Programme Specification
Definitive Document

1. Basic Information

1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University
1.3 Locus of Delivery:	Plymouth Marjon University
1.4 Final Award Title:	Bachelor of Arts
1.5 FHEQ Level:	Level 6
1.6 Programme Title:	Professional Development and International English
1.7 Mode and Duration of Study:	Full Time – 1 year Part Time – 2 years
1.8 School:	Arts, Humanities & Social Sciences
1.9 HECoS Code:	101109
1.10 Collaborative Provision Arrangement:	n/a
1.11 UCAS Code(s):	LPS6
1.12 Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent.
1.13 Accrediting Professional Body/PSRB:	https://www.britishcouncil.org/
1.14 QAA Subject Benchmarking Group(s):	Languages, Cultures and Societies (2019) Business Studies (2019) Area Studies (2019)
1.15 Other External Points of Reference:	https://www.britishcouncil.org/
1.16 Language of Study (for learning, teaching and assessment):	English
1.17 Work-Based Learning Arrangements:	Optional route within PROH04 Professional Studies: Building Futures
1.18 Foundation Degree Progression Routes:	N/A
1.19 Arrangements for Distance Learning:	N/A
1.20 Original Date of Production:	May 2022
1.21 Date of Commencement:	September 2023
1.22 Review Date:	By September 2029

2. Programme Outline

This one-year, level 6 only 'Top Up' degree consists of five compulsory 20 credit modules and a 20 credit Honours Project module providing 120 credits in addition to the APL-ed prior study. The programme is aimed at people with a full or partially completed international degree to a minimum of UK equivalent level 5 and 240 credits and includes 40 credits of English for Specific Purposes modules.

The content includes English for Academic, Business and Professional Purposes, and academic skills are integrated into the early part of the programme. For the general and specialist English Language tuition, the Subject Benchmark Statement Languages, Cultures and Societies "attempts to adapt the CEFR as appropriate to UK higher education" and thus the CEFR (Common European Framework of Reference for Languages) is used as the main reference point for teaching, learning and assessment. We aim to foster development and fluency in general English language and in Professional subject areas in particular throughout the course. There are also additional activities, such as short-term study abroad exchanges, that students can apply for, and we encourage integration of cross-cultural elements wherever we can.

2.1 Integrating Sustainability into the Curriculum

Aspects of social and environmental diversity and sustainability are embedded in the programme modules both directly, in terms of the English Language elements (PROH02/5), and optionally in the Professional Studies: Building Futures module (PROH04). In the latter, for example, a student choosing a translation route, can choose to focus on a specific subject area like environmental protection, or can choose a business route that focusses on an aspect of the environmental protection industry.

3. Distinctive Features

The programme is both innovative in concept and in line with norms of provision used at other institutions. It is designed for people with an existing minimum level 5 (or 6) or equivalent qualification to be able to complete a UK degree in a single year of study, on a single day a week, with an extended year to July. This would enable people with disabilities, or who live in remote locations, to be able to attend more easily, as well as reduce costs.

To better enable people with additional time pressures to be able to attend, it is designed to be delivered one day a week on campus, with integrated online support with self-study and 1-2-1 sessions or group sessions that can be carried out off campus. Further to this consideration, the course has an extended academic year of three 'terms' (40 / 60 / 20 credits). The modules are overlapped, not concurrent, to prevent assessments and workloads being clustered.

Table 1: Module Schedule

Module	Study Period
PROH01 Professional & Life Studies: (20)	Sept/Oct/
PROH02 Academic & Professional English (20)	Oct/Nov/Dec
PROH03 Intercultural Studies (20)	Dec/Jan/Feb
PROH04 Business & Professional English (20)	Feb/Mar/April
PROH05 Professional Studies: Building Futures (20) (includes Research Methods)	April/May
PROH06 Honours Project (20):	May-June

The English Language skills elements run across the year to allow continuous feedback, development and improvement. The project module is completed in the summer, after the completion of the taught and Professional Studies modules.

4. Programme Aims

The general aims of the programme are:
1. to enhance and develop the student's learning skills;
2. to provide learning relevant to the student's career development;
3. to encourage students to develop a range of self-managed, conceptual and analytical skills applicable their professional fields;
4. to significantly improve English Language skills and functional ability;
5. to prepare the students for Post Graduate study or other career development opportunities;
6. to foster a love of learning;
7. to foster appreciation for individual and cultural diversity.

5. Programme Learning Outcomes

Knowledge & understanding:

By the end of this programme students should be able to demonstrate:
1. flexible and effective use of English Language in social and academic contexts
2. flexible and effective use of English Language in business and other professional contexts
3. the ability to analyse and critically appraise core themes facts, concepts and theories in their chosen field and how these interact in practice

Intellectual skills:

By the end of this programme students should be able to demonstrate:
4. the ability to reflect constructively in professional contexts and to critically discuss how reflection on current practice can inform personal and professional development
5. the ability to critically discuss the global impacts of local issues in their chosen area(s) of study
6. the ability to critically discuss the local impacts of global issues in their chosen area(s) of study

Practical skills:

By the end of this programme students should be able to demonstrate:
7. clear, well-structured, detailed texts on complex subjects using appropriate use of terminology and language in a range of contexts
8. the ability to apply theoretical knowledge to real world situations
9. the ability to critically reflect on a range of lived experiences and to communicate the effects and impacts that these have on themselves, others and / or society(ies)

Transferable / key skills:

By the end of this programme students should be able to demonstrate:
10. the ability to synthesise information and approaches from a range of areas to create a cohesive argument
11. the ability to communicate successfully and fluently in a variety of professional styles and mediums
12. the ability to carry out independent research and to design and complete a project based on a thorough and critical understanding of their chosen area of study

6. Learning and Teaching Methods

The learning and teaching strategy is informed by the outcomes; the goal is for students to achieve a minimum equivalent level of CEFR C1 language (=IELTS 6.5) level on completion. This is the common level for entry to level 7 study, which we expect many students to be aiming for. This requires interactive classes and highly focused tasks, with assessments to match. In terms of the academic elements, these are designed to draw on the students own experiences to high degree and thus the teaching environment is highly discursive and reflective, and again this is matched by the assessment design. Thus even though this is a single year degree, there a wide range of teaching and learning methods.

Method	Description
Blended learning	Online teaching and support materials
Critical Reflection	Reflection on one's actions so as to engage in a process of continuous learning. It often involves paying critical attention to the practical values and theories which inform everyday actions.
English Language classes	Taught sessions on English Language and the four skills, reading , writing, listening and speaking.
Fieldwork	Learning undertaken in an alternative context, location or environment from the university campus-focused learning spaces.
Flipped Classroom	Students watch online lectures, collaborate in online discussions, or carry out research at home, and later engaging with the concepts in the classroom with the guidance of a mentor.
Guided Independent Study	Students work independently drawing upon resources provided by the teaching staff such as reading lists and learning space materials.
Lectures	Traditional taught sessions: usually an oral presentation intended to present information or teach students about a particular subject. Lectures are used to convey critical information, history, background, theories and equations.
Online tutorials	One to one or small group sessions arranged for particular support, advice and teaching purposes.
Presentations	A presentation is the process of presenting a topic to an audience. It is typically a demonstration, introduction, lecture or speech carried out by the student to other students.
Seminars	Discussion and interactive sessions in groups, used to explore topics in detail and where assigned readings are discussed, questions can be raised and debates can be conducted.
Webinar	A web-based learning or training activity, usually interactive, for example, a workshop or seminar.

6.1   Learning Enhancement

Beyond the standard access to e-learning platforms and optional venue-based opportunities, there are no special learning enhancement elements to this programme.

6.2   E-Learning

The programme fully integrates use of the university's VLE Canvas, Futures materials and other online resources such as OpenLearn. Certain modules are designed to be tutor directed by 1-2-1 tutorials that can take place on platforms like MS Teams.

7. Modes of Assessment

The assessments on this programme are designed to mirror the teaching and learning and to form a strong skills and reflective base that allows the students to measure their success and progression, while at the same time being rigorous and effective methods of ensuring integrity and quality are maintained. Assessment is here considered a learning opportunity as well as a way to determine formal levels of achievements.

The English Skills and communication topics material is assessed by a range of traditional IELTS style language tests and other activities such as presentations, that assess both formal and informal language and communication skills. There are opportunities for reflective essays in the professional studies elements, and academic essays in the remaining modules. The Building Futures module contains a research methods element, which is delivered by blended learning materials and 1-2-1 support to support the design and implementation of the final Honours project. Thus even though this is a single year degree, there a good range of assessment methods.

Method	Description
English Test	An English Language skills assessment based on traditional test formats such as IELTS/TOEFL taken under time constraints or specified contexts. Can include reading, writing, listening and speaking skills tests.
Essay	A written response to a question based on synthesis and analysis, demonstrating appropriate knowledge and understanding of key current debates in the subject.
Honours Project	A substantial single piece of work including but not limited to a critical review of scholarly articles, books and other sources relevant to a particular issue or area of research and a significant task that may be empirical research, theoretical, English language data driven or reflective.
Online Test	A task or series of tasks using a computer which may have time constraints and may employ adaptive technologies.
Portfolio	A collection of documents and/or artefacts created by a person to demonstrate the achievements, learning and skills they have developed. Can be submitted as either a multiple or a single piece of work. The English Language modules PROH02 and PROH04 use this mode of assessment to allow for the progression of English skills throughout the module to be monitored and so the students can respond more readily to personalised feedback. The individual elements of which the portfolio is comprised can consist of tasks that are carried out in class or at home and may be written, blended, or spoken.
Presentation: Group or individual	Presentation of data/information/critical analysis to include verbal delivery and defence of questions posed on the topic specific to the information contained in the presentation. Assesses knowledge of selected topic and communication skills.
Reflective Essay	Students will critically reflect on their experiences, allowing them to identify best practice, challenges and areas for improvement within their own work.
Research Proposal	A precise and coherent summary of a proposed research project setting out the central issues to be addressed and the ethical procedures to be followed.
Video	A video or digital presentation which demonstrates knowledge and understanding of a topic. May be a group or individual task.

8. Exemptions to University Regulations

n/a

9. Work-Based Learning/Placement Learning

The programme does not contain a dedicated 'placement' module. However, professional development is one of the two central topic themes in this course. Specifically, there is an option within PROH04 Professional Studies: Building Futures to use fieldwork, venue/work placement activity as the reflective element. In PROH03, the students can use practice-based learning to enhance their experience and understanding of intercultural issues in professional contexts.

10. Programme Structure

Full Time (3 terms)

Module Code	Module Title	Credits	Assessment	Sem/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
PROH01	Professional & Life Studies	20	Coursework 100%	1	Compulsory	Condonable
PROH02	Academic & Professional English	20	Exam 50% Coursework 50%	1	Compulsory	Condonable
PROH03	Intercultural Studies	20	Coursework 100%	1	Compulsory	Condonable
PROH04	Business & Professional English	20	Exam 60% Coursework 40%	2	Compulsory	Condonable
PROH05	Professional Studies: Building Futures	20	Coursework 100%	2	Compulsory	Condonable
PROH06	Honours Project	20	Coursework 100%	3	Compulsory	Condonable

Key: Semester X = A & B

Part Time - Year 1 (2 terms)

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
PROH01	Professional & Life Studies	20	Coursework 100%	1	Compulsory	Condonable
PROH02	Academic & Professional English	20	Exam 50% Coursework 50%	1	Compulsory	Condonable
PROH04	Business & Professional English	20	Exam 60% Coursework 40%	2	Compulsory	Condonable

Part Time - Year 2 (3 terms)

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
PROH03	Intercultural Studies	20	Coursework 100%	1	Compulsory	Condonable
PROH05	Professional Studies: Building Futures	20	Coursework 100%	2	Compulsory	Condonable
PROH06	Honours Project	20	Coursework 100%	3	Compulsory	Condonable

Key: Semester X = A & B

The table below shows the various 'threads' through the programme. These 'threads' provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on up-coming modules. The 'threads' act as a mechanism for students to see how the learning links together in a meaningful way and will be made explicit to students throughout the programme. Modules focus one of 1-3 and any of 4-6.

There are three subject area threads in the degree:
1. English Language
2. Professional Studies (employability & leadership)
3. Research

There are three topic threads in addition
4. Business
5. Communication
6. Reflective Practice

Threads

Module Code	Module Title	Thread
PROH01	Professional & Life Studies	2 6
PROH02	Academic & Professional English	1 5
PROH03	Intercultural & Professional Communication	2 5 6
PROH04	Business & Professional English	1 4 5
PROH05	Professional Studies: Building Futures	2 3 4 6
PROH06	Honours Project	3 4 5 6

11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

The institution is accredited by the British Council for the teaching of English as an additional language. The English language modules (PROH02 and PROH04) are covered by this accreditation. This is important from a consistency and marketing perspective, ensuring that the students know that the standards of English language teaching are the highest possible.

12. Professional Advisory Group

The BA (Hons) Professional Development and International English programme has a Professional Advisory Group which meets annually to continue the development of this programme and to ensure that contemporary, relevant academic and applied research and practice is considered and, where appropriate, included. Members of the PAG are students, fellow academics and experts from the sector.

13. Academic Progression Opportunities

The following is sample list of potential progression opportunities.
- PG Cert/Dip/Master's Degrees in Professional Subject Area
- PGCE courses

Some of the following may be of particular interest:
- MBA MSc Business Management & leadership
- MA/MSc TESOL
- MA Intercultural Communication
- MA Refugee studies
- MA English
- MA English Language
- MA/MSc Applied Linguistics
- MA/MSc Professional Studies

14. Employability and Career Progression Opportunities

This degree is designed specifically to Encourage students to pursue their previous career path(s) wherever possible. However, the programme also aims to enhance employability and career progression opportunities without restricting those opportunities for the individual student. As such, the degree promotes development of English language, communication, intercultural knowledge and introduces both business / management concepts and reflective practice, all of which is essential in any postgraduate career option. The programme is particularly useful for the following career opportunities:
- Teaching English as a foreign language
- Teaching specialist subjects
- NGO work
- International Business and communication specialisms
- Human resources and personnel

The following employability related elements are directly embedded in the programme:

- Analytical thinking and innovation – students are able to identify and define problems, extract key information from data and develop workable solutions for the problems identified to test and verify the cause of the problem and develop solutions to resolve the problems identified.
- Active learning and reflective practice – students are in charge of their own learning through meaningful activities. They think about and apply what they are learning and are able to reflect in order to improve future performance.
- Creativity, originality and initiative – students are able to perceive the world in new ways, to find hidden patterns and to generate new solutions. Students develop the ability to assess situations and initiate solutions independently.
- Critical thinking and analysis - students have the ability to actively conceptualise, analyse and synthesise information objectively and make a reasoned judgment to reach an answer or conclusion

- Complex problem-solving – students are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real-world settings.
- Leadership and social influence - students are able to motivate others to act towards achieving a common goal
- Emotional intelligence – students are able to recognise and manage their emotions, and the emotions of others, both individually and in groups.
- Reasoning, problem-solving and ideation – students are able to consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions.
- Systems analysis and evaluation – students are able to study a process or situation in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way.

Digital Skills:
- ICT Proficiency and Productivity – students are able to use devices (such as laptops, smartphones and touch screens), and identify and use applications, software and systems that are relevant and most suited to different tasks (e.g. text editing, presentations, spreadsheets and basic screen recording software)
- Digital Collaboration, Participation, Communication – students are able to communicate effectively and appropriately using a variety of digital media such as text-based forums, online video and audio, email, blog posts and social media. They can also participate in digital teams and collaborate with others in digital spaces (e.g. using Google docs, group forums, social media, file sharing applications, Hub).
- Finding Digital Information and Data Management – students have an understanding of different data storage systems and file types (e.g. using network drives, cloud storage and external storage devices). They are able to identify and use appropriate digital productivity tools to find information (e.g. using Marjon Mobile app, advanced online searches, Mendeley, Discovery). They are also able to manage, organise and analyse data or information (e.g. folder and file organisation, use of analytical tools within Spreadsheets and Databases).
- Digital Learning and Teaching – students are able to identify and use digital learning resources, apps and services (e.g. Canvas, Panopto Replay, podcasts, online tutorials). They are also able to participate in digital assessment such as online quizzes and exams and receive and reflect on digital feedback (e.g. Turnitin).
- Digital Problem Solving, Creation & Development – students are able to identify and use digital tools to solve problems and answer questions (e.g. Microsoft Office help, Digital Skills Help).
- Digital Security, Well-being and Identity – students understand how to act safely and responsibly in digital environments and can identify potential risks and consequences (e.g. security settings on social media, netiquette, keeping personal data secure). They are able to look after their personal health, safety, relationships and work-life balance in digital settings and are able to develop and project a positive digital identity across a range of platforms (e.g. LinkedIn, Twitter).

15. Support for Students and for Student Learning

The University recognises the value of the whole student experience within Higher Education and students have full access to the University's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:
- Personal Development Tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer
- On-campus Nursery provision

16. Student Feedback Mechanisms

The programme team seek to develop positive relationships with students through on going and continuous dialogue and regular communication.

Feedback at programme level will be achieved through mid-module evaluations, end of semester evaluations and the staff student liaison committee. In addition, final year students will be invited to participate in the National Student Survey (NSS).

17. Other Stakeholder Feedback

The design and principles underlying the programme follow discussions with local language schools and refugee/asylum seeker services in Devon and Cornwall. These were followed by Q&A session in meetings with potential applicants. In particular, the principle of a single on campus day is considered essential in order to make the programme viable for people who work or care for children.

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.