Leeds Trinity University

Approved August 2018 for English and Creative Writing reapproval

PROGRAMME SPECIFICATION

1.   General information

Awarding body / institution	**Leeds Trinity University**
Teaching institution	**Leeds Trinity University**
'Parent' School *(ICE / SAC / SSHS)*	**SAC**
Academic Group *(or Cluster if clearer)*	**English and Creative Writing**
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)*	**Certificate of Higher Education** **Diploma of Higher Education** **Ordinary Degree**
Honours type *(Single / Joint / Combined)*	**Single**
Duration and mode(s) of study	**3 years full-time**
Month/year of approval of programme	**August 2018**
Start date (this version) *(month and year)*	**September 2018**
Periodic review next due *(academic year)*	**2022/23**
JACS and HECoS subject code(s) *(Level 3)* **(Please refer to HESA listing on AQO website)**	**Q310 (50%) HECOS: 100318** **Q100 (50%) HECOS: 100328**
UCAS course code & route code **(available from Admissions)**	**QS34**
SITS codes *(Course / Pathway / Route)* **(available from Student Administration)**	**UENGLING**
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 students 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.

They 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.

They 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.

They 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. They 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 they will be encouraged to think about how their knowledge can be applied to future employment; and will gain valuable work experience through our placement programme.

On completion of the programme, students 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 7b) 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.

3a   External benchmarks

Statement of congruence with the relevant published subject benchmark statements *(including appropriate references to any PSRB, employer or legislative requirements)*
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	
	Generic Learning outcomes for the award of <u>Certificate of Higher Education</u>:
The assessment strategy is designed so that each of these outcomes is	

addressed by more than one module at Level 4.	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

<table>
<tr><td style="background:#29ABE2">Summary of content by theme
(providing a 'vertical' view through the programme)</td></tr>
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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:
ENG4602   Language: Research and Analysis 1
ENG4682   Language: Research and Analysis 2
ENG5602   Research Methods for Linguistics
ENG6614   Language Dissertation

History of English Language
ENG4612   History of English 1: The Origins of English
ENG5612   History of English 2: From Shakespeare's English to Global Englishes

Linguistics
ENG4632   Language, Person Society: Sociolinguistics and Pragmatics 1
ENG5632   Language, Person, Society 2
ENG5622   Child Language Acquisition
ENG6632   Language, Person, Society 3
ENG6622   Bilingualism and Multilingualism
ENG6682   Applied Linguistics

Ethics and Employability
ENG4992   Ethics, Society and Employability
ENG5012   Professional Development and Placement
ENG5112   Professional Development and Placement (Volunteering)
HUM6252   Professional Learning Through Work
ENG6602   Skills for TESOL

Interdisciplinary
ENG4842   Writing, Performance and Persuasion
ENG5742   Creative Writing Workshop 2
HUM5902   Spanish: Language and Culture
ENG5542   Shakespearean Drama
ENG5732   Constructions of Gender
ENG6302   Authors in Depth
ENG6742   Creative Writing Workshop 3
ENG6532   From *The Tatler* to *Frankenstein*: Reading Eighteenth-Century & Romantic Texts

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6.   Structure

BA (Hons) English Language and Linguistics

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

Level 4 - with effect from September 2018

Core:	Students are required to take:		
ENG4602	Language: Research and Analysis 1	Sem 1	20 credits
ENG4632	Language, Person, Society: Sociolinguistics and Pragmatics 1		
		Sem 1	20 credits
ENG4992	Ethics, Society and Employability	Sem 1 & 2	20 credits
ENG4612	History of English 1: The Origins of English	Sem 2	20 credits
ENG4682	Language: Research and Analysis 2	Sem 2	20 credits
ENG4000	Programme Level Assessment	Sem 2	0 credits

Option:	Students are required to choose 20 credits from:		
ENG4742	Creative Writing Workshop 1	Sem 1 & 2	20 credits
ENG4842	Writing, Performance and Persuasion	Sem 2	20 credits
ENG4122	Beasts, Battles and Buttresses: Discovering Medieval Literature and Culture		
		Sem 2	20 credits

Level 5 – 2018/19 only

Core:	Students are required to take:		
ENG5612	History of English 2: From Shakespeare's English to World Englishes		
		Sem 1	20 credits
ENG5622	Child Language Acquisition	Sem 1	20 credits
ENG5602	Research Methods for Linguistics	Sem 2	20 credits
ENG5632	Language, Person, Society 2	Sem 2	20 credits

Option	Students are required to choose 20 credits from:		
ENG5012	Professional Development and Placement	Sem 1 & 2	20 credits
ENG5112	Professional Development and Placement (Volunteering)	Sem 1 & 2	20 credits

Option	Students are required to choose 20 credits from:		
~~ENG 5542~~	~~Shakespearean Drama~~ not available 2018/19	Sem 2	20 credits
ENG5732	Constructions of Gender	Sem 2	20 credits
ENG5742	Creative Writing Workshop 2	Sem 1 & 2	20 credits
HUM5902	Spanish: Language and Culture	Sem 1 & 2	20 credits
MFC5572	Digital Narratives	Sem 1 & 2	20 credits

Level 5 – with effect from September 2019

Core:	Students are required to take:		
ENG5612	History of English 2: From Shakespeare's English to World Englishes		
		Sem 1	20 credits
ENG5622	Child Language Acquisition	Sem 1	20 credits
ENG5602	Research Methods for Linguistics	Sem 2	20 credits
ENG5632	Language, Person, Society 2	Sem 2	20 credits

Option	Students are required to choose 20 credits from:		
ENG5012	Professional Development and Placement	Sem 1 & 2	20 credits
ENG5112	Professional Development and Placement	Sem 1 & 2	20 credits

	(Volunteering)		
Option	Students are required to choose 20 credits from:		
ENG5732	Constructions of Gender	Sem 1	20 credits
ENG5542	Shakespearean Drama	Sem 2	20 credits
ENG5742	Creative Writing Workshop 2	Sem 1 & 2	20 credits
HUM5902	Spanish: Language and Culture	Sem 1 & 2	20 credits
MFC5572	Digital Narratives	Sem 1 & 2	20 credits

Level 6 – with effect from September 2019

Core:	Students are required to take:		
ENG6682	Applied Linguistics	Sem 1	20 credits
ENG6614	Language Dissertation	Sem 1 & 2	40 credits
Option:	Students are required to choose 40 credits from:		
ENG6602	Skills for TESOL	Sem 1	20 credits
ENG6622	Bilingualism and Multilingualism	Sem 2	20 credits
ENG6632	Language, Person, Society 3	Sem 2	20 credits
Option:	Students are required to choose 20 credits from:		
ENG6532	From *The Tatler* to *Frankenstein*: Reading Eighteenth Century and Romantic Texts	Sem 1	20 credits
*ENG6602	Skills for TESOL	Sem 1	20 credits
ENG6622	Bilingualism and Multilingualism	Sem 2	20 credits
ENG6632	Language, Person, Society 3	Sem 2	20 credits
ENG6302	Authors in Depth	Sem 1 & 2	20 credits
ENG6742	Creative Writing Workshop 3	Sem 1 & 2	20 credits
HUM6012	Great Thinkers: Applying Political Ideas	Sem 1 & 2	20 credits
HUM6252	Professional Learning Through Work	Sem 1 & 2	20 credits

* There is a prerequisite for enrolment on this module – see section 10.

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 students have as much opportunity as they 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:

- Students begin at Level 4 by consolidating a range of basic concepts and skills for language study in ENG4602 *Language: Research and Analysis,* and applying these in the study of the

history of English (ENG4612) and in a wide range of examples of language in use (ENG4632 *Sociolinguistics and Pragmatics 1*).

- At Level 5 they will develop more specialised advanced research skills through ENG5602 *Research Methods for Linguistics* and have the opportunity to apply these through studying a broader range of linguistic topics.

- At Level 6 they have the opportunity to apply your advanced research and analytical skills in your Dissertation; at this stage they will also explore more specialised applications of linguistics through ENG6682 *Applied Linguistics*; and have the opportunity to think about how to apply knowledge about language through problem-solving in language teaching (ENG 6602 *Skills for TESOL*) or in a specific work environment (HUM6252 *Professional Learning Through Work*).

Teaching

- **Student-Centred Learning:** 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. Normally, 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. 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 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.

Module	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
ENG4602 Language: Research and Analysis 1			■	■	■			■		■			■	■		■		■
ENG4682 Language: Research and Analysis 2			■	■				■		■			■			■		■
ENG4612 History of English 1	■	■						■		■								
ENG4632 Language, Person, Society: Sociolinguistics and Pragmatics 1	■	■	■	■	■	■	■	■		■								
ENG4992 Ethics, Society and Employability							■	■		■			■	■		■	■	■
ENG4742 Creative Writing Workshop 1		□	□	□						□	□		□	□				
ENG4122 Beasts, Battles and Buttresses: Discovering Medieval Literature and Culture	□	□	□				□						□					
ENG4842 Writing, Performance and Persuasion		□	□	□	□		□			□	□							□
ENG5612 History of English 2	■	■	■				■						■	■				

Course																		
ENG5602 Research Methods for Linguistics			▓	▓		▓	▓	▓							▓	▓		
ENG5622 Child Language Acquisition	▓	▓	▓	▓	▓	▓	▓								▓	▓		
ENG5632 Language, Person, Society 2	▓	▓	▓	▓	▓	▓	▓											▓
ENG5012 Professional Development and Placement **ENG5112 Professional Dev and Placement (Volunteering**						▓		▓	▓	▓	▓	▓		▓	▓			
ENG5742 Creative Writing Workshop 2	░	░			░				░		░							
HUM5902 Spanish: Language and Culture			░		░													░
ENG5542 Shakespearean Drama (not 18/19)	░	░			░		░		░									
ENG5732 Constructions of Gender	░	░	░			░		░										░
MFC5572 Digital Narratives		░	░	░		░				░	░				░	░	░	
ENG6682 Applied Linguistics	▓	▓	▓	▓	▓	▓	▓	▓		▓	▓		▓	▓				▓
ENG6614 Dissertation	▓	▓	▓	▓	▓	▓	▓	▓		▓	▓		▓	▓				
ENG6622 Bilingualism and Multilingualism	░	░	░	░	░	░	░	░				░	░	░	░			
ENG6602 Skills for TESOL	░	░	░	░	░	░	░	░					░					
ENG6632 Language, Person, Society 3	░	░	░	░	░	░	░						░	░				
ENG6302 Authors in Depth	░				░			░					░	░				

Course																		
ENG6742 Creative Writing Workshop 3	�																	

8. Entry requirements

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 must be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, e.g. 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 Employability/Professional Development and Placement modules ENG4992 and ENG5012/5112 are exempt from condoned failure and must be passed for progression.

The Level 4 modules ENG4602 and ENG4682 are exempt from condoned failure and must be passed for progression. This is to ensure that students who progress have demonstrated basic competence in grammatical and phonological description.

10. Prerequisites

Details of modules which must be passed before enrolment on a module at a higher level
Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.

Students must have gained credits in ENG4602 *Language: Research and Analysis 1* and ENG 5612 *History of English 2* (or equivalent) to be enrolled on ENG6602 *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.   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.