the Assessment Handbook. If an allegation is found to be proven then the appropriate penalty will be implemented as set out below:

In the case of a single offence of unfair means in an undergraduate or postgraduate assessment:
- the appropriate penalty will be 0% for the element of assessment, and an overall fail for the module (whether or not the resulting numeric average mark is above or below the minimum pass mark). The affected element of the assessment must be resubmitted to the required standard. The mark for the module following resubmission will be restricted to the minimum pass mark. Where unfair means is detected for the first time on a reassessment for an already failed module, no further reassessment for the module will be permitted, and the appropriate fail grade will be awarded.
In the event of a repeat offence of unfair means (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

7.7 Appeals against assessment board decisions

If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University Academic Regulations: Section I. You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:

1. that an Assessment Board has given insufficient weight to extenuating circumstances;
2. that the student’s academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known to the Assessment Board;
3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred; that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations (this fourth ground will not be relevant to an appeal against a decision relating to an interruption or discontinuance of study. Such an appeal should be based on one or more of the three grounds above.

If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

8. Student voice

You can play an important part in the process of improving the quality of your course through the feedback you give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for you to feed back about your experience of teaching and learning which are outlined below. Where appropriate, we aim to respond to your feedback and let you know of our plans for improvement.

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 at levels 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.

8.1 Course Representatives and School Presidents
A course representative is a student who represents their fellow students’ views and opinions to the course team, school, university and students’ union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the University. It enables students to have ownership of their student experience, to voice their opinions and to share positive practice with the course team, primarily at the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect, being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the Students’ Union website or by emailing: coursereps@uclan.ac.uk.

School Presidents are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who your School President is or more about the role visit the Students’ Union website or email: coursereps@uclan.ac.uk.

8.2 Student Staff Liaison Committee Meetings (SSLC)
The purpose of a SSLC meeting is to improve courses, to have an open discussion and respect each other’s views, to share good practice where identified, to provide opportunity for students to feedback to staff about their course and student experience, to regularly review the course to improve its development, and to jointly work together to action plan against issues raised.

There will normally be one meeting per semester which will last no more than 2 hours. Your School President will Chair the meetings with an academic co-Chair, using guidelines and will provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. A standard agenda and action grid template will be
used. Course representatives will gather feedback from students and communicate this to the School President in advance of the meetings.

8.3 Complaints
The University recognises that there may be occasions when you have cause for complaint about the service you have received. When this happens, the University’s Student Complaints Procedure is intended to provide an accessible, fair and straightforward system which ensures an effective, prompt and appropriate response. Click on this link for more information University’s Student Complaints Procedure.

If you are a student registered for a University award at a partner college, who is dissatisfied with the provision at the college, you should pursue your complaint in accordance with the college’s complaints procedure in the first instance. In the event of continuing dissatisfaction when you have completed the college’s procedure, you will be entitled to submit your complaint to UCLan under stage 3 of the procedure.