English Language

This programme is no longer recruiting.

Final award	BA (Hons)
Intermediate awards available	Cert HE, Dip HE
UCAS code	Q330
Details of professional body accreditation	N/A
Relevant QAA Benchmark statements	Linguistics
Date specification last up-dated	April 2012

Profile

The summary - UCAS programme profile

BANNER BOX:

The study of English language will help you develop key analytic, critical thinking and communication skills that can be transferred to the world of work.

ENTRY REQUIREMENTS

For admission to the programme, you should meet one of the following entry requirements:

school leavers: 240 tariff points, with a 'B' in English Language (if taken) , or equivalent

mature students: satisfactory completion of an Access to Higher Education Programme (usually in Humanities or Social Sciences), or credit bearing part-time study, or relevant work experience (e.g. teaching, public relations, journalism)

international students: equivalent academic qualifications plus a recognised English language proficiency qualification, e.g. IELTS Grade 6 or TOEFL 550 or an equivalent English language test score

ABOUT THE PROGRAMME

What is English Language?

English is a global language: it is the main language of books, newspapers, international business, science, technology and diplomacy. You will discover how people use the English language and its impact in their daily lives and the role of English in the world today.

English Language at UEL

The BA English Language is designed to help you achieve advanced competence in the language and to give you a broad & deep understanding of the field. The programme will help you to:

- develop social and professional language competencies;
- analyse and describe in detail the structure of the English language;
- describe how the English language varies according to use and users;
- communicate appropriately and effectively in a range of modes:
- interpret and explain cross-cultural communication;
- relate theory to the practical use of English.

Programme structure

The programme is taught over three years full-time or up to five years part-time.

Learning environment

Lectures, seminars and workshops.

Assessment

Each module is assessed individually through various combinations of assignments. Assessment in the first year of the programme does not count towards your final degree classification.

Work experience/placement opportunities

Some of the optional modules within the programme offer students the opportunity for work and voluntary placement, both in the UK and abroad.

Project work

At level 3, the *Research Project* module allows you to study a specific topic of your choice. For example, you may decide to study a particular variety of English or a series of critical incidents in cross-cultural communication.

Added value

This programme will help you develop both a reflective approach to language and communication and critical thinking skills which are transferable to the workplace

IS THIS THE PROGRAMME FOR ME?

If you are interested in...

how people use their language skills in social and professional situations

- how the English language 'works'
- how to describe and explain to others how the English language 'works'
- how varieties of English differ from each other
- how language issues affect cross-cultural communication
- what the role of English is in the world now, and what it may be in the future

If you enjoy...

- the challenge of training to an advanced language level
- developing both practical and analytic skills
- working in groups or by yourself on a study topic
- learning how computers can be used to discover more about how language works
- carrying out an original investigation into an aspect of English language or communication

If you want...

- to develop your own competence as a user of English
- a challenging programme in both theoretical and practical studies
- a programme where you can decide what special topics to study or projects to undertake
- to acquire a range of transferable skills for the world of work

Your future career

Work opportunities for an English Language graduate may include:

- Teaching (together with an appropriate teacher training qualification)
- Interpreting or translating
- International Business
- Work in developing countries

English Language is a very popular combined honours option because it can be combined with many specialist subjects e.g. business. In addition, there are postgraduate programmes which can prepare you further for work and advancement in any of the above careers.

How we support you

Tutors are available during teaching weeks to offer academic advice and guidance. On broader personal matters, advice and support is provided by specialists in finance, accommodation, counselling etc from Student Services. There is a wide range of short programmes and one-to-one tutorials offered to help students with study skills, use of IT etc.

Bonus factors

With many different cultures, arts venues and recreational facilities, East London is one of the capital's fastest growing and vibrant districts. It is easy to get to central London from the Stratford Campus

Outcomes

Programme aims and learning outcomes

What is this programme designed to achieve?

This programme is designed to give you the opportunity to:

- develop your English language competencies and reflective abilities to a high level
- gain confidence in dealing with cultural differences in the use of English around the world
- deepen your understanding of the nature of English in its various forms and purposes
- increase your analytical and evaluative skills so that you can tackle a wide range of practical and intellectual tasks

What will you learn?

Knowledge

- You will learn about the different kinds of English in social, academic and professional settings
- You will learn how to describe and explain the wide variation in the use of English, both regionally and internationally
- You will learn about key concepts in cross-cultural communication
- You will learn to recognise and understand important processes and strategies you use when learning English

Thinking skills

- You will learn how to reflect on your own language learning and communication
- You will become adept at formulating convincing explanations for the presence of various forms and uses of English
- You will learn how to think critically about the ways in which language is used in social and professional life
- You will develop your ability to take account of a wide range of issues and factors that need to be considered when relating theory and practice in English Language Studies

Subject-Based Practical skills

- You will learn how to develop advanced proficiency skills in English
- You will learn how to use computer assisted language learning programmes
- You will develop skills in analysing the English language in use
- You will learn how to interpret cross-cultural communication in given contexts

Skills for life and work (general skills)

- You will learn how to take responsibility for your own learning and how to study independently
- You will learn how to work in groups on particular practical and analytical tasks
- You will acquire time management skills
- You will learn ways to solve communication problems in professional settings
- You will develop your skills in interacting with others from different social and cultural backgrounds from yourself

Structure

The programme structure

Introduction

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 0 - equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
- 1 - equivalent in standard to the first year of a full-time undergraduate degree programme
- 2 - equivalent in standard to the second year of a full-time undergraduate degree programme
- 3 - equivalent in standard to the third year of a full-time undergraduate degree programme
- M - equivalent in standard to a Masters degree

Credit rating

The overall credit-rating of this programme is 360 credits.

Typical duration

The expected duration of this programme is 3 years when attended in full-time mode or 5 years in part-time mode. It is possible to move from a full-time mode of study to a part-time mode of study and vice-versa, to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period.

How the teaching year is divided

The teaching year begins in September and ends in June, but some students also join at the start of Semester B, in February. A student, normally registering for 6 modules in one year (3 modules in each Semester) would do so in a full-time attendance mode of study and a student registering for up to 4 modules in one year (2 modules in each Semester) would do so in part-time attendance mode of study.

What you will study when

This programme is part of a modular degree scheme. A typical full-time student will take six 20 credit modules per year. An honours degree student will complete six modules at level one, six at level 2 and six at level 3.

It is possible to bring together modules from one subject with modules from another to produce a combined programme. Subjects are offered in a variety of combinations:

- Single - 120 credits at levels one, two and three
- Major - 80 credits at levels one, two and three
- Joint - 60 credits at levels one, two and three
- Minor - 40 credits at levels one, two and three

Modules are defined as:

- Core - Must be taken
- Option - Select from a range of identified modules within the field
- University wide option - Select from a wide range of modules across the University

The following are the core and optional requirements for the single and major pathways for this programme

LEVEL	TITLE	SKILLS MODULE	CREDITS	STATUS SINGLE	STATUS MAJOR	STATUS JOINT	STATUS MINOR
1	ED1000: Critical Reading and Writing	Y	20	Core	Core	Option*	
1	ED1905: Analysing Language		20	Core	Core	Option	Option
1	ED1901; Introduction to Language		20	Core	Core	Core	Core
1	ED1902: Language, Society and Culture		20	Core	Core	Core	Option
1	ED1011: Children and Language		20	Core	Option	Option	Option
1	ED1025: Introduction to Special Needs & Inclusive Education		20	Option	Option	Option	Option
1	ED1033: ICTs in Educational Settings		20	Option	Option	Option	Option
2	ED2000: Research Design and Method	Y	20	Core	Core	Option*	
2	ED2001: Professional Development	Y	20	Core	Core	Option*	
2	ED2904: Analysing		20	Core	Core	Core	Core

2	English Speech and Writing ED2905: Language Change, Contact and Creoles	20	Core	Core	Core	Option
2	ED2003: Challenging Disability	20	Option	Option	Option	Option
2	ED2012: Children & Writing	20	Option	Option	Option	Option
2	ED2033: E-Media in Education: Evaluation and Pedagogy	20	Option	Option	Option	Option
2	ED2037: International Placement in Educational Settings	20	Option	Option	Option	Option
2	ED2045: Books and Children 3-13	20	Option	Option	Option	Option
2	ED2051: Issues in Multilingualism	20	Option	Option	Option	Option
2	ED2500: Volunteering	20	Option	Option	Option	Option
3	ED3000: Y Independent Research Project	40	Core	Core	Option*	
3	ED3902: Language, Identity and Community	20	Core	Core	Core	Option
3	ED3903: World Englishes	20	Core	Core	Core	Option
3	ED3008: Multilingual Learners in Primary Classrooms	20	Option	Option	Option	Option
3	ED3020: Negotiated	20	Option	Option	Option	Option

3	Work-based Learning |ED3028: Inclusion	20	Option	Option	Option	Option
3	ED3033: E-Learning: Communication, Co-operation and Collaboration	20	Option	Option	Option	Option
3	ED3045: Literature and Children 8-18	20	Option	Option	Option	Option

Skills Modules: Students studying both joint programmes within the Cass School of Education will have to take ED1000, ED2000, ED2001 & ED3000 as core modules and are allowed to take 1 option module from each programme. All students must take the modules unless the equivalent skills/dissertation modules are taken in the student's *other* joint programme.

Requirements for gaining an award

In order to gain an honours degree you will need to obtain 360 credits including:

- A minimum of 120 credits at level one or higher
- A minimum of 120 credits at level two or higher
- A minimum of 120 credits at level three or higher

In order to gain an ordinary degree you will need to obtain a minimum of 300 credits including:

- A minimum of 120 credits at level one or higher
- A minimum of 120 credits at level two or higher
- A minimum of 60 credits at level three or higher

In order to gain a Diploma of Higher Education you will need to obtain at least 240 credits including a minimum of 120 credits at level one or higher and 120 credits at level two or higher

In order to gain a Certificate of Higher Education you will need to obtain 120 credits at level one or higher.

In order to gain a Foundation Degree you will need to obtain a minimum of 240 credits including:

- A minimum of 120 credits at level one or higher
- A minimum of 120 credits at level two or higher

(A foundation degree is linked to a named Honours degree onto which a student may progress after successful completion of the Foundation degree.)

Degree Classification

Where a student is eligible for an Honours degree, and has gained a minimum of 240 UEL credits at level 2 or level 3 on the programme, including a minimum of 120 UEL credits at level 3, the award classification is determined by calculating:

$$\left(\text{The arithmetic mean of the best 100 credits at level 3}\right) \times 2/3 + \left(\text{The arithmetic mean of the next best 100 credits at levels 2 and/or 3}\right) \times 1/3$$

and applying the mark obtained as a percentage, with all decimals points rounded up to the nearest whole number, to the following classification

70% - 100%	First Class Honours
60% - 69%	Second Class Honours, First Division
50% - 59%	Second Class Honours, Second Division
40% - 49%	Third Class Honours
0% - 39%	Not passed

Assessment

Teaching, learning and assessment

Teaching and learning

Knowledge is developed through

- Lectures, seminars and workshops
- Private study to consolidate understanding of key issues
- Group work sessions within teaching sessions and outside these times

Thinking skills are developed through

- Classroom tasks and activities which focus on issues that arise in lectures and readings
- Individual and group work, analysing samples of English language in context
- Reflection on own language learning strategies and communication skills

Practical skills are developed through

- Tasks and activities focusing on analysis of English language data from a wide range of settings and situations
- Engagement with computer assisted language learning activities
- Individual and group work, Interpreting instances of cross-cultural communication

Skills for life and work (general skills) are developed through

- Exposure to a range of academic and practical tasks

- Classroom and private study tasks which promote a range of learner independence strategies
- Opportunities to understand how communication works in professional settings by analysing critical moments in the use of English by speakers from different language backgrounds

Assessment

Knowledge is assessed by

- Coursework assignments
- Examinations
- Project reports
- Self-reflective assignments (learning journals or diaries)

Thinking skills are assessed by

- Seminar, tutorial and classroom participation
- Coursework assignments
- Examinations

Practical skills are assessed by

- Group and individual presentations
- Observation of students in computer assisted language learning
- Coursework assignments
- Examinations

Skills for life and work (general skills) are assessed by

- Observation of students' ability to respond to a wide range of challenging intellectual and practical tasks
- Participation in class/group/tutorial discussion

Students' own reflections on experiences and reactions to various coursework assignments and tasks through written reports, commentaries and self-assessment forms

Quality

How we assure the quality of this programme

Before this programme started

Before this programme started, the following was checked:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;

- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback.

Drawing on this and other information, programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the Quality and Standards Committee.

Once every six years an in-depth review of the whole field is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

The role of the programme committee

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the quality assurance procedures.

The role of external examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to individual students.

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments;
- Attending assessment boards;
- Reviewing samples of student work and moderating marks;
- Ensuring that regulations are followed;

- Providing feedback through an annual report that enables us to make improvements for the future.

Listening to the views of students

The following methods for gaining student feedback are used on this programme:

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- End of Module evaluations
- Student representation on programme committees

Students are notified of the action taken through:

- circulating the minutes of the programme committee
- providing details on the School noticeboards
- UELPlus discussion forum and student e-mail accounts.

Listening to the views of others

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Further Information

Alternative locations for studying this programme

Location	Which elements?	Taught by UEL staff	Taught by local staff	Method of Delivery
-	-	-	-	-

Where you can find further information

Further information about this programme is available from:

- The UEL web site (http://www.uel.ac.uk)
- The programme handbook
- Module study guides
- UEL Manual of General Regulations http://www.uel.ac.uk/qa/
- UEL Quality Manual http://www.uel.ac.uk/qa/
- Regulations for the Academic Framework http://www.uel.ac.uk/academicframework/
- UEL Guide to Undergraduate Programmes
- UEL School of Education webpage www.uel.ac.uk/education