# Programme Specification for BA (Hons) English Language

**This document applies to Academic Year 2023/24 onwards**

*Table 1 programme specification for BA (Hons) English Language*

| 1. | **Awarding institution/body** | University of Worcester |
|---|---|---|
| 2. | **Teaching institution** | University of Worcester |
| 3. | **Programme accredited by** | N/A |
| 4. | **Final award or awards** | BA (Hons) |
| 5. | **Programme title** | English Language |
| 6. | **Pathways available** | Joint and Minor. Options for current Joint Honours combinations and UCAS codes can be found at: https://www.worcester.ac.uk/study/find-a-course/joint-degrees/joint-degrees.aspx |
| 7. | **Mode and/or site of delivery** | Standard taught programme |
| 8. | **Mode of attendance and duration** | Full time and part time, some modules may be offered in the evening. 3 years full time. |
| 9. | **UCAS Code** | English Language and English Literature (QQ23) English Language and Journalism (PQ53) English Language and Media & Culture (PQ33) Education Studies and English Language (XQ3H) Creative and Professional Writing and English Language (WQ83) |
| 10. | **Subject Benchmark statement and/or professional body statement** | QAA Subject Benchmark: English (2019) |
| 11. | **Date of Programme Specification preparation/ revision** | Course re-approved ASQEC March 2021. August 2021 – AQU amendments August 2022 – AQU amendments July 2023 – annual updates |

## 12. Educational aims of the programme

The course introduces students to the scientific study of language with a specific emphasis on the English Language. It comprises a range of courses on general and applied linguistics which provide an overview of the subfields of linguistics as a discipline. The critical study of language encourages students to reflect critically on their own usage of language as well as to understand the attitudes towards spoken and written speech.  The global status of English as a Lingua Franca renders the subject one with a particular importance for studying and practising. In addition to learning about the structure of the language, students are given the opportunity to develop their skills in teaching English as a Foreign Language and familiarise themselves with the theoretical and practical implications of the classroom.

The course aims to ensure that all students will be able to demonstrate knowledge, understanding and skills in the following areas:

- The analysis of language structure at various levels (phonetics, phonology, morphology, and syntax)
- The way language varies across space and time as well as the way these changes occur
- The way language is used in texts to produce and reproduce ideologies (critical
- discourse analysis)
- The way we use language to index our own identity
- The history of the English language, its origins and the way it is developing further
- The characteristics of human language that makes it different from all other systems of communication.

- The skills and theories involved in the teaching of English to speakers of other languages.

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

### Learning, teaching and assessment

*Table 2 knowledge and understanding outcomes for module code/s*

| Knowledge and Understanding | | |
|---|---|---|
| **LO no.** | On successful completion of the named award, students will be able to: | **Module Code/s** |
| 1. | Critically understand the history of the English language and how it led to the development of modern regional and global varieties | ELAN3009 |
| 2. | Critically analyse the discourses of written texts and how they are shaped by the social, economic, and cultural context | ELAN2002 |
| 3. | Demonstrate an informed understanding of the structure and levels of analysis of the English language | ELAN2200 LANG3011 |

*Table 3 cognitive and intellectual skills outcomes for module code/s*

| Cognitive and Intellectual skills | | |
|---|---|---|
| **LO no.** | On successful completion of the named award, students will be able to: | **Module Code/s** |
| 1. | Read closely and critically a range of sources (print and online) and to apply scholarly bibliographic skills appropriate to the subject | ELAN3010 All O modules |
| 2. | Analyse speech, texts and discourses, critically and in an informed manner (based on evidence) | ELAN2002 ELAN3010 |
| 3. | Articulate a critical understanding of complex debates, theories and ideas | ELAN1100 ELAN3010 All O modules |

*Table 4 skills and capabilities related to employment outcomes for module code/s*

| Skills and capabilities related to employability | | |
|---|---|---|
| **LO no.** | On successful completion of the named award, students will be able to: | **Module Code/s** |
| 1. | Teach English to speakers of other language | LANG2011 |
| 2. | Test, interpret and analyse information and evidence independently and critically, producing from that analysis cogent arguments and decisive judgements | ELAN3008 ELAN3302 |
| 3. | Plan a project, implement the various stages, and report to deadline in an appropriate format. | LANG2011 ELAN2002 ELAN3002 |

*Table 5 transferable/key skills outcomes for module code/s*

| | Transferable/key skills | |
|---|---|---|
| **LO no.** | On successful completion of the named award, students will be able to: | **Module Code/s** |
| 1. | Practice high-level written and oral communication skills (writing clearly and accurately, presenting timely and engagingly, and adopting to various audiences or text requirements) | ELAN3302 |
| 2. | Research, identify, synthesise and present complex data (textual or numerical) | ELAN2200, ELAN2002, ELAN3010, ELAN3302 |
| 3. | Demonstrate familiarity with the use of digital technologies for the purpose of accessing data, organising their work, presenting it in digital formats, and applying feedback. | ELAN2200 ELAN3004 |

## <u>Learning outcomes and combined subject degrees (joint, major and minor pathways):</u>

- **Joint Pathway**
  Students following a joint pathway should be able to meet all of the learning outcomes for both subjects, although the range of knowledge and discipline specific understanding in terms of options or specialisms will be more restricted than for a single or major Honours student.

- **Minor Pathway**
  Students following a minor pathway will have met some of the learning outcomes for the subject (as indicated by the modules studied), and will have focused the development of their knowledge, understanding and subject specific skills in particular aspects of the discipline.

## Learning, teaching and assessment

The primary pedagogical approach for the course involves the introduction of the key points of each topic in the format of a lecture. Students are encouraged to come prepared having done the essential reading. Then, seminars will be focused on a closer engagement with some aspects of the topic. Learning will be complemented with a series of practical tasks aiming to develop the students' study skills (such as writing and referencing activities, tasks on the structure of English language, teaching practice and presentational skills).

Formative assessment opportunities are embedded in every module, with opportunities for presenting preliminary findings of projects, reflecting on appropriateness of writing style and an emphasis on feeding forward good practice for summative assessments.

Summative assessment consists of a variety of different methods and tasks, with the essay the most prominent. There are assessed presentations, portfolios, research reports, and the final year independent research project.

Concerning the TEFL modules, a wide variety of learner-centred task-based activities are employed to enable the active assimilation of TEFL teaching methodology. Students will be expected to be active participants in pair, group, and whole class communicative activities. Throughout the modules, students will be required to examine and reflect upon the pedagogical theories underlying the above modes of delivery, experienced first-hand as learners.
The Cambridge CELTA course consists of input; supervised lesson planning; teaching practice (6 assessed hours); feedback on teaching; peer observation; observation of experienced teachers (6 hours minimum); consultation time. Assessment is continuous and integrated throughout the length of the module. Written assignments are closely related to classroom

practice, for example, lesson plans and reflective pieces. Assessed Teaching Practice is timetabled on a continuous basis throughout the course so that opportunities are provided for candidates to show that they can apply theory to practice in classroom teaching. Throughout the course, candidates are required to evaluate the teaching/learning process through self-appraisal, peer observation and constructive appraisal, and observation of qualified teachers. Candidates are also required to demonstrate professionalism and understanding of the professional responsibilities of a teaching role, as well as an awareness of the sector as an industry.

## Teaching

Students are taught through a combination of, lectures, seminars, practical tasks etc. Lectures provide an overview of key points on a topic presented in a concise and coherent way.  Seminars enable the discussion and development of understanding of the topics covered in lectures, and practical tasks are focused on developing subject specific skills (such as interview recording or data transcription).

In addition, meetings with Personal Academic Tutors are scheduled on at least four occasions in the first year and three occasions in each of the other years of a course.

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement.  A mixture of independent study, teaching and academic support from Student Services and Library Services, and also the Personal Academic Tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful. There is also a dedicated Work Based Learning module offered as an option at the second year, which aims to enhance students' experience of the workplace and their own employability skills.

## Contact time

In a typical week you will have 12 contact hours of teaching. In your final year (where there is more emphasis on independent study), you will have slightly less contact time per week. The Work Based Learning module and the final year Independent Research Project modules have 4 X 2 hour taught sessions with Guided Independent Study and/or work placement time forming the rest.

The following is a breakdown of a typical week of contact time:
- 4 hours of group lectures
- 8 hours of seminars (including workshops and other interactive formats).

Group sizes would normally be 15-20 students.

## Independent self-study

In addition to the contact time, you are expected to undertake around 25 hours of personal self-study per week.  Typically, this will involve completing online activities, reading journal articles and books, working on individual and group projects, undertaking research in the library and online, preparing coursework assignments and presentations

Independent learning is supported by a range of excellent learning facilities, including The Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

## Teaching staff

You will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes senior academics, qualified TESOL teachers, and associate lecturers. Staff teaching in the English Language programme have consistently very high satisfaction levels from the students with repeated nominations for student awards (e.g. Outstanding Lecturer or Outstanding University Teacher).

Postgraduate research students who have undertaken teacher training may also contribute to the teaching of seminars under the supervision of the module leader. Teaching is informed by research and at the time of approval100 per cent of English Language lecturers have a higher education teaching qualification and/or are Fellows of the Higher Education Academy. You can learn more about the staff by visiting our staff profiles [https://www.worcester.ac.uk/courses/english-language-joint-honours].

**Assessment**
The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments.

Each module has one or more formal or 'summative' assessments which are graded and count towards the overall module grade. Assessment methods include a range of coursework assessments such as essays, reports, portfolios, presentations and a final year project.

The precise assessment requirements for an individual student in an academic year will vary according to the mandatory and optional modules taken, but a typical formal summative assessment pattern for each year of the course is:

Year 1
2 x essays
5 x practical reports
1 x individual or group presentations

Year 2
2 x essays
3 x practical reports

Year 3
1 x independent research project of approx 7,000 words
4 x essays
2 x practical reports
2 x individual or group presentations.

You will receive feedback on practice assessments and on formal assessments undertaken by coursework. Feedback is intended to support learning and you are encouraged to discuss it with personal academic tutors and module tutors as appropriate.

We aim to provide you with feedback on formal course work assessments within 20 working days of hand-in.

## 14. Assessment strategy

The English Language course offers a range of assessment experiences, enabling students to develop and demonstrate a wide range of skills. There are different assessments tasks, including essays, the analysis of written and spoken texts, individual or group oral presentations, and extended research projects. In addition, there are a series of optional modules that demand the use of a range of transferable research methods including: the investigative recording of original speech, data transcription, written presentation of results of analysis, and identifying links between methodology and theory. The TEFL modules expose students to theories of English Language Teaching and they also provide the opportunity to improve their own understanding and usage of Academic English.

Assessments are carefully devised to provide students with the opportunity to acquire, practise and improve skills as these develop with shorter and more guided assessment at Level 4 running to longer, increasingly independent work at Level 6.

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

Each student may choose to undertake an extended research project of 7,000 words (or equivalent in practical research) in English Language at Level 6. They will be allocated a supervisor for one-to-one tutorial support.

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

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

Staff feedback is given electronically via the student's Blackboard page, with additional comments annotated on the written assignment (for the ELAN-coded modules this is uploaded in Turn-it-in). On the return of work students are encouraged to discuss feedback with tutors. Work is normally returned to students within 20 working days. The detailed assessment policy is available to students in the subject handbook.

## 15.    Programme structures and requirements

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

The award map is located at Appendix 1 at the end of the document.

## 16.    QAA and professional academic standards and quality

The Quality Assurance Agency (QAA) for Higher Education for English (2019) applies to English Language and the QAA Code of Practice (2018) lists English Language as one of the areas within its range of subjects covered by benchmark statements.  Specifically, the defining principle of 1.1 of the statement says that:

"English is a core academic subject encompassing study of the structure, history and usage of the English language, critical analysis of literature written in English, and the practice of creative writing. Students of English engage with multiple forms of communication, study past and present cultures, and use language and literature to reflect critically and imaginatively on their own learning and thinking. English is relevant to contemporary society as its focus on the production, interpretation and negotiation of meaning develops the capacity to understand the world from a variety of perspectives."
(QAA, 2018:1.1)

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

the emergence of new web based formats such as hypertexts, the study of non-standard usages, and the acquisition of English by non-native speakers.

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

This award is located at Level 6 of the OfS sector recognised standards.

## 17.    Support for students

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

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

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

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

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

Staff teaching students on modules support students through one – to- one and small group tutorials; and provide students with clear indications of when they will be available to see students either on their office door, via email or in module outlines. Students who opt for the Work Based Learning module are also allocated a mentor (who runs the module).

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

Furthermore, the Course team liaises with a range of centrally provided support services to ensure that students access all appropriate channels of support, these include for example:
- The Disability and Dyslexia Service within Student Services specialist support on a one to one basis.

## 18.    Admissions

**Admissions policy**
The admissions policy for English Language seeks to be inclusive, and the course is committed to widening participation to include all groups in society, whether these are young people leaving school/college, adults in work, or international students.

**Entry requirements**
The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

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

See Admissions Policy for other acceptable qualifications.

Applicants for the Cambridge CELTA award must have a very good command of the English language in order to be able to teach it. This demands an awareness of language and a competence in both written and spoken English which will enable them to undertake the course and prepare for teaching a range of levels (The recommended candidate language level is C2 or high C1 on the CEFR.) The level of language of CELTA candidates will be assessed internally by the CELTA team as part of the admissions procedure for the CELTA course. Candidates who do not meet this criterion at the time of application need to achieve it before registering for LANG2011.

**Disclosure and Barring Service (DBS) requirements**
An enhanced DBS check may be required to complete the Work Based Learning module (ELAN2207).

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

Further information on Recognition of Prior Learning can be found at
http://www.worcester.ac.uk/registryservices/941.htm

**Admissions procedures**

Full-time applicants apply through UCAS:

*English Language and English Literature (QQ23)*
*English Language and Journalism (PQ53)*
*English Language and Media & Culture (PQ33)*
*Education Studies and English Language (XQ3H)*
*Creative Writing and English Language (WQ83)*

Part-time applicants apply directly to University of Worcester (UW).
Applicants may be invited to interview to explore any aspect of their application that may require further clarification.

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


19.    **Regulation of assessment**

    **The course operates under the University's Taught Courses Regulatory Framework**

    **Requirements to pass modules**

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

### Submission of assessment items
- A student who submits course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- A student who submits work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

### Retrieval of failure
- A student is entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-. Although LANG2011 could be retaken as a module, the integrated CELTA element cannot be retaken if the student has failed.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

### Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.

### Requirements for Awards

| Award | Requirement |
|---|---|
| Certificate of Higher Education Cert HE | In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for Level 4 of the award as specified on the award map. |
| Diploma of Higher Education DipHE | In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits in total |

| | including the mandatory modules for Level 4 and Level 5 of the award as specified on the award map. |
|---|---|
| Degree (non-honours) | Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 and Level 6 of the award (not the Dissertation /Project module) as specified on the award map. |
| Degree with honours | Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6, as specified on the award map. |

**Classification**

The honours classification will be determined by whichever of the following two methods results in the higher classification:
- Classification determined on the profile of the 120 credits attained at Level 5 and 120 credits at Level 6.  Level 5 and Level 6 grades are weighted on a ratio of 1:2 OR

- Classification determined on the profile of the 120 credits attained at Level 6 only

- Classification will be based on the weighted average grade together with a requirement for at least half of the Level 6 grades to be in the higher class.

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

## 20.     Graduate destinations, employability and links with employers

Many graduates of this course will take a postgraduate education course as a fourth year of study and enter the teaching profession. Others will find that the skills acquired through the study of English are particularly highly regarded in all professions where good communication skills are prized such as publishing, journalism, public relations, human resources and web-based communication. The CELTA Award, which students can obtain at the end of Level 5, provides graduates with the qualifications and skills to teach English as a Foreign Language in the UK and abroad.

The course also provides continuous opportunities to develop employability and includes work experience options. There is a range of opportunities to study for a semester abroad in Europe and the USA in the second semester of the second year (unless they are doing the CELTA). We have regular talks by the Career Service, for PGCE opportunities, and from former students who all share their insights on routes after graduation. Moreover, there are events on employability organised by the department of English, Media and Culture, which are promoted to our students. Within our modules, the students have the opportunity to work with numerical data, as well as presenting on their own or as a group and, as such, they acquire skills invaluable to the graduate market.

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.  More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.

**Appendix 1: Award Map**

*Table 6 heading for course title*

| Course Title: BA English Language | |
|---|---|

*Table 7 award map for level 4 joint honours BA (Hons) English Language*

**Level 4**

| Module Code | Module Title | Credits (Number) | Status (Mandatory (M) or Optional (O)) Joint Hons | Pre-requisites (Code of Module required) | Co-requisites/ exclusions and other notes* |
|---|---|---|---|---|---|
| ELAN1100 | General Linguistics | 30 | M | None | None |
| LANG1012 | Intro to TEFL: Language Awareness | 15 | M | None | None |
| LANG1013 | Intro to TEFL: Teaching Skills | 15 | M | None | None |

**Joint Honours Requirements at Level 4**

Joint Honours students must take 60 credits from the table above to include the 30 credit mandatory module.

*Table 8 award map for level 5 joint/minor BA (Hons) English Language*

**Level 5**

| Module Code | Module Title | Credits (Number) | Status (Mandatory (M) or Optional (O)) | | Pre-requisites (Code of Module required) | Co-requisites/ exclusions and other notes* |
|---|---|---|---|---|---|---|
| | | | JH | Minor | | |
| ELAN2200 | Sociolinguistic Theory and Practice | 15 | M | M | None | None |
| LANG2011 | TEFL: Access to CELTA | 30 | M | O | None | None |
| ELAN2002 | Language and Power | 15 | O | O | None | None |
| ELAN2207 | Work Placement Module | 15 | O | O | None | Excluded: ENGL, CPWT, FLMS and MECS equivalent. |

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

**Joint Pathway Requirements at Level 5**
Joint pathway students must take at least 45 credits and no more than 75 credits from the table above to include ELAN2200 and LANG2011.

**Minor Pathway Requirements at Level 5**
Minor Pathway students must take at least 30 credits from modules available in the table above (to include the 15 credit mandatory module ELAN2020).

*Table 9 award map for level 6 joint/minor BA (Hons) English Language*

**Level 6**

| Module Code | Module Title | Credits (Number) | Status (Mandatory (M) or Optional (O)) | | Pre-requisites (Code of Module required) | Co-requisites/ exclusions and other notes* |
|---|---|---|---|---|---|---|
| | | | JH | Minor | | |
| ELAN3302 | Independent Research Project (taken over two semesters) | 30 | O | N/A | None | None |
| ELAN3004 | World Englishes | 15 | O | O | None | None |
| ELAN3009 | History of English | 15 | O | O | None | None |
| ELAN3010 | Style and Identity | 15 | O | O | None | None |
| LANG3011 | Advanced Language Analysis | 15 | O | O | None | None |

**Joint and Minor Honours Requirements at Level 6**

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

**Joint Pathway Requirements at Level 6**

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

Joint pathway students must take one Dissertation (or equivalent Project), either in this subject, in their other joint subject, or take JOIN3001 or JOIN 3002 where an Independent Study covers both joint subjects.

**Minor Pathway Requirements at Level 6**

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

**Credit requirements for awards involving two subjects**

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

*Table 10 credit requirements*

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