

## Course Specification

<b>Published Date:</b>	21-Sep-2020
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<b>Status:</b>	Validated

## Core Information

<b>Awarding Body / Institution:</b>	University of Wolverhampton		
<b>School / Institute:</b>	School of Humanities		
<b>Course Code(s):</b>	EN009J01UV EN009J31UV	Full-time Part-time	3 Years 6 Years
<b>UCAS Code:</b>	QW38		
<b>Course Title:</b>	BA (Hons) Creative and Professional Writing and English Language		
<b>Hierarchy of Awards:</b>	Bachelor of Arts with Honours English Language and Creative and Professional Writing Bachelor of Arts English Language and Creative and Professional Writing Diploma of Higher Education English Language and Creative and Professional Writing Certificate of Higher Education English Language and Creative and Professional Writing University Statement of Credit University Statement of Credit		
<b>Language of Study:</b>	English		
<b>Date of DAG approval:</b>	12/Apr/2017		
<b>Last Review:</b>	2015/6		
<b>Course Specification valid from:</b>	2009/0		
<b>Course Specification valid to:</b>	2021/2		

## Academic Staff

<b>Course Leader:</b>	Lisa Blower
<b>Head of Department:</b>	Dr Frank Wilson

# Course Information

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Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

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## Entry Requirements:

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Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

### 2017 Entry

- CCC from 'A' levels
- BTEC QCF Diploma grade DD
- BTEC QCF Extended Diploma grade MMM
- Access to HE Diploma full award (Pass of 60 credits - of which a minimum of 45 credits must be at level 3 including 18 at Merit or Distinction).
- If you've got other qualifications or relevant experience, please contact [The Gateway](#) for further advice before applying.
- International entry requirements and application guidance can be found [here](#)
- Successful completion of the [International Foundation Year in Social Sciences](#) or the [International Foundation Year in Arts](#).

### Other Requirements

Students must have studied a minimum of two years post GCSE level. However, it is expected that some applicants will be mature students with work experience, who wish to further their career development. These applicants will be processed through standard procedures, which may involve an interview as part of the process. Please see <http://wlv.ac.uk/mature> for further information.

Those who do not meet the entry requirements may be offered an alternative course.

### Distinctive Features of the Course:

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- The course is one of the few in the country to combine English Language with creative *and* professional writing (most exclude the latter). Thus there is a real emphasis on employability.
- The course is taught by published writers whose books cover a wide range of creative, professional and critical disciplines (fiction, poetry, journalism, critical writing and scholarship etc.).
- Special visiting lecturers from the world of publishing are invited to speak on modules, as are internationally renowned authors.
- The English and English Language teams at Wolverhampton has pioneered the use of interactive web-based forums for teaching and assessment. These activities have proved very popular with students.

### Educational Aims of the Course:

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The CPW and English Language integrated joint provides you with an opportunity to develop your own talent for writing, alongside a disciplined engagement with English language study. The programme offers a supported, stimulating and multicultural environment in which you can create, analyse and interpret different forms and styles of writing. It gives you a thorough understanding of the forms and functions of English and of the development of English from its roots to its position as an international language, and of the sheer variety of spoken and forms of the language. It raises your awareness of the effects on language production of factors such as gender, class and culture as well as register and genre. The CPW and English Language degree

will enable you to communicate more effectively in writing, and enable you to enhance your own creative and critical judgement. You will also develop a range of subject specific and transferable skills, including higher order conceptual and communication skills, enterprise, digital literacy and IT awareness, all of which are of immense value in graduate employment.

**Intakes:**

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September  
January

**Major Source of Funding:**

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Office for Students (OFS)

**Tuition Fees:**

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Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

<b>Year</b>	<b>Status</b>	<b>Mode</b>	<b>Amount</b>
2020/1	H	Full Time / Sandwich	£9250.00
2020/1	Overseas	Full Time / Sandwich	£12250.00
2020/1	H	Part Time	£3050.00
2020/1	Overseas	Part Time	£6125.00

**PSRB:**

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None

**Course Structure:**

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Continuing students will follow the programme indicated below:

## **September (Full-time)**

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### **Year 2**

Module	Title	Credits	Period	Type
5LN001	Language and Society	20	SEM1	Core
5CW003	Life-Writing	20	SEM1	Core
5EN005	Stylistics: Stories and Style	20	SEM2	Core
5CW004	Writing, Region and Identity	20	SEM2	Core

**For this option group you must choose a minimum of 20 credits and a maximum of 20 credits**

5LN003	Pragmatics and Conversation	20	SEM1
5LN005	Language and Meaning	20	SEM1

**For this option group you must choose a minimum of 20 credits and a maximum of 20 credits**

5LN002	Research Methods for Language Study	20	SEM2
5CW002	Writing Features	20	SEM2

Continuing students will follow the programme indicated below:

## September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 3

Module	Title	Credits	Period	Type
6CW002	Genre	20	SEM1	Core
6CW001	Writing a Novel	20	SEM1	Core
6EN016	Communication, Cooperation and Conflict	20	SEM2	Core

**For this option group you must choose a minimum of 20 credits and a maximum of 20 credits**

6LN006	Meaning and Interaction	20	SEM2	
6CW007	Writing Futures	20	SEM2	

**For this option group you must choose a minimum of 20 credits and a maximum of 20 credits**

6LN005	Language and the Mind	20	SEM1	
6EN003	Gender, Sex and Language	20	SEM1	

**For this option group you must choose a minimum of 20 credits and a maximum of 20 credits**

6LN002	Independent Study (Linguistics)	20	SEM2	
6CW003	Independent Study - Writing Project	20	SEM2	
6HU001	Humanities Business and Community Link	20	SEM2	

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

## Learning, Teaching and Assessment

Academic Regulations Exemption:

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None

Reference Points:

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- Quality Code - Part A: Setting and Maintaining Academic Standards. Including :
- Qualifications Frameworks
- Characteristics Statements
- Credit Frameworks
- Subject Benchmark Statements - English, Linguistics
- Quality Code - Part B: Assuring and Enhancing Academic Quality

- University Policies and Regulations
- Equality Act (2010)

## Learning Outcomes:

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### CertHE Course Learning Outcome 1 (CHECLO1)

Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study, and an ability to evaluate and interpret these within the context of that area of study

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### CertHE Course Learning Outcome 2 (CHECLO2)

Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study.

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### CertHE Course Learning Outcome 3 (CHECLO3)

Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work

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### CertHE Course Learning Outcome 4 (CHECLO4)

Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments

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### CertHE Course Learning Outcome 5 (CHECLO5)

Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

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### DipHE Course Learning Outcome 1 (DHECLO1)

Demonstrate knowledge and critical understanding of the well-established principles of your area(s) of study, and of the way in which those principles have developed with an understanding of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge.

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### DipHE Course Learning Outcome 2 (DHECLO2)

Demonstrate the ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context

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### DipHE Course Learning Outcome 3 (DHECLO3)

Demonstrate knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study

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### DipHE Course Learning Outcome 4 (DHECLO4)

Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis

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### DipHE Course Learning Outcome 5 (DHECLO5)

Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively

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DipHE Course Learning Outcome 6 (DHECLO6)

Demonstrate the qualities and transferable skills necessary for employment, requiring the exercise of personal responsibility and decision-making and undertake further training, developing existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

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Ordinary Course Learning Outcome 1 (ORDCLO1)

produce artistically coherent and technically adept writing

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Ordinary Course Learning Outcome 2 (ORDCLO2)

demonstrate reasonably advanced knowledge and understanding of the forms and functions of English at the levels of phonology, lexis, syntax and text, and of the history, development and variety of the English language;

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Ordinary Course Learning Outcome 3 (ORDCLO3)

articulate both orally and in writing knowledge and understanding of texts, theories, discourse conventions and strategies relevant to writing, and the study of English language within a multicultural context.

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Ordinary Course Learning Outcome 4 (ORDCLO4)

think critically, reflectively and creatively about writing and English language.

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Ordinary Course Learning Outcome 5 (ORDCLO5)

source, research, assimilate and articulate material relevant to the production of creative and professional writing, and the study of English language.

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Ordinary Course Learning Outcome 6 (ORDCLO6)

demonstrate key employment skills (e.g. self-management, IT, digital literacy, enterprise, working in groups).

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Honours Course Learning Outcome 1 (DEGCLO1)

produce artistically coherent, original and technically adept writing

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Honours Course Learning Outcome 2 (DEGCLO2)

demonstrate high level knowledge and understanding of the forms and functions of English at the levels of phonology, lexis, syntax and text, and of the history, development and variety of the English language;

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Honours Course Learning Outcome 3 (DEGCLO3)

articulate both orally and in writing very nuanced knowledge and understanding of texts, theories, discourse conventions and strategies relevant to writing, and the study of English language within a multicultural context.

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Honours Course Learning Outcome 4 (DEGCLO4)

think critically, reflectively and creatively at an advanced level about writing and English language

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Honours Course Learning Outcome 5 (DEGCLO5)

source, research, assimilate and articulate material relevant to the production of creative and professional writing, and the study of English language and demonstrate a capacity for independent study.

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Honours Course Learning Outcome 6 (DEGCLO6)

demonstrate high employment skills (e.g. self-management, IT, digital literacy, enterprise, working in groups).

Overview of Assessment:

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<b>Module</b>	<b>Title</b>	<b>Course Learning Outcomes</b>
4CW001	Reading as a Writer	CHECLO1, CHECLO2, CHECLO3, CHECLO4
4CW002	Reading and Writing Poetry	CHECLO1, CHECLO2, CHECLO3, CHECLO4
4CW003	Craft of Writing	CHECLO1, CHECLO2, CHECLO3, CHECLO4
4EN002	The Story of English	CHECLO1, CHECLO3, CHECLO4
4EN003	How English Works	CHECLO1, CHECLO2, CHECLO3, CHECLO4
4HU003	From Student to Scholar	CHECLO1, CHECLO3, CHECLO4, CHECLO5
4LN001	Language in Use	CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5
4SL011	Volunteering in the Community	CHECLO4, CHECLO5
4TS001	Introduction to TESOL	CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5
4WL002	Basic Language	CHECLO2, CHECLO4, CHECLO5
4WL003	Elementary Language	CHECLO2, CHECLO4, CHECLO5
5CW002	Writing Features	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5CW003	Life-Writing	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5CW004	Writing, Region and Identity	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5EN005	Stylistics: Stories and Style	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5LN001	Language and Society	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5LN002	Research Methods for Language Study	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5LN003	Pragmatics and Conversation	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5LN005	Language and Meaning	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
6CW001	Writing a Novel	DEGCLO1, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6CW002	Genre	DEGCLO1, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6CW003	Independent Study - Writing Project	DEGCLO1, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6CW007	Writing Futures	DEGCLO1, DEGCLO2, DEGCLO3, ORDCLO1, ORDCLO2, ORDCLO3
6EN003	Gender, Sex and Language	DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6EN016	Communication, Cooperation and Conflict	DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6HU001	Humanities Business and Community Link	DEGCLO5, DEGCLO6, ORDCLO5, ORDCLO6
6LN002	Independent Study (Linguistics)	DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6LN005	Language and the Mind	DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6LN006	Meaning and Interaction	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6

## Teaching, Learning and Assessment:

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The traditional combination of lecture and seminar is accompanied and varied by other teaching and learning activities appropriate to particular modules. These include interactive lectures, individual and small group presentations, student-led seminars, small group and classroom exercises and discussions, writing workshops, forums and surgeries, work-related and service-learning assignments and activities, and engagement with electronic learning and teaching materials. Students will interact/collaborate with other undergraduates from a variety of backgrounds and cultures, addressing critical and creative material that reflects and promotes awareness of cultural diversity. Students can also undertake a period of sustained independent study through the third year project. At all levels they are encouraged to read widely and critically, to write prolifically, and to incorporate information and communication technologies into their learning practices.

## Assessment Methods:

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At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)  
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)  
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

## Student Support:

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The student support and guidance mechanisms are those provided by the standard University and School systems.

Staff can refer students to the Faculty of Arts study skills advisors for one-to-one tutorials and workshops should they require additional support beyond module and/or outside of office hours.

The VLE will include study skills-related materials such as stylebooks and shared URLs that link to various on-line study skills websites (e.g., Purdue OWL and Monash Academic Literacy sites).

Most research on academic literacies and study skills development advocates embedding them in the subject rather than through bolted-on learning experiences and much of the level 4 programme is geared towards developing students' generic and subject-specific study skills.

For example From Student to Scholar is a generic, discipline-linked skills module where each student is assigned a tutor to provide individualised instruction. Also, in the Craft of Writing teaches students presentation skills and IT skills through small workshops and 1-2-1 tutorials. Level 4 in-class activities and workshops, which are done in timed situations, and on-line critique circles and weekly postings teach students to become better time managers. At least two core modules at level 4 require students to be reading and writing every week, and research shows that the 'little and often approach' has considerable impact on improving skills via repeated practice.

Formative assignments and learning activities offer students opportunities to write and revise using feedback prior to submission for assessment. Formative feedback for revision encourages students to develop and hone problem-solving skills, writing, and critical thinking (selecting rhetorical strategies for more persuasive argument/exposition). This also moves them towards more self-regulated learning (engagement with feedback promotes reflection and self-assessment). Additionally, many modules afford students numerous opportunities to engage in peer feedback activities and writing workshops, both in class and on-

line which promote both collaborative and independent learning. Students receive timely and frequent feedback, providing personalised study skills support.

Subject specific research skills are embedded in module learning activities - both in-class and out-of-class - and require students to use electronic and HRC resources (e.g., the Summon library catalogue, e-books, LION, the Oxford English Dictionary, online language corpora, online/print newspapers and various search engines) to regularly locate information about authors, newspaper demographics and theoretical/critical texts to engage in problem-based learning (most writing tasks engage students in PBL) and complete assessment tasks.

### Employability in the Curriculum:

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CPW and English Language will equip graduates for a diversity of occupations, including: journalism, publishing, advertising, marketing, editing and technical writing. Some of our graduates have become teachers and writing tutors, while some have opted for MA and PhD study at universities worldwide. Many of our graduates become published writers, placing work in both regional and national publications.

The course has a number of modules with a clear vocational orientation: Writing Features and Teaching Writing are examples of modules that focus on specific writing vocations. However, employability is embedded throughout the CPW programme. Students can become eligible for the Wolverhampton Enterprise and Employability Award (WEEA) as they work their way through the degree. In order to achieve this they engage with various Employability & Enterprise-facing assessments, which include:

Skills analysis (e.g. Craft of Writing; Life Writing): Students write letters geared toward particular audiences (agents, fellow writers, etc).

Presentations: (e.g. Telling Tales and Writing Features). Students perform material before a live audience or on camera, honing their 'pitching skills' and ability to answer questions. At level 5, presentations are done by a group and include a written pitch about a project they have conceived. They pitch to tutors who act as commissioning editors or event organisers. Students also draft a business plan and do a SWOT analyses.

Work related study: (e.g. Feature-Writing, Writing Futures, and Teaching Writing). Assessment on these modules offers students the opportunity to study job/sector/organisation, write an appropriate CV and approach letter, create a LinkedIn profile, etc.

For the WEEA, students may wish to count their work experience and attend the Dream Job seminar workshop (open to all School of Humanities students) where they are asked to devise a career plan.



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