Form NP3

Leeds Trinity University

PROGRAMME SPECIFICATION

1.   General information

Awarding body / institution	**Leeds Trinity University**
Teaching institution	**Leeds Trinity University**
'Parent' School (ICE / SAC / SSHS)	**School of Arts and Communication**
Professional accreditation body (if applicable)	**n/a**
Final award (eg. BA Hons)	**BA Hons**
Title of programme(s)	**English Language and Linguistics**
Subsidiary award(s) (if any)	**CertHE in English Language and Linguistics** **DipHE in English Language and Linguistics** **BA in English Language and Linguistics**
Honours type (Single / Joint / Combined)	**Single**
Duration and mode(s) of study	**3 years full-time**
Start date (this version) (month and year)	**September 2017**
Periodic review next due (acad. year)	**2017/18**
JACS subject code(s) (Level 3) (Please refer to HESA listing on AQO website)	**Q310 English Language** **Q100 Linguistics**
UCAS course code & code name	**Q3S4**
SITS codes (Course / Pathway / Route)	**Pathway – UGENGLING** **Route - ENGLING**
Delivery venue(s)	**Leeds Trinity University**

2.   Aims of the programme

Rationale and general aims, including what is special about this programme
(from the student's and a marketing perspective)

The aim of this programme is to develop the interests in English Language and Linguistics which many students begin to gain at A-level, and extend these to cover some more specialised areas in Linguistics.

Through this programme you will gain the confidence, alertness and skills to analyse the way language is used in society – whether in social interaction, digital media, political and commercial discourses, or in literature and the creative arts.

You will think about how language is used to form and express identity, and about regional and global variations in the way English is used today.

You will gain a sound working understanding of the history of the English language, and of its characteristics and rules; and will be able to discuss questions of grammar, etymology, and usage with confidence and command of a relevant set of linguistic terms.

You will gain insight into more specialised areas of linguistic expertise and learn to apply a range of research and analytical methods to language in use.   You will also learn about practical topics such as how children acquire language, and methods for teaching English to speakers of other languages.

Throughout the programme you will be encouraged to think about how your knowledge can be applied to future employment; and you will gain valuable work experience through our placement programme.

On completion of the programme, you should be well equipped to go on to further training as English teachers, or to further study, or to a wide range of employment opportunities where knowledge about language, and alertness to language use, will be an asset.

3.   Student learning outcomes of the programme

Learning outcomes in terms of:
  – **knowledge and understanding (K)**
  – **intellectual / cognitive / 'thinking' skills (I)**
  – **practical skills specific to the subject (P)**
  – **employability skills (E)**

The 'K1', etc codes are used in section 7c) and module descriptors to refer to each of these learning outcomes.

On successful completion of the programme, students will have demonstrated:

K1   coherent and detailed knowledge of the history, structure and conventions of the English language

K2   knowledge of a range of regional and global varieties of English, and ability to describe their development and distinctive characteristics in appropriate terms

K3   critical understanding of the basic concepts, modes of analysis, and theoretical approaches in two or more areas of linguistic enquiry

K4   knowledge of technical terminology and scholarly conventions used to describe and notate linguistic phenomena, and of resources available to support linguistic research

I1   ability to identify, contextualise, and comment on key linguistic features of examples of English in use from a range of historical periods, UK regions, or global contexts

I2   ability to design, complete and evaluate a linguistic research task, using appropriate techniques for data collection and analysis

I3   ability to recognise and evaluate the ethical and legal considerations involved in the collection of linguistic data

I4   ability to present results and construct arguments effectively, drawing appropriately on scholarly research and critical debate

Employability skills

E1   **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient

E2   **Teamworking** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others

E3   **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability

E4   **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources

E5   **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes

E6   **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget

E7   **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively

E8   **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities

E9   **Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

See also the learning outcomes for subsidiary awards set out in section 4 below.

3a   External benchmarks

Statement of congruence with the relevant published subject benchmark statements
The two subject benchmark statements that are particularly relevant to this programme are: (1) the QAA subject benchmark statement for English (February 2015) (2) the QAA subject benchmark statement for Linguistics (September 2015).

4.   Learning outcomes for subsidiary awards

Guidance	
The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.	**Generic Learning outcomes for the award of <u>Certificate of Higher Education</u>:** On successful completion of 120 credits at Level 4, students will have demonstrated an ability to: i) describe the history, structure and conventions of the English language; ii) analyse linguistic phenomena, and discuss linguistic problems, using a range of relevant (e.g. phonological, grammatical, sociolinguistic) concepts;

	iii) outline a range of different approaches to the study of language;
	iv) communicate their knowledge and awareness coherently, using appropriate scholarly conventions;
	and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.
The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 & 5.	**Generic Learning outcomes for the award of <u>Diploma of Higher Education</u>:** On successful completion of 240 credits, including 120 at Level 5, students will have demonstrated, **in addition to the outcomes for a Certificate**: i) knowledge of a range of varieties of English, and ability to describe their development and distinctive characteristics in appropriate terms; ii) critical understanding of the basic concepts, modes of analysis, and theoretical approaches in two or more areas of linguistic enquiry; iii) how to formulate and design a linguistic research task, identifying appropriate research techniques and recognising ethical issues; iv) how to identify appropriate resources for a linguistic essay and make effective use of these in constructing an argument; and will have had the opportunity to develop transferable skills relevant to employment related to the discipline, including successful completion of at least one professional placement or school-based training component.
The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 & 6.	**Generic Learning outcomes for the award of an <u>Ordinary Degree</u>:** On successful completion of 300 credits, including 60 at Level 6, students will have demonstrated, **in addition to the outcomes for a Diploma:** i) how to work autonomously within a structured learning experience to design, complete, and evaluate a research task; ii) how to solve problems in a disciplinary context, making creative use of resources available; iii) critical understanding of a range of research methods and theoretical frameworks for the study of linguistic phenomena; and will have had the opportunity to develop transferable skills relevant to employment related to the discipline, including successful completion of two professional placements or school-based training placements.

5.   Content

> **Summary of content by theme**
> (providing a 'vertical' view through the programme)

The programme is designed to provide students initially with (1) knowledge of the history and the structure of the English language from its origins to its globalised varieties and (2) basic skills to describe and analyse language in use, from the level of the phoneme to the sentence. The programme builds on this foundation to provide (3) more advanced linguistic research skills and experience of studying more specialised domains of linguistics. At each level of the programme students will also (4) develop their employability skills, critical and ethical awareness; and (5) have the opportunity to contextualise their linguistic studies by taking modules in other related disciplines such as creative writing or literary studies.

The modules in the programme can be grouped into the following strands:

Research Skills development:
ENG 4602   Language: Research and Analysis
ENG 5602   Research Methods for Linguistics
ENG 6614   Language Dissertation

History of English Language
ENG 4612   History of English 1: The Origins of English
ENG 5612   History of English 2: From Shakespeare's English to Global Englishes

Linguistics
ENG 4632   Sociolinguistics and Pragmatics 1
ENG 5632   Sociolinguistics and Pragmatics 2
ENG 5622   Child Language Acquisition
ENG 6632   Sociolinguistics and Pragmatics 3
ENG 6622   Bilingualism and Multilingualism
ENG 6682   Applied Linguistics: Special Subject

Ethics and Employability
HUM 4992   Ethics and Society
ENG 4332   English Professional Development and Placement
ENG 5012   Professional Development and Placement
ENG 5112   Professional Development and Placement (Volunteering)
HUM 6252   Professional Learning Through Work
ENG 6602   Skills for TESOL

Interdisciplinary
ENG 4842   Writing, Performance and Persuasion
ENG 5742   Creative Writing Workshop 2
HUM 5902   Spanish: Language and Culture
ENG 5542   Shakespearean Drama
ENG 5732   Constructions of Gender
ENG 6302   Authors in Depth
ENG 6742   Creative Writing Workshop 3: Experimental Writing
ENG 6532   Classicism and Romanticism

6.   Structure

BA (Hons) ENGLISH LANGUAGE AND LINGUISTICS (Single Honours)

Duration: 3 years full-time
Total credit rating: 360 (180 ECTS)

Level 4 – with effect from September 2017

Core: Students are required to take:

ENG 4602	Language: Research and Analysis	Sem 1	20 credits
ENG 4612	History of English 1: The Origins of English	Sem 2	20 credits
ENG 4632	Sociolinguistics and Pragmatics 1	Sem 1	20 credits
ENG 4842	Writing, Performance and Persuasion	Sem 2	20 credits
HUM 4992	Ethics and Society	Sem 1	20 credits
ENG 4332	English Professional Development and Placement	Sem 1 & 2	20 credits

Programme Level Assessment: This takes place at the end of the academic year.

Level 5 – with effect from September 2018

Core: Candidates are required to take:

ENG 5612	History of English 2: From Shakepeare's English to Global Englishes		
		Sem 1	20 credits
ENG 5602	Research Methods for Linguistics	Sem 2	20 credits
ENG 5622	Child Language Acquisition	Sem 1	20 credits
ENG 5632	Sociolinguistics and Pragmatics 2	Sem 2	20 credits

Option: Students are required to choose 20 credits from:

ENG 5012	Professional Development and Placement	Sem 1 & 2	20 credits
ENG 5112	Professional Development and Placement (Volunteering)	Sem 1 & 2	20 credits

Option: Students are required to choose 20 credits from:

ENG 5742	Creative Writing Workshop 2	Sem 1 & 2	20 credits
HUM 5902	Spanish: Language and Culture	Sem 1 & 2	20 credits
ENG 5542	Shakespearean Drama	Sem 1	20 credits
ENG 5732	Constructions of Gender	Sem 2	20 credits

Programme Level Assessment: This takes place at the end of the academic year.

Level 6 – with effect from September 2019

Core: Candidates are required to take:

ENG 6682	Applied Linguistics: Special Subject	Sem 1	20 credits
ENG 6614	Language Dissertation	Sem 1 & 2	40 credits

Option: Students are required to choose 60 credits from:

ENG 6622	Bilingualism and Multilingualism	Sem 2	20 credits
ENG 6602	Skills for TESOL	Sem 2	20 credits
ENG 6632	Sociolinguistics and Pragmatics 3	Sem 2	20 credits
ENG 6302	Authors in Depth	Sem 1 & 2	20 credits
ENG 6742	Creative Writing Workshop 3: Experimental Writing	Sem 1 & 2	20 credits
ENG 6532	Classicism and Romanticism	Sem 1	20 credits
HUM 6252	Professional Learning Through Work	Sem 1 & 2	20 credits

7. Learning, teaching and assessment

7a) Statement of the strategy for learning, teaching and assessment for the programme

The learning and teaching provision on the English Language and Linguistics programme is aligned with the key goals, objectives and features of the University's Learning, Teaching and Assessment Strategy 2015-2019. It will provide an experience which is student-centred; teaching which is responsive to the needs of individual learners; and a framework within which students are encouraged to develop critical thinking, analytical skills, and employability.

The following approaches are prioritised in delivering the English Language and Linguistics programme:

Learning

The focus will be on ensuring that you have as much opportunity as you need to understand the concepts that are introduced in each module by applying them through active enquiry, practical research tasks, online tests and exercises, and collaborative projects.

A **Progressive Learning Structure** is built into the course design:

- You will begin at Level 4 by consolidating a range of basic concepts and skills for language study in ENG 4602 *Language: Research and Analysis*, and applying these in the study of the history of English (ENG 4612) and in a wide range of examples of language in use (ENG 4632 *Sociolinguistics and Pragmatics 1*).

- At Level 5 you will develop more specialised advanced research skills through ENG 5602 *Research Methods for Linguistics* and have the opportunity to apply these through studying a broader range of linguistic topics.

- At Level 6 you have the opportunity to apply your advanced research and analytical skills in your Dissertation; at this stage you will also explore more specialised applications of linguistics through ENG 6682 *Applied Linguistics: Special Subject*; and have the opportunity to think about how to apply your knowledge about language through problem-solving in language teaching (ENG 6602 *Skills for TESOL*) or in a specific work environment (HUM 6252 *Professional Learning Through Work*).

Teaching

- **Student-Led Enquiry**: The main form of teaching session will be the seminar, where concepts and skills introduced by the lecturer will be learned through practical application – specific tasks, problem-solving, discussion and collaborative close reading of texts, with regular provision of formative feedback on those activities.

- **Directed Activities**: To support student learning and active engagement in teaching sessions, specific activities are completed each week between sessions. These are also used, as appropriate, as a vehicle for formative feedback and for structuring teaching sessions.

- **Analysis**, with a particular focus on morphology and syntax, will play an important part in seminar work and directed tasks at Level 4 and 5.

- **Use of VLE**: To support student-led inquiry, learning materials and resources are supplied in advance via Moodle. Resources offered include bespoke videos and podcasts; links to external sites and online resources; online quizzes; and access to all handouts, powerpoints, etc. In addition, all seminars will be followed by a student-led summary of key points learned and discussed, posted on Moodle.

- **Use of other online resources and technology:** Full use will be made, in teaching sessions, independent study, and assessment, of online resources available to support linguistic study and research – including, for example: OED Online; the British Library 'Sounds Familiar' database of regional variation.

Assessment:

- **Formative Assessment**: Students will have access to formative assessment in every module studied. This will usually take the form of feedback on specific tasks given in teaching sessions, online feedback, or feedback on outline plans for assessed work available via individual meetings.

- **Diversity of Assessment methods**: Assessment methods will vary according to the level of each module and its specific discipline. As a principle, no form of assessment will be introduced at Level 6 which students have not already had the opportunity to undertake, with guidance, support and feedback, at Level 4 or 5.

- **Negotiated Assessment**: Students will have the opportunity, in at least one module at each level, to negotiate the mode of assessment for a particular assignment. Forms of negotiated assessment might include: video, digital artefact, poster, podcast, dialogue.

- **Programme Level Assessment**: Students will undertake programme level assessment in Level 4 and Level 5. At Level 4 a two-week period is set aside for this towards the end of Semester 2, and it will be completed as a series of group projects, focussed specifically on mapping the different domains of linguistics, and on creative mediation of topics studied in the Level 4 modules (eg creating 'SPAG' games for school pupils, or podcasts based on the researching words in the OED).

7b) Programme learning outcomes covered

Adjust LO codes as necessary. ↓ Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	K1 English Language	K2 Varieties of English	K3 Concepts and modes of analysis	K4 Technical Terms and conventions	I1 Comment on English in use	I2 Design and evaluate research	I3 Ethical and legal considerations	I4 Construct argument	E1 Self-management	E2 Teamworking	E3 Business & sector awareness	E4 Problem-solving	E5 Communication	E6 Application of numeracy	E7 Application of IT	E8 Entrepreneurship / enterprise	E9 Social, cultural & civic awareness
ENG 4602 Language: Research and Analysis			■	■	■			■	■			■	■		■		■
ENG 4612 History of English 1	■	■						■	■								
ENG 4632 Sociolinguistics and Pragmatics 1	■	■	■	■	■			■	■								
ENG 4842 Writing, Performance and Persuasion								■	■								
HUM 4992 Ethics and Society							■	■	■								
ENG 4332 Professional Development and Placement									■	■	■	■	■		■	■	■
ENG 5612 History of English 2	■	■	■														
ENG 5602 Research Methods for Linguistics			■	■		■		■						■	■		
ENG 5622 Child Language Acquisition	■	■	■	■	■	■		■									
ENG 5632 Sociolinguistics and Pragmatics 2	■	■	■	■	■	■	■	■									
ENG 5012 Professional Development and Placement									■	■	■	■	■		■	■	

ENG 5112 Professional Dev and Placement (Volunteering																	
ENG 5742 Creative Writing Workshop 2																	
HUM 5902 Spanish: Language and Culture																	
ENG 5542 Shakespearean Drama																	
ENG 5732 Constructions of Gender																	
ENG 6682 Applied Linguistics: Special Subject																	
ENG 6614 Dissertation																	
ENG 6622 Bilingualism and Multilingualism																	
ENG 6602 Skills for TESOL																	
ENG 6632 Sociolinguistics and Pragmatics 3																	
ENG 6302 Authors in Depth																	
ENG 6742 Creative Writing Workshop 3																	
ENG 6532 Classicism and Romanticism																	
HUM 6252 Professional Learning Through Work																	

8.   Entry requirements

Honours degree programmes
Applicants should normally have achieved the following prior to registration for the programme: 5 academic or vocational qualifications, of which at least 2 should be GCE 'A' levels (or equivalent at level 3) and one should be GCSE English Language at grade C (or equivalent). It is not a requirement that one of the 2 GCE 'A' levels should be in English Language or an English-related subject. A wide range of other subjects can be considered relevant preparation for linguistics. Some equivalent qualifications and the current typical offer conditions in terms of UCAS Tariff points are detailed in the undergraduate prospectus. For students whose first language is not English, a pass in an approved test in English is needed, e.g. the International English Language Testing Service (IELTS), with no component below 5.5, or equivalent test. Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see Leeds Trinity's Principles and Guidelines for the Recognition of Prior Learning.

9.   Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s) (A certain level of attainment which <u>must</u> be achieved in a specific module; any mdules exempted from condonement, any deviation from the standard institutional stipulations for award classification, eg. exclusion of Level 4 module marks from Foundation Degree classification)
The standard progression requirements, as set out in the current *Taught Course Academic Regulations*, will apply. The Professional Development and Placement modules ENG 4332 and ENG 5012 / 5112 are exempt from condoned failure and must be passed for progression.

10.   Prerequisites

Details of modules which <u>must</u> be passed before enrolment on a module at a higher level.
Students must have gained credits in ENG 4602 *Language: Research and Analysis* and ENG 5612 *History of English 2* (or equivalent) to be enrolled on ENG 6602 *Skills for TESOL*. This is to ensure that students have the appropriate level of knowledge and understanding of the history and structure of English, and familiarity with linguistic concepts, for the module. Requests from students on other programmes to enrol on this module on a personalised registration basis will not normally be approved.

11.   External examining arrangements

External examining arrangements (eg. joint with another programme – extended duties for someone already in post – or separate, single/multiple examiners; if multiple examiners, which subjects / types of module are to be allocated to each; any PSRB requirements)
There will be minimal requirement for external examining during 2017-18 when the programme is only being assessed at Level 4.   A separate external examiner will be required, from 2018-

19 onwards, for the nine modules that are bespoke to the BA English Language and Linguistics programme at Levels 5 and 6:

ENG 5602 Research Methods for Linguistics
ENG 5612 History of English 2
ENG 5622 Child Language Acquisition
ENG 5632 Sociolinguistics and Pragmatics 2
ENG 6602 Skills for TESOL
ENG 6614 Dissertation
ENG 6622 Bilingualism and Multilingualism
ENG 6632 Sociolinguistics and Pragmatics 3
ENG 6682 Applied Linguistics: Special Subject

12.   Additional information

Details regarding arrangements in respect of any special features of the programme/scheme,
(eg. a non-standard delivery pattern, study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees, constraints on out-of-programme optional module choices)

For any students undertaking any part of their programme as study abroad, the Taught Course Academic Regulations will apply.

13.   Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

Students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.